

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	INTRODUCTION TO OCCUPATION AND OCCUPATIONAL THERAPY
<b>Unit ID:</b>	NHPOT1011
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	061703

## Description of the Unit:

The purpose of this unit is to establish an understanding of the meaning and concept of occupation and be able to apply an occupational perspective to human situations. Students will engage with the occupational therapy community and identify the foundational processes that underpin occupational therapy practice for enabling change.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Placement Component:** Yes

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	✓	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

On successful completion of the unit the students are expected to be able to:

#### Knowledge:

- K1.** Define and analyse occupation and apply approaches to studying and classifying the relationship between occupation and time use
- K2.** Describe the breadth and scope of occupational therapy practice with individuals, families groups, communities, organisations and populations

#### Skills:

- S1.** Identify the role of the occupational therapist and synthesise skills in assessing human occupation, structure and development across the lifespan
- S2.** Initiate, plan and implement approaches which support the rights of people in occupation and client centered practice

#### Application of knowledge and skills:

- A1.** Apply an occupational framework to analyse own experience over the life span and the influence of personal and environmental factors in occupation choice and development
- A2.** Define and apply core concepts of occupational therapy practice including occupational therapy process, professional reasoning and interactions of person, environment and occupation.

#### Unit Content:

The Occupational Therapy Board of Australia (OTBA) *Code of Conduct (2014)*; *Australian Occupational Therapy Competency Standards (2018)* and National Safety and Quality Health Service (NSQHS) Standards (2017) have substantially informed the syllabus/content of this unit.

Topics may include:

- The study of human occupation
- The structure of occupation
- Occupational development and change
- Occupational development across the life span
- Occupational health and wellbeing
- Occupational justice
- Occupational disruption
- Key concepts and the process of occupational therapy
- Client centred practice
- Enabling occupation
- Thinking like an OT

#### Graduate Attributes

Federation graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Students will be equipped with advanced level knowledge of the determinants of health, health determinants and the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world;

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, S1, S2, A1, A2	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S2, A1, A2	AT1
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, S1, S2, A1, A2	AT1, AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K2, S1, S2, A1, A2	AT1, AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2, S1, S2, A1, A2	AT2

### Learning Task and Assessment:

In order to pass this course, students must:

- Achieve an overall course grade of 50% or more (inclusive of any penalties applied to assessment tasks),
- Achieve a grade of 50% or more on all must pass course assessment tasks,
- Complete and submit all course assessment tasks, and
- Meet course 80% attendance and participation requirements

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, A1 S1, S2	Developing a person occupational profile	Written assignment	20-30%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, A2 S1, S2	Occupational interview	Recorded interview and poster	20-30%
K1, K2, S1, S2, A1, A2	Theory examination	Examination (Must pass assessment task)	45-55%
K1, K2, S1, S2, A1, A2	Attendance and participation in at least 80% of workshops in preparation for clinical assessment	Attendance and participation	S/U
K1, K2, S1, S2, A1, A2	Achieving a pass result for theory examination	Examination	S/U Hurdle

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more information

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