



Bachelor of Occupational Therapy

Supervisor and Student Practice Education Manual

Seventeenth edition

scu.edu.au/healthscience

CRICOS Provider: 01241G



**Southern Cross
University**

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Thirteenth edition 2022
Fourteenth edition 2023
Fifteenth edition 2024
Sixteenth edition 2025
Seventeenth edition 2026

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Chapter 1

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Chapter 2

Purpose of the manual

This manual provides essential information relevant to Work Integrated Learning in which students engage as part of the curriculum across the four years of the Bachelor of Occupational Therapy program at Southern Cross University.

Work Integrated Learning is the professional experience undertaken in the workplace by all occupational therapy students.

Work Integrated Learning is integral to the undergraduate curriculum and is vital in the process of developing a competent occupational therapist. Work Integrated Learning provides students with learning experiences aimed at integrating knowledge and skills at progressively higher levels of responsibility and performance during the four years of the program.

Work Integrated Learning enables students to:

- ▶ integrate theory with practice in service delivery environments
- ▶ actively participate in inter-professional teams
- ▶ gain skills in the art and science of assessment, service provision and evaluation, communication, documentation and professional behaviour with clients, families, communities and organisations
- ▶ develop skills in professional reasoning, problem solving and management, and master techniques that develop students' competence to the level of a beginning practitioner by the end of the program.

Work Integrated Learning dates

Please note: These times and dates may vary during the course.

YEAR 2

- | | |
|-----------|---|
| 150 hours | <ul style="list-style-type: none">• OCCU2014 Work Integrated Learning in Occupational Therapy I• Simulated learning on campus in Dual Term 4 |
| 8 hours | <ul style="list-style-type: none">• OCCU1003 Personal Care Occupations• 1 day of placement with external organisation (non-OT supervisor) Term 1 |
-

YEAR 3

- | | |
|-----------|---|
| 320 hours | <ul style="list-style-type: none">• OCCU2015 Work Integrated Learning in Occupational Therapy II• 8 weeks full time external placement between Dual Term 4 |
|-----------|---|
-

YEAR 4

- | | |
|-----------|--|
| 400 hours | <ul style="list-style-type: none">• OCCU3003 Work Integrated Learning in Occupational Therapy III• 10 weeks full-time external placement in Dual Term 2 |
| 96 hours | <ul style="list-style-type: none">• PBHL3005 Health Promotion and Project• Dual Term 3 |
-

Chapter 3

Program overview and organising structure, graduate attributes and curriculum

Program overview and organising structure

Southern Cross University's Bachelor of Occupational Therapy degree is an undergraduate entry-level program that provides graduates with a qualification for entry to the profession of occupational therapy. The course structure consists of 4 years full-time study and provides a combination of coursework and practice education to prepare students for a career in occupational therapy.

The Bachelor of Occupational Therapy program aims to provide the necessary knowledge, skills and attitudes to enable its graduates to perform at a beginning level, the roles of occupational therapy practitioner, inquirer, instructor/teacher, lifelong learner, advocate and manager. Further, the program aims to produce clinically reflective practitioners who are able to understand and incorporate contemporary research into their evidence-based practice. More specifically, the program aims to equip students with the relevant knowledge, skills, abilities, attitudes and graduate outcomes to provide professional services to people whose ability to participate in everyday activities is impaired by developmental deficits, the ageing process, illness, physical injury, mental illness, social disability or disadvantage, poverty and/or environmental deprivation.

An optional major in Indigenous Health is offered within the program. This offers students the opportunity to build theoretical and practical capabilities in cultural protocols and Indigenous ways of knowing and being. Embedded placement opportunities equip graduates with the professional skills required to contribute to the improvement of health and social outcomes in Australian communities.

This program seeks to produce professional occupational therapists who can demonstrate a range of capabilities in the promotion of health, the prevention of ill health, the restoration of health and the adaption of individuals, groups and populations in order to achieve their health and well-being needs.

The program has been developed in accordance with the Australian Occupational Therapy Competency Standards (2018) established by OT AUSTRALIA and the World Federation of Occupational Therapists (WFOT) and received Accreditation in 2012, 2017, 2022.

The Bachelor of Occupational Therapy at Southern Cross University (SCU) uses the World Health Organization’s (WHO) International Classification of Functioning Disability and Health (ICF, 2001) as its organising structure (Figure 3.1). This is consistent with the WFOT’s (2004) definition of occupational therapy, which is also based on the concepts of the WHO-ICF (2001), and international approaches to health and development of curricula in the health professions.

Interaction of Concepts ICF 2001

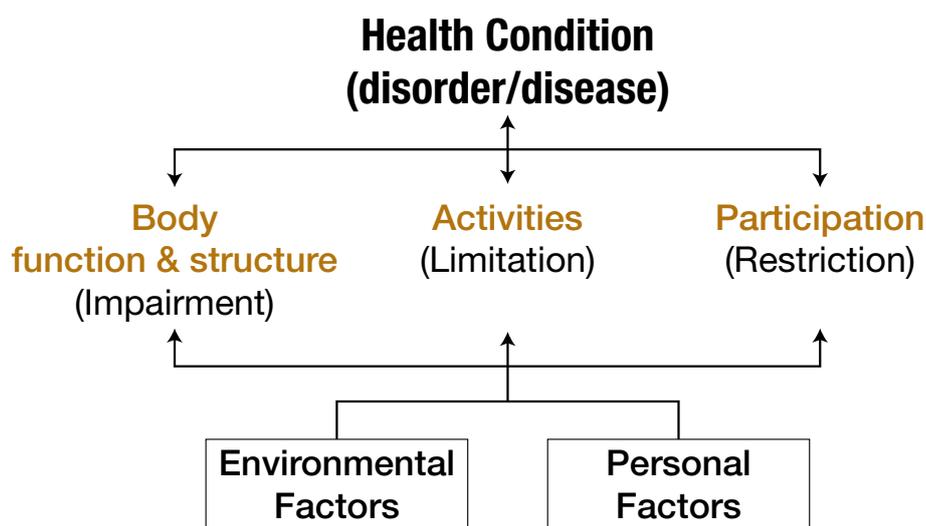


FIGURE 1.1 WHO International Classification of Functioning Disability and Health

(World Health Organization, 2001)

The ICF is a system for categorising the personal and social outcomes of health conditions on people’s participation in all areas of life, and forms the organising structure for the Bachelor of Occupational Therapy program. Key concepts from the ICF are reflected in this program and form profession-specific units. These units address body structures and functions (which encompass normal anatomical, physiological and psychological aspects of human beings), activity, participation and the environment.

Graduate attributes

A graduate of SCU's Bachelor of Occupational Therapy program will be able to demonstrate the relevant knowledge, skills, attitudes, abilities and graduate outcomes to provide professional occupational therapy services to people whose ability to participate in everyday activities is impaired by developmental deficits, the ageing process, illness, physical injury, mental illness, social disability or disadvantage, poverty and/or environmental deprivation.

This will be demonstrated through:

- ▶ **Intellectual rigour** – A commitment to excellence in all scholarly and intellectual activities, including critical judgement.
- ▶ **Creativity** – An ability to develop creative and effective responses to intellectual, professional and social challenges.
- ▶ **Ethical practice** – A commitment to sustainability and high ethical standards in social and professional practices.
- ▶ **Knowledge of a discipline** – Command of a discipline to enable a smooth transition and contribution to professional and community settings.
- ▶ **Lifelong learning** – The ability to be responsive to change, to be inquiring and reflective in practice, through information literacy and autonomous, self-managed learning.
- ▶ **Communication and social skills** – The ability to communicate and collaborate with individuals, and within teams, in professional and community settings.
- ▶ **Cultural competency** – An ability to engage with diverse cultural and Indigenous perspectives in both global and local settings.

Program curriculum

The structure of the Bachelor of Occupational Therapy (BOccThy) curriculum is presented, per year Term, with brief descriptions of each unit. In some cases additional information is provided regarding content of the unit. Units specific to the Indigenous Health Major are marked with an asterix (*).

Bachelor of Occupational Therapy – no major option

YEAR 1

SUMMER TERM	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5
	OCCU1001 Introduction to Occupational Therapy and Human Occupations	OCCU2005 Lifespan Development and Occupational Transitions	HLTH1005 Understanding Wellbeing and Mental Health	INDG2001 Health and Indigenous Australian Peoples	
	HLTH1006 Foundations of Interprofessional Health Practice	HBIO1009 Introductory Anatomy and Physiology	HBIO1010 Integrated Anatomy and Physiology	STAT2001 Introduction to Evidence for Health Science Practitioners	

YEAR 2

SUMMER TERM	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5
	OCCU2013 Occupational Therapy Theory and Practice	OCCU2004 Musculoskeletal and Reduced Energy Assessments and Interventions	OCCU2006 Home and Community Occupations	OCCU2003 Learning and Applying Knowledge for Individuals and Groups	
	OCCU1002 Personal Care Occupations	HBIO2003 Functional Kinesiology of the Upper Limbs and Trunk	OCCU2002 Sensory Motor Assessments and Interventions	Dual Period (T4–T5) OCCU2014 Work Integrated Learning in Occupational Therapy I	

YEAR 3

SUMMER TERM	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5
	Part B elective – any Gnibi unit	OCCU2008 Cognition Assessments and Interventions	OCCU2010 Work and Employment Occupations	Dual Period (T4–T5) OCCU2015 Work Integrated Learning in Occupational Therapy II (24 cp)	
	OCCU2009 Education, Leisure and Play Occupations	OCCU2011 Psychosocial Assessments and Interventions	HLTH1003 Small Business and Entrepreneurship for Allied Health, Fitness and Sport		

YEAR 4

SUMMER TERM	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5
OCCU3002 Evaluation of Occupational Therapy Programs	Dual Period (T1–T2) OCCU3003 Work Integrated Learning in Occupational Therapy III (36cp)		Dual Period (T3–T4) PBHL3005 Health Promotion and Project		
HLTH3004 Transition to Practice			Dual Period (T3–T4) HLTH3005 Interprofessional Health Practice		

Bachelor of Occupational Therapy – Indigenous major option

YEAR 1

SUMMER TERM	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5
	OCCU1001 Introduction to Occupational Therapy and Human Occupations	OCCU2005 Lifespan Development and Occupational Transitions	HLTH1005 Understanding Wellbeing and Mental Health	INDG2001 Health and Indigenous Australian Peoples	
	HLTH1006 Foundations of Interprofessional Health Practice	HBIO1009 Introductory Anatomy and Physiology	HBIO1010 Integrated Anatomy and Physiology	STAT2001 Introduction to Evidence for Health Science Practitioners	

YEAR 2

SUMMER TERM	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5
	OCCU2013 Occupational Therapy Theory and Practice	OCCU2004 Musculoskeletal and Reduced Energy Assessments and Interventions	OCCU2006 Home and Community Occupations	OCCU2003 Learning and Applying Knowledge for Individuals and Groups	
	OCCU1002 Personal Care Occupations	INDG2005 Working with Aboriginal Communities I	OCCU2002 Sensory Motor Assessments and Interventions	Dual Period (T4–T5) OCCU2014 Work Integrated Learning in Occupational Therapy I	

YEAR 3

SUMMER TERM	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5
	INDG1010 Trauma and Resilience	OCCU2008 Cognition Assessments and Interventions	OCCU2010 Work and Employment Occupations	Dual Period (T4–T5) OCCU2015 Work Integrated Learning in Occupational Therapy II (24 cp)	
	OCCU2009 Education, Leisure and Play Occupations	OCCU2011 Psychosocial Assessments and Interventions	INDG2011 Aboriginal Social Realities		

YEAR 4

SUMMER TERM	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5
OCCU3002 Evaluation of Occupational Therapy Programs	Dual Period (T1–T2) OCCU3003 Work Integrated Learning in Occupational Therapy III (36cp)		Dual Period (T3–T4) PBHL3005 Health Promotion and Project		
HLTH3004 Transition to Practice			INDG3001 Caring for Country OR INDG2008 Racism and Eugenics		

Units taken by Indigenous Health Major students marked with an asterix (*)

Year 1 – TERM 1

HLTH1006 Foundations of Interprofessional Health Practice

- ▶ Introduces students to interprofessional practice and the professional requirements of practice as a health professional. Students will explore the roles, responsibilities, of their own and other disciplines and how to work together to deliver collaborative person-centred care. A second focus of this unit is to prepare students for their early placement experiences by recognising the legal, regulatory, and ethical expectations of practice.

OCCU1001 Introduction to Occupational Therapy and Human Occupations

- ▶ This unit introduces students to occupations and occupational therapy. The unit will explore occupational therapy professional values and beliefs, philosophical bases, foundational concepts, models and scope of practice. This unit lays the foundation for professional behaviours, communication, documentation skills and reflective practice required for occupational therapy practice.

Year 1 – TERM 2

OCCU2005 Lifespan Development and Occupational Transitions

- ▶ This unit explores human development across the lifespan and students will learn about occupational roles in infancy, childhood, adolescence, adulthood and older adulthood. Students will explore a range of personal, cultural, social and environmental factors that influence occupational role acquisition, transition and loss over the lifespan.
- ▶ Pre-requisites:
OCCU1001 – Introduction to Occupational Therapy and Human Occupations

HBIO1009 Introductory Anatomy and Physiology

- ▶ Provides students with a basic understanding of the fundamental structure, processes and mechanisms that serve and control the various structures and functions of the body. It should be noted that, although introductory, this unit in Anatomy and Physiology is comprehensive in scope. Areas treated in detail include both relatively simple mechanisms on chemical, cellular and tissue levels, as well as more complex interactions between whole organ systems. The major areas of systemic studies include integumentary and musculoskeletal systems; the endocrine and nervous systems; cardiovascular and immune systems; respiratory, digestive and urinary systems; and reproduction.

Year 1 – TERM 3

HLTH1005 Understanding Wellbeing and Mental Health

- ▶ Introduces students to holistic understandings of mental health and wellbeing and the determinants of mental health and illness. Students will be encouraged to appreciate the lived experience of mental health, illness, and service use and develop empathic and trauma informed understandings of people's experience of mental health care. Students will develop an understanding of how to view and respond effectively to people seeking to resolve mental health problems and consider how this can be realised in the Australian Health System.

HBIO1010 Integrated Anatomy and Physiology

- ▶ Expands on the basic foundations of anatomy and physiology as outlined in Introductory Anatomy and Physiology. Provides more in-depth and relatable detail about the integration of the body systems in maintaining normal life sustaining functions. By applying theoretical knowledge to real-life situations, students will exit the unit with a sound understanding of the integrated nature of the body systems and be able to apply their knowledge as workable theory in their various fields of health.
- ▶ Pre-requisites:
HBIO1001 – Human Anatomy AND
HBIO1007 – Human Physiology I; OR
HBIO1009 – Introductory Anatomy and Physiology

Year 1 – TERM 4

INDG2001 Health and Australian Indigenous Peoples *

- ▶ Examines the conflicts between Indigenous healing practices and the mainstream health industry. The concepts of Indigenous wellbeing, spiritual integrity and community cohesion are explored, and the impact of invasion on the health status of Indigenous peoples is analysed from historic and contemporary points of view. Aims to provide students with understanding and awareness of the socio-economic issues and cultural sensitivities required for delivery of effective and appropriate care by health workers and allied personnel.

STAT2001 Introduction to Evidence for Health Science Practitioners

- ▶ Understanding how evidence is created is a cornerstone learning foundation for all students of health sciences. This unit provides a foundation for understanding the nature of evidence in the health sciences. Students are introduced to different philosophical approaches used to inform evidence-based practice and the processes involved in conducting ethical research. Students learn how to apply the scientific method to generate new knowledge and evidence. Through both theoretical and practical components, students will learn how to identify questions and formulate hypotheses, how to manage and analyse data, and how to interpret the results of data analyses.

Year 2 – TERM 1

OCCU2013 Occupational Therapy Theory and Practice

- ▶ This unit expands students' understanding of occupational therapy theory and how this relates to practice with individuals, groups and communities. Students will explore contemporary profession-specific conceptual practice models and concepts of occupational justice.
- ▶ Pre-requisites:
OCCU1001 – Introduction to Occupational Therapy and Human Occupations

OCCU1003 Personal Care Occupations

- ▶ This unit examines occupations of a person and the impact of occupational performance limitations on activities of daily living through activity analysis. Students will explore the personal and environmental factors that affect occupational performance and develop skills in the assessment, enhancement, maintenance and restoration of occupations. There will be an introduction to assistive technology to support occupational performance. 8 hour practice education is included in this unit where students develop their professionalism and communication skills at external organisations.
- ▶ Pre-requisites:
OCCU1001 – Introduction to Occupational Therapy and Human Occupations

Year 2 – TERM 2

OCCU2004 Musculoskeletal and Reduced Energy Assessments and Interventions

- ▶ This unit examines occupational performance limitations as a result of musculoskeletal and systemic impairments impacting on biomechanical performance and energy levels. Students will learn the theory and practice of occupational therapy assessment and intervention for occupational performance limitations associated with musculoskeletal impairments and be able to articulate professional reasoning underpinning their practice.
- ▶ Pre-requisites:
OCCU2013 – Occupational Therapy Theory and Practice OR
OCCU3001 – Occupational Therapy Theory and Practice; AND
HBIO1010 – Integrated Anatomy and Physiology; OR
HBIO1001 – Human Anatomy AND
HBIO1007 – Human Physiology I

HBIO2003 Functional Kinesiology of the Upper Limbs and Trunk

- ▶ This unit focuses on concepts of biomechanics and kinesiology applied to situations that have specific implications for occupational therapy practice and intervention in activities of daily living and the workplace. The emphasis is on biomechanical concepts and the application of those concepts to certain tissues and specific regions, including the trunk and upper limb. The effect of common work tasks will also be explored.
- ▶ Pre-requisites:
Have completed or be enrolled in OCCU2004 – Musculoskeletal and Reduced Energy Assessments and Interventions

Or for Students electing to study the Indigenous Health Major:

INDG2005 Working with Aboriginal Communities I *

- ▶ Presents the practical principles and protocols for working with Aboriginal and Torres Strait Islander communities in remote, rural and urban contexts. Provides experiential practice (under supervision) based upon differing professional roles with community. Students will investigate the elements of best practice in Aboriginal and Torres Strait Islander community engagement.

Year 2 TERM 3

OCCU2006 Home and Community Occupations

- ▶ This unit explores the concepts of “home” and “community” with respect to the effects of physical, cognitive and psychosocial dysfunction. Environmental constraints on occupational performance within the home and community are also explored. Students will examine concepts of occupational therapy assessment including the accessibility of home and public environments. Students will develop an understanding of culturally appropriate interventions, including the use of home modifications, assistive devices and technology.
- ▶ Pre-requisites:
OCCU2013 – Occupational Therapy Theory and Practice AND
OCCU1002 – Personal Care Occupations

OCCU2002 Sensory Motor Assessments and Interventions

- ▶ This unit provides students with an understanding of common sensory motor impairments and theories relevant to occupational therapy practice. Students will explore relevant sensor-motor assessment and intervention approaches which will enable them to design contemporary occupational therapy service delivery.
- ▶ Pre-requisites:
OCCU2013 – Occupational Therapy Theory and Practice OR
OCCU3001 – Occupational Therapy Theory and Practice; AND
OCCU2004 – Musculoskeletal and Reduced Energy Assessments and Interventions

Year 2 TERM 4

OCCU2003 Learning and Applying Knowledge for Individuals and Groups

- ▶ This unit presents and applies principles of learning and systematic instruction that underpin occupational therapy assessment and intervention. Unit content will enable students to understand how people learn, individually and in groups, and how to design and implement evidence-based interventions for both service delivery approaches.
- ▶ Pre-requisites:
OCCU2004 – Musculoskeletal and Reduced Energy Assessments and Interventions

OCCU2014 Work Integrated Learning in Occupational Therapy I

- ▶ This unit provides students with the opportunity to undertake reflective practice and develop clinical/professional reasoning skills in simulated practice education. Students develop professional behaviours and competencies, and integrate and apply theory and skills learned in foundational units.
- ▶ Pre-requisites:
OCCU2005 – Lifespan Development and Occupational Transitions AND
OCCU2006 – Home and Community Occupations AND
OCCU2002 – Sensory Motor Assessments and Interventions; AND
HLTH1006 – Foundations of Interprofessional Health Practice OR
PBHL1001 – The Australian Health Care System

Year 3 TERM 1

Part B elective – any Gnibi unit

INDG1010 Trauma and Resilience I *

- ▶ Introduces colonisation as an initial violence and examines the trauma experienced by individuals and groups, with a focus on cultural and individual resilience. Students will look at the overt, passive and perceived elements of social violence. Trauma, trans-generational trauma, trauma recovery and individual and group resilience will be explored.

OCCU2009 Education, Leisure and Play Occupations

- ▶ This unit examines the person and environmental factors that impact occupational performance limitations in education, leisure and play in children and adolescents. Students will have the opportunity to learn about key practice approaches which influence effective occupational therapy practice and use these approaches to underpin contemporary assessment and intervention.
- ▶ Pre-requisites:
OCCU2002 – Sensory Motor Assessments and Interventions AND
OCCU2005 – Lifespan Development and Occupational Transitions

Year 3 TERM 2

OCCU2008 Cognition Assessments and Interventions

- ▶ This unit examines the practice of occupational therapy for individuals whose occupational performance has been impacted by a range of cognitive impairments. Students will develop theory driven and practical clinical reasoning skills to guide their approach to assessment and intervention for clients with cognitive impairments.
- ▶ Pre-requisites:
OCCU2014 – Work Integrated Learning in Occupational Therapy I OR
OCCU2012 – Clinical Reasoning in Professional Experience Learning; AND
OCCU2003 – Learning and Applying Knowledge for Individuals and Groups

OCCU2011 Psychosocial Assessments and Interventions

- ▶ This unit extends student understanding of mental health and wellbeing by examining the relationship between mental health and occupational performance. Students will develop knowledge and skills in client-centred practice to underpin their approaches to occupational therapy across a range of practice contexts.
- ▶ Pre-requisites:
OCCU2003 – Learning and Applying Knowledge for Individuals and Groups AND
HLTH1005 – Understanding Wellbeing and Mental Health OR
PSYC1003 – Psychology and Sociology for Health Sciences

Year 3 TERM 3

OCCU2010 Work and Employment Occupations

- ▶ This unit examines the impact of occupational performance limitations on productivity and employment due to physical, cognitive and psychosocial impairments and environmental constraints. Students will develop skills in methods used to assess, maintain, restore and enhance productivity roles.
- ▶ Pre-requisites:
OCCU2014 – Work Integrated Learning in Occupational Therapy I OR
OCCU2012 – Clinical Reasoning in Professional Experience Learning; AND
OCCU2004 – Musculoskeletal and Reduced Energy Assessments and Interventions

HLTH1003 Small Business and Entrepreneurship for Allied Health, Fitness and Sport

- ▶ Develops an understanding of the entrepreneurial function in the allied health, sport and fitness industries, techniques for locating new ventures and undertaking feasibility studies, and provides students with the opportunity to develop and present a business plan related to an allied health or sporting/fitness enterprise.

Or for Students electing to study the Indigenous Health Major:

INDG2011 Aboriginal Social Realities *

- ▶ Establishes a critical understanding of the social and cultural struggle experienced by Aboriginal generations. Students critically evaluate assumptions about Aboriginal people and communities as a basis for analysis of social control, cultural imposition and the cost of dominion.

Year 3 DUAL TERM 4

OCCU2015 Work Integrated Learning in Occupational Therapy II (24 cp)

- ▶ Provides 8-week (320 hour) practice education under the supervision of one or more occupational therapy clinicians in remote and metropolitan locations throughout Australia. Students undertake learning experiences to develop professional behaviours and competencies, and integrate and apply theory and skills learned in previous units. Reflective practice and the development of clinical reasoning are key components of this unit.
- ▶ Pre-requisites:
OCCU2014 – Work Integrated Learning in Occupational Therapy I
The Indigenous Health option requires participation in a practice education placement with an Indigenous focus*

Year 4 Summer TERM

OCCU3002 Evaluation of Occupational Therapy Programs

- ▶ This unit positions students to use evidence and evaluation skills to answer professional questions related to occupational therapy practice. Students will evaluate existing research and use this information to generate evidence-based solutions for the occupational performance needs of a client group and/or to guide assessment, intervention, policy development and clinical decision making.
- ▶ Pre-requisites:
STAT2001 – Foundations of Evidence for Health Science Practitioners AND;
OCCU2015 – Work Integrated Learning in Occupational Therapy II

HLTH3004 Transition to Practice

- ▶ Offers students, as emerging practitioners, the opportunity to build on their capabilities to enter the workforce as they learn how to profile their career experience, support themselves and others in the workplace, to adapt to continuous change and the rise of new roles and responsibilities in healthcare. Students are given the opportunity to work alongside their inter-disciplinary colleagues in exploring their roles in leadership, education and research in ensuring best practice.
- ▶ Students must complete 288 CP in 3007224 – Bachelor of Occupational Therapy

Year 4 DUAL TERM 2

OCCU3003 Work Integrated Learning in Occupation Therapy III (36cp)

- ▶ This unit provides students with an opportunity to refine their occupational therapy knowledge, behaviours and competencies. Students will be required to initiate application of theory and skills learned in previous units and enhance professional reasoning, reflection and communication skills in preparation for graduate practice. Students will complete a 400 hour (10 weeks full time) work integrated learning experience under the supervision of one or more occupational therapy clinicians in remote and metropolitan locations throughout Australia.
- ▶ Pre-requisites:
OCCU2015 – Work Integrated Learning in Occupational Therapy II OR
OCCU2007 – Regional Rural Remote Fieldwork

Year 4 DUAL TERM 3

PBHL3005 Health Promotion and Project

- ▶ Examines health promotion theory and interdisciplinary practice, emphasising social determinants, behaviour change, and health outcomes. Students will gain skills in conducting needs assessments and designing and evaluating health promotion activities, and will implement and evaluate a community-based health promotion project with stakeholders.
- ▶ Pre-requisites:
288 credit points in 3007224 – Bachelor of Occupational Therapy

Year 4 TERM 3

HLTH3005 Interprofessional Health Practice

- ▶ Strengthens students' skills in interprofessional practice and working in collaboration with others to enhance learning and provide coordinated, person-centred, evidence-based, and ethical healthcare. Students will engage in collaborative scenario-based activities with other disciplines to apply principles of ethics, accountability, and clinical reasoning. Principles of advanced interprofessional and collaborative practice are applied throughout this unit.
- ▶ Pre-requisites:
Completed 96 credit points

Or for Students electing to study the Indigenous Health Major choose one of the below two units.

INDG3001 Caring for Country *

- ▶ Explores Indigenous philosophies, knowledges, systems and processes as they apply to country, land and the environment to position Indigenous Worldviews as legitimate bodies of knowledge alongside western paradigms.

INDG2008 Racism and Eugenics *

- ▶ Introduces students to the origins and concepts that inform race theory and the ways that race is employed to impel, explain and justify colonial intrusion and violations. Issues of racism and eugenics are examined in the Australian context.

Chapter 4

Work Integrated Learning roles and responsibilities

Of the student

- ▶ Maintain professional behaviour at all times and uphold the Occupational Therapy Code of Ethics (as published by [OT AUSTRALIA](#)) including:
 - confidentiality
 - personal relationships
 - respecting patients'/clients' rights
 - withdrawal of service for patients/clients
 - advertising
 - discrimination
 - personal abuse of alcohol/other drugs
 - loyalty
 - public comment
 - working relationships
 - professional development
 - research
 - competence
 - referral of patients and clients
 - keeping records of patients and clients.
- ▶ Abide by all Work Integrated Learning workplace requirements including:
 - maintaining confidentiality at all times
 - orientation of self to the workplace.
- ▶ Take responsibility for own learning and achievement of Work Integrated Learning objectives including:
 - clarification of the expectations of your supervisor
 - identification of your own learning needs and goals for your placement
 - completing all tasks as required by the supervisor

- seeking information and feedback to assist with learning.
- ▶ Demonstrate enthusiastic, receptive and willing behaviour
- ▶ Maintain open communication with your supervisor
- ▶ Seek assistance from the supervisor or Unit Assessor when necessary
- ▶ Structure your time to make the most of all learning opportunities available
- ▶ Abide by the Work Integrated Learning Agreement
- ▶ Abide by [SCU Work Integrated Learning Procedure](#)

Of the supervisor

- ▶ Orientation of the student to the workplace including clarification of expectations
- ▶ Assisting the student with identifying objectives and learning needs for Work Integrated Learning
- ▶ Development of a working relationship with the student
- ▶ Provision of learning opportunities and resources that meet the student's learning goals
- ▶ Observation and provision of feedback to the student
- ▶ Provision of a learning environment, which assists to stimulate the student's learning
- ▶ Assessment of student performance
- ▶ Ensuring safe practice and the safety of clients, with regards to Work Integrated Learning
- ▶ Ensure patient/client consent to student involvement in their health care.

Of the Southern Cross University Unit Assessor and Work Integrated Learning Academic Coordinator

- ▶ Supporting students and supervisors
- ▶ Development of Work Integrated Learning standards
- ▶ Provision of Work Integrated Learning for students and supervisors
- ▶ Allocation of placements to students
- ▶ Management of placement allocation in collaboration with Work Integrated Learning staff
- ▶ Oversees and manages clinical learning and assessment of Bachelor of Occupational Therapy students
- ▶ First point of contact for students, supervisors regarding Work Integrated Learning
- ▶ Responsible for the evaluation of student's overall competence and practice
- ▶ Liaises with supervisors and Course Coordinator regarding assessment and management of student poor performance, misconduct, notifiable conduct and unprofessional conduct.

Chapter 5

Assessment

Work Integrated Learning in Occupational Therapy I (WIL I or OCCU2014) students will complete specific assessments (including Work Integrated Learning OT evaluation known as WILOTE and Clinical Skills Assessment) for the simulated learning unit.

Third and fourth year students will be assessed using the **Student Practice Evaluation Form – Revised (Second Edition) (SPEF-R2©)**, developed by the University of Queensland.

SPEF-R2

The SPEF-R2 is available online and in hard copy format.

Resources and Supervisor Workshops

SPEF-R2

The University of Queensland provides online training and support for any supervisors who are using the SPEF-R2 as an assessment tool for Occupational Therapy student Work Integrated Learning.

(<http://www.uq.edu.au/spef/index.html>)

OT Futures

The Occupational Therapy Work Integrated Learning collaborative in Queensland called OT Futures provides information and education regarding Work Integrated Learning.

This website can be found at: <https://otfutures.com/>

iQIPP–AH

The Improving Quality In Practice package – Allied Health (iQIPP–AH) was designed by the University of Queensland and is designed for Work Integrated Learning placements and supervisors.

Please contact the Unit Assessor if you would like a copy of this resource

Enabling Clinical Supervision Skills (ECSS)

This is a learning package that provides a summary of a selection of excellent Work Integrated Learning resources that currently exist. Please contact the Unit Assessor if you would like a copy .

Supervisor Workshops

Southern Cross University provides supervisor workshops for any interested supervisors.

Please contact SCU occupational therapy Work Integrated Learning (health.wil@scu.edu.au) for further details.

SCU OT Work Integrated Learning

Second year

Term 1

Included in the Personal Care Occupations unit is a 8 hour Work Integrated Learning. Work Integrated learning with an external organisation. The purpose of this Work Integrated Learning is to develop professional and communication skills. A workbook is to be completed to guide reflective learning and link theory to practice.

Term 4

Work Integrated Learning in Occupational Therapy I is the second year Work Integrated Learning experience. This is a simulated learning unit. The purpose of this Work Integrated Learning is to:

1. apply clinical reasoning and models of practice relevant to occupational therapy to enhance functional mobility
2. demonstrate safe manual handling to assist with functional mobility
3. demonstrate professional behaviour and competencies in identified areas of occupational therapy practice
4. demonstrate written, verbal and non-verbal communication skills appropriate for occupational therapy practice

Third year

Term 4 and 5

The third-year Work Integrated Learning is eight weeks full-time (320 hours). The Work Integrated Learning can be anywhere in Australia under the supervision of one or more occupational therapy clinicians. The purpose of Work Integrated Learning within this unit is for students to:

1. demonstrate competence in identified core areas of occupational therapy practice as specified in the Australian Occupational Therapy competency standards
2. apply professional problem solving and clinical/professional reasoning skills relevant to occupational therapy
3. demonstrate professional verbal and written communication skills with clients, stakeholders and staff
4. apply initiative, self-direction and reflection in practice.

The SPEF-R2 is the assessment form for this unit. All sections of the SPEF-R2 are required to be completed including the half-way assessment and the final assessment. Please complete the SPEF-R2 online or supervisors are to return the completed form to the Unit Assessor via email.

If concerns exist at any time, please contact the Unit Assessor as soon as practicable. If the student is experiencing difficulties or requires specific improvements to gain the appropriate competency level, strategies to progress the placement e.g. a development plan and/or site visit, need to be discussed between the supervisor and the Unit Assessor.

Summary of activities required during this placement:

	Student	Supervisor
Critical reflection midway through placement	Submit critical reflection midway during placement	
Critical reflection end of placement	Submit critical reflection at the end of placement	

	Student	Supervisor
SPEF-R2	Students should retain a copy of the SPEF-R2 for their own records	Complete with student midway and at end of placement If using a paper SPEF-R2 form, return the completed SPEF-R2 to the SCU Unit Assessor via email within 2 weeks of completion of placement
Portfolio	Complete Portfolio and record and evidence for 3rd year placement and submit to Blackboard 1 week after placement	
Draft Learning Plan	Submit draft learning plan peer reviewed 3 weeks prior to placement	Review draft learning plan first week on placement
Introductory email	Submit introductory email peer reviewed 3 weeks prior to placement. When marked, send to supervisor	
Final learning plan	Submit final learning plan signed off by supervisor 1 week after placement	
Thank you email	Submit peer reviewed Thank you email 1 week after placement. Once marked, send to supervisor	

Fourth Year

Dual Term 2

The fourth-year Work Integrated Learning is ten weeks full-time (400 hours) in the Work Integrated Learning in Occupational Therapy III unit. The purpose of Work Integrated Learning within this unit is to be able to:

1. apply a professional and ethical approach to professional practice and clinical/professional reasoning including the use of client-centred practice, evidence-based practice, professional problem solving, initiative and self-direction
2. demonstrate a high level of competence in all areas of occupational therapy practice as specified in the Australian Occupational Therapy Competency Standards (2018)
3. actively participate as an integral team member whilst demonstrating effective assessment and interventions in direct client care, case management, project management or consultancy
4. demonstrate well developed verbal and written communication skills with clients, stakeholders.

The SPEF-R2 is the assessment form for this unit. All sections of the SPEF-R2 are required to be completed including the half-way assessment and the final assessment. Please complete the SPEF-R2 online or supervisors are to return the completed form to the Unit Assessor via email.

If concerns exist at any time, please contact the Unit Assessor as soon as practicable. If the student is experiencing difficulties or requires specific improvements to gain the appropriate

competency level, strategies to progress the placement e.g. a development plan and/or site visit, need to be discussed between the supervisor and the Unit Assessor.

Summary of activities required during this placement:

	Student	Supervisor
Critical reflection midway through placement	Submit critical reflection midway during placement	
Critical reflection end of placement	Submit critical reflection at the end of placement	
SPEF-R2	Students should retain a copy of the SPEF-R2 for their own records	Complete with student midway and at end of placement If using paper SPEF-R2 form, return the completed SPEF-R2 to the SCU Unit Assessor via email within 2 weeks of completion of placement
Portfolio	Complete Portfolio and record and evidence for 4th year placement and submit to Blackboard 1 week after placement	
Draft Learning plan	Submit draft learning plan peer reviewed 3 weeks prior to placement	Review draft learning plan first week on placement
Introductory email	Submit introductory email peer reviewed 3 weeks prior to placement. When marked, send to supervisor	
Final learning plan	Submit final learning plan signed off by supervisor 1 week after placement	
Thank you email	Submit peer reviewed Thank you email 1 week after placement. Once marked, send to supervisor	

Fourth Year

Dual Term 3

The fourth-year Health Promotion and Project placement is 96 hours. Examines health promotion theory and interdisciplinary practice, emphasising social determinants, behaviour change, and health outcomes. Students will gain skills in conducting needs assessments and designing and evaluating health promotion activities, and will implement and evaluate a community-based health promotion project with stakeholders.

If concerns exist before the completion of the project placement, please contact the Unit Assessor as soon as practicable.

Chapter 6

Student Work Integrated Learning requirements

All students will have met the following requirements prior to commencing their Work Integrated Learning.

Professional presentation

Work Integrated Learning uniforms

It is expected, unless otherwise specified by the Work Integrated Learning supervisor, that SCU Occupational Therapy students will wear a uniform during Work Integrated Learning.

Uniform requirements for students completing WIL are detailed <https://www.scu.edu.au/health/work-integrated-learning/occupational-therapy/>

Should your supervisor advise a uniform is NOT appropriate, students are advised to be mindful of the following dress standards:

- ▶ clothing should be neat, tidy and modest
- ▶ clothing should be more anonymous than excessively individual
- ▶ clothing should not be so casual as to imply disrespect for patients/clients or facility (e.g. brief shorts/skirts, midriffs or revealing clothes are never acceptable).

Students are not to negotiate change of attire with site. All negotiations regarding dress is to be completed through Unit Assessor.

Student SCU ID badges must be worn when on placement unless otherwise advised by the Unit Assessor or staff at the specific facility.

- ▶ Name and photo ID badges must be worn visibly, unless a facility requests they are not to be worn.

Professional behaviour

All students are aware of, and have had education with regards to OT Australia's Code of Ethics prior to their first Work Integrated Learning. Southern Cross University and Work Integrated Learning sites are places of professional experience (a place where people endeavour to demonstrate those values and principles that underpin their chosen profession). As members of the SCU community, it is expected that students will strive to uphold OT Australia values.

The values and principles that underpin all health professions, including occupational therapy are:

- ▶ Integrity – being consistently honest and trustworthy
- ▶ Respect – having regard for self and others
- ▶ Fairness – ensuring just decisions through open decision-making
- ▶ Care – acting to ensure the welfare of others
- ▶ Competence – a requirement for an individual to properly perform a specific function.

Behaviours that contribute to the demonstration of values:

- ▶ Respect
 - Demonstrating respectful and professional behaviour towards all staff and consumers
 - Being courteous and considerate toward all staff and consumers
- ▶ Preparation
 - Coming to supervision sessions prepared
- ▶ Participation and co-operation
 - Engaging and participating in supervision sessions
- ▶ Attendance and punctuality
 - Notifying your supervisor in the appropriate manner if you are running late for your Work Integrated Learning or are unable to attend e.g. sickness or unforeseen circumstances
- ▶ Use of technology
 - Ensure that mobile phones are not used at the Work Integrated Learning site unless approved by your supervisor
- ▶ Communication
 - Using respectful, considered and professional verbal, written communication
 - Abiding by university policies regarding the use of non-discriminatory, non-judgmental and non-vilifying language
- ▶ Dress and etiquette
 - Apparel, appearance and personal hygiene at Work Integrated Learning is appropriate and observes occupational health and safety standards
 - Ensuring your dress is respectful of the values held by the staff with whom you are working
 - Communicating your needs and responding to others' needs in a respectful and conciliatory manner.

Where issues arise regarding professional behaviour during placement supervisor are to notify the Unit Assessor. The SCU WIL procedures will be enacted <https://policies.scu.edu.au/document/view-current.php?id=468>

Fit to Practice

Refer to SCU WIL website. <https://www.scu.edu.au/health/work-integrated-learning/occupational-therapy/>

Vaccinations, Health Screening Checks and other certificates

Students are required to provide vaccination evidence in compliance with both Qld Health and NSW Health vaccination policies for student placement, including vaccinations for Hepatitis B and other vaccination requirements.

Refer to <https://www.scu.edu.au/health/work-integrated-learning/occupational-therapy/> for requirements.

Equal Employment Opportunity requirement

The University does not tolerate any unlawful discrimination, harassment or vilification on the basis of:

- ▶ race, colour, ethnic, social origin or nationality
- ▶ gender, pregnancy, transsexuality, sexual preference
- ▶ age
- ▶ impairment (including HIV/AIDS status) or disability (including mental, physical or intellectual).

Any breach of Equal Employment Opportunity principles by students or staff of the University may result in disciplinary action.

Student absenteeism

It is the student's responsibility to contact their supervisor and Unit Assessor as soon as possible, if the student is unable to attend Work Integrated Learning due to illness, or is running late. It is expected that the student will contact their supervisor directly rather than leave a message. Students are to complete the online AVA form make up hours with the Unit Assessor.

Refer to <https://www.scu.edu.au/health/work-integrated-learning/occupational-therapy/> for details about Attendance Variation Applications and requirements for Medical Certificates for placement absences.

If the student is absent for more than two days during a placement block, the student will be required to make up this time. The Unit Assessor will negotiate arrangements to make up time with the placement site. Students are not to negotiate with the supervisor or placement site. More than 2 days absent per Work Integrated Learning will be required to be made up during the Work Integrated Learning or this may impact on their ability to meet the required minimum duration of 1000 hours of Work Integrated Learning for the program.

If the student is absent, they must complete an online Attendance Variation Form (AVA) in Sonia and attach supporting documentation (e.g. medical certificate).

Student attendance

It is the student's responsibility to complete an online timesheet in Sonia. Supervisors will be asked to log into Sonia to approve the timesheet.

Further details and supervisor log in information will be provided by the SCU WIL Unit.

Students are required to be on Work Integrated Learning for the expected hours of the service. Any variation of these hours are to be negotiated with the Unit Assessor.

The Timesheet is to be completed by the student weekly via Sonia. The UA can monitor progress.

Chapter 7

Procedures: Difficulties during Work Integrated Learning

Supporting students on Work Integrated Learning

Work Integrated Learning is an essential component of the professional development of occupational therapists. Supporting Work Integrated Learning and development involves a variety of educational and support strategies. This may include the use of experiential learning, adult learning theory, direct instruction and reflection.

If a Work Integrated Learning supervisor identifies any concerns regarding progress to achievement of a satisfactory performance standard by the student during Work Integrated Learning, the supervisor should notify the Unit Assessor immediately when concerns exist. When concerns exist, the supervisor is to forward an interim SPEF-R2 to the Unit Assessor in order to discuss the learning challenges experienced by the student and the various ways in which student learning may be supported. In order to address the performance issues in the time available in the affiliation, the student, Unit Assessor and supervisor will develop a Development Support Plan and agree to specific strategies to support the student's learning and a specific improvement plan is developed.

The SCU Development Support plan should include SMART (Specific, Measurable, Achievable, Realistic, Timeframe) goals, strategies for achievement and evidence to identify when the student has achieved the goals. Should the placement be a third or fourth year Work Integrated Learning and the student has not achieved the majority of their goals within two weeks of the improvement plan development, the Unit Assessor (in consultation with the Course Coordinator) and the supervisor may, at that point, decide to discontinue the Work Integrated Learning experience should the supervisor determine that the student will not be able to pass the final SPEF-R2 assessment at the completion of the placement. The Work Integrated Learning will cease and the final SPEF-R2 assessment will be completed by the supervisor, resulting in a fail grade on the student's university transcript for the unit of study.

Student difficulties

If a student is experiencing difficulties during Work Integrated Learning, they should contact the Unit Assessor. A Work Integrated Learning site visit or meeting may be arranged at this point, if necessary.

Student difficulties may include not relating well with supervisor/s; being given too little or too much responsibility; not being able to meet expectations of the Work Integrated Learning.

If the student is experiencing difficulties due to personal issues (e.g. death in the family), the student must advise both their supervisor and/or Unit Assessor.

If a student has concerns regarding other students and/or staff, they should contact the Unit Assessor by telephone or email. This may include:

- ▶ harassment and/or bullying
- ▶ breaches of confidentiality (including discussion of Work Integrated Learning information, staff, students, clients, supervisors and/or other significant people on social networking sites)
- ▶ concerns about unsafe practice.

Students having difficulties on placement may enact the SCU WIL Procedure policy <https://policies.scu.edu.au/document/view-current.php?id=468> where a Development Support plan be implemented.

Sharing Information

During Work Integrated Learning, students may experience issues within their personal lives. Sometimes these issues may occur because of the nature of the Work Integrated Learning. Any issues that occur on Work Integrated Learning or anticipated prior to Work Integrated Learning are encouraged to be shared to the Unit Assessor and/or supervisor. These personal issues may impact upon the student's performance during Work Integrated Learning e.g. learning difficulties, physical limitations, mental health. The shared of information will assist the supervisor and Unit Assessor to support the student and make any adjustments if necessary to Work Integrated Learning. If a student may be pregnant during Work Integrated Learning they are required to obtain a medical clearance prior to commencing Work Integrated Learning. Further support is available from SCU Student Equity and Inclusion to guide adjustments.

Student poor performance, unprofessional conduct, misconduct and notifiable conduct management process

The SCU WIL Procedure guides management of student performance and conduct. Please refer to <https://policies.scu.edu.au/document/view-current.php?id=468v> for details about how issues about student performance and conduct will be managed.

The procedure for responding to unprofessional conduct is summarised in the SCU WIL Procedure.

Workplace health and safety

It is an expectation of the students that all workplace health and safety policies and procedures are adhered to whilst on Work Integrated Learning.

- a. When students undertake Work Integrated Learning the safety guidelines of that site prevail and must be complied with.
- b. All Work Integrated Learning participants have a responsibility under Workplace Health and Safety legislation to take all reasonably practicable steps to protect the health and safety of themselves and others and cooperate with the University to enable it to comply with any legislative requirements.

If an incident or accident occurs:

- a. In the event of personal injury, the student is to notify the supervisor and first aid treatment must be provided promptly. If necessary, the relevant emergency services are to be contacted. Follow the placement sites' incident/injury management procedures.
- b. If emergency services have been notified, the University (Head of School/Department, Human Resources Manager – Workplace Health and Safety or Safety and Security), and next of kin are to be notified at the earliest available opportunity.
- c. Students need to notify the Unit Assessor of incidents to enable reporting through RiskWare <https://www.scu.edu.au/staff/hr-services/workplace-health-and-safety/reporting-an-incident-or-hazard/>.

Insurance

The University has a public liability insurance policy which protects the University, including staff members, students, voluntary workers and others (as listed in the policy wording), for amounts that they shall become legally liable to pay to third parties as compensation by reason of personal injury (including death), and property damage caused by an occurrence in connection with University business.

For further information, please consult the Southern Cross University website at: <https://www.scu.edu.au/staff/risk-management/>.

SCU Travel Policy

Students are allowed to drive placement organisation cars if the organisation has insurance to cover them.

Please see Travel Policy [here](#).

Students may have to travel in their own car to/from sites on placement. If an accident occurs while the student is on placement, any insurance claim must be made under the student's personal insurance policy.

