Unit Outline
OCCT1000 Concepts in Occupational Therapy Practice
Semester 2, 2016

Unit study package code: OCCT1000
Mode of study: Internal
Tuition pattern summary: Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.
Lecture: 1 x 2 Hours Weekly
Science Laboratory: 1 x 2 Hours Weekly
Fieldwork: 1 x 10 Hours Semester
This unit contains a fieldwork component. Find out more about fieldwork on the work integrated learning (WIL) website at http://ctl.curtin.edu.au/wil/fieldwork/index.cfm, which also contains a link to the Fieldwork Policy and Fieldwork Manual.
Credit Value: 25.0
Pre-requisite units:
179199 (v.0) Bachelor of Science (Occupational Therapy) or any previous version
OR
303542 (v.0) Bachelor of Science (Occupational Therapy) or any previous version
OR
306721 (v.0) Service Teaching Component - Curtin College Diploma or any previous version
OR
155599 (v.0) Bachelor of Science - Health Sciences or any previous version
OR
B-OCCT (v.0) Bachelor of Science (Occupational Therapy) or any previous version
OR
ST-CURCOL (v.0) Service Teaching Component - Curtin College Diploma or any previous version
OR
B-HLTHSC (v.0) Bachelor of Science (Health Sciences) or any previous version
AND
311234 (v.0) Foundations of Occupational Therapy 141 or any previous version
OR
OCCT1001 (v.1) Introduction to Occupational Therapy
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website.
Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus

Development of occupational therapy. Introduction to foundational knowledge, skills, and attitudes required to be an occupational therapist. Introduction to the occupational therapy process. Understanding of occupational analysis. Application of professional behaviour, interpersonal communication and ethics through a variety of practical and fieldwork experiences.

Introduction

“The philosophers have only interpreted the world; the point is to change it!” Karl Marx.

Welcome to OCCT1000 Concepts in Occupational Therapy Practice. Students are introduced to key concepts of occupational therapy that will be further developed in other units throughout the course. The unit is practical, interactive and utilises the philosophy of “learning by doing”. There are opportunities for students to develop therapeutic rapport with individuals through interviewing, assessing and analysing tasks and equipment to overcome activity limitations, and begin to apply the occupational therapy process. Fieldwork is an important component of this unit and provides the opportunity for students to observe community settings, simulation activities as well as gaining valuable experience in interviewing and other assessment tools. Lectures, laboratories, fieldwork, reading of the text and the literature ensure students gain a broad understanding of the diverse practice of occupational therapy.

Unit Learning Outcomes
All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
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</thead>
<tbody>
<tr>
<td>1. Discuss contemporary concepts within a global context that underpin occupational therapy</td>
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<tr>
<td>2. Describe and apply selected occupational therapy processes and models</td>
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<tr>
<td>3. Utilise effective interpersonal communication</td>
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<tr>
<td>4. Explain and apply occupational analysis</td>
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<tr>
<td>5. Demonstrate reflective practices to improve own performance</td>
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</tr>
</tbody>
</table>

Curtin’s Graduate Attributes

- Apply discipline knowledge
- Thinking skills (use analytical skills to solve problems)
- Information skills (confidence to investigate new ideas)
- Communication skills
- Technology skills
- Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)
- International perspective (value the perspectives of others)
- Cultural understanding (value the perspectives of others)
- Professional Skills (work independently and as a team) (plan own work)

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities

Lectures

There will be a two hour interactive, seminar style lecture weekly in which you are expected to come prepared and ready to participate and ask questions during the lectures. There are a number of visiting guest lecturers who participate in the lectures throughout the semester to broaden your understanding of the profession of occupational therapy. **Important: Due to timetabling of lecture on a Thursday, the lecture material feeds into the subsequent week e.g. week 1 lecture material will be followed up in week 2 laboratories.**

Laboratories

The laboratories are designed to encourage independent learning and are mostly experiential in nature. The weekly readings from the reading list are preparatory material for the laboratories. You will be expected to have completed your weekly readings and come prepared to actively participate in laboratory activities. The laboratories provide you with the opportunity to apply principles learnt in lectures and readings. You are required to wear OT uniform in some labs.

Fieldwork

The World Federation of Occupational Therapists requires all occupational therapy students to complete 1000 hours of fieldwork during their education. These hours will be accumulated throughout your course. The fieldwork experience in second semester provides the opportunity for students to observe potential occupational therapy settings and to begin to reflect and apply learning. Students will develop an understanding of the role of
occupational therapy within a variety of service delivery models and begin to apply skills in professional behavior and communication. Students will attend a number of fieldwork placements that are scheduled throughout the semester.

Fieldwork is a highly valuable learning experience and is to be treated as such, with appropriate dress, prompt attendance and professional and interested behavior at all times. Fieldwork allocations for wheelchair basketball and Juniper simulation suite will be available on SONIA (the School’s Fieldwork Database). Details on how to access SONIA are on BlackBoard. Independent Living Centre tour dates will be available for self- allocation via Blackboard. It is students responsibility to check their fieldwork placement dates and times, and self-allocate to fieldwork when necessary. Attendance at fieldwork placements is compulsory and should be guided by available information on SONIA or Blackboard that is associated with those placements. Further information about first year fieldwork can be found under the Fieldwork Icon on FLECS-Blackboard for this unit.

**Fieldwork hours**

*It is compulsory to participate in and complete 10 hours of fieldwork in this unit.* Wednesdays have been timetabled for the completion of most of your fieldwork however you will have to complete some fieldwork in your own time. Students have been allocated time slots for Juniper simulation suite and wheelchair basketball. Students will be able to self-allocate to Independent Living Centre time slots from beginning of semester. Students must record all hours of fieldwork experience on the timesheet available on blackboard. Students will make up your hours using the following as a guide:

<table>
<thead>
<tr>
<th>Location:</th>
<th>Organised by</th>
<th>Activity</th>
<th>Time allocated for each fieldwork experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Juniper simulation suite (Bentley)</td>
<td>University organises visit to take place on <strong>Wednesday 3rd August 2016.</strong> Students are allocated by university to time slot via SONIA.</td>
<td>Fieldwork observation</td>
<td>Total 1 hour comprising: 30 minutes observation 30 minutes reflection</td>
</tr>
<tr>
<td>2. Wheelchair basketball (Mirabrooka)</td>
<td>University organises visit to take place on <strong>Wednesday 10th August 2016.</strong> Students are allocated by university to time slot via SONIA.</td>
<td>Fieldwork observation</td>
<td>Total 1.5 hours comprising: 60 minutes observation 30 minutes reflection</td>
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<tr>
<td>3. Independent Living Centre (ILC)</td>
<td>University organises visits to occur between weeks 7 and 11 of semester. Students are able to allocate self to one time slot via Blackboard from beginning of semester.</td>
<td>Fieldwork observation</td>
<td>Total 2.5 hours: comprising: 120 minutes observation 30 minutes reflection</td>
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<tr>
<td>4. Community interview</td>
<td>Student organizes community interviews between <strong>teaching week 3 and week 7 of semester.</strong> Student will be allocated in pairs in class and have to arrange to find and interview a person who experiences a disability as part of the assignment</td>
<td>Interview and activity observation</td>
<td>Total 5 hours: You may include the following in your timesheets to make up required time: reflection time, phone calls, reflection in labs, meeting with student partner, any preparation time, interview time, any follow up.</td>
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</tbody>
</table>

**Fieldwork Debriefing**

During the laboratories, opportunities will be provided for students to debrief and discuss issues relating to fieldwork experiences. It is imperative that you complete fieldwork reflections using the Gibb’s (1988) model fieldwork reflection sheet for each visit. **After each fieldwork experience, you must complete and bring a fieldwork reflection sheet ready for discussion in your laboratory.**

In line with the guidelines of the Occupational Therapy Board of Australia, it is recommended that you create your
own fieldwork portfolio that is a collection of work completed while on fieldwork practicum to allow you to compile a comprehensive record of fieldwork experiences and related learning. Begin your fieldwork portfolio with these first fieldwork experiences; the portfolio is then continued for all practicums over the duration of the occupational therapy course. Portfolios have the potential to provide valuable ‘evidence’ of professional development, and to be a resource for graduates when applying for jobs. It is recommended that you begin your portfolio in first year by including your reflections of your fieldwork experiences and any resources you have gained (e.g. relevant references, assessment tools, pamphlets, journal articles, texts, intervention and home programs etc.) Fieldwork is an excellent opportunity to gather resources which may be useful for other units and practicums during the course.

**Missed fieldwork**

If you are unable to attend a placement for any reason, students are required to write a three page essay on the role of occupational therapy in each particular area of missed practice (older adult care, wheelchair sports/disability and adaptive technology/disability) and submit the essay to their lab tutor within two weeks of the missed date. You are asked not to ring the fieldwork sites for assistance with this essay but investigate the academic literature.

**Timesheet**

A timesheet is to be completed after all fieldwork is completed with hours correctly calculated (you can place all experiences on one time sheet including assignment hours). A maximum of ten hours of fieldwork is allocated to this unit. **Please submit your fieldwork timesheet via the turnitin submission point on blackboard**. It is totally the student’s responsibility to ensure that the timesheet is submitted via turnitin by Friday 4th November 2016.

**Learning Resources**

**Library Reserve**

There are resources for this unit in the library Reserve collection. To access these resources, please click on the following link:

http://link.library.curtin.edu.au/primo/course?OCCT1000

**Essential texts**

The required textbook(s) for this unit are:


  (ISBN/ISSN: 978-1-4511-1080-7)

**Recommended texts**

You do not have to purchase the following textbooks but you may like to refer to them.


  (ISBN/ISSN: 978-0-7234-3494-8)


  (ISBN/ISSN: 978-1-895437-89-8)
### Assessment

#### Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
</table>
| Interview and occupational analysis written assignment | 30 percent | Week: Teaching week 6  
Day: Friday 16th September  
Time: 8pm | 1,2,3,4,5 |
| Short quizzes                             | 30 percent | Week: Teaching week four, seven and ten  
Day: in class  
Time: in class | 1,2,3,4 |
| Written examination                       | 40 percent | Week: exam week 1 or 2  
Day: To be determined  
Time: To be determined | 1,2,3,4 |
| Fieldwork                                 | Pass/Fail| Week: Teaching week 13  
Day: in class  
Time: in class | 1,2,3,5 |

### Detailed information on assessment tasks

1. **Written Assignment - Field Interview/Activity Analysis (30%)**

   The objectives of this assignment are that students will develop skills in:
   - Applying and analysing introductory skills in conducting an interview, observation and documentation of occupational analysis
   - Observing and analysing an activity using occupational analysis to consider opportunities for grading and adapting
   - Academic research and assignment writing

   **Submission Process:**

   Students must submit their assignments through Turnitin via Blackboard. Please make sure you retain your Turnitin receipt. It is important that students keep a copy of their submitted assignment to present, if necessary, in the event of any technological problems with the electronic assignment submission process.

   **Written report guidelines**

   You must obtain written consent from your interviewee before conducting the interview and activity analysis. A **Maximum of 1500 words (approximately 6-7 pages for main text including in text citations)** is provided for your assignment. **You may not go over your word count.** Your assignment will require a cover page, signed plagiarism checklist, and contents page. A reference list and appendices (appendices include: list of interview questions, signed consent form, completed activity analysis form) should be included at the end of the assignment. Maintain strict confidentiality—use a made up name for the interviewee’s name for the purpose of the assignment. You must include the following on the title page: Name of student, name of assignment partner, lab tutor, unit name, activity chosen to observe. Please ensure you use the following word guidelines: type size 12 font; 1.5 spacing; 2.0 cm margins on the left, right, bottom and top of the page; correct APA 6th edition referencing in reference list. **You are required to use a minimum of ten occupational therapy references to support your work and integrate these appropriately within your assignment.**

   **Important:** You are required to write in professional third person style. Avoid conversational language.
First person is only allowed for the reflection section of the assignment.

The assignment Task

A. In allocated student pairs, identify one person over the age of eighteen and gain their written consent (consent form found on Blackboard) to participate in an interview. The person must have experience of a disability (e.g. a developmental disability, spinal injury, psychiatric (mental health) condition, sensory impairment, injury, arthritis etc.). Do not choose a family member as your interviewee nor a volunteer that you are interviewing for assessments for other units in the course.

B. Construct a list of open-ended topics/questions that you can use to interview the person to find out about how they are and what kinds of activities of daily living they engage and take meaning from.

C. In student pairs, interview your interviewee for a maximum time of 45 minutes. Make sure you choose a time that allows for minimal disruptions and a place that is comfortable for your interviewee. It is strongly recommended that you take notes during the interview. You are not allowed to video/audio record the interview.

D. Make a second appointment time with your interviewee to return and observe and complete a task analysis of him/her completing a meaningful activity (occupational analysis). Activities observed may include: shopping for groceries, cooking, gardening, laundry, paid work, an educational activity or a leisure activity. Both students are to be involved in the interview and the occupational analysis observation.

E. In pairs write up your observations of the task using the activity analysis template provided on blackboard. In this instance it is acceptable for you and your partner to submit the same activity analysis template only. However, please be aware that in other units, submitting the same piece of work as another student is considered as plagiarism and can have severe penalties.

F. In your own time, individually using the second part of the activity analysis template consider examples of how aspects of the activity may have already been graded/modified and/or how they could be graded and modified to enable your interviewee to continue to perform the activity you have analysed.

G. Individually, analyse the observed chosen occupation using the relevant CMOP-E enablers and barriers influencing occupational performance and occupational engagement.

H. Individually, using the GIBBS model reflect on your performance during the interview and activity analysis.

Remember that you are representing The School of Occupational Therapy and Social Work, Curtin University whilst interviewing and undertaking the activity analysis and ensure you demonstrate respectful and professional behaviour at all times. Each student is to submit their own assignment. All parts of the assignment are to be the student’s own work with the exception of the activity analysis form write up which is completed jointly with your partner (as described above in section E).

Report sections (word count for each section is a rough guide only)

- Plagiarism checklist ticked and signed (available on blackboard)
- Title page (including student name, student partner name, lab tutor name, time/day of lab)
- Contents page (including headings used)

A. Introduction (100 words). Brief summary of your intentions for the assignment and what you did to complete the assignment objectives and findings.

B. The volunteer’s occupational story (400 words). IMPORTANT! Do not use the person’s real names and substitute with a different/made up name. Indicate you are using pseudonym for the interviewee in the assignment.

The occupational story should be written using person centred language and include:

- Who the interviewee is, their age and one hope they have for their future.
• The meaning and value of their main occupations, past and present (utilise your learning from the Introduction to occupational therapy unit to assist with this).
• Social situation (with whom they live, home situation).
• Work and educational history.
• Information on the person’s disability and how it impacts on their valued activities of daily living.

C. Occupational Task Analysis
Complete the activity analysis form and attach the completed activity analysis form to your individual assignment in the appendices section.

D. Occupational Therapy Application (600 words)
Using the applicable sub-headings of the CMOP-E as well as supporting literature, discuss the relevant enablers and barriers influencing the occupational performance and occupational engagement of the individual’s participation of the chosen activity you have analysed.

E. Review and Reflection (300 words) (Nb. you may use first person in this section).
Using the Gibbs reflection model and supporting literature, use your knowledge of your interview and occupational analysis techniques to summarise and critically reflect your interview and occupational analysis skills—verbal and non-verbal aspects, strengths and weaknesses. What went well? Not so well? What would you do differently next time you interview a person? What do you need to go away and research/learn to develop as an occupational therapy student?

F. Conclusion (100 words)
Brief summary of findings from the assignment, with a focus on what student has learnt from this assignment.

G. Reference list using APA referencing 6th edition

H. Appendices

Marking and feedback
Students can expect to receive their assignment grade and feedback within approximately 20 working business days after the assignment due date. If there is any deviation from this timeframe, the unit coordinator will inform students via blackboard. Grades are determined using the marking rubric available on blackboard. Please note you will receive constructive feedback comments via your submitted online paper. The feedback does not determine your grade rather: 1. Identifies areas where you need to develop. 2. Provide ideas for you to develop your academic thinking and writing for future assignments.

2. Multiple choice/short answer tests. Three short tests held in class during teaching weeks 4, 7, 10 (combined total of 30%)
To assist you in your learning and to provide you will be expected to complete three short tests during classes throughout the semester which are based on readings, laboratories and lectures for the unit.
Short tests take place during the following weeks:
Test 1 week commencing 22nd August
Test 2 week commencing 19th September
Test 3 week commencing 17th October
If you do not attend the class/lecture during which the test is held, you will not be able to complete that test. The only exception made will be if a valid medical certificate is presented and the student will sit the test at the discretion of the unit co-ordinator.

3. Two hour written examination during examination week one or two (40%)
Examination revision will take place during the final lecture for the unit. Examination will be based on a case study with applied questions based on the learning content.
Fieldwork competencies

Students will be required to complete a fieldwork competency test in class during **teaching week 13 (week commencing 24th October 2016)**, in preparation for fieldwork placement prior to the commencement of semester 1, 2017. This is a component of the unit Introduction to OT Professional Practice OCCCT2003. Students will be required to demonstrate setting up and transferring a person out of a wheelchair and supporting them to walk. Students are also required to submit their completed time sheet via Turnitin by **5pm Friday 4th November 2016**.

Pass requirements

Students are expected to attend all laboratories. This is in accordance with accreditation requirements in ensuring you meant the course learning outcomes. Please liaise with your tutor or unit coordinator if you are unable to attend. In cases of very poor attendance students may be advised not to submit their final assessment/sit their final exam.

Students must gain a minimum combined total assessment mark of 50% in order to pass the unit. All pieces of assessment must be attempted

Fieldwork is a compulsory pass/fail

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from [policies.curtin.edu.au/policies/teachingandlearning.cfm](http://policies.curtin.edu.au/policies/teachingandlearning.cfm)

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at [students.curtin.edu.au/administration/](http://students.curtin.edu.au/administration/)) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

- Applications for extension should be submitted to otswcoursecoordination@curtin.edu.au
Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.
Deferred examinations/tests will be held from 12/12/2016 to 16/12/2016. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

Supplementary assessments
Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 12/12/2016 and 16/12/2016. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.
It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check OASIS for details.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies
A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.
If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style
The referencing style for this unit is APA 6th Ed.
More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright
© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.
**Academic Integrity (including plagiarism and cheating)**

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: [https://academicintegrity.curtin.edu.au/students/AIP.cfm](https://academicintegrity.curtin.edu.au/students/AIP.cfm)

Refer to the Academic Integrity tab in Blackboard or [academicintegrity.curtin.edu.au](http://academicintegrity.curtin.edu.au) for more information, including student guidelines for avoiding plagiarism.

**Information and Communications Technology (ICT) Expectations**

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: [oasisapps.curtin.edu.au/help/general/support.cfm](https://oasisapps.curtin.edu.au/help/general/support.cfm)

For specific assistance with any of the items listed below, please contact The Learning Centre: [life.curtin.edu.au/learning-support/learning_centre.htm](http://life.curtin.edu.au/learning-support/learning_centre.htm)

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

**Additional information**

Students should receive marks, assignments and feedback as soon as practicable, to maximise their opportunity to improve their performance. Research consistently highlights the significant loss of impact to learning when feedback to student is delayed. Ideally, feedback to students for items other than a final examination will be provided under normal circumstances within 15 working days and no later than 20 working days. Further information on this can be found under section 7 in the assessment and student progression policy.


**Enrolment**

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.
Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University's Guiding Ethical Principles
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all these things is available through the University's "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

Removal of hospital visits
**Program calendar**

<table>
<thead>
<tr>
<th>Week</th>
<th>Week commencing Monday:</th>
<th>Lecture/ Seminar</th>
<th>Pre-readings for laboratory</th>
<th>Tutorial</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 week</td>
<td>25th July</td>
<td>210:101</td>
<td>Make sure watch orientation to unit via I-lecture in O week. ER= available online through library E reserve</td>
<td>All labs in building 108 room 119</td>
<td></td>
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<tr>
<td>2.</td>
<td>8 August</td>
<td>Person centred language, Interviewing and reflection</td>
<td><strong>Compulsory</strong></td>
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<td><strong>Professionalism, Wheelchairs and manual handling.</strong></td>
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<td></td>
<td></td>
<td></td>
<td><strong>OT uniform required</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Recommended**


### Activity analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading Material</th>
<th>Notes</th>
</tr>
</thead>
</table>
Language used when talking about disability: Terminology used by pwda | Communication skills observation and initial interview techniques  
Wednesday 17th August |
OT uniform required  
Test 1 in class  
Bring a blank copy of Activity analysis form found on Blackboard to laboratory |
### Occupational Therapy in Health Care


<table>
<thead>
<tr>
<th>5. 29th August</th>
<th>Tuition Free Week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5 September</strong></td>
<td>Compulsory</td>
</tr>
<tr>
<td>CPPF</td>
<td>Principles of occupational adaptations with the experience of various disabilities</td>
</tr>
<tr>
<td>Clinical reasoning</td>
<td>Bring a blank copy of Activity analysis form found on Blackboard to laboratory</td>
</tr>
<tr>
<td>Assignment writing</td>
<td></td>
</tr>
</tbody>
</table>


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**To assist you in writing your assignment:**

- APA 6th Edition Referencing Curtin Library
- Lib guide APA 6th Edition
- OT seeker web site:
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Application of CPPF, PEO and clinical reasoning to person implementing recovery in practice.</td>
<td>Assignment due Friday 16th September 8pm.&lt;br&gt;Independent Living Centre (ILC) tours start (OT uniform required for visit)</td>
</tr>
<tr>
<td></td>
<td>Recovery and occupational therapy</td>
<td>Test 2 in class</td>
</tr>
</tbody>
</table>

TFD Video:
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>26 September</td>
<td>Tuition Free Week</td>
<td>Ted Talk - Eleanor Longden</td>
</tr>
<tr>
<td>12</td>
<td>17 October</td>
<td>Working in</td>
<td>Compulsory&lt;br&gt;Application of Test 3 in class</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading and Activities</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td></td>
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</tbody>
</table>
Watch video of fourth year OT student on prac in Indonesia. [https://www.youtube.com/watch?v=_ooeV639eLM](https://www.youtube.com/watch?v=_ooeV639eLM) |

In class wheelchair assessment (OT uniform required)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
</table>
WFOT [http://www.wfot.org](http://www.wfot.org)  
Recap and preparation for exam  
Case study  
Mind map |
|       | **Submit fieldwork timesheet to turnitin. Deadline 5pm, 4th November 2016** |       |