



Course Outline (Higher Education)

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|-------------------------|---|
| School: | School of Health |
| Course Title: | PROFESSIONAL PRACTICE PREPARATION |
| Course ID: | NHPOT3012 |
| Credit Points: | 15.00 |
| Prerequisite(s): | (NPHPS2401 and NPHPS2402 and NHPOT2013 and NHPOT2014) |
| Co-requisite(s): | Nil |
| Exclusion(s): | Nil |
| ASCED: | 061703 |

Description of the Course:

The purpose of this course is for students to develop professional skills and competencies in preparation for occupational therapy practice education. Students will examine 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) in preparation for professional practice.

This course contains 6 hours integrated placement

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

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

| Level of course in Program | AQF Level of Program | | | | | |
|----------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| | 5 | 6 | 7 | 8 | 9 | 10 |
| Introductory | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Intermediate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advanced | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Learning Outcomes:

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

Knowledge:

- K1.** Explore ethical decision-making and frameworks for Allied Health
- K2.** Examine reflective cycles and frameworks for reflective practice in Allied Health
- K3.** Examine Occupational therapy regulatory requirements to guide professional practice

Skills:

- S1.** Utilise group dynamics for effective teamwork communication and conflict resolution
- S2.** Develop skills in supervision, performance evaluation and providing feedback

Application of knowledge and skills:

- A1.** Evaluate and synthesise key information from clinical case scenarios in order to construct clear, concise, professional reports in both written and oral form
- A2.** Apply professional skills such as teamwork, negotiation, and conflict resolution to an occupational therapy practice context
- A3.** Critically reflect on professional and personal behaviours in order to respond effectively to complex practice situations
- A4.** Develop and substantiate occupational therapy priorities by deconstructing clinical case scenarios through the application of professional reasoning

Course 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 course.

Topics may include:

- Effective teamwork
- Challenging communication including conflict resolution
- Adult education
- Documentation, professional reports
- Professional reasoning as it relates to clinical placement
- Giving and receiving feedback
- Professional code of conduct, competency standards and quality and safety standards
- Becoming a reflective practitioner
- Supervision and evaluation of performance
- Ethical reasoning

Values:

- V1.** Holistic client-centred occupationally based care guided by OT professional behaviours.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each**

program

The program develops and assesses Federation University Graduate Attributes together with Australian Occupational Therapy Competency Standards (2018). Federation University aims to have graduates with knowledge, skills and competence that enable them to stand out as Thinkers, Innovators, Citizens, Communicators and Leaders. Each course in the program identifies the focus and development of the graduate attribute listed below.

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, K3, S1, S2, A1, A2, A3, A4 | AT1, AT2, AT3, AT4, AT5 |
| 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. | K1, A2, A3, A4 | AT1, AT2, AT4, AT5 |
| 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, K3, S1, S2, A1, A2, A3, A4 | AT1, AT2, AT3, AT4, AT5 |
| 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. | K1, K2, K3, S1, S2, A1, A2, A3, A4 | AT1, AT2, AT3, AT4, AT5 |
| 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. | K1, K2, K3, S1, S2, A2 | AT1, AT2, AT3, AT4, AT5 |

Learning Task and Assessment:

| Learning Outcomes Assessed | Learning Tasks | Assessment Type | Weighting |
|------------------------------------|--|------------------------------|-----------|
| K1, K2, K3, S1, S2, A1, A2, A3, A4 | Attendance and participation in at least 80% of Workshops | Attendance and Participation | S/U |
| K1, K2, K3 S1, S2 A1, A4 | SOAP documentation for a provided case study for peer review and feedback | Written assessment | S/U |
| K1, K2, S1, S2 A1, A4 | Professional report and progress notes based on provided case study | Written assessment | 35-45% |
| A2, A3 | Develop and present a role play based on a provided case study | Group presentation | 15-25% |
| K1, K2, S1, S2 A1, A3, A4 | Professional reasoning based on provided case study 10 minute oral exam | Viva examination | 35-45% |

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)