



COURSE OUTLINE

OCC301 Enabling Occupation: The Child and Adolescent

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2022 | Semester 1

USC Sunshine Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course will establish high level skills in working with children and adolescents to enhance occupational performance. It will explore the occupational development of the child and young person within the context of the home, school and wider community. You will understand and develop initial competencies in various intervention approaches relevant to working with children and adolescents with developmental, physical and mental health issues. You will also critically analyse conceptual models, theory and practice skills relating to the child and young person.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online learning materials	1hr	Not applicable	13 times
Tutorial/Workshop 1 – Interactive large group workshop recorded and delivered online to supplement learning materials.	1hr	Not applicable	13 times
Tutorial/Workshop 2 – Small group tutorials on campus, not recorded.	2hrs	Not applicable	13 times
Placement – This course will include a placement component. Placement dates and times may vary, full details will be provided to students in a timely way via Canvas.	12hrs	Not applicable	Once Only

1.3. Course Topics

- Foundations of paediatric practice
- Developmental milestones and reflexes
- Occupations of children and adolescents
- Family and client-centred practice in paediatrics
- Information gathering in paediatric practice
- Intervention approaches

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Occupational Therapy Council of Australia Ltd
<p>1 Define and describe the theoretical basis of, and apply knowledge of a range of intervention strategies commonly used with children and adolescents.</p>	<p>Knowledgeable Sustainability-focussed</p>	<p>2.1 - Applies current and evidence informed knowledge of occupational therapy and other appropriate and relevant theory in practice.</p>
<p>2 Create treatment goals and objectives relevant to paediatric clients.</p>	<p>Knowledgeable Sustainability-focussed</p>	<p>3.2 - Performs appropriate information gathering and assessment while identifying a client's status and functioning, strengths, occupational performance and goals. 3.3 - Collaborates with the client and relevant others to determine the priorities and occupational therapy goals. 4.2 - Adapts written, verbal and non-verbal communication appropriate to the client and practice context. 4.9 - Uses effective communication skills to initiate and end relationships with clients and relevant others.</p>
<p>3 Appraise and integrate literature pertaining to the efficacy of intervention approaches in the child and adolescent population.</p>	<p>Knowledgeable Ethical</p>	<p>2.2 - Applies theory and frameworks of occupation to professional practice and decision-making. 2.3 - Identifies and applies best available evidence in professional practice and decision-making.</p>
<p>4 Apply clinical reasoning to create a client-centred paediatric intervention approach for optimising occupational performance.</p>	<p>Knowledgeable Sustainability-focussed</p>	<p>1.1 - Complies with the OTBA standards, guidelines and code of conduct 1.7 - Collaborates and consults ethically and responsibly for effective client-centred and interprofessional practice. 2.2 - Applies theory and frameworks of occupation to professional practice and decision-making. 3.2 - Performs appropriate information gathering and assessment while identifying a client's status and functioning, strengths, occupational performance and goals. 3.5 - Selects and implements culturally responsive and safe practice strategies to suit occupational therapy goals and environment of the client. 3.7 - Reflects on practice to inform and communicate professional reasoning and decision-making. 4.9 - Uses effective communication skills to initiate and end relationships with clients and relevant others.</p>

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

OCC201 and OCC212 and OCC222 and OCC232 and enrolled in Program SC440

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

You will have previous knowledge of occupational therapy theory and causes of occupational dysfunction for children and adolescents.

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Assessment task 1 (in-class quiz) has been designed to provide you with early feedback about your understanding of course content.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	10%	20 minutes (15 questions)	Week 4	Online Test (Quiz)
All	2	Written Piece	Individual	40%	2 x A3 pages (2000 words maximum)	Week 8	Online Assignment Submission with plagiarism check
All	3	Oral and Written Piece	Individual	50%	10 minutes and a 15 slide recorded PowerPoint presentation	Week 11	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Quiz

GOAL:	You will demonstrate an understanding of developmental milestones and key points in a child's occupational development.		
PRODUCT:	Quiz/zes		
FORMAT:	Individual, online, multiple choice questions		
CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge of developmental milestones	1
	2	Knowledge of occupation and occupational performance in childhood	1

All - Assessment Task 2: Shared decision making aid

GOAL:	You will create a shared decision-making aid based on a limited review of the literature. You will construct a focused clinical question and critically appraise interventions relevant to paediatric occupational therapy.		
PRODUCT:	Written Piece		
FORMAT:	You will submit your assignment in the form of a shared-decision making aid via Canvas.		

CRITERIA:	No.	Learning Outcome assessed
	1	Clinical relevance of topic 3
	2	Search and selection strategies utilised Critical analysis 3
	3	Discussion of pragmatic and client considerations 3
	4	Presentation of shared decision making aid 3

All - Assessment Task 3: Intervention development, rationale and presentation

GOAL:	You will apply clinical reasoning to establish goals and interventions for a child or adolescent.	
PRODUCT:	Oral and Written Piece	
FORMAT:	You will establish goals and interventions for a child or adolescent and communicate the reasoning for your approach through a recorded PowerPoint presentation. The interventions developed and methods for communicating these must be realistic and relevant to occupational therapy practice. You will submit your presentation via Canvas.	
CRITERIA:	No.	Learning Outcome assessed
	1	Ability to select relevant resource items in terms of culture, gender, socioeconomic status and other personal characteristics of a child 2
	2	Knowledge of appropriate therapy approaches with children 3
	3	Understanding of the need for clinical reasoning and rationale building in practice 4
	4	Understanding of a child's occupational development and occupational performance enablers 1
	5	Discussion of the child's occupational needs in terms of theory and evidence based practice 4

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Sylvia Rodger	2017	Occupation-Centred Practice with Children	(2nd edition)	John Wiley & Sons
Recommended	Jane Clifford O'Brien, Heather Kuhaneck	2019	Case-Smith's Occupational Therapy for Children and Adolescents - E-Book	8th Edition	Elsevier Health Sciences

8.2. Specific requirements

Students should access Canvas for all course requirements. Queries regarding assessment will be addressed on Canvas discussion boards instead of email. Other issues can be discussed with your Course Coordinator via appointment during designed contact hours as specified on Canvas.

9. How are risks managed in this course?

Risk assessments have been performed for all field activities and a low level of health and safety risk exists. Some risks concerns may include working in an unknown environment as well as slip and trip hazards. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day

- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au