

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	ADVANCING REFLECTIVE PRACTICE
<b>Unit ID:</b>	NHPOT4027
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(NHPOT3021)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	061703

## Description of the Unit:

This unit focuses on preparing students to transition from student to new graduate occupational therapist. In this unit students will examine complex case scenarios, with a focus on professional, ethical and legal frameworks that guide occupation practice and service delivery in urban, rural and remote healthcare settings. Students will participate in an enquiry-based learning approach to resolve the case scenarios by identifying existing gaps in practice knowledge and skills and draw on evidence-based practice to address these. Reflecting on professional practice experiences, students will critically examine the leadership skills to support professional resilience and growth in practice. The role of supervision, mentoring and coaching to support continuing personal and professional development in practice will be examined. Students will advance their core skills for professional competence i.e. effective communication, appreciation of clinical and ethical reasoning, reflective practice, critical thinking and professional practice and develop a personalised development plan to guide the transition to practice

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

## Work Experience:

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.

**Placement Component:** No

**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:**
**Knowledge:**

- K1.** Explore professional, legal and ethical frameworks to guide decision making for service delivery in urban, rural or remote practice
- K2.** Develop advanced knowledge and skills to support effective engagement in supervision, mentorship and other professional support processes
- K3.** Examine leadership skills to support professional resilience and growth in practice

**Skills:**

- S1.** Demonstrate effective communication skills for professional practice
- S2.** Translate an understanding of legal & ethical issues for healthcare professionals into strategies and resources that can be implemented in practice settings
- S3.** Consolidate a sense of professional identity and resilience as required to articulate and negotiate the occupational therapy role within evolving health care contexts

**Application of knowledge and skills:**

- A1.** Apply clinical reasoning to conceptual thinking and reflective practice
- A2.** Apply ethical theories and professional guidelines to clinical reasoning for health professional service delivery
- A3.** Differentiate between legal and ethical issues and apply principles of law and ethics that influence occupational therapy service delivery
- A4.** Evaluate personal and professional competencies and develop an individualised plan to support future professional growth

**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:

- Ethics, Law and Health Professionals
  - Legal, ethical and professional frameworks
  - Consent, negligence/duty of care, advanced care planning
  - Examine veracity, truth telling, choice and control in health care
  - Client and public safety
  - Public Guardian

- Occupational therapy professional competency standards, code of conduct and code of ethics
- Professional indemnity, mandatory notifications of health professionals and students
- Cultural awareness and competence, such as Aboriginal and Torres Strait Islander perspectives on ethics
- Digital health framework including tele-medicine, and e-documentation
- Ethical dilemmas, reasoning and considerations in occupational therapy practice such as rationing or resource allocation, private practice, and advocacy
- Reflective Practice
  - Advanced reflective practice, writing and deep learning from reflection
  - Leadership skills to support professional resilience and growth in practice
  - Professional supervision, mentorship, coaching and other professional support processes

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1, S2, S3, A1, A2, A3	Attendance and participation in at least 80% of workshops	Attendance, Participation and Reflection	S/U
K3, S1, S3, A1, A4	Students to individually prepare their resume and a cover letter in preparation for future job applications	Written assessment	S/U
K1, S1, S2, A1, A2, A3	Group oral presentations and peer review in response to complex clinical case scenarios across the unit	Group oral - case based with peer review	60-80%
K2, K3, S3, A1, A4	New Graduate Personalised Development Plan to support transition to occupational therapy practice	Written Assignment	20-40%

### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)