

# 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:

No work experience: Student is not undertaking work experience in industry.

**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

## 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	<p>Students will demonstrate high-level skills to effectively communicate, interact and work with others both individually and in groups.</p> <p>Students will be required to display (in person and/or online) high-level skills in-person and/or online in:</p> <ul style="list-style-type: none"> <li>• Effective verbal and non-verbal communication via a range of synchronous and asynchronous methods</li> <li>• Active listening for meaning and influencing</li> <li>• High-level empathy for others</li> <li>• Negotiating and demonstrating extended conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams</li> </ul>	K2, S1, S2, S3	AT1, AT2, AT3, AT4

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 2 Leadership	<p>Students will demonstrate the ability to apply leadership skills and behaviours</p> <p>Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Creating, contributing to, and enabling collegial environments</li> <li>• Showing self-awareness and the ability to self-reflect for personal growth</li> <li>• Inspiring and enabling others</li> <li>• Making informed and evidence-based decisions through consultation with others</li> <li>• Displaying initiative and ability to solve problems</li> </ul>	K1, K2, K3, S1, S2, S3, A1, A3, A4	AT2, AT3, AT4
FEDTASK 3 Critical Thinking and Creativity	<p>Students will demonstrate an ability to work in complex and ambiguous environments, using their imagination to create new ideas.</p> <p>Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Reflecting critically on complex problems</li> <li>• Synthesising, evaluating ideas, concepts and information</li> <li>• Proposing alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts through deep inquiry</li> <li>• Proposing creative solutions in problem solving</li> </ul>	S2, A1, A2, A4	AT3, AT4
FEDTASK 4 Digital Literacy	<p>Students will demonstrate the ability to work proficiently across a range of tools, platforms and applications to achieve a range of tasks</p> <p>Students will be required to display high-level skills in:</p> <ul style="list-style-type: none"> <li>• Finding, accessing, collating, evaluating, managing, curating, organising and appropriately and securely sharing complex digital information at a high-level</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Using digital tools appropriately to conduct research</li> <li>• Contributing proficiently to digital teams and working groups</li> <li>• Participating in and utilising digital learning opportunities</li> </ul>	K2, S1, S2	AT2, AT3, AT4

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	<p>Students will demonstrate the ability to think ethically and sustainably.</p> <p>Students will be required to display (in person and/or online) high-level skills in-person and/or online in:</p> <ul style="list-style-type: none"> <li>• The responsible conduct of research</li> <li>• Making informed judgments that consider the impact of devising solutions in multiple global economic environmental and societal contexts</li> <li>• Demonstrating commitment to social responsibility as a professional and a citizen</li> <li>• Generating research solutions which are sustainable, ethical, socially responsible and/or sustainable</li> <li>• Extending lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Demonstrate extended actions to foster sustainability in their professional and personal life.</li> </ul>	K1, K2, K3, S1, S2, S3, A1, A2, A3	AT1, AT2, AT3, AT4

### 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](#)