



Course Outline (Higher Education)

School:	School of Health
Course Title:	OCCUPATIONAL THERAPY HONOURS RESEARCH PART 1 OF 3
Course ID:	NHPOT3119
Credit Points:	15.00
Prerequisite(s):	(NHPHS2402 and NHPHS2403 and NHPOT2013 and NHPOT2014 and NHPRH2002) (NHPHS2401 or NHPOT2016)
Co-requisite(s):	(NHPHS3401)
Exclusion(s):	(NHPOT3019)
ASCED:	061703

Description of the Course:

This is the first course in a three-part Honours Research course chain. Within this course chain a student will work independently (with supervision) to complete a research project relevant to a contemporary occupational therapy theory or practice issues. This course supports students in developing knowledge and skills in the conceptualisation, design and planning of a research project. Students will consolidate their skills in searching and appraising relevant academic and/or grey literature in order to undertake an initial scope of the current knowledge regarding a contemporary occupational therapy practice issue. They will then use these findings as a foundation on which to design and develop a research project and construct a research proposal.

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

Placement Component: No

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	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	✓	■	■

Learning Outcomes:**Knowledge:**

- K1.** Identify and refine a research topic relevant to contemporary occupational therapy theory and practice;
- K2.** Examine research methodologies and associated methods, in order to identify a research approach that aligns effectively with a study question

Skills:

- S1.** Search and identify relevant research evidence to inform research
- S2.** Develop and communicate a comprehensive proposal justifying the rationale, underpinning methodology, data collection and analysis processes for a contemporary research topic

Application of knowledge and skills:

- A1.** Critically appraise research evidence, identify gap in the literature, and determine how new knowledge can promote best practice in occupational therapy
- A2.** Apply ethical considerations to proposed research

Course Content:

The following documentation has substantially informed the syllabus/content of this course: 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:

- Evidence based practice
- Researching and appraising literature
- Endnote
- Critical appraisal tool
- Identifying, defining and mapping key concepts
- Formulating clinical/practice questions
- Developing a search strategy
- Appraising, synthesising and presenting the evidence

Values:

- V1.** To ensure best Occupational Therapy practice is based on contemporary peer-reviewed evidence

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**

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, S2, A1	AT1, 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	AT1, AT3
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.	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.	S2	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.	N/A	N/A

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
S1, A1	Critical appraisal of reviewed literature (individual)	Written Assignment	40-60%
A2	Present ethical issues and overview of ethical application on research topic (individual)	Oral presentation	10-30%
K1, K2, S2	Develop a research proposal (individual)	Written Assignment	20-40%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)