



# OCCT14003 *Transition to Professional Practice*

## Term 1 - 2024

Profile information current as at 19/05/2024 05:30 am

All details in this unit profile for OCCT14003 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

You will develop and integrate the knowledge, skills and values relevant to working as an occupational therapist in contemporary practice settings, while exploring essential skills for entry to practice, sustaining a healthy career and contributing to the future of the occupational therapy profession. Your focus will be on topics that students preparing to become new graduate occupational therapists need to consider, knowledge of which supports the transition from student to registered professional. Professional supports and resources such as those available from Occupational Therapy Australia are addressed, as well as the legal requirements of professional registration. You will develop your working knowledge of the Australian Occupational Therapy Competency Standards (AOTCS 2018), critically examining how these standards and criteria will be incorporated into your new graduate and early career practice.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Pre-requisite: OCCT13009

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2024

- Online

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Reflective Practice Assignment**

Weighting: 25%

#### 2. **Portfolio**

Weighting: 35%

#### 3. **Oral Examination**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from SUTE Unit Comments & SUTE Teacher evaluations

**Feedback**

A few students commented that they wanted more comprehensive, individual feedback on their oral examination.

**Recommendation**

It is recommended that the Task Description for this assessment be modified for T1 2024 to ensure expectations about this assessment are clearer.

#### Feedback from SUTE Unit Comments & SUTE Teacher evaluations.

**Feedback**

A few students commented that they would prefer the oral examination not to be scheduled whilst they are on clinical practicum.

**Recommendation**

It is recommended that a communique from the CB84 course and relevant unit coordinators on the OT academic team be sent to all students enrolled in OCCT14003 prior to term commencing, setting clear expectations about student loads and self-management in T1 across OCCT14003 and OCCT14007.

#### Feedback from Unit Coordinator reflection OCCT14003 and liaison with Unit Coordinator OCCT12006. Assessment reflections from students in both OCCT14003 and OCCT12006.

**Feedback**

The new assessment requiring Year 4 students to mentor Year 2 students throughout the term received positive feedback from both the Year 4 and Year 2 students.

**Recommendation**

It is recommended that the Year 4 - Year 2 mentoring experience and assessment continue in T1 2024.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Interpret the contemporary contextual factors in Australia influencing the provision of occupational therapy services.
2. Justify a plan for reflective practice and for ongoing learning, support and mentoring following graduation.
3. Appraise the relevant legal, ethical and professional reasoning principles applicable to professional practice situations for a new graduate and early career occupational therapist.
4. Construct a professional portfolio focusing on professional identity and mentoring skills which will demonstrate the imminent transition from student occupational therapist to a registered, employed occupational therapist.

All four learning outcomes and associated content and assessments map to specific criteria across the four Standards (Professionalism, Knowledge and Learning, Occupational Therapy Process & Practice, Communication) within the Australian Occupational Therapy Competency Standards 2018 (AOTCS 2018).

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks                                | Learning Outcomes |   |   |   |
|---|-------------------|---|---|---|
|   | 1                 | 2 | 3 | 4 |
| <b>1 - Reflective Practice Assignment - 25%</b> |                   | • |   |   |
| <b>2 - Portfolio - 35%</b>                      | •                 |   |   | • |
| <b>3 - Oral Examination - 40%</b>               | •                 |   | • |   |

### Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes  | Learning Outcomes |   |   |   |
|--|-------------------|---|---|---|
|  | 1                 | 2 | 3 | 4 |
| <b>1 - Communication</b>                                   | •                 | • | • | • |
| <b>2 - Problem Solving</b>                                 | •                 | • | • | • |
| <b>3 - Critical Thinking</b>                               | •                 | • | • |   |
| <b>4 - Information Literacy</b>                            | •                 | • | • | • |
| <b>5 - Team Work</b>                                       |                   |   |   |   |
| <b>6 - Information Technology Competence</b>               |                   | • |   |   |
| <b>7 - Cross Cultural Competence</b>                       |                   |   | • |   |
| <b>8 - Ethical practice</b>                                | •                 |   | • | • |
| <b>9 - Social Innovation</b>                               | •                 |   |   |   |
| <b>10 - Aboriginal and Torres Strait Islander Cultures</b> | •                 | • | • |   |



Prescribed textbook, Chapter 5: "The role of occupational therapy professional associations and regulatory bodies in Australia". pp.50-60

Prescribed textbook, Chapter 16: "Clinical reasoning in occupational therapy practice." pp.201-212.

Understanding your registration requirements and competency standards for practice

Hughes, K. (2020). The use of Twitter for continuing professional development within occupational therapy [Article]. *Journal of Further and Higher Education*, 44(1), 113-125.  
<https://doi.org/10.1080/0309877X.2018.1515900>

Guest recording OT Australia

Teoh, J. Y. (2022). How occupational therapy practitioners use virtual communities on the Facebook social media platform for professional learning: A critical incident study. *Scandinavian Journal of Occupational Therapy*, 29(1), 58-68.  
<https://doi.org/10.1080/11038128.2021.1895307>

## Module 2 (weeks 3 & 4) - 18 Mar 2024

| Module/Topic                        | Chapter  | Events and Submissions/Topic              |
|-------------------------------------|--|---|
| Defining yourself as a practitioner | Prescribed textbook, Chapter 27: "Occupational therapy practice in regional, rural and remote Australia" pp.368-382.   |   |
|                                     | Prescribed textbook, Chapter 28:"Population and community occupational therapy practice and project management in Australia" pp.383-394.   |   |
|                                     | Prescribed textbook, Chapter 29: "Advocacy, promotion, leadership and entrepreneurship in the occupational therapy profession in Australia" pp.395-402.  | Guest recording: CQUni Careers Specialist |
|                                     | Chen, C. C. (2020). Professional quality of life among occupational therapy practitioners: An exploratory study of compassion fatigue. <i>Occupational Therapy in Mental Health</i> , 36(2), 162-175.<br><a href="https://doi.org/10.1080/0164212x.2020.1725713">https://doi.org/10.1080/0164212x.2020.1725713</a>                       |   |
|                                     | Murray, C. M., Edwards, I., Jones, M., & Turpin, M. (2019). Learning thresholds for early career occupational therapists: A grounded theory of learning-to-practice. <i>British Journal of Occupational Therapy</i> , 83(7), 469-482.<br><a href="https://doi.org/10.1177/0308022619876842">https://doi.org/10.1177/0308022619876842</a> |   |

## Module 3 (weeks 5 & 6) - 01 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

### Mentoring & Supervision

Jackson, O., Villeneuve, M., & Millington, M. (2022). The experience and role of mentorship for paediatric occupational therapists. *Australian Occupational Therapy Journal*, 70(1). <https://doi.org/10.1111/1440-1630.12839>

Stephenson, S., Kemp, E., Kiraly-Alvarez, A., Costello, P., Lockmillere, C., & Parkhill, B. (2022). Self-assessments of mentoring skills in healthcare professions applicable to occupational therapy: A scoping review [Review]. *Occupational Therapy in Health Care*. <https://doi.org/10.1080/07380577.2022.2053923>

VanderKaay, S., Jung, B., Letts, L., & Moll, S. E. (2019). Continuing competency in ethical decision making: An interpretive description of occupational therapists' perspectives. *Canadian Journal of Occupational Therapy*, 86(3), 209-219. <https://doi.org/10.1177/0008417419833842>

### AHA Delegation

Sarigiovannis, P., Jowett, S., Saunders, B., Corp, N., & Bishop, A. (2021). Delegation by allied health professionals to allied health assistants: a mixed methods systematic review [Review]. *Physiotherapy*, 112, 16-30. <https://doi.org/10.1016/j.physio.2020.10.002>

Skills in supervision and mentoring

**Written Assessment - Reflective Practice 25% Due: Week 5 Friday (5 Apr 2024) 11:45 pm AEST**

## Module 4 (weeks 7 & 8) - 22 Apr 2024

| Module/Topic  | Chapter  | Events and Submissions/Topic |
|---|--|------------------------------|
|   | Prescribed textbook, Chapter 7: "Ethical and legal responsibilities of occupational therapy practice" pp.80-88.  |                              |
|   | Prescribed textbook, Chapter 11: "Decolonising occupational therapy through a strengths-based approach" pp.130-142.  |                              |
| Becoming and being a reflective, ethical practitioner | Hazelwood, T., Baker, A., Murray, C.M., & Stanley, M. (2018). New graduate occupational therapists' narratives of ethical tensions encountered in practice. <i>Australian Occupational Therapy Journal</i> , 1-9. doi: 10.1111/1440-1630.12549.  |                              |
|   | VanderKaay, S., Letts, L., Jung, B., & Moll, S. E. (2020). Doing what's right: A grounded theory of ethical decision-making in occupational therapy. <i>Scandinavian Journal Occupational Therapy</i> , 27(2), 98-111. <a href="https://doi.org/10.1080/11038128.2018.1464060">https://doi.org/10.1080/11038128.2018.1464060</a> |                              |

## Module 5 (weeks 9 & 10) - 06 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Prescribed textbook, Chapter 24: "Emerging professional practice areas: focus on technology" pp.324-342. (required)

**NDIS readings (required)**

David, C., Johnson, B., & Ramcharan, P. (2023). NDIS partnership working? Paradoxes, contested spaces and aspirations of disability leaders, family carers and disability services [Article]. *Australian Journal of Social Issues*.  
<https://doi.org/10.1002/ajs4.280>

Mitchell, T. K., Bray, L., Blake, L., Dickinson, A., & Carter, B. (2022). 'I feel like my house was taken away from me': Parents' experiences of having home adaptations for their medically complex, technology-dependent child [Article]. *Health and Social Care in the Community*, 30(6), e4639-e4651.  
<https://doi.org/10.1111/hsc.13870>

Barclay, L., Callaway, L., & Pope, K. (2020). Perspectives of individuals receiving occupational therapy services through the National Disability Insurance Scheme: Implications for occupational therapy educators. *Australian Occupational Therapy Journal*, 67(1), 39-48.  
<https://doi.org/10.1111/1440-1630.12620>

Smethurst, G., Bourke-Taylor, H. M., Cotter, C., & Beauchamp, F. (2021). Controlled choice, not choice and control: Families' reflections after one year using the National Disability Insurance Scheme. *Australian Occupational Therapy Journal*, 68(3), 205-216.  
<https://doi.org/10.1111/1440-1630.12715>

Private practice readings (optional)  
Moir, E. M. A., Turpin, M. J., & Copley, J. A. (2022). New Graduates' Experiences in Paediatric Private Practice: Learning to Make Intervention Decisions. *Canadian Journal of Occupational Therapy*, 89(4), 395-405.  
<https://doi.org/10.1177/00084174221102716>

Hudgins, E., Stover, A., & Walsh-Sterup, M. (2018). Opening a Private Practice in Occupational Therapy. *OT Practice*, 23(7), 1-9.

Millsteed, J., Redmond, J., & Walker, E. (2017). Learning management by self-employed occupational therapists in private practice. *Australian Occupational Therapy Journal*, 64(2), 113-120.  
<https://doi.org/10.1111/1440-1630.12331>

Understanding and working within the systems that influence our practice in Australia

Guest recording 1: Team Leader National Disability Insurance Agency  
Guest recording 2: A consumer perspective of NDIS

**Mentoring Assessment - Portfolio**  
**35% Due: Week 9 Tuesday (7 May 2024) 5:00 pm AEST**

**Module 6 (weeks 11 & 12) - 20 May 2024**

Module/Topic

Chapter

Events and Submissions/Topic



Prescribed textbook, Chapter 30: "Looking forward: Occupational therapy in Australia's future" pp.403-412.

Adamson, K., Loomis, C., Cadell, S. & Verweel, L.C. (2018). Interprofessional empathy: A fourstage model for a new understanding of teamwork. *Journal of Interprofessional Care*, 32(6), 752-761. doi: 10.1080/13561820.2018.1511523.

Interprofessional practice, workplace policies & application of telehealth for workplace success and satisfaction

Seaton, J., Jones, A., Johnston, C., & Francis, K. (2021). Allied health professionals' perceptions of interprofessional collaboration in primary health care: an integrative review. *Journal of Interprofessional Care*, 35(2), 217-228. <https://doi.org/10.1080/13561820.2020.1732311>

**Oral Examination 40%** Due: Week 12 Thursday (30 May 2024) 9:00 am AEST

Love, R., & Carrington, J. M. (2020). Introducing telehealth skills into the Doctor of Nursing Practice curriculum. *Journal of the American Association of Nurse Practitioners*, 43(6), 382-383.

### Review/Exam Week - 03 Jun 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

### Exam Week - 10 Jun 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

## Term Specific Information

Your OCCT14003 was redesigned in 2023 as part of an overall curriculum change in CB84 and is now fully online. There is no requirement to attend scheduled lecture times. Your learning will be through your Moodle site, interacting with your unit coordinator through various tasks and communicating on Moodle. Unit coordinators and professional placement management have liaised extensively about the obligations of OCCT14007 and OCCT14003, and we acknowledge you will be studying both simultaneously. Your practicum has an expectation of 36 hours per week. This unit has an expectation of 12.5 hours per week (as an average - some individuals may spend more time on some modules than others). This is a total of 48.5 hours. Your usual load of four units x 12.5 hours per unit = 50 hours. Therefore, we expect that you will prioritise and value both OCCT14007 and OCCT14003, and study your own path this term. Please avoid comparing your study journey with others, as you are all on different practicum timelines. Many of you will be on different commencement and end dates for your practicum and OCCT14003 has been designed so that no student is disadvantaged because of when their placement falls. Please work through the six modules in the sequence that has been presented to you. You are welcome to work through them at an intensive and quicker pace if your practicum starts e.g. halfway through the 12-week academic term. Be mindful of ensuring content related to your assessments is covered in preparation for your assessment submissions.

## Assessment Tasks

### 1 Written Assessment - Reflective Practice 25%

#### Assessment Type

Reflective Practice Assignment

#### Task Description

There are two elements to this written assessment piece. The first is the preparation and submission of a CPD plan, with a narrative reflection supporting it. The narrative reflection is to be no less than 750 words and no more than 1000 words. The second is the preparation of a curriculum vitae which must be no less than two pages in length and no more than four pages in length. When explored in combination, the two elements in this assessment provide a clear picture of you as you emerge into your final term before graduating and registering as an occupational therapist.

Details of the assessment are as follows:

#### Part 1:

- a) Initial development of CPD Plan (as per Occupational Therapy Board requirements - content covered in the first modules).
- b) This is informed by a reflection on your current knowledge and gaps in knowledge.
- c) The CPD plan will span your 4th year and is a realistic, authentic and practical plan for your individual professional development. Activities may include attendance at or provision of in-services at your professional placement venue, participation in journal clubs, reading of journal articles, workshop attendance to name a few, and will be in line with the relevant requirement as per Occupational Therapy Board of Australia (OTBA).
- d) This is intended to be a living document throughout T1 (and then beyond into the remainder of your 4th year) and is designed to help you transition to developing your future CPD plans as required by OTBA as a registration condition. (You are only required to submit a CPD plan. Upon registration, you add a CPD Portfolio to your CPD plan, documenting what you have learned and how it has changed your practice. You are not required to add this element for your assessment piece in OCCT14003).
- f) You are encouraged to discuss CPD planning with your placement supervisors (past and present) to understand how practicing clinicians manage this requirement, what templates they prefer etc.
- g) You do not need to exceed two pages in length, formatted in either landscape or portrait, for your CPD plan.
- h) The final part of this process will be a narrative linking your CPD plan and reflections. It is a clear explanation of your rationale, identified gaps, objectives and goals, linking what you have learned in modules 1, 2 and 3 to the CPD plan (750-1000 words)

#### Part 2:

- a) The development of your curriculum vitae will be informed by your acquired knowledge in OCCT14003.
- b) Specific guidance will be supplied in the module provided by the CQUni Careers specialist and this will add to your skills in communicating who you are as a candidate for an employed occupational therapy position.
- c) The format must include: your personal contact details, career objective, education, details of professional placement skills and experience, past employment, transferable knowledge and skills from past employment or volunteering opportunities, details of two referees.
- d) The CV must not exceed four pages.

#### **Please upload two documents for assessment:**

- 1) CPD plan (2 pages formatted in either landscape or portrait), with the addition of your narrative summary at the end**
- 2) Curriculum vitae (2-4 pages)**

#### **Assessment Due Date**

Week 5 Friday (5 Apr 2024) 11:45 pm AEST

#### **Return Date to Students**

Week 7 Friday (26 Apr 2024)

#### **Weighting**

25%

#### **Minimum mark or grade**

Students must receive 50% of the total available marks in order to pass the assessment and the unit overall.

#### **Assessment Criteria**

- informed, reflective content in a CPD plan (15 marks)
- synthesis of and reflection on learning needs and requirements of AOTCS 2018, Ahpra Shared Code of Conduct, feedback from SPEF-R (20 marks)
- CV content (10 marks)
- CV appearance (5)

#### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

#### **Submission**

Online

#### **Submission Instructions**

Please upload two documents in Word format: 1) CPD plan and reflection and 2) CV

## Learning Outcomes Assessed

- Justify a plan for reflective practice and for ongoing learning, support and mentoring following graduation.

## 2 Mentoring Assessment - Portfolio 35%

### Assessment Type

Portfolio

### Task Description

Assessment 2: Portfolio 35% (week 9)

This is a mentoring experience in which you provide mentoring as a 4th year occupational therapy student to students in their first term of their 2nd year of occupational therapy studies. Mentoring is entirely online at a time mutually suitable to mentors and mentees.

It is expected that a minimum of 6 sessions of 30 minutes each will be spent mentoring your allocated 2nd year occupational therapy students. There must be evidence of (via a record of the session) that each meeting occurred for a minimum of 30 minutes.

You and another 4th year student will be paired, and you will be allocated a group of 3-4 occupational therapy students in their second year. The allocations will be completed by your unit coordinator and you will have those from week 1.

Mentoring is expected to occur online via Microsoft Teams, Zoom or similar at a time that is mutually convenient to you and your group of mentees. As this occurs during the 1st half of the calendar year, it must be noted that expecting attendance of mentees on any of the public holidays is not appropriate. In addition, weekends and evening meetings must be avoided. The university and placement providers have an understanding that activities such as mentoring be included in the practicum time. **The mentoring hours may be logged as WIL hours.**

The focus will be on remote mentoring and so please creatively use any tools or strategies at your disposal such as Doodle, Google Doc, and free versions of project management tools such as Trello. Participation in this activity and associated assessment ready you for mentoring newer therapists, students and allied health assistants in your new graduate and early career as an occupational therapist.

Before you feel ready to engage in formal clinical supervision of students or newer graduates (which is expected to occur after your new graduate year), mentoring skills consolidate your knowledge and skills and ready you for a transition to supervising. During your early career and then beyond, you may provide both mentoring and supervision in various contexts. It is acknowledged that you will build these skills as you go throughout Term 1 in this mentoring relationship and won't possess everything you need immediately.

The main aims of this mentoring activity and assessment are as follows:

1. Encourage the development of mentees' identity as a current 2nd year occupational therapy student and as a future health practitioner.
2. Support mentees in their own reflective practice and self-management, with a particular focus on managing their study demands with a focus on OCCT12006 Understanding the Environment (and possibly OCCT12003 Occupational Therapy Across the Lifespan 1).
3. Conclude the period of mentoring by facilitating your mentees to articulate what they have gained from the mentoring arrangement and how it might shape their studies and self-management in T2 and beyond.

You will keep a mentoring portfolio that includes a list of the meeting topics, the actions and outcomes arising from the meetings and reflections on your developing mentoring skills. This portfolio must be in a format that can be readily uploaded to Moodle. It is usually preferable to upload in a Word format and large files will be allowed. Please upload four documents for assessment:

- 1) The signed Mentoring Agreement (template available on Moodle).
  - 2) Log of mentoring - dates, start & finish time of meeting, attendees, topics discussed, solutions/ideas/brainstorming and agreed actions (template available on Moodle). \* \*\*
  - 3) Your self-assessment of where your mentoring skills sit at the conclusion of Term 1 (template available on Moodle).
  - 4) Your weekly reflections (x6), summarising what went well in each session, what was difficult or challenging, observation of your personal strengths and weaker points, with a concluding overall summary of how this experience has developed your skills. Word count = 250-350 for each summary and 800-1000 for the concluding summary.
- A resource folder has been tailored and compiled for you on Moodle to support you to undertake this activity. You may find some resources and ideas more useful than others, but a range will be provided for you to peruse. Please ensure you are thoroughly cognisant of the resources that have been selected to support your skills in this mentoring activity and the associated documentation.

\* Please note, the Unit Coordinator does not need to see details of each meeting, who said what, the details of issues raised, who suggested which strategy etc. You may keep a more detailed record that captures that for your purposes, but it is confidential between the mentors and mentee and I do not need to view it.

Assessment criteria:

- Evidence of active participation in the online mentoring experience (including maintenance of ethical and professional boundaries and confidentiality)
- Organised portfolio capturing all necessary elements
- Reflection skills linked to self-assessment of the process

\*\* Please ensure that your 2nd year mentees have the final log of attendance **before they submit for OCCT12006 in week 9.**

**You MUST contact all mentees allocated to you before cob on Friday of week 1.** The Unit Coordinators in both OCCT14003 & OCCT12006 will be checking that this has occurred.

For those on placement during Term 1 dates (the majority of the cohort), please discuss with your practice educator your ability to attend mentoring obligations during your first week of placement and let your Professional Practice Manager (CQUniversity) know if you have any challenges with scheduling these mentoring sessions into your weekly schedule (6 weeks in total prior to the week 9 submission). **Please have 6 sessions completed by the Sunday of week 8, ready to compile all paperwork for submission in week 9.** Remember, this is 30 minutes out of each week for 6 weeks of the official academic term, prior to week 9 submission.

#### **Assessment Due Date**

Week 9 Tuesday (7 May 2024) 5:00 pm AEST

#### **Return Date to Students**

Week 11 Monday (20 May 2024)

#### **Weighting**

35%

#### **Minimum mark or grade**

Students must receive 50% of the total available marks in order to pass the assessment and the unit overall.

#### **Assessment Criteria**

- record-keeping comprising submission of required documents (5 marks)
- reflection - self-awareness, learning and growth (25 marks)
- written communication and expression (10 marks)

#### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

#### **Submission**

Online

#### **Submission Instructions**

Submit to Moodle as per Task Description

#### **Learning Outcomes Assessed**

- Interpret the contemporary contextual factors in Australia influencing the provision of occupational therapy services.
- Construct a professional portfolio focusing on professional identity and mentoring skills which will demonstrate the imminent transition from student occupational therapist to a registered, employed occupational therapist.

## **3 Oral Examination 40%**

#### **Assessment Type**

Oral Examination

#### **Task Description**

This is an oral format assessment in which you will undergo a viva to examine your knowledge of the Australian Occupational Therapy Competency Standards (2018) (AOTCS 2018) as they relate specifically to a range of clinical scenarios and questions. This will occur as an individual assessment and will be for a duration of 15 minutes (with an additional 10 minutes of perusal time at the beginning). It will be conducted via zoom and will be recorded for the purposes of assessment moderation. Please set aside 30 minutes for this assessment as per the schedule provided to you by the unit coordinator.

All Oral Examinations will be scheduled during week 12 of term. The schedule will be provided to you in week 1 of term, so that you may arrange your time in advance, particularly regarding the provision of notice to your clinical supervisor if you are on professional practice placement at that time. It is expected that you will arrange all other commitments around this appointment time of 30 minutes' duration.

In this Oral Examination, you will demonstrate your thorough working knowledge of the AOTCS 2018, communicating

how the criteria feature in the provision of occupational therapy services and critically determining which criterion or combination of criteria are applicable in which clinical and service scenarios.

Sample case scenarios with relevant questions about the AOTCS (2018) will be supplied on the Moodle platform throughout term to consolidate lecture content and will scaffold your learning and prepare you. You are encouraged to fully engage with those learning opportunities.

**Assessment Due Date**

Week 12 Thursday (30 May 2024) 9:00 am AEST

Please attend your scheduled timeslot as supplied by the unit coordinator (one x 30 minute session on Thursday or Friday of week 12)

**Return Date to Students**

Students will receive marks and feedback in accordance with the two-week turnaround

**Weighting**

40%

**Minimum mark or grade**

Students must receive 50% of the total available marks in order to pass the assessment and the unit overall.

**Assessment Criteria**

- problem identification AOTCS 2018, Ahpra Code of Conduct 2022 (and any other relevant legislation) (25 marks)
- clinical judgment and professional reasoning (20 marks)
- clinical knowledge application (15 marks)
- client-centred approach (10 marks)
- verbal communication skills (10 marks)

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

No submission method provided.

**Learning Outcomes Assessed**

- Interpret the contemporary contextual factors in Australia influencing the provision of occupational therapy services.
- Appraise the relevant legal, ethical and professional reasoning principles applicable to professional practice situations for a new graduate and early career occupational therapist.

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem