

OCCT4274: Transitioning into Occupational Therapy Practice

Callaghan

Semester 2 - 2023



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

This course aims to form a bridge between professional learning in the undergraduate program and the student's entry into professional practice. This will be achieved through the use of case studies, with expectations for clinical reasoning and appraisal of available literature and evidence. Students will synthesize theoretical and practical learning gained throughout the occupational therapy program, apply this knowledge to new cases, and utilize critical analysis and clinical reasoning to plan assessment and intervention. Students will examine such factors as, contexts of practice, theoretical approaches, ethical and moral issues, political and legal contexts, and social and cultural influence, in developing written work. Additionally, students will also appraise their current strengths and ongoing professional development priorities. Advanced workshops designed to refine professional skills will be presented.

Requisites

This course is only available to students enrolled in the Bachelor of Occupational Therapy (Honours) program. Pre-requisite - successful completion of OCCT4163 and OCCT4170.

Contact Hours

Lectures:

July 5th 9.30-11.30 – careers service session

July 6th 9-11 – How to apply for NSW Health jobs

Week 10 – 6 hours

Week 11 – 3 hours *plus workshop attendance

Week 12 – 3 hours *plus workshop attendance

Week 13 – 6 hours

Workshops:

*You will attend a minimum of 2 workshops in week 11 and 12.

[Once allocated if spaces are available you will be able to attend more than 2].

You will need to add your name to your proposed workshops in the People section of Canvas from 1st August onwards. Instructions on how to do this will be added into Canvas.

Unit Weighting Workload

Self-Directed Learning: Case-based work.

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Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

CONTACTS

Course Coordinator **Callaghan**
Dr Samantha Ashby
Office: ICT/HERB building: ICT318
Samantha.ashby@newcastle.edu.au

Office Hours: By appointment; please email me for an appointment.

Teaching Staff Other teaching staff will be advised on the course Canvas site.

School Office **School of Health Sciences**
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SYLLABUS

Course Content This course is process rather than content driven and is learner centred. The course will comprise a series of interactive lectures focused on case studies, and workshops to increase practice skills. Practicing therapists and other related professions will be part of this course.

Course Learning Outcomes **On successful completion of this course, students will be able to:**

1. Formulate case analyses, defining core aspects of identified disability, analysing functional implications, designing plans for assessment, and appraising available literature and evidence for intervention.
2. Appraise personal practice skills to identify individual strengths and needs for continuing professional development (CPD).
3. Analyse and synthesise the impact of factors such as contexts of practice, theoretical approaches, ethical and moral issues, political and legal contexts, and social and cultural influences on their practice.
4. Be proactive in their professional development through engagement and participation in available workshops and case analyses in these final weeks of the program.

Course Materials **Recommended Readings – for your written assignment**

Brown, C., Stoffel, V., & Munoz, J. P. (Eds.). (2019). *Occupational therapy in mental health: A vision for participation* (2nd ed.). F.A. Davis.

Case-Smith, J & O'Brien, J (2010). *Occupational therapy for children* (6th edition). Mosby Elsevier

Dirette, D., & Gutman, S. (Eds.). (2020). *Occupational therapy for physical dysfunction* (8th ed.). Wolters Kluwer, Lippincott Williams & Wilkins.

Duncan, E. (Ed.). (2021). *Foundations for practice in occupational therapy* (6th ed.). Elsevier Churchill Livingstone.

Lane, S. J., & Bundy, A. (2012). *Kids can be kids: A childhood occupations approach*. F. A. Davis

Schell, B. A., & Gillen, G. (Eds.). (2019). *Willard and Spackman's occupational therapy* (13th ed.). Wolters Kluwer/Lippincott Williams & Wilkins.

Taylor (2018). *Model of Human Occupation: Theory and application* (5th ed). Lippincott Williams & Wilkins.

Thomas, H. (Ed.). (2012). *Occupation-based activity analysis*. Slack Incorporated

Townsend, E. A., & Polatajko, H. (2007). *Enabling occupation II: Advancing an occupation vision for health, well-being, and justice through occupation* CAOT Publications ACE.

Other Resources:

- Links to online resources discussed in class will be provided via CANVAS. Additional recommended readings will be provided via Course Readings.

SCHEDULE

	Lectures: Wednesdays	Workshops dates will be based on student's chosen workshops		Assignments
Pre-placement	July 5 th 9.30-11.30am Career Service session July 6 th 9-11ish Applying for jobs with NSW Health			
Week 10 – 6 hour 'practical lecture'	Case-based sessions	Workshop attendance	Choice of workshops	Canvas Quiz 1
Week 11 and 12 Attend 3 hour zoom- live lectures and workshop attendance	Case-based sessions	Workshop attendance	Pressure Care and Wheelchair Prescription Motivational Interviewing Use of MOHO assessment tools for goal setting in mental health practice Introduction to splinting Prescription of equipment to support Activities of Daily Living Paediatric practice: professional reasoning and choice of assessments Revision of stroke rehab contemporary practice: review of motor control Additional workshops may be added	Canvas Quiz 2 Canvas Quiz 3 Written assignment is due Thursday 19 th October.
Week 13 – 6 hours of lectures with breaks	Session 1: review of applying for jobs – how to choose?			Canvas quiz 4 (20%)
	Session 2: NDIS reporting and new			

	graduate perspectives – Dr Kylie Wales			
	Session 3 Time management skills for practice			
	Session 4 Planning your professional resilience strategies			

ASSESSMENTS

This course has two types of assessment. Each assessment is described. More information will be available in the Assessment section of Canvas.

	Assessment Name	Due Date	Weighting	Learning Outcomes
1	Major Essay (2000 words)	The topic for this essay can be from either your OCCT4172 topic, or your graded honours topic. Week 12 Submission of assignment via CANVAS by 11.59pm on Thursday 19 th October.	50%	1-3
2	Examination of content	4 online quizzes in multi-choice format. Quizzes 1-3 - Questions will be related to the case study content which will included and discussed in the lectures. Quiz 4 content will be based on case studies and content from week 13 sessions. If you have a Reasonable Adjustment Plan (RAP) that supports extensions to exam times please send this through via email to Samantha.ashby@newcastle.edu.au by Tuesday 19 th September	Quiz 1: 10% available 8am 22/9/23 – until 11.59pm 29/9/23 Quiz 2: 10% available 8am 13/10/23 – until 8am 20/10/23 Quiz 3: 10% available 8am 20/10/23 – until 8am 27/10/23 Quiz 4: 20% available 8am 30/10/23 – until 4/11/23	1 - 5

Assignment 1 - Essay (2000 words) 50%

Due: Thursday 19th October by 11.59pm.

Students will be required to complete an essay detailing **how two** of the following issues affect their *topic area of occupational therapy practice. Examples are provided below:

- current clinical guidelines to inform practice (e.g. Stroke Guidelines, Dementia Guidelines)
- legislation/policy (how does policy or specific legislation impact on the scope and funding or your program e.g. compliance with Workers' Compensation legislation or requirements of the NDIS)
- theoretical knowledge (how would you use occupation-focused models, or frames of reference to guide the enactment)

- ethical reasoning (ethical considerations that you need to consider – see Schell chapter in Willard and Spackman for details)
- cultural factors (who are the proposed clients and are there cultural factors which would need to be considered)
- social factors (consideration of how the proposed program would impact on the participant's social environments – family, friends, work colleagues)

*The topic for your essay can be chosen from either the program developed in OCCT4172, or for the area of practice discussed in your graded honours project. *[If you do not feel you can develop a 2000-word essay based on these topics you can propose a different topic; you must have your title approved by the course coordinator].*

While you may rely heavily on work done in these other classes, originality reports showing $\geq 20\%$ similarity with your other work **will not be accepted**.

Step 1: Students must email the course coordinator via samantha.ashby@newcastle.edu.au with their intended 'title' for this essay to gain approval for the title. Please include OCCT4274 in the subject.

Format Instructions:

12 point font in arial or Times New Roman. Double spacing i.e. 2.0

Title – This is a formal paper: a title page, with title and your name on it (not included in your wordcount)

Include the following sections as major headings, use APA 7 format for headings and subheadings if you include them:

- Introduction** – Clearly describe the program or area of practice. Include literature citations that supports the program or the area of practice that the program, or honours topic is addressing, and concisely introduce your topic and the two factors that you will discuss in the assignment. Including "Introduction" as a heading is optional. (**~200 words**)
- Importance to occupational therapy** - Discuss why the program/area of practice is important to the profession of occupational therapy. Consider what this area of occupational therapy has to offer at an individual or system level i.e. what are the benefits to the specific client group, practice context of program, or if appropriate detail the benefits to the community, or area of practice that are consistent with OT principles. (**~550 words**)
- Factor 1** how does this factor influence delivery and effectiveness of the program, or area of practice. "Factors..." is a heading; if you wish you can include subheadings (e.g. "Current Guideline Factors") to help organize this section. Use citations. (**~550 words**)
- Factor 2** how does this factor influence delivery and effectiveness of the program, or area of practice. "Factors..." is a heading; if you wish you can include subheadings (e.g. "Current Guideline Factors") to help organize this section. Use citations. (**~550 words**)
- Conclusion** – One paragraph to summarise the main points from your essay and discuss conclusions relevant to occupational therapy practice. (**~150 words**)
- Citations:** Follow **APA 7 format for in-text citations, and reference list** Support your essay using *current* evidence from peer-reviewed literature. Note that literature more than 10 years old is usually not considered current for most topics. If you use older citations, you must provide a rationale for their use (for instance, a classic or foundational publication). There is no minimum number of citations, but your essay must be grounded in the literature and each section should contain relevant citations.

Submission: Upload your file to Canvas in the assignment 1 by 11.59pm on Thursday 19th October.

A copy of the marking rubric is in the CANVAS assignment 1 folder - Assignments over the word count of 2000 words will incur a 10% penalty. [Sub-Headings are not included in the word count]. Examples of HDs will be placed in the Canvas folder.

	Fail	Pass	Credit	Distinction	High Distinction
Introduction 5%					
Importance to occupational therapy Provides rationale for importance of program, or area of practice to occupational therapy Max score: 30%	No rationale or rationale demonstrates lack of understanding of client, contextual and environmental factors.	Demonstrates superficial understanding of the client, contextual and environmental factors related to occupational issue(s). Fails to indicate importance to OT or this link is weakly made.	Discusses occupational issue(s); shows adequate consideration of a range of client, contextual and environmental factors that explain why this program is important and appropriate for the field of OT.	Demonstrates a high level of understanding of the occupational issue(s), and includes thorough and thoughtful consideration of client, contextual and environmental factors, explaining why this program is important and appropriate for the field of OT.	Outstandingly insightful discussion and understanding of the occupational issue(s); consideration of client, contextual and environmental factors; explanation of the importance and appropriateness of this program to the field of OT is clear and insightful.
Factor 1 Considers, discusses two factors and their influence on the delivery and effectiveness of the program/or practice area. Max score 20%	Demonstrates little or no understanding of the implications of this factor on program or practice area. Chosen factor are not clearly identified.	Demonstrates superficial understanding of the implications of the chosen factor on program or practice area, links to this factor is minimally described.	Demonstrates good understanding of the implications of chosen factor on program or practice area; factors are clearly described and linked adequately to the topic.	Demonstrates a high level of understanding of the implications of chosen factor on program or practice area. Clearly demonstrates how the factor is linked to the topic	Outstandingly discussion of the implications of this factor. Factor is clearly and thoughtfully considered and links to topic are well delineated.
Factor 2 Considers, discusses two factors and their influence on the delivery and effectiveness of the program/ or practice area Max score 20%	Demonstrates little or no understanding of the implications of factors on program or practice area. Chosen factors are not clearly identified.	Demonstrates superficial understanding of the implications of the chosen factor on program or practice area, links to this factor is minimally described.	Demonstrates good understanding of the implications of chosen factor on program or practice area; factors are clearly described and linked adequately to the topic.	Demonstrates a high level of understanding of the implications of chosen factor on program or practice area. Clearly demonstrates how the factor is linked to the topic	Outstandingly I discussion of the implications of this factor. Factor is clearly and thoughtfully considered and links to topic are well delineated.
Conclusion 5%	No conclusion or does not summarise points made in the content	Satisfactory summary the main points from the essay and discusses conclusions relevant to occupational therapy practice.	Good summary the main points from the essay and discusses conclusions relevant to occupational therapy practice.	Excellent summary the main points from the essay and discusses conclusions relevant to occupational therapy practice.	Outstanding summary the main points from the essay and discusses conclusions relevant to occupational therapy practice.
Presentation Essay is well structured with progression of ideas and writing is of	Lacks structure or coherence. Does not draw together ideas in a clear conclusion.	Ideas are clear but essay is not well organised. 7 - 10 grammar errors.	Clear and logical organisation; professional presentation. Clear and sufficient	Information presented in logical, clear, and interesting manner. Clear and succinct	Highly structured and outstandingly clear and professional. Interesting and well developed. Highly effective introduction

	Fail	Pass	Credit	Distinction	High Distinction
professional standard i.e. no grammatical errors. Max score: 5%	Unclear and/or unprofessional. Numerous errors in spelling and grammar which makes it difficult to understand the content		introduction and conclusion. 3-6 spelling, grammar errors.	introduction and effective conclusion. 1-2 spelling, grammar errors	and conclusion. No spelling, grammar errors.
Effective use of evidence to support discussion which follows APA 7 format in text and in the list Max score: 5%	Uses irrelevant literature or fails to use citations to support points made.	Limited number of citations, and/or reliance on lower quality sources. Use of citations is limited and lacks evidence of critical thinking.	Uses an adequate number of citations to support content, from quality academic sources. Some evidence of critical thinking.	Essay supported throughout with a range of quality sources. Clear evidence of critical thinking.	High quality citations evidence extensive research; support and strengthen discussion. Consistent evidence of critical thinking.
APA 7 in-text 5%	More than 5 errors	Sa4 errors	3 errors	2 errors	0-1 error
APA 7 in-list 5%	More than 5 errors	Sa4 errors	3 errors	2 errors	0-1 error

Assignment 2 – Online quizzes – total marks = 50%

Due:

Quiz 1: 10% available 8am 22/9/23 – until 11.59pm 29/9/23

Quiz 2: 10% available 8am 13/10/23 – until 8am 20/10/23

Quiz 3: 10% available 8am 20/10/23 – until 8am 27/10/23

Quiz 4: 20% available 8am 30/10/23 – until 4/11/23

Online: via Canvas portal .

Time:

Quiz 1, 2, 3, 30 minutes to complete the online quiz. 2 minutes per question – 15 questions in Multiple Choice Question format.

Quiz 4, 60 minutes to complete the online quiz. 2 minutes per questions – 30 questions in Multiple Choice Question format.

*If you have a Reasonable Adjustment Plan (RAP) that supports extensions to exam times please send this through via email to Samantha.ashby@newcastle.edu.au by Tuesday 19th September – subject heading for email OCCT4274 RAP

Preparation: The quizzes will test your ability to apply your knowledge of occupational therapy practice. All the questions will be related to the professional reasoning and knowledge required for the cases discussed in lecture times. Lecture content in week 10 -13 will include the cases and examples of the MCQ format will be provided during lecture times.

A practice quiz based on this format will be available to view from 18th September.

Submission of Assessment Items

Unless extensions are approved an assessment item submitted after the due date, without an approved extension of time will be penalised by a 10% reduction of the mark for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than five days after the due date will be awarded zero marks.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

Attendance

Attendance/participation will be recorded in the following components:

- Lectures and Workshops (Method of recording: Class register). Attendance and participation in lecture and workshop sessions will be necessary to meet requirements for assessment for the course. Students are required to attend at least 80% of classes.

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to

<https://policies.newcastle.edu.au/document/view-current.php?id=35>.

**Adverse
Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

**Important Policy
Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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