

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	ENHANCING PRACTICE CAPABILITIES
<b>Unit ID:</b>	NHPOT3017
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(NHPHS2401 or NHPOT2016) (NHPOT2013 and NHPOT2014) (NHPHS2101 or NHPHS2402)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	061703
<b>Description of the Unit:</b>	<p>The purpose of this unit is to equip students with necessary knowledge and skills for practice in a range of clinical areas relevant to the local region. This unit will build on knowledge gained in second year with regard to personal and contextual determinants of occupation further developing this knowledge for the application in contemporary practice context</p>
<b>Grade Scheme:</b>	Graded (HD, D, C, P, MF, F, XF)
<b>Work Experience:</b>	<p>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.</p>
<b>Placement Component:</b>	Yes
<b>Supplementary Assessment:</b>	Yes
	<p>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</p>
<b>Course Level:</b>	

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

### Learning Outcomes:

#### Knowledge:

- K1.** Discuss the occupational therapist role across a range of practice fields with an emphasis on regional, rural and remote locations
- K2.** Synthesise knowledge of the physical, cognitive, psycho-emotional and contextual determinants of occupation in shaping holistic occupational therapy assessment and intervention

#### Skills:

- S1.** Utilise sound clinical reasoning skills necessary for the development and delivery of occupational therapy assessment and intervention

#### Application of knowledge and skills:

- A1.** Apply evidence-based practice principles in supporting clinical decision-making in occupational therapy assessment and intervention
- A2.** Apply skills and knowledge gained in previous years to specific areas of contemporary practice

#### Unit Content:

The following documentation has substantially informed the syllabus/content of this unit: The Occupational Therapy Board of Australia (OTBA) Code of Conduct (2014); Australian Occupational Therapy Competency Standards (2018); National Safety and Quality Health Service (NSQHS) Standards (2017); National Standards for Mental Health 2020 as based on Mental Health Act 2014; Aged Care Quality Standards (2021); National Digital Health Framework (2021); and the Aboriginal and Torres Strait Islander Health Curriculum Framework (2020).

Topics may include:

- Occupational Therapy in acute settings
- Occupational Therapy role in stroke management
- Burns and trauma
- Occupational Therapy role in care of children and the elderly
- Return to work and injury prevention
- Occupational Therapy role in mental health
- Occupational Therapy in community based settings
- Assistive technology
- Occupational Therapy role in driving

#### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1, A1, A2	Attendance and participation in at least 80% of Workshops	Attendance, Participation and Reflection	S/U

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2 S1, A1, A2	Development of a small number of portfolio items based on provided cases.	Practice portfolio	50-70%
K1 K2, S1, A1, A2	Clinical reasoning based on provided case study	Viva examination	30-50%

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more informationFed Cite - [referencing tool](#)