

# Unit Outline (Higher Education)

|                            |                                          |
|----------------------------|------------------------------------------|
| <b>Institute / School:</b> | Institute of Health and Wellbeing        |
| <b>Unit Title:</b>         | Enabling Occupation Through Partnerships |
| <b>Unit ID:</b>            | NHPOT1012                                |
| <b>Credit Points:</b>      | 15.00                                    |
| <b>Prerequisite(s):</b>    | (NHPBM1031 and NHPOT1011 and NHPRH1002)  |
| <b>Co-requisite(s):</b>    | Nil                                      |
| <b>Exclusion(s):</b>       | Nil                                      |
| <b>ASCED:</b>              | 061703                                   |

## Description of the Unit:

Students will develop skills in creating partnerships to enhance engagement through observation, interactions, client-centred interviewing, questioning, collaborative goal setting and consultation, whilst being mindful of the contextual factors that influence occupation. Students will extend and apply foundational skills in interpersonal and written communication, reflection, therapeutic use of self, introductory group dynamics, articulating occupational therapy concepts and professional documentation. This unit aims to consolidate learning to ensure that students are able to apply knowledge of occupation and analyse the occupation on individuals, groups and communities.

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

## Work Experience:

Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider. Fees (provider may charge a student contribution amount or tuition fee.).

**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.** Describe, analyse and reflect on the various contexts and cultures of the local region which influence occupation, health and wellbeing and the links between occupations in the local context and health and wellbeing;

**Skills:**

- S1.** Identify collaborative relationships in order to gather information about occupational engagement through the application of advanced communication skills;
- S2.** Construct client-centred occupational goals that promote the benefits of occupational engagement to enhance wellbeing and identity, to individuals and community groups and report findings professionally;

**Application of knowledge and skills:**

- A1.** Analyse occupational engagement of individuals, groups and communities and determine occupational issues and potential, using the person, occupation and environment framework.
- A2.** Apply a structured method or framework of reflective practice to an occupation based clinical, community, or mentoring situation.

**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:**

- Creating partnerships
- Occupational engagement through observation, interactions, client-centred interviewing, questioning, collaborative goal setting and consultation,
- Contextual factors that influence occupation.
- Foundation skills in interpersonal and written communication,
- Therapeutic use of self,
- Introductory group dynamics,
- Occupational therapy concepts, and professional documentation.
- Enabling occupation, with a focus on creating and developing partnerships with individuals, groups and communities.
- Contextual issues that influence occupation, health and well-being of individuals, groups and communities.
- Reflective practice

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

| FEDTASK attribute and descriptor |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Development and acquisition of FEDTASKS in the Unit |                       |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------|
|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Learning Outcomes (KSA)                             | Assessment task (AT#) |
| FEDTASK 1<br>Interpersonal       | <p>Students will demonstrate high-level skills to effectively communicate, interact and work with others both individually and in groups.</p> <p>Students will be required to display (in person and/or online) high-level skills in-person and/or online in:</p> <ul style="list-style-type: none"> <li>• Effective verbal and non-verbal communication via a range of synchronous and asynchronous methods</li> <li>• Active listening for meaning and influencing</li> <li>• High-level empathy for others</li> <li>• Negotiating and demonstrating extended conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams</li> </ul> | K1, S1, S2, A1                                      | AT1, AT2, AT4         |
| FEDTASK 2<br>Leadership          | <p>Students will demonstrate the ability to apply leadership skills and behaviours</p> <p>Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Creating, contributing to, and enabling collegial environments</li> <li>• Showing self-awareness and the ability to self-reflect for personal growth</li> <li>• Inspiring and enabling others</li> <li>• Making informed and evidence-based decisions through consultation with others</li> <li>• Displaying initiative and ability to solve problems</li> </ul>                                                                                                                   | K1, S1, S2, A1                                      | AT1, AT2, AT4         |

| FEDTASK attribute and descriptor              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Development and acquisition of FEDTASKS in the Unit |                       |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------|
|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Learning Outcomes (KSA)                             | Assessment task (AT#) |
| FEDTASK 3<br>Critical Thinking and Creativity | <p>Students will demonstrate an ability to work in complex and ambiguous environments, using their imagination to create new ideas.</p> <p>Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Reflecting critically on complex problems</li> <li>• Synthesising, evaluating ideas, concepts and information</li> <li>• Proposing alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts through deep inquiry</li> <li>• Proposing creative solutions in problem solving</li> </ul>                                                                                                                                                     | K1, S1, S2, A1, A2                                  | AT1, AT2, AT4         |
| FEDTASK 4<br>Digital Literacy                 | <p>Students will demonstrate the ability to work proficiently across a range of tools, platforms and applications to achieve a range of tasks</p> <p>Students will be required to display high-level skills in:</p> <ul style="list-style-type: none"> <li>• Finding, accessing, collating, evaluating, managing, curating, organising and appropriately and securely sharing complex digital information at a high-level</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Using digital tools appropriately to conduct research</li> <li>• Contributing proficiently to digital teams and working groups</li> <li>• Participating in and utilising digital learning opportunities</li> </ul> | N/A                                                 | AT2                   |

| FEDTASK attribute and descriptor             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Development and acquisition of FEDTASKS in the Unit |                       |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------|
|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Learning Outcomes (KSA)                             | Assessment task (AT#) |
| FEDTASK 5<br>Sustainable and Ethical Mindset | <p>Students will demonstrate the ability to think ethically and sustainably.</p> <p>Students will be required to display (in person and/or online) high-level skills in-person and/or online in:</p> <ul style="list-style-type: none"> <li>• The responsible conduct of research</li> <li>• Making informed judgments that consider the impact of devising solutions in multiple global economic environmental and societal contexts</li> <li>• Demonstrating commitment to social responsibility as a professional and a citizen</li> <li>• Generating research solutions which are sustainable, ethical, socially responsible and/or sustainable</li> <li>• Extending lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Demonstrate extended actions to foster sustainability in their professional and personal life.</li> </ul> | K1, S1, S2, A1                                      | AT1, AT2, AT4         |

### Learning Task and Assessment:

In order to pass this unit, students must:

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

| Learning Outcomes Assessed | Assessment Tasks                                                                                                                                                                 | Assessment Type                    | Weighting  |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------|
| S1, S2, A1                 | Attendance and participation in at least 80% of workshops in preparation for clinical assessment                                                                                 | Attendance and participation       | S/U        |
| S1, S2, A1                 | Completed attendance record for practice education hours: including community placement, mentoring sessions and blended learning simulation modules (23 hours)                   | Clinical assessment                | S/U        |
| A2                         | Reflection                                                                                                                                                                       | Written Assignment                 | 15-25%     |
| K1, S1, S2, A1             | Community Placement Assignment <ul style="list-style-type: none"> <li>• Part 1: Occupational Profile 15% - Group</li> <li>• Part 2: Occupational Analysis 25% - Group</li> </ul> | Written assignment                 | 35-45%     |
| K1, S2, A1                 | Theory examination                                                                                                                                                               | Examination (Must pass assessment) | 35-45%     |
| K1, S2, A1                 | Achieving a pass result for theory examination                                                                                                                                   | Examination                        | S/U Hurdle |

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)