



Unit Outline (Higher Education)

| | |
|----------------------------|---|
| Institute / School: | Institute of Health and Wellbeing |
| Unit Title: | Rural and Urban Practice 1 |
| Unit ID: | NHPOT3020 |
| Credit Points: | 30.00 |
| Prerequisite(s): | (NHPHS3401 or NHPHS3403) (NHPOT3017 and NHPOT3018) (NHPOT3019 or NHPOT3119) |
| Co-requisite(s): | Nil |
| Exclusion(s): | Nil |
| ASCED: | 061703 |

Description of the Unit:

The unit will provide a minimum of 266 hours (seven weeks at 38 hours/week) of supervised practice placement with flexible support from the university. The aim of this placement is to integrate previously learnt material with new observations and practical clinical education. The placement will be either rural or urban and will enable the student to apply and utilise the theories and principles of occupational therapy in a variety of settings.

Grade Scheme: Ungraded (S, UN)

Work Experience:

No work experience

Placement Component: Yes - 35 days

Supplementary Assessment: No

Supplementary assessment is not available to students who gain a fail in this Unit.

Course Level:

| Level of Unit in Course | AQF Level of Course | | | | | |
|-------------------------|---------------------|---|---|---|---|----|
| | 5 | 6 | 7 | 8 | 9 | 10 |
| Introductory | | | | | | |

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

Learning Outcomes:

Knowledge:

- K1.** Identify and adopt resilient strategies for coping and thriving in clinical/ professional practice
- K2.** Examine power and authority in healthcare systems and organisations

Skills:

- S1.** Practice appropriate professional behaviours, including communication and self-management skills to enable therapeutic and professional interactions
- S2.** Develop skill and knowledge for working in effective teams within the placement setting
- S3.** Create a realistic, achievable, personalised learning plan tailored to learning needs and the placement context.

Application of knowledge and skills:

- A1.** Apply professional reasoning to interpret information gathered and formulate culturally appropriate service provision in the placement setting
- A2.** Analyse and integrate theories and principles of occupational therapy through application in the placement setting
- A3.** Evaluate own service provision and performance

Unit Content:

The following documentation has substantially informed the syllabus/content of this unit: The APHRA & National Boards Code of conduct (2022); Australian Occupational Therapy Competency Standards (2018); National Safety and Quality Health Service (NSQHS) Standards -Second edition (2021); 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:

1. Guidance on self-assessment using the SPEF-R2 placement assessment tool
2. Establishing and recording supervision
3. Self-care strategies for placement
4. Power and authority in health care
5. Developing a learning plan

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 Interpersonal | Students will demonstrate high-level skills to effectively communicate, interact and work with others both individually and in groups Students will be required to display (in person and/or online) high-level skills in-person and/or online in: <ul style="list-style-type: none"> • Effective verbal and non-verbal communication via a range of synchronous and asynchronous methods • Active listening for meaning and influencing • High-level empathy for others • Negotiating and demonstrating extended conflict resolution skills • Working respectfully in cross-cultural and diverse teams | Not applicable | Not applicable |
| FEDTASK 2 Leadership | Students will demonstrate the ability to apply leadership skills and behaviours Students will be required to display skills in: <ul style="list-style-type: none"> • Creating, contributing to, and enabling collegial environments • Showing self-awareness and the ability to self-reflect for personal growth • Inspiring and enabling others • Making informed and evidence-based decisions through consultation with others • Displaying initiative and ability to solve problems | Not applicable | Not applicable |
| FEDTASK 3 Critical Thinking and Creativity | Students will demonstrate an ability to work in complex and ambiguous environments, using their imagination to create new ideas Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically on complex problems • Synthesising, evaluating ideas, concepts and information • Proposing alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts through deep inquiry • Proposing creative solutions in problem solving | Not applicable | Not applicable |
| FEDTASK 4 Digital Literacy | Students will demonstrate the ability to work proficiently across a range of tools, platforms and applications to achieve a range of tasks Students will be required to display high-level skills in: <ul style="list-style-type: none"> • Finding, accessing, collating, evaluating, managing, curating, organising and appropriately and securely sharing complex digital information at a high-level • Receiving and responding to messages in a range of digital media • Using digital tools appropriately to conduct research • Contributing proficiently to digital teams and working groups • Participating in and utilising digital learning opportunities | Not applicable | Not applicable |

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the Unit | |
|--|--|---|-----------------------|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| FEDTASK 5 Sustainable and Ethical Mindset | Students will demonstrate the ability to think ethically and sustainably. Students will be required to display skills in: <ul style="list-style-type: none"> • The responsible conduct of research • Making informed judgments that consider the impact of devising solutions in multiple global economic environmental and societal contexts • Demonstrating commitment to social responsibility as a professional and a citizen • Generating research solutions which are sustainable, ethical, socially responsible and/or sustainable • Extending lifelong, life-wide and life-deep learning to be open to diverse others • Demonstrate extended actions to foster sustainability in their professional and personal life. | Not applicable | Not applicable |

Learning Task and Assessment:

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|--------------------------------|---|---------------------|-----------|
| K1, K2, S1, S2 | Write an introductory letter to the supervising therapist | Written Assignment | S/U |
| K1, K2, S1, S2, S3, A2, A3 | Develop a personal learning plan (including a self-care plan) | Written Assignment | S/U |
| K1, K2, S1, S2, S3, A1, A2, A3 | SPEF-R2 and attendance record (266 hrs) | Clinical Assessment | S/U |

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)