

OCCT1110: Introduction to Occupational Therapy

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description This course introduces students to fundamental concepts in Occupational Therapy (OT). Students examine theoretical models of practice applicable to OT practice. They also consider the OT process and are introduced to the development and implementation of appropriate OT interventions.

Concepts and skills include the therapeutic use of meaningful occupation in various contexts of practice, analysis of occupational behaviour, the development of therapeutic activity programs and occupational performance issues relevant to humans.

Academic Progress Requirements Nil

Requisites This course is only available to students enrolled in the Bachelor of Occupational Therapy (Honours) program.

Contact Hours

Callaghan Lecture
Face to Face On Campus
2 hour(s) per week(s) for 13 week(s) starting Week 1

Self-Directed Learning
Self-Directed
4 hour(s) per week(s) for 13 week(s) starting Week 1

Seminar
Face to Face On Campus
2 hour(s) per week(s) for 11 week(s) starting Week 1

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

COURSE OUTLINE

CONTACTS

Course Coordinator **Callaghan**
Dr Anna Rose
Anna.Rose@newcastle.edu.au
(02) 4921 7881
Consultation: Zoom office Hours at 10-11am Thursday
Other meetings time available by appointment. Email - please expect 1-2 business days turnaround for responses.

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

School Office **School of Health Sciences**
Room 302, ICT Building
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SYLLABUS

Course Content • Introduction to the philosophy of the occupational therapy profession
• Introduction to activity analysis and the use of activities in the therapeutic process
• Exploration of occupational performance issues
• Introduction to basic skills required for Occupational Therapy practice
• Introduction to and application of occupational-focused models within the Occupational Therapy process.

Course Learning Outcomes **On successful completion of this course, students will be able to:**
1. An understanding of the philosophy and scope of Occupational Therapy.

2. An understanding of the Occupational Therapy process.

3. Elementary skills in the analysis and application of the use of activity as a therapeutic tool.

4. Understanding of typical developmental and lifespan issues relevant to Occupational Therapy.

5. Understanding and skills in applying theoretical models relevant to Occupational Therapy practice.

Course Materials **Required Texts:**

Gillen, G., & Brown, C. (Eds.). (2024). *Willard and Spackman's occupational therapy* (14th ed.). Wolters Kluwer

Diette, D. & Gutman, S. (Eds.). (2021). *Occupational therapy for physical dysfunction* (8th ed.). Wolters Kluwer

Textbooks can be purchased via The School Locker using the link below: <https://protect-au.mimecast.com/s/BcAoClx103T0z9WqcGUXk1?domain=schoollocker.com.au>

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Introduction to occupational therapy	Welcome and introduction	
2	4 Mar	The history of occupational therapy	Exploring areas of occupational therapy practice Library research skills: referencing & using library search	
3	11 Mar	Occupational therapy theory PEO model	Your occupations: you as an occupational being	
4	18 Mar	Lifespan	Applying the PEO model to your own occupations Occupational profile interview	
5	25 Mar	Use of occupation in practice. How can a framework help guide us? Occupational Therapy Practice Framework (OTPF)	No seminars	
6	1 Apr	Occupational analysis	Activity analysis	Online quiz 1
7	8 Apr	Occupational therapy theory MOHO CMOP-E	Childhood occupations	Poster assignment due
Mid-Semester Recess				
Mid-Semester Recess				
8	29 Apr	Occupational therapy and place	Introduction to case-based learning Application of library skills to case study assignment	
9	6 May	Occupational therapy and process	No seminars	
10	13 May	Doing Being and Becoming an occupational therapist expectations for practice.	Team building Careers connect workshop	
11	20 May	Person centred practice	Occupational analysis & goal-setting	
12	27 May	Ethical issues in practice	Grief and loss	Online quiz 2
13	3 Jun	Group presentations	Group presentations	Group presentations
Examination Period				
Examination Period				

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Essay/Written Assignment (Poster)	Friday 12th April 23:59	Individual	30%	1, 2, 3, 5
2	Group Presentation	Week 13	Group	30%	1, 2, 3, 4, 5
3	Online Quiz	Quiz 1. Week 6 9:00 Wednesday 3 rd April – 23:59 Friday 5 th April Quiz 2. Week 12 9:00 Wednesday 29 th May- 23:59 Friday 31 st May	Individual	40%	1, 2, 3, 4, 5

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for

that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Essay/Written Assignment (Poster)

Assessment Type	Exhibition / Poster
Description	This poster requires you to produce an A4 size colour poster (produced using power point poster template) in which you describe one of your most meaningful occupations, why you engage in the occupation, how it is incorporated into your daily life and how it contributes to your well-being. The assignment requires you to: 1. Gain skills and experience in the preparation of an academic poster 2. Demonstrate the ability to relate the PEO model to one of your own occupations 3. Demonstrate how the key concepts of the PEO model apply to your engagement in your chosen occupation. 4. Demonstrate an ability to use the American Psychological Association (APA) 7th edition referencing system in text and in list format at the bottom of the poster.
Weighting	30%
Length	A4 poster 300-500 words
Due Date	Friday 12th April 23:59
Submission Method	Online Via CANVAS
Assessment Criteria	See assignment guideline on CANVAS for a detailed description of the marking criteria.
Return Method	Online
Feedback Provided	Online Monday 6 th May. Individual mark and written feedback provided online in CANVAS

Assessment 2 - Group Presentation

Assessment Type	Presentation
Description	<p>You will be assigned to a group to prepare a 15-minute presentation in-class in week 13. The presentation will consist of 10 minutes for presentation and 5 minutes to respond to questions from your peers. The presentation will be based on a case study that you will work on in-class and should consist of:</p> <ol style="list-style-type: none">1. A description of the person's condition: its aetiology2. A description of the clinical features of the condition i.e. signs (observable) and symptoms (experienced)3. A description of the implications of living with the condition on the person's current occupational performance4. Identification of 3 potential occupational issues based on your understanding of the condition and the case scenario (a maximum of 3)5. Assessments used by occupational therapists to address the occupational issues you have identified with clients with this condition?6. Interventions – what intervention/s would the occupational therapist use to address each occupational issue you have identified with clients with this condition?7. Consideration of the practice setting i.e. community based mental health team, school-based OT service, inpatient unit, private practice, etc. Comment on how this could influence the time available with the client and the duration of the occupational therapy process.

Self and Peer Assessment of Contribution for group assessment.

Your individual mark for the group assessment is the mark awarded to the group, moderated by the Self and Peer Assessment of Contribution. You must complete the self and peer assessment rubric, which is in the Assignments folder on CANVAS, and submit this by 5pm Monday 10th June. Each student rates themselves and the other students in their group according to two criteria regarding their contribution to the development and delivery of the group presentation: 1. Communication, involvement in discussion and attendance at meetings 2. Effort and involvement over the course of the assessment task.

The rating that you give yourself and those given you by all the other students in your group are averaged to give a value out of one. Your average is compared to the average for the group to determine what proportion of the groups mark you should receive. If your average is greater than or equal to the group average then you will get the whole mark awarded to the group for the task. If your average is less than the group average you will get proportionately fewer marks.

Weighting	30%
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Length	15 minutes
Due Date	Week 13. Peer evaluation due 17:00 Monday 10 th June.
Submission Method	In Class
Assessment Criteria	See Canvas for a detailed description of the marking criteria
Return Method	Online
Feedback Provided	Online Monday 1 st July. Group mark and written feedback provided online in CANVAS

Assessment 3 - Online Quiz

Assessment Type	Quiz
Description	There will be two online quizzes delivered via CANVAS that assess content covered in classes and in readings. Each quiz will be weighted 20% of your overall final grade. There will be 20 questions in each test.
Weighting	40%
Due Date	Quiz 1. Week 6 9:00 Wednesday 3 rd April – 23:59 Friday 5 th April Quiz 2. Week 12 9:00 Wednesday 29 th May- 23:59 Friday 31 st May
Submission Method	Online Online in Canvas
Assessment Criteria	Multiple choice style questions. Percent allocation per correct answer.
Return Method	Online
Feedback Provided	Online - Total score displayed at the conclusion on the quiz.

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.

*Skills are those identified for the purposes of assessment task(s).

Attendance

Attendance/participation will be recorded in the following components:

- Seminar (Method of recording: Students are expected to attend all lectures and seminars. At a minimum you need to comply with 80% attendance at seminars as per University policy. You must record your attendance via the UON attendance check-in App).

Placement Requirements	Without verification students will not be able to have a placement. Passing placement is compulsory. Therefore, not being verified in time will result in a fail grade for OCCT1201 (semester 2). This is a placement course covered by the Student Placement Policy. Refer to http://newcastle.edu.au/policy/000768.html for further information. For information on the verification process, refer to https://www.newcastle.edu.au/about-uon/governance-and-leadership/faculties-and-schools/faculty-of-health-and-medicine/resources/for-students/student-placement-information
WH&S Requirements	The lab safety induction must be completed in CANVAS by week 2 seminar.
Communication Methods	Communication methods used in this course include: <ul style="list-style-type: none">- 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. As a result of student feedback, the following changes have been made to this offering of the course: <ul style="list-style-type: none">- The number of required readings and their length has been considered. Specific page numbers have been added within certain chapter to ensure the amount of reading required is more manageable.- A mechanism to enable self and peer assessment of contribution to the group assessment was trialled last year and has been retained.
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 . 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 .
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: <ol style="list-style-type: none">1. the assessment item is a major assessment item; or2. 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. 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=2365. Adverse circumstances applications related to placement must be submitted to the Course Coordinator by email. Please consult the adverse circumstances policy on the B.OT website to ensure you meet the criteria for special considerations for placement.
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/respect-at-uni/policies-and-procedures that support a safe and respectful environment at the University.

Other 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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