

| 2 Theory + 1 practical<br>= 3 credits  | Emergency life support techniques  | HRS 114 |
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| <p>المتطلب السابق:</p> <p><b>Human Biology</b></p> <p><b>HFSB 101-1</b></p> <p><b>Biology for Health programs</b></p> <p><b>HFSB 102-1</b></p> | <p>The course is a 3 unit course of lectures and laboratory which develops the students knowledge on the basic concepts first aid and cardiorispiratory resuscitation.</p> <p>The student will also be learning how to assess emergency situations such as bleeding, fractures , wounds and shock.</p> <p>The student will also be learning how to prevent disease transmittion, and isolation concepts.</p> <p>To realize the general concepts and the basis of first aid and perform CPR effectively</p> <p>To deal with and manage common first aid emergencies. To deal with and manage common first aid emergencies.</p> <p>To assess the emergency situation and categorize the patients according to the periorities and degree of illness</p> <p>To communicate with the operator , colleagues and patients relatives effectively based on professional ethics and control protocols</p> |         |

| 2 Theory + 1 Practical =<br>3 Credits | Professional Issues (+ 16 hours of fieldwork)   | OCC211 |
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| <p>المتطلب السابق:<br/>لا يوجد</p>    | <p>This is the first occupational therapy specific course of the Bachelor of Occupational Therapy and is designed to introduce first year students to the profession of occupational therapy and key professional behaviours that are essential for professional practice. Students will become familiar with the work of a practicing occupational therapist through a two day fieldwork placement and will explore how this role is similar or different from that of other members of the health care team. Legal, cultural and ethical issues relevant to professional practice will be explored with particular attention to use of medical records. Students will learn beginning communication and interviewing skills together with other pre-clinical skills, such as safe practice and use of interpreters. Students will also have a beginning opportunity to explore the lived experience of having a disability.</p> <p>On completion of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the role of an occupational therapist;</li> <li>2. Explain the role of other health professionals within a team and how interdisciplinary teams function to provide optimal client care;</li> <li>3. Identify the characteristics that distinguish ideal professional behaviour;</li> <li>4. Describe ethical and legal issues pertinent to a practicing occupational therapist;</li> <li>5. Demonstrate effective communication and interview skills for practice;</li> <li>6. Articulate strategies to apply when communication requires cross cultural sensitivity and understanding;</li> <li>7. Consider concepts of disability and appreciate the impact of disability upon the individual;</li> <li>8. Describe challenges and barriers likely to confront a person with a disability and how these affect participation in the community;</li> <li>9. Demonstrate beginning competency in pre-clinical skills of client handling skills, basic skills in equipment use and prescription and correct use of mobility techniques;</li> <li>10. Examine safety issues in the workplace and outline standard emergency and infection control procedures;</li> <li>11. Describe different methods of recording and reporting medical information and the role of professional records for communication;</li> <li>12. Analyse professional literature to identify key issues and concepts and comment on the validity of this information for practice, and</li> </ol> <p>Explain appropriate interaction with an interpreter and identify criteria that indicate when an interpreter should be used.</p> |        |

| 3Theory + 1 Practical =<br>4 Credits | Foundations of Health  | OCC212 |
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| <p>المتطلب السابق:<br/>لا يوجد</p>   | <p>This course explores the diversity of definitions, models and approaches for understanding health and the underlying factors that determine people’s health. It provides the knowledge to underpin informed decision-making about strategies to prevent illness and promote health for individuals, communities and whole populations.</p> <p>The basic understanding of the concept of health particularly in the primary care clinical settings will be provided. This exploration will begin at a personal level and expand to clinical settings and the broader health environment. Varied definitions and models of health will be introduced to allow a detailed exploration of illness, health risks and how individuals and communities use limited resources. Differences between the health of the individual and the broader population will be examined using the clinical environment as the focal point. The factors that impact the dimensions of health will be critically explored to better understand the roles of government policies, the private sector and communities. Current inequalities in resources and other factors affecting health in clinical settings will be identified.</p> <p>This course will also introduce students to the key principles, frameworks and practical approaches used in contemporary health promotion. It will cover a range of health promotion strategies, including health information and behavioral interventions, health education and empowerment, community engagement, social marketing, advocacy and activism.</p> <p>The aims of this course are to:</p> <ol style="list-style-type: none"> <li>1. Define and discuss the concept of <b>population health</b>, including the political, economic, social, cultural, environmental, behavioral and biological factors that impact on health and health inequalities at a population level, and apply this to both Middle East and global contexts;</li> <li>2. Describe principles, practices and values of contemporary <b>public health</b> and discuss a range of public health interventions, including their strengths and limitations; including the critical relationship between human rights and public health; and</li> <li>3. Describe the key principles, concepts and frameworks that underpin <b>health promotion</b> and discuss the strengths and limitations of various approaches (primary care, behavioral, and socio-environmental approaches) and strategies (health education, community development, creating supportive environments, advocacy and policy development for health).</li> </ol> |        |

| 3Theory + 1 Practical =<br>4 Credits | Psychology for Occupational Therapy   | OCC213 |
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| <p>المتطلب السابق:<br/>لا يوجد</p>   | <p>This course explores the diversity of definitions, models and approaches for understanding health and the underlying factors that determine people's health. It provides the knowledge to underpin informed decision-making about strategies to prevent illness and promote health for individuals, communities and whole populations.</p> <p>This course explores psychological theory and research relevant to the practice of occupational therapy, including psychological perspectives on pain, stress, illness and disability. Grounded in a biopsychosocial model of health and wellbeing, this introductory course provides students with an overview of the major psychological traditions and approaches e.g. psychodynamic, developmental, cognitive, social psychology, etc., and examines how each provides insight into the challenges and issues experienced by individuals, carers, families and communities. This course also introduces students to the methods of inquiry and assumptions of theory associated with the science of psychology. The relevance of the discipline of psychology to occupational therapy thinking and practice is emphasised.</p> <p>On completion of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and discuss key contemporary theories, concepts, and perspectives that underpin a biopsychosocial model of health and wellbeing;</li> <li>2. Explain how psychological theory and research can be applied to issues such as pain, stress, illness, disability, and health and wellbeing;</li> <li>3. Identify and discuss the differences among the various psychological traditions (i.e. psychodynamic, developmental cognitive, behavioural, social, personality, etc.), and how each is related to activity and occupational therapy thinking and practice;</li> <li>4. Critically evaluate information concerning psychological phenomena obtained from research, the broader community and the media; and,</li> <li>5. Articulate the personal relevance of the course's content, including an understanding of the role of biopsychosocial forces in their lives and the lives of others, and an appreciation of the practical value of psychology;</li> </ol> <p>Identify, evaluate and integrate psychological knowledge in the preparation of assessment tasks set, including the correct use of APA 6th edition referencing.</p> |        |

| 3Theory + 1 Practical =<br>4 Credits | Human Structure & Function (1)  | OCC214 |
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| <p>المتطلب السابق:<br/>لا يوجد</p>   | <p>This course is the first in a sequence of two biomedical science course that provide foundation knowledge of human anatomy, physiology and microbiology relevant to the allied health professions of ambulance and paramedic studies, nursing, midwifery, and occupational therapy. In this course you will learn about the biological basis of human health, and the working of human body.</p> <p>The major themes of study are levels of body organisation, body support and movement, and cardiopulmonary physiology. The course introduces students to the scientific methods of thought; it encourages the critical evaluation of evidence, and promotes an awareness of the changing nature of medical knowledge. Topics include the chemical and cellular basis of human life; integration of body functions and homeostasis; the structure and function of the integumentary system; an introduction to the nervous system, the structure and functions of the spinal cord, brain and autonomic nervous system and the function and dysfunction of the endocrine system,</p> <p>On completion of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply the concept of homeostasis to physiological processes;</li> <li>2. Relate the structure of the endocrine system to the integration of body functions;</li> <li>3. Describe the basic structure and function of tissues, cells, and cellular components of the human body;</li> <li>4. Relate the signs and symptoms of endocrine dysfunction to underlying pathophysiology;</li> <li>5. Relate the structure of the integumentary system to its function across the lifespan;</li> <li>6. Explain how electrochemical signals are conducted within the nervous system;</li> <li>7. Relate the structure of the major anatomical divisions of the nervous system to the sensory, integrative, and responsive functions of nervous tissues;</li> <li>8. Compare the functions of the sympathetic and parasympathetic divisions of the autonomic nervous system;</li> <li>9. Observe, measure and present clinical data and discuss the validity of the data; and</li> <li>10. Apply theoretical concepts to simulated clinical scenarios to develop a framework for the scientific understanding of clinical practice.</li> </ol> |        |

| 3Theory + 1 Practical =<br>4 Credits  | Foundations of Occupational Therapy Practice   | OCC221 |
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| <p>المتطلب السابق:</p> <p><b>Professional Issues (+ 16 hours of fieldwork)</b></p> <p><b>OCC211</b></p> | <p>The course introduces student to the historical origins of the use of occupation as theory and the theory of core elements of occupational therapy intervention. Current theoretical concepts and models underpinning occupational therapy practice will be explored along with the occupational therapy problem solving and clinical reasoning process. Case scenarios will be used throughout and students will learn the problem solving strategies that will support their learning in occupational therapy intervention courses elsewhere in the program.</p> <p>On completion of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. describe the principles of client-centred occupational therapy practice;</li> <li>2. explain the key skills that contribute to critical appraisal, critical reasoning and critical thinking skills in scenario/case-based learning;</li> <li>3. apply skills of self critique and self reflection to group learning tasks;</li> <li>4. demonstrate understanding of the rights of consumers and carers and strategies to integrate their lived experience of health issues into service planning and delivery;</li> <li>5. describe the historical origins of occupation as therapy;</li> <li>6. demonstrate an understanding of the clinical reasoning processes in occupational therapy;</li> <li>7. describe how different health models and occupational therapy intervention methods may be applied to occupational therapy practice;</li> <li>8. identify how key theoretical models of human occupation relate to client-centred occupational therapy;</li> <li>9. describe and apply the principles of occupational analysis and grading and adaptation of occupations to a therapy situation;</li> <li>10. describe and apply the clinical reasoning process to the occupational therapy process in a simulated practice situation;</li> </ol> <p>and<br/>locate, retrieve and use resources that inform understanding about health and occupational issues.</p> |        |

| 3Theory + 1 Practical =<br>4 Credits  | Occupational Science  | OCC222 |
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| <p>المتطلب السابق:</p> <p><b>Professional Issues (+ 16 hours of fieldwork)</b></p> <p><b>OCC211</b></p> | <p>This course provides students with an introduction to occupational science, one of the basic sciences underpinning occupational therapy practice. It builds upon previous knowledge gained in OCC112 Foundations of Health. Occupational science is an academic discipline, the purpose of which is to generate knowledge about the form, function and meaning of human occupation (Zemke &amp; Clark, 1996). Occupational science aims to support occupational therapy by providing knowledge, through research, about occupation, and thus strengthen the efficacy of the applied science of occupational therapy. Knowledge gained from research in occupational science also has applicability in other health sciences where understanding human behaviour is essential. The study of occupation is as important to occupational therapy as is anatomy to medicine or physiotherapy, physics to engineering, or chemistry to pharmacy. This is the relationship between a basic and an applied science. The basic sciences study and describe phenomena. The applied sciences develop effective ways of using those phenomena to serve society.</p> <p>In this course students will focus on exploring occupation in their own life and in the lives of people they know. Developing insight into typical occupation before trying to examine or intervene in a disrupted occupational pattern in a person with occupational performance issues is critical to strong clinical skills.</p> <p>On completion of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe and explain classifications of human occupation.</li> <li>2. Describe how the interaction of person-environment-occupation relates to health and wellbeing.</li> <li>3. Examine issues relevant to a health professional</li> <li>4. Identify data collection methods, collect and analyse data on the occupational performance of self and others.</li> <li>5. Describe and critique literature related to the physical, social, cultural, economic, political and institutional environments of individuals and groups and comment on the validity of this information for occupation-based practice.</li> <li>6. Identify, analyse and critique literature relevant to occupational science and identify key issues and concepts for practice.</li> </ol> <p>Demonstrate effective verbal, non-verbal and written communication skills.</p> |        |

| 2Theory + 2 Practical =<br>3 Credits  | Human Development Across the Lifespan  | OCC223 |
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| <p>المتطلب السابق:</p> <p><b>Psychology for Occupational Therapy</b></p> <p><b>OCC213</b></p> | <p>Development across the lifespan examines how individuals change and develop as they age – from infancy to old age. This course explores the psychological and occupational processes inherent in development, and in doing so examines the progressive cognitive, behavioural, emotional, psychosocial and occupational changes that occur with age. A broad range of topics are covered by this course, including: attachment, motor skill and other psycho-physiological developmental processes, problem solving, language acquisition, moral understanding and abstract thought, identity development and formation, and the nature and course of both intimate and diffuse relationships</p> <p>On completion of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Articulate and contrast contemporary developmental lifespan psychological and occupational concepts, theories and research;</li> <li>2. Identify and discuss the main approaches and debates within developmental lifespan research; in particular, how the nature versus nurture debate is a consistent theme;</li> <li>3. Identify and discuss the physical, cognitive, emotional, behavioural, social and occupational aspects inherent in development across the lifespan, as well as some of the key inherent and external influences on development;</li> <li>4. Analyse childhood occupations based on observation;</li> <li>5. Understand and explain challenges common to adolescence and other lifespan transition points, and ways to deal with them;</li> <li>6. Explain the changes that can occur in early and middle adulthood and consider how these changes individuals' cognitive, emotional and occupational functioning and psychosocial wellbeing;</li> <li>7. Identify and discuss the effects of physiological change and life experience on older adults' cognitive, emotional and occupational functioning and psychosocial wellbeing; and,</li> <li>8. Identify and describe types of research frameworks, and approaches to data analysis applied in contemporary developmental lifespan research.</li> </ol> |        |



| 3Theory + 1 Practical =<br>4 Credits   | Human Structure & Function (2)  | OCC224 |
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| <p>المتطلب السابق:</p> <p><b>Human Structure &amp; Function (1)</b></p> <p><b>OCC214</b></p> | <p>This course is the second in a sequence of two health science courses that provides foundation knowledge of human anatomy and physiology relevant to the allied health professions.</p> <p>The major themes in this course of study are the nervous system; the process of respiration, the urinary system and the control of body fluids; the digestive system and the processing of nutrients in the body. The course develops further the critical evaluation of evidence and an awareness of the changing nature of knowledge in the health sciences. Topics include the structure and functions of the spinal cord, brain, respiratory system, urinary system, and digestive system and effects and actions of drugs in the body.</p> <p>The study of OCC124 makes a contribution to the development of graduate attributes by challenging students to think scientifically, to learn independently, and to develop skills for collaborative work.</p> <p>On completion of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. relate the structure of the major bones, joints and muscles to the functions of support and movement;</li> <li>2. relate the structure of the heart, circulatory and lymphatic systems to the functions of transport and maintenance of homeostasis;</li> <li>3. relate the structure of the respiratory system to the mechanics of ventilation and the process of gas exchange and transport;</li> <li>4. relate the structure of the urinary system to excretory functions and fluid balance;</li> <li>5. relate the structure of the digestive system to digestive, absorptive, and metabolic functions;</li> <li>6. describe the major groups of microbes which interact with humans and explain the nature of these interactions;</li> <li>7. observe, measure and present clinical data and discuss the validity of the data; and</li> </ol> <p>And, apply theoretical concepts to simulated clinical scenarios to develop a framework for the scientific understanding of clinical practice.</p> |        |

| 3Theory + 1 Practical =<br>4 Credits  | Occupational Performance, Capabilities and<br>Components   | OCC311 |
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| <p style="text-align: right;">المتطلب السابق:</p> <p><b>Professional Issues</b><br/>OCC211</p> <p><b>Foundations of Health</b><br/>OCC212</p> <p><b>Occupational Therapy Practice</b><br/>OCC221</p> <p><b>Occupational Science</b><br/>OCC222</p> <p><b>Human Development Across the Lifespan</b><br/>OCC223</p> <p><b>Human Structure &amp; Function (2)</b><br/>OCC224</p> <p style="text-align: right;">المتطلب المصاحب</p> <p><b>Scenario-Based Learning (1)</b><br/>OCC312</p> <p><b>Biomedical Science</b><br/>OCC313</p> <p><b>Fieldwork (1)</b><br/>OCC314</p> | <p>This is the first occupational therapy assessment course. It comprises 10 weeks of lectures and practical classes to support scenario based learning in OCC<sup>3</sup>12. Students will begin to describe, apply and critique the principles of assessment for clients with problems related to their capacity to participate in activities, occupations, and community life. Students integrate this knowledge into OT and related theories/models of practice. They develop clinical questions, and acquire knowledge and skills from the process of describing and evaluating occupational performance, and critiquing assessment tools for evaluating occupational engagement/performance. Students will explore different contexts in which participation in occupation takes place. Students will also apply their learning in this course to clinical fieldwork in OCC<sup>3</sup>14.</p> <p>On completion of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe and apply the principles of client-centred practice;</li> <li>2. Apply critical appraisal, critical reasoning and critical thinking skills to scenario/case-based learning;</li> <li>3. Describe theories and models of practice that contribute to an understanding and application of occupational engagement and performance;</li> <li>4. Apply key theoretical models of human occupation to client-centred occupational therapy assessment, goal setting, intervention and follow-up evaluation;</li> <li>5. Explain the role and contribution of different members of the health care team;</li> <li>6. Clearly articulate to clients the specialist contribution of occupational therapy to health service intervention;</li> <li>7. Appraise occupational therapy assessment tools and apply them in clinical contexts to evaluate occupational performance and occupational engagement;</li> <li>8. Apply and evaluate the principles of occupational analysis and grading and adaptation of occupations in a theory situation;</li> <li>9. Describe occupational justice issues in the allocation and distribution of resources within services</li> <li>10. Select, administer and critique assessment methods used in occupational therapy practice including initial assessment interview;</li> <li>11. Accurately record and document professional information;</li> <li>12. Recognise the rights of consumers and carers and integrate their lived experience of health issues into service planning and delivery;</li> <li>13. Describe the importance of multicultural diversity and cultural relationships to professional practice;</li> <li>14. Formulate appropriate occupational therapy goals and objectives for specific clients;</li> <li>15. Explain the mechanisms and consequences of problems related to mental/psychosocial, physical and social capacities of humans, across the lifespan;</li> <li>16. Critique and apply knowledge of body functions, body structures and related clinical conditions to occupational performance challenges for clients of occupational therapy</li> <li>17. Behave in a manner appropriate for professional practice in both the academic and clinical environment; and</li> </ol> <p>Locate, retrieve and use resources to inform decision making about health and occupational issues.</p> |        |

| 3 Practical =<br>3 Credits   | Scenario–Based Learning (1)  | OCC312 |
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| <p style="text-align: right;">المتطلب السابق:</p> <p><b>Professional Issues</b><br/>OCC211</p> <p><b>Foundations of Health</b><br/>OCC212</p> <p><b>Occupational Therapy Practice</b><br/>OCC221</p> <p><b>Occupational Science</b><br/>OCC222</p> <p><b>Human Development Across the Lifespan</b><br/>OCC223</p> <p><b>Human Structure &amp; Function (2)</b><br/>OCC224</p> <p>المتطلب المصاحب</p> <p><b>Occupational Performance, Capabilities and Components</b><br/>OCC311</p> <p><b>Biomedical Science</b><br/>OCC313</p> <p><b>Fieldwork (1)</b><br/>OCC314</p> | <p>The course uses an integrated scenario/case-based learning approach. Students are introduced to mechanisms and consequences of problems related to mental, sensory, cardiovascular, respiratory, neurological and biomechanical capacities that underpin occupational engagement and occupational performance. Students integrate this knowledge into OT and related theories/models of practice. They develop clinical questions, and acquire knowledge and skills from the process of describing and evaluating occupational performance, and critiquing assessment tools for evaluating occupational engagement/performance. Students will explore different contexts in which participation in occupation takes place.</p> <p>On completion of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe and apply the principles of client-centred practice;</li> <li>2. Apply critical appraisal, critical reasoning and critical thinking skills to scenario/case-based learning;</li> <li>3. Describe theories and models of practice that contribute to an understanding and application of occupational engagement and performance;</li> <li>4. Apply key theoretical models of human occupation to client-centred occupational therapy assessment, goal setting, intervention and follow-up evaluation;</li> <li>5. Explain the role and contribution of different members of the health care team;</li> <li>6. Appraise occupational therapy assessment tools and apply them in clinical contexts to evaluate occupational performance and occupational engagement;</li> <li>7. Demonstrate skills in self critique and self reflection;</li> <li>8. Describe occupational justice issues in the allocation and distribution of resources within services</li> <li>9. Describe the importance of multicultural diversity and culturalrelationships to professional practice;</li> <li>10. Describe and apply the clinical reasoning process to the occupational therapy process;</li> <li>11. Formulate appropriate occupational therapy goals and objectives for specific clients;</li> <li>12. Explain the mechanisms and consequences of problems related to mental/psychosocial, physical and social capacities of humans, across the lifespan;</li> <li>13. Critique and apply knowledge of body functions, body structures and related clinical conditions to occupational performance challenges for clients of occupational therapy</li> <li>14. Behave in a manner appropriate for professional practice in both the academic and clinical environment; and</li> </ol> <p>Locate, retrieve and use resources to inform decision making about health and occupational issues.</p> |        |

| 2 Theory + 1 Practical =<br>3 Credits  | Biomedical Science  | OCC313 |
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| <p>المتطلب السابق:</p> <p><b>Professional Issues</b><br/>OCC211</p> <p><b>Foundations of Health</b><br/>OCC212</p> <p><b>Occupational Therapy Practice</b><br/>OCC221</p> <p><b>Occupational Science</b><br/>OCC222</p> <p><b>Human Development Across the Lifespan</b><br/>OCC223</p> <p><b>Human Structure &amp; Function (2)</b><br/>OCC224</p> <p>المتطلب المصاحب</p> <p><b>Occupational Performance, Capabilities and Components</b><br/>OCC311</p> <p><b>Scenario-Based Learning (1)</b><br/>OCC312</p> <p><b>Fieldwork (1)</b><br/>OCC314</p> | <p>The course uses an integrated scenario/case-based learning approach. Students are introduced to mechanisms and consequences of problems related to mental, sensory, cardiovascular, respiratory, neurological and biomechanical capacities that underpin occupational engagement and occupational performance. Students integrate this knowledge into OT and related theories/models of practice. They develop clinical questions, and acquire knowledge and skills from the process of describing and evaluating occupational performance, and critiquing assessment tools for evaluating occupational engagement/performance. Students will explore different contexts in which participation in occupation takes place.</p> <p>On completion of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe and apply the principles of client-centred practice;</li> <li>2. Apply critical appraisal, critical reasoning and critical thinking skills to scenario/case-based learning;</li> <li>3. Clearly articulate to clients the specialist contribution of occupational therapy to health service intervention;</li> <li>4. Accurately record and document professional information;</li> <li>5. Explain the mechanisms and consequences of problems related to mental/psychosocial, physical and social capacities of humans, across the lifespan;</li> <li>6. Critique and apply knowledge of body functions, body structures and related clinical conditions to occupational performance challenges for clients of occupational therapy</li> <li>7. Behave in a manner appropriate for professional practice in both the academic and clinical environment; and</li> </ol> <p>Locate, retrieve and use resources to inform decision making about health and occupational issues.</p> |        |

| 3 Practical =<br>3 Credits  | Fieldwork (1)   | OCC314 |
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| <p>المتطلب السابق:</p> <p><b>Professional Issues</b><br/>OCC211</p> <p><b>Foundations of Health</b><br/>OCC212</p> <p><b>Occupational Therapy Practice</b><br/>OCC221</p> <p><b>Occupational Science</b><br/>OCC222</p> <p><b>Human Development Across the Lifespan</b><br/>OCC223</p> <p><b>Human Structure &amp; Function (2)</b><br/>OCC224</p> <p>المتطلب المصاحب</p> <p><b>Occupational Performance, Capabilities and Components</b><br/>OCC311</p> <p><b>Scenario-Based Learning (1)</b><br/>OCC312</p> <p><b>Biomedical Science</b><br/>OCC313</p> | <p>This is a 3 week fieldwork placement to enhance application of knowledge and skills obtained in OCC211, OCC212 and OCC213. It comprises 3 weeks full time fieldwork. Students will work with an occupational therapy supervisor to begin to describe, apply and critique the principles of assessment and goal setting for clients with problems related to their capacity to participate in activities, occupations, and community life..</p> <p>On completion of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply the principles of client-centred practice;</li> <li>2. Apply theories and models of practice that contribute to an understanding and application of occupational engagement and performance;</li> <li>3. Apply key theoretical models of human occupation to client-centred occupational therapy assessment, goal setting, intervention and follow-up evaluation;</li> <li>4. Describe the role and contribution of different members of the health care team;</li> <li>5. Clearly articulate to clients the specialist contribution of occupational therapy to health service intervention;</li> <li>6. Demonstrate skills in self critique and self reflection;</li> <li>7. Accurately record and document professional information;</li> <li>8. Describe the rights of consumers and carers and integrate their lived experience of health issues into service planning and delivery;</li> <li>9. Apply the clinical reasoning process to the occupational therapy process;</li> <li>10. Locate, retrieve and use resources to inform decision making about health and occupational issues.</li> <li>11. Formulate appropriate occupational therapy goals and objectives for specific clients;</li> <li>12. Explain the mechanisms and consequences of problems related to mental/psychosocial, physical and social capacities of humans, across the lifespan;</li> <li>13. Acknowledge expertise and interact respectfully with different members of the health care team, consumers and carers;</li> </ol> <p>Behave in a manner appropriate for professional practice in both the academic and clinical environment;</p> |        |

| 3 Theory + 1 Practical =<br>4 Credits  | Enabling Occupation (1): Performance Challenges  | OCC321 |
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| <p>المتطلب السابق:</p> <p><b>Occupational Performance, Capabilities and Components</b><br/>OCC311</p> <p><b>Scenario-Based Learning (1)</b><br/>OCC312</p> <p><b>Biomedical Science</b><br/>OCC313</p> <p><b>Fieldwork (1)</b><br/>OCC314</p> <p>المتطلب المصاحب</p> <p><b>Scenario-Based Learning (2)</b><br/>OCC322</p> <p><b>Fieldwork (2)</b><br/>OCC323</p> | <p>This is the first occupational therapy intervention course. It comprises 12 weeks of lectures and practical classes to support scenario based learning in OCC322. Students will begin to describe, apply and critique the principles of assessment and intervention for clients with problems related to their capacity to participate in activities, occupations, and community life. Intervention principles will also address environmental supports and barriers involving strategies such as advocacy, organisational change and environmental adaptation. Students will apply the evidence-based practice knowledge and skills in OCC224 and their learning in this course to clinical fieldwork in OCC323.</p> <p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the relationship between the person, the environment (physical, social, institutional and cultural) and purposeful and meaningful occupation as the basis for occupational therapy practice</li> <li>2. Describe the Canadian Model of Occupational Performance and Engagement (CMOP-E) and the Canadian Practice Process Framework (CPPF) to typical occupational therapy practice scenarios addressing different areas of practice</li> <li>3. Describe typical occupational therapy theories, intervention strategies, methods and modalities used with clients of occupational therapy presenting with physical, mental/psychosocial, cognitive, social and other related occupational performance challenges</li> <li>4. Apply principles of client-centred practice, activity and occupational analysis, grading and adapting equipment, tasks, activities and environments, and energy conservation to enhance occupational participation and performance with clients</li> <li>5. Describe common musculoskeletal, medical, surgical, neurological, mental/psychosocial disease processes relevant to clients of occupational therapy and their occupational sequelae</li> <li>6. Evaluate a home for home modifications, use technical drawing techniques and write recommendations for home modification professionals</li> <li>7. Describe the role of external assistive technology and home modifications agencies and the use of building standards in home modification</li> <li>8. Demonstrate the use and principles of orthotic fabrication using low temperature thermoplastic materials and justify design, manufacture and application of a specific orthosis</li> <li>9. Select, measure, prescribe and use appropriate assistive equipment to enable client occupational participation and</li> </ol> |        |

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|  | <p>performance (e.g. mobility equipment, lifting devices/hoists, pressure care equipment and communication devices)</p> <ol style="list-style-type: none"><li>10. Further appreciate the complex and interacting factors that contribute to notions of culture and cultural relationships, health and illness and multicultural diversity to professional practice and citizenship;</li><li>11. Describe and critique best evidence available for typical occupational therapy individual and group intervention strategies, methods and modalities used with clients of occupational therapy presenting with physical, mental/psychosocial, cognitive, social, and other related occupational performance challenges;</li><li>12. Write relevant, concise and comprehensive reports and substantiate both written and oral reports with information from assessments, observations and interviews</li><li>13. Effectively communicate with others</li><li>14. Take responsibility for own attitudes and behaviour, as demonstrated by acknowledging prejudices, limitations, and lack of knowledge, and commitment to change and growth as a result of professional development, and reflective learning;</li></ol> <p>Maintain the professional standards and emergency procedures set by agencies, the University and by professional code of ethics.</p> |
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| 3 Practical =<br>3 Credits   | Scenario-Based Learning (2)  | OCC322 |
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| <p>المتطلب السابق:</p> <p><b>Occupational Performance, Capabilities and Components</b><br/>OCC311</p> <p><b>Scenario-Based Learning (1)</b><br/>OCC312</p> <p><b>Biomedical Science</b><br/>OCC313</p> <p><b>Fieldwork (1)</b><br/>OCC314</p> <p>المتطلب المصاحب</p> <p><b>Scenario-Based Learning (2)</b><br/>OCC322</p> <p><b>Enabling Occupation (1): Performance Challenges</b><br/>OCC321</p> | <p>This is the first occupational therapy intervention scenario based learning course. It comprises 12 weeks scenario based learning supported by lectures and practical classes in OCC221 and implemented in the fieldwork in OCC223. Students will begin to describe, apply and critique the principles of assessment and intervention for clients with problems related to their capacity to participate in activities, occupations, and community life. Intervention principles will also address environmental supports and barriers involving strategies such as advocacy, organisational change and environmental adaptation. Students will apply the evidence-based practice knowledge and skills in OCC224 to their learning in this course.</p> <p>On completion of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate skills in self-assessment and the provision of constructive feedback to others</li> <li>2. Function effectively as a member of a small learning group demonstrating effective communication with other</li> <li>3. Demonstrate effective verbal and written communication skills</li> <li>4. Understand the relationship between the person, the environment (physical, social, institutional and cultural) and purposeful and meaningful occupation as the basis for occupational therapy practice</li> <li>5. Apply the Canadian Model of Occupational Performance and Engagement (CMOP-E) and the Canadian Practice Process Framework (CPPF) to typical occupational therapy practice scenarios addressing different areas of practice</li> <li>6. Describe typical occupational therapy theories, intervention strategies, methods and modalities used with clients of occupational therapy presenting with physical, mental/psychosocial, cognitive, social and other related occupational performance challenges</li> <li>7. Describe common musculoskeletal, medical, surgical, neurological, mental/psychosocial disease processes relevant to clients of occupational therapy and their occupational sequelae</li> <li>8. Demonstrate skills in self-assessment and the provision of constructive feedback to others</li> <li>9. Apply principles of client-centred practice, activity and occupational analysis, grading and adapting equipment, tasks, activities and environments, and energy conservation to enhance occupational participation and performance with clients</li> <li>10. Demonstrate integrated reasoning (including critical thinking and reflecting) and a client-centred approach to the development and implementation of occupationally relevant interventions and/or strategies and services</li> </ol> <p>Describe the principles of evidence-based practice and use the best available evidence for practice.</p> |        |



| 3 Practical =<br>3 Credits   | Fieldwork (2)  | OCC323 |
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| <p>المتطلب السابق:</p> <p><b>Occupational Performance, Capabilities and Components</b><br/>OCC311<br/><b>Scenario-Based Learning (1)</b><br/>OCC312<br/><b>Biomedical Science</b><br/>OCC313<br/><b>Fieldwork (1)</b><br/>OCC314</p> <p>المتطلب المصاحب</p> <p><b>Scenario-Based Learning (2)</b><br/>OCC322<br/><b>Enabling Occupation (1): Performance Challenges</b><br/>OCC321</p> | <p>This is a 3 week fieldwork placement to enhance application of knowledge and skills learnt in OCC321, and OCC322. It comprises 3 weeks full time fieldwork. Students will work with an occupational therapy supervisor begin to describe, apply and critique the principles of assessment and intervention for clients with problems related to their capacity to participate in activities, occupations, and community life.</p> <p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. take responsibility for own attitudes and behaviour, as demonstrated by acknowledging prejudices, limitations, and lack of knowledge, and commitment to change and growth as a result of professional development, and reflective learning;</li> <li>2. apply knowledge related to the relationship between the person, the environment (physical, social, institutional and cultural) and purposeful and meaningful occupation in occupational therapy practice</li> <li>3. apply principles of client-centred practice, activity and occupational analysis, grading and adapting equipment, tasks, activities and environments, and energy conservation to enhance occupational participation and performance with clients</li> <li>4. further appreciate the complex and interacting factors that contribute to notions of culture and cultural relationships, health and illness and multicultural diversity to professional practice and citizenship;</li> <li>5. describe and apply the Canadian Model of Occupational Performance and Engagement (CMOP-E) and the Canadian Practice Process Framework (CPPF) in typical occupational therapy practice;</li> <li>6. demonstrate integrated reasoning (including critical thinking and reflecting) and a client-centred approach to the development and implementation of occupationally relevant interventions and/or strategies and services;</li> <li>7. write relevant, concise and comprehensive reports and substantiate both written and oral reports with information from assessments, observations and interviews';</li> <li>8. effectively communicate with other members of the team and refer appropriately;</li> <li>9. demonstrate skills in self-assessment and the provision of constructive feedback to others</li> </ol> <p>maintain the legal, ethical and professional standards and emergency procedures set by the clinical facility, PNU, and professional code of ethics;</p> |        |

| 2 Theory + 2 Practical =<br>4 Credits   | Skills for Evidence-based Practice (1)   | OCC324 |
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| <p>المتطلب السابق:</p> <p><b>Psychology for Occupational Therapy</b></p> <p><b>OCC213</b></p> | <p>This is an introduction to quantitative and qualitative research methodologies. In turn this will provide the basis for searching, reading, critiquing, and assessing research evidence related to occupational therapy practice. It provides students with the background to understand basic research approaches and designs, research questions, participant selection and recruitment, approaches to data collection – including instruments and tools used for data collection, and analysis including statistical and qualitative analysis methods.</p> <p>This course provides an overview of the skills necessary to critique and evaluate the usefulness and quality of research evidence. Components of evidence-based practice will be introduced related to occupational therapy. Students will be guided through the process of how to ask clinically relevant questions, search for evidence, and critically appraise published research. The Monash Occupational Therapy Research Evidence Critique Form (MOTRECF) for both quantitative and qualitative studies will be used to evaluate the relevant evidence. The process used to complete a Critically Appraised Paper (CAP) will also be introduced. This will provide the foundation for students to integrate clinically relevant evidence into daily professional practice as well as providing you with the skills required for analysing the issues dealt with in the scenario-based learning context used in OCC321 and OCC322.</p> <p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the relevance of research in occupational therapy practice</li> <li>2. Describe the role of theory in occupational therapy research</li> <li>3. Describe and demonstrate knowledge of quantitative research strategies relevant to occupational therapy practice: research questions, sampling methods, research designs (e.g. experimental, quasi-experimental designs, surveys, and randomised control trials)</li> <li>4. Describe and demonstrate knowledge of qualitative research strategies relevant to occupational therapy practice: basic premises, research questions, research approaches and designs, sampling methods, data gathering and analysis methods (e.g. ethnography, grounded theory, action research, narrative approaches, interviews – individual and group, participant observation, and types of analysis methods), and criteria for evaluating qualitative research.</li> <li>5. Describe general measurement concepts: levels of measurement, reliability, validity</li> <li>6. Demonstrate an understanding of basic statistics</li> <li>7. Demonstrate a basic understanding of mixed methods and evaluation research approaches</li> <li>8. Demonstrate an understanding of ethical research issues and practices</li> <li>9. Exhibit skills related to gathering and interpreting evidence from literature to support clinical practice: formulate a question as well as define and carry out a suitable and comprehensive search strategy</li> <li>10. Describe and demonstrate the principles of evidence-based practice and using best evidence available for practice: critical appraisal and levels of evidence</li> <li>11. Demonstrate and apply principles outlined in the Monash Occupational Therapy Research Evidence Critique Form (MOTRECF) related to quantitative studies to critique evidence</li> </ol> <p>Demonstrate and apply principles outlined in the Monash Occupational Therapy Research Evidence Critique Form (MOTRECF) related to qualitative Studies to critique evidence</p> |        |

| 3 Theory + 1 Practical =<br>4 Credits  | <b>Enabling Occupation (2): Performance Challenges in<br/>Population Health</b>  | <b>OCC411</b> |
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| <p style="text-align: right;">المتطلب السابق:</p> <p><b>Enabling Occupation</b><br/>(1): <b>Performance Challenges OCC321</b></p> <p><b>Scenario-Based Learning (2)</b><br/><b>OCC322</b></p> <p><b>Fieldwork (2)</b><br/><b>OCC323</b></p> <p style="text-align: right;">المتطلب المصاحب</p> <p><b>Scenario-based learning</b><br/>(3)<br/><b>OCC412</b></p> <p><b>Health Promotion</b><br/><b>OCC413</b></p> <p><b>Skills for Evidence-based Practice (2)</b><br/><b>OCC414</b></p> <p><b>Participatory Community Practice</b><br/>(1): <b>Development</b><br/><b>OCC415</b></p> | <p>This is the second occupational therapy intervention course. In this course students begin to shift their view beyond the occupational challenges facing individuals to consider the ways in which the occupations, health and wellbeing of communities/populations may be impacted by social, political and organisational factors. It comprises 12 weeks of lectures and practical classes to support scenario based learning in OCC412. In this course, students further describe, apply and critique the principles of assessment and intervention for groups and communities of clients who are restricted in their ability to engage in activities, occupations, and participate in community life. Intervention principles will also incorporate environmental supports and barriers (advocacy, organisational change, environmental adaptation) and evidence-based practice.</p> <p>Students will apply the evidence-based practice knowledge and skills gained in OCC324 and OCC414 to their learning in this course.</p> <p>completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply the principles of developing goals and objectives for promoting change among individuals to whole communities;</li> <li>2. Describe the influence of policy on the development of services and associated funding systems available to prevent ill health and promote health and wellbeing in whole communities;</li> <li>3. Describe the role of community, national and international agencies, and their functions in the prevention of ill health, the promotion of health and wellbeing, and rehabilitation and how this relates to occupational therapy practice;</li> <li>4. Describe and critique the role of occupational therapists as leaders and managers in service delivery;</li> <li>5. Describe the rights of consumers and carers and strategies to involve consumers and carers in service planning, delivery and evaluation;</li> <li>6. Describe principles of resource management;</li> <li>7. Describe principles and approaches to advocacy and lobbying;</li> <li>8. Demonstrate how to write a submission; and</li> <li>9. Describe the principles of, and skills associated with program development, management, and evaluation</li> </ol> <p>Demonstrate skills that contribute to critical appraisal, critical reasoning and critical thinking</p> |               |

| 3 Practical =<br>3 Credits  | Scenario-based learning (3)   | OCC412 |
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| <p style="text-align: right;">المتطلب السابق:</p> <p><b>Enabling Occupation</b><br/>(1): <b>Performance Challenges</b><br/>OCC321<br/><b>Scenario-Based Learning (2)</b><br/>OCC322<br/><b>Fieldwork (2)</b><br/>OCC323</p> <p style="text-align: right;">المتطلب المصاحب</p> <p><b>Enabling Occupation</b><br/>(2): <b>Performance Challenges in Population Health</b><br/>OCC411<br/><b>Health Promotion</b><br/>OCC413<br/><b>Skills for Evidence-based Practice (2)</b><br/>OCC414<br/><b>Participatory Community Practice</b><br/>(1): <b>Development</b><br/>OCC415</p> | <p>This is the second course of the occupational therapy intervention courses. It comprises 12 weeks scenario based learning supported by lectures and practical classes in OCC311 and implemented in the fieldwork in OCC316. Students apply the principles of individual occupational challenges to case based scenarios in which advanced clinical reasoning and intervention skills are required for people experiencing complex health and social problems. The cases chosen highlight the multiple approaches to occupational intervention, both individual/clinical and community/prevention. Intervention principles will also address environmental supports and barriers involving strategies such as advocacy, organisational change and environmental adaptation. Students will apply the evidence-based practice knowledge and skills gained in OCC224 and OCC314 to their learning in this course.</p> <p>On completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Take responsibility for their own attitudes and behaviour, as demonstrated by acknowledging prejudices, limitations, and lack of knowledge, and commitment to change and growth as a result of professional development, and reflective learning;</li> <li>2. Further develop skills in self-assessment and the provision of constructive feedback to others;</li> <li>3. Function effectively as a member of a small learning group;</li> <li>4. Describe and critique best evidence available for typical occupational therapy intervention strategies, methods and modalities used with groups and communities presenting with physical, mental/psychosocial, cognitive, social, and other related occupational performance challenges;</li> <li>5. Demonstrate skills that contribute to critical appraisal, critical reasoning and critical thinking skills in scenario/case-based learning;</li> <li>6. Apply the principles of developing goals and objectives for promoting change among individuals to whole communities;</li> <li>7. Describe the influence of government policy on the development of services and associated funding systems available to prevent ill health and promote health and wellbeing in whole communities;</li> <li>8. Describe the rights of consumers and carers and strategies to involve consumers and carers in service planning, delivery and evaluation;</li> <li>9. Locate, retrieve and use resources that inform understanding about health and occupation;</li> </ol> <p>Seek out and apply the principles of evidence-based practice and use best evidence available for practice related to clients of occupational therapy.</p> |        |

| 2 Theory + 1 Practical =<br>3 Credits   | Health Promotion   | OCC413 |
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| <p>المتطلب السابق:</p> <p><b>Foundations of Health</b></p> <p><b>OCC212</b></p> | <p>This course builds on the first year course, OCC112 <i>Foundations of Health</i>, to introduce to students to key principles, frameworks and practical approaches used in contemporary health promotion. Students will examine the range of health promotion approaches that can be used to address the determinants of health and health inequalities to understand the possibilities for integrating health promotion into practice as a means of preventing illness and injury and promoting health and wellbeing.</p> <p>The course will cover a range of health promotion strategies, their strengths, limitations and evidence about their effectiveness. These include health information and behavioural interventions, health education and empowerment, community engagement, social marketing, advocacy and activism. Students will develop basic skills for working with clients, community networks, new technologies and the mass media to facilitate health promotion action. These include: professional communication (oral presentation and report writing skills), developing health education and communication materials (for diverse audiences), social marketing (planning a communication strategy), working with the mass media (competing for coverage, writing press releases, interviews, publication) and media advocacy (to influence public debate, decision-makers and policy).</p> |        |

| 2 Theory + 1 Practical =<br>3 Credits  | Skills for Evidence-based Practice (2)  | OCC414 |
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| <p>المتطلب السابق:</p> <p><b>Skills for Evidence-based Practice (1)</b></p> <p><b>OCC324</b></p> | <p>This course gives students an advanced overview of the skills necessary to critique and evaluate research evidence. Students will be introduced to the qualitative and quantitative methodologies related to evaluating and conducting mixed-method survey-based research using questionnaires. This will provide the foundation to integrate clinically relevant evidence into daily professional practice as well as skills to be able assist with quality assurance activities using survey methodology. Students will also be introduced to methods of presenting evidence, generating research questions, selecting and implementing appropriate mixed-method quantitative and qualitative survey research designs, completing data analysis, and interpreting and reporting results. Specifically, students will learn the fundamentals of conducting mixed-method survey questionnaire-based research from quantitative and qualitative research perspectives. This knowledge will enable students to be evidence-based practitioners.</p> <p>On completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an advanced understanding of the levels of evidence for evidence-based practice;</li> <li>2. Demonstrate ability to critique all levels of evidence;</li> <li>3. Identify gaps in intervention practice knowledge, develop a researchable clinical intervention question and search databases for best evidence to support practice;</li> <li>4. Demonstrate ability to find relevant evidence using a variety of formal and informal methods (e.g. health science databases, internet);</li> <li>5. Demonstrate comprehensive knowledge of mixed-method (qualitative and quantitative) survey-based research methodology;</li> <li>6. Demonstrate ability to select, appraise and/or design quantitative questionnaires/scales used to gather data;</li> <li>7. Demonstrate ability to design and implement qualitative survey data gathering methods;</li> <li>8. Demonstrate knowledge of quantitative and qualitative data analysis methods and ability to interpret data analysis results in a meaningful manner; and</li> </ol> <p>Demonstrate knowledge of ethical issues related to conducting research in professional practice.</p> |        |

| 2 Theory + 1 Practical =<br>3 Credits   | Participatory Community Practice (1): Development  | OCC415 |
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| <p>المتطلب السابق:</p> <p><b>Enabling Occupation</b><br/>(1): <b>Performance Challenges</b><br/>OCC321<br/><b>Scenario-Based Learning</b> (2)<br/>OCC322<br/><b>Fieldwork</b> (2)<br/>OCC323</p> <p>المقرر المصاحب:</p> <p><b>Participatory Community Practice</b><br/>(2): <b>Fieldwork</b><br/>OCC416</p> | <p>Drawing from theoretical material in OCC<sup>12</sup> <i>Foundations of Health</i> and OCC<sup>11</sup>, OCC<sup>12</sup>, OCC<sup>13</sup> students, individually or in pairs, will work in collaboration with a sponsoring agency to address a specific need. Students will be allocated a project from an issue identified by the agency. Students will then be guided by academic staff in the first phase of project management, which involves collaborating with agency members to “scope” an organisationally useful, and occupationally relevant project or program. Students will develop a project proposal that meets the needs and aims of the agency. Students will develop skills in project design and management to address a community/population health based occupational issue for the collaborating agency.</p> <p>On completion of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Take responsibility for their own attitudes and behaviour by acknowledging prejudices, limitations, and lack of knowledge, and commitment to change and growth as a result of professional development, and reflective learning;</li> <li>2. Adopt an ethical and socially responsible approach to practice and practice based enquiry;</li> <li>3. Describe the stages of program management;</li> <li>4. Describe a needs analysis for an occupationally relevant project or program;</li> <li>5. Describe program management skills of a project manager</li> </ol> <p>Use findings of assessments/needs analyses to develop programs using best available evidence</p> |        |

| 3 Practical =<br>3 Credits   | Participatory Community Practice (2): Fieldwork  | OCC416 |
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| <p style="text-align: right;">المتطلب السابق:</p> <p><b>Enabling Occupation</b><br/>(1): <b>Performance Challenges</b><br/>OCC321<br/><b>Scenario-Based Learning</b> (2)<br/>OCC322<br/><b>Fieldwork</b> (2)<br/>OCC323</p> <p>المقرر المصاحب:</p> <p><b>Participatory Community Practice</b><br/>(1): <b>Development</b><br/>OCC415</p> | <p>Drawing from theoretical material in OCC212 <i>Foundations of Health</i> and OCC411, OCC412, OCC413, and OCC415 students, individually or in pairs, will work in collaboration with a sponsoring agency to address a specific need while completing their participatory practice fieldwork placement. Students will be allocated a project from an issue identified by the agency. Students will then be guided by academic staff through the process of making initial contact with their agency and the first phase of project management, which involves collaborating with agency members to “scope” an organisationally useful, and occupationally relevant project or program. Students will be required to liaise with a variety of stakeholders and to develop a project proposal that meets the needs and aims of the agency. Students will work within a community partnership model to address a community/population health based occupational issue for the collaborating agency.</p> <p>On completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>6. Take responsibility for own attitudes and behaviour, by acknowledging prejudices, limitations, and lack of knowledge, and commitment to change and growth as a result of professional development, and reflective learning;</li> <li>7. Adopt an ethical and socially responsible approach to practice and practice based enquiry;</li> <li>8. Interact with consumers and carers in a fieldwork practice setting acknowledging their rights and using strategies to integrate their lived experience of health issues into service planning and delivery;</li> <li>9. Apply theoretical understanding of primary care, health promotion and population health in a practice setting;</li> <li>10. Undertake a needs analysis by scoping an organizationally useful and occupationally relevant project or program;</li> <li>11. Apply program management skills and function as a project manager and liaise with an organization to define a project;</li> <li>12. Share power in relationships with service providers, community leaders, consumers and carers, as demonstrated by the development of a partnership approach to service development and provision;</li> <li>13. Consult with service providers, community leaders, consumers and carers about their rights, service choices, and options;</li> <li>14. Share resources in a mutual educational process to facilitate decision making and advocacy about service choices, and options;</li> <li>15. Develop strategies to empower service providers, community leaders, consumers and carers to determine and set priorities for change; and Use findings of assessments/needs analyses to develop programs using best available evidence</li> </ol> |        |



| 2 Theory + 1 Practical =<br>3 Credits  | Transition to Practice  | OCC421 |
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| <p>المتطلب السابق:</p> <p><b>Skills for Evidence-based Practice (2)</b></p> <p><b>OCC414</b></p> <p><b>Participatory Community Practice (1): Development</b></p> <p><b>OCC415</b></p> <p><b>Participatory Community Practice (2): Fieldwork</b></p> <p><b>OCC416</b></p> | <p>Students will refine knowledge and skills in professional self-management appropriate for practice as entry level occupational therapists. They will develop the ability to set objectives for personal practice development. Strategies for identifying and meeting individual professional development needs, the legal and ethical requirements for professional competency at graduate level, the role of professional accreditation and other systems of credentialing will be critiqued. The course also includes content on recruitment and selection processes.</p> <p>On completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify a range professional support strategies that can be used to enhance professional practice;</li> <li>• Devise a learning contract to guide learning activities;</li> <li>• Explain the key elements of effective supervision and mentoring within occupational therapy professional practice;</li> <li>• Demonstrate skill in giving effective professional feedback;</li> <li>• Identify strategies and resources to support continuing professional education</li> <li>• Evaluate the knowledge and skills required for effective and ethical self promotion;</li> <li>• Critique current professional issues that influence occupational therapy practice;</li> <li>• Appraise the key requirements of the recruitment and selection process from both an employer and employee perspective;</li> <li>• Compose an effective curriculum vitae and letter of application for a professional position</li> <li>• Demonstrate skill in critical reflection</li> </ul> <p>Appraise the role of professional standards guidelines and credentialing processes in professional practice.</p> |        |

| 2 Theory + 2 Practical =<br>4 Credits   | <b>Participatory Community Practice (3):<br/>Implementation</b>   | <b>OCC422</b> |
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| <p>المتطلب السابق:</p> <p><b>Skills for Evidence-based Practice (2)</b></p> <p><b>OCC414</b></p> <p><b>Participatory Community Practice (1): Development</b></p> <p><b>OCC415</b></p> <p><b>Participatory Community Practice (2): Fieldwork</b></p> <p><b>OCC416</b></p> <p>المقرر المصاحب:</p> <p><b>Participatory Community Practice (4):Fieldwork 3</b></p> <p><b>OCC423</b></p> | <p>Students will develop skills in project implementation and work within a community partnership model to address a community/population health based issue for the collaborating agency. Students will apply and further develop the knowledge, skills and expertise necessary for them to implement, evaluate and report on a community orientated project.</p> <p>On successful completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Articulate ethical and legal issues pertinent to project work;</li> <li>2. Apply health promotion, capacity building and community development strategies;</li> <li>3. Demonstrate an understanding of Government policy and the function of local, state and national agencies funding health delivery and how these bodies direct resources to effect planning and service delivery;</li> <li>4. Articulate funding systems and submission processes in health care;</li> <li>5. Demonstrate an understanding of change management processes;</li> <li>6. Demonstrate an understanding of systems theory and thinking;</li> <li>7. Develop, implement, evaluate and disseminate information concerning a project that has occupational relevance to a community or population;</li> <li>8. Implement, undertake, deliver or operationalise a project according to stated goals and objectives detailed in a project proposal;</li> <li>9. Identify approaches that may be adopted to address population based health issues and apply the principles of enabling occupation to a population/community;</li> <li>10. Apply the principles of evidence based practice to a population based approach to health</li> <li>11. Use effective and efficient written and verbal communication for report development and information dissemination;</li> </ol> <p>Manage project information and timelines..</p> |               |

| 4 Clinical =<br>4 Credits   | Participatory Community Practice (4):Fieldwork 3  | OCC423 |
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| <p>المتطلب السابق:</p> <p><b>Skills for Evidence-based Practice (2)</b></p> <p><b>OCC414</b></p> <p><b>Participatory Community Practice (1): Development</b></p> <p><b>OCC415</b></p> <p><b>Participatory Community Practice (2): Fieldwork</b></p> <p><b>OCC416</b></p> <p>المقرر المصاحب:</p> <p><b>Participatory Community Practice (3): Implementation</b></p> <p><b>OCC422</b></p> | <p>Students will develop skills in project implementation and work within a community partnership model to address a community/population health based issue for the collaborating agency. Students will apply and further develop the knowledge, skills and expertise necessary for them to implement, evaluate and report on a community orientated project. It is expected that the student will act as the project manager whilst also communicating, negotiating and collaborating with agency staff and other relevant stakeholders</p> <p>Students will develop skills in project implementation and work within a community partnership model to address a community/population health based issue for the collaborating agency. Students will apply and further develop the knowledge, skills and expertise necessary for them to implement, evaluate and report on a community orientated project. It is expected that the student will act as the project manager whilst also communicating, negotiating and collaborating with agency staff and other relevant stakeholders</p> |        |