



COURSE OUTLINE

OCC331 Foundational Placement Competencies in Occupational Therapy

Course Coordinator: Olivia Furniss (ofurniss@usc.edu.au) **School:** School of Health and Behavioural Sciences

2022 | Session 5

SCHI

**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 provides you with a one week intensive simulated practice education experience to prepare you for future placements.

This placement course has multiple components:

- Pre-placement learning activities within semester 1 OCC academic courses: approx 12 hrs practice education
- 6 day simulated placement occurring between study week, sem 1 and O week, sem 2: approx 48hrs practice education

Students not enrolled any/all semester 1 courses, but enrolling in OCC331 should contact the Course Coordinator by week 4, semester 1 to arrange access to all communications and course materials.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|--|-------|-----------------|-----------|
| BLENDED LEARNING | | | |
| Placement – Full details will be provided to students early in semester 1 via email and a placement briefing session. Scheduling of all components will be completed using Sonia and full details of this process will be provided in a timely way. | 60hrs | Refer to Format | Once Only |

1.3. Course Topics

Placement preparation encompassing the following:

Professional behaviour

Learner behaviour

Communication

Information gathering

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 Select and apply relevant skills, knowledge and behaviours required to practice within a simulated placement context, in order to demonstrate foundational placement competencies.</p> | <p>Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed</p> | <p>1.1 - Complies with the OTBA standards, guidelines and code of conduct 1.2 - Adheres to legislation relevant to practice. 1.3 - Maintains professional boundaries in all client and professional relationships 1.4 - Recognises and manages conflicts of interest in all client and professional relationships 1.5 - Practices in a culturally responsive and culturally safe manner, with particular respect to culturally diverse client groups. 1.7 - Collaborates and consults ethically and responsibly for effective client-centred and interprofessional practice. 1.8 - Adhere to all work health and safety, and quality requirements for practice. 1.9 - Identifies and manages the influence of her/his values and culture on practice. 1.10 - Practices within limits of her/his own level of competence and expertise. 1.12 - Identifies and uses relevant professional and operational support and supervision. 1.13 - Manages resources, time and workload accountably and effectively. 1.14 - Recognises and manages her/his own physical and mental health for safe, professional practice. 1.16 - Contributes to education and professional practice development of peers and students. 2.1 - Applies current and evidence informed knowledge of occupational therapy and other appropriate and relevant theory in practice. 2.2 - Applies theory and frameworks of occupation to professional practice and decision-making. 2.5 - Maintains current knowledge for cultural responsiveness to all groups in the practice setting. 2.7 - Implements a specific learning and development plan when moving to a new area of practice or returning to practice. 2.8 - Reflects on practice to inform current</p> |

| COURSE LEARNING OUTCOMES | GRADUATE QUALITIES MAPPING | PROFESSIONAL STANDARD MAPPING and future reasoning and decision-making and the integration of theory and evidence Occupational Therapy Council of Australia Ltd |
|---|--|---|
| On successful completion of this course, you should be able to... | Completing these tasks successfully will contribute to you becoming... | <p>Occupational Therapy Council of Australia Ltd - Maintains knowledge of relevant resources and technologies.</p> <p>2.10 - Maintains digital literacy for practice.</p> <p>3.1 - Addresses occupational performance and participation of clients, identifying the enablers and barriers to engagement.</p> <p>3.2 - Performs appropriate information gathering and assessment while identifying a client's status and functioning, strengths, occupational performance and goals.</p> <p>3.3 - Collaborates with the client and relevant others to determine the priorities and occupational therapy goals.</p> <p>3.4 - Develops a plan with the client and relevant others to meet identified occupational therapy goals.</p> <p>3.5 - Selects and implements culturally responsive and safe practice strategies to suit occupational therapy goals and environment of the client.</p> <p>3.7 - Reflects on practice to inform and communicate professional reasoning and decision-making.</p> <p>3.8 - Identifies and uses practice guidelines and protocols suitable to the practice setting or work environment.</p> <p>3.9 - Implements an effective and accountable process for delegation, referral and handover.</p> <p>4.1 - Communicates openly, respectfully and effectively.</p> <p>4.2 - Adapts written, verbal and non-verbal communication appropriate to the client and practice context.</p> <p>4.4 - Uses culturally responsive, safe and relevant communication tools and strategies.</p> <p>4.5 - Complies with legal and procedural requirements for the responsible and accurate documentation, sharing and storage of professional information and records of practice.</p> <p>4.7 - Obtains informed consent for practice and information-sharing from the client or legal guardian.</p> <p>4.8 - Maintains professional collaborative relationships with clients, health professionals and relevant others.</p> <p>4.9 - Uses effective communication skills to initiate and end relationships with clients and relevant others.</p> <p>4.10 - Seeks and responds to feedback, modifying communication and/or practice accordingly.</p> <p>4.11 - Identifies and articulates the rationale for practice to clients and relevant others.</p> |

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| 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>2 Select and apply relevant skills, knowledge and behaviours required to manage learning within a simulated placement context.</p> | <p>Empowered Engaged Sustainability-focussed</p> | <p>1.11 - Maintains professional competence and adapts to change in practice contexts. 1.12 - Identifies and uses relevant professional and operational support and supervision. 1.13 - Manages resources, time and workload accountably and effectively. 2.7 - Implements a specific learning and development plan when moving to a new area of practice or returning to practice. 2.8 - Reflects on practice to inform current and future reasoning and decision-making and the integration of theory and evidence into practice. 2.9 - Maintains knowledge of relevant resources and technologies. 2.10 - Maintains digital literacy for practice. 4.1 - Communicates openly, respectfully and effectively. 4.10 - Seeks and responds to feedback, modifying communication and/or practice accordingly.</p> |
| <p>3 Utilise self-evaluation and external feedback as part of a reflective process to inform practice development within a simulated placement context.</p> | <p>Empowered Engaged Sustainability-focussed</p> | <p>1.9 - Identifies and manages the influence of her/his values and culture on practice. 1.10 - Practices within limits of her/his own level of competence and expertise. 1.11 - Maintains professional competence and adapts to change in practice contexts. 1.12 - Identifies and uses relevant professional and operational support and supervision. 1.13 - Manages resources, time and workload accountably and effectively. 1.14 - Recognises and manages her/his own physical and mental health for safe, professional practice. 1.16 - Contributes to education and professional practice development of peers and students. 2.8 - Reflects on practice to inform current and future reasoning and decision-making and the integration of theory and evidence into practice. 4.10 - Seeks and responds to feedback, modifying communication and/or practice accordingly. 4.11 - Identifies and articulates the rationale for practice to 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

OCC442 or OCC452 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)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Limited Grading (PNP)

Pass (PU), Fail (UF). All assessment tasks are required to be passed for successful completion of the course.

6.2. Details of early feedback on progress

The format for each day will include briefing and de-briefing sessions which will include the opportunity for self-reflection and feedback from the Practice Educator. The role of the Practice Educator during the set learning activities throughout each day will be to provide on-the-spot formative feedback, and to schedule feedback sessions with individual and/or groups across the week. All students will participate in at least one formative feedback session with the Practice Educator. Students will be provided with templates for self-assessment and peer assessment to support skill and knowledge development. The final learning activity will be a simulated supervision session that will provide individual feedback.

6.3. Assessment tasks

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT | INDIVIDUAL OR GROUP | WHAT IS THE DURATION / LENGTH? | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT? |
|---------------|----------|--------------------|---------------------|--------------------------------|-----------------------|---------------------------|
|---------------|----------|--------------------|---------------------|--------------------------------|-----------------------|---------------------------|

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

There are no required/recommended resources for this course.

8.2. Specific requirements

Students should access Canvas and SONIA for all course requirements. General queries regarding assessment will be addressed via email to the placement coordinator; other issues can be discussed with your course coordinator via appointment. Current certifications (Bluecard, NDIS Worker Screening, police check, First Aid and CPR; additional may be required on request); student uniform and ID badge (unless otherwise advised); proof of required vaccinations; additional site specific requirements as relevant e.g., SCHHS Student Information Form, Qld Health requirements; travel and other expenses incurred on placement will be the student's responsibility unless otherwise advised.

There is minimal health and safety risk in this course because you will be provided with a Workplace Health and Safety Orientation within the first week of your placement. It is your responsibility to request this if it is not provided and to ensure you orientate yourself to WH&S policies and procedures applicable to the placement setting. Students are required to disclose any health, disability or other concerns that may impact on performance on placement and/or contribute to risk, through completion of the Student Placement Agreement: Placement Disclosure Statement, and Ongoing Disclosure form if required.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. 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

Limited Graded Course:

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 4.1.3 and 4.1.4 of the Grades and Grade Point Average (GPA) - Institutional Operating Policy of the USC.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

10.3. Assessment: Submission penalties

Student will be unable to attend the placement if mandatory requirements (see Sonia) are not completed within set timeframe
Grades cannot be finalised until all assessment documents have been uploaded to Sonia

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