

# HLTH 4001 PROFESSIONAL REASONING

**Credit Points** 10

**Legacy Code** 401125

**Coordinator** Ali Gebhardt ([https://directory.westernsydney.edu.au/search/name/Ali Gebhardt/](https://directory.westernsydney.edu.au/search/name/Ali%20Gebhardt/))

**Description** This final year unit focuses on the transition from student to practitioner. The aim of this unit is to provide students with learning opportunities that will consolidate and enhance their competence in professional practice throughout their career. Professional competencies of central concern include advanced clinical reasoning skills, evidence based-practice, reflective practice, personal and career management strategies, self-directed and life-long learning. These competencies contribute positively to the effective management of graduates' clinical practice in various work contexts, and their future career paths. Acquisition of such skills will allow the graduate to direct and adapt to change in these areas.

**School** Health Sciences

**Discipline** Health, Not Elsewhere Classified.

**Student Contribution Band** HECS Band 2 10cp

Check your HECS Band contribution amount via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Undergraduate Level 4 subject

**Pre-requisite(s)** REHA 3019 AND REHA 3002

**Co-requisite(s)** REHA 3024

**Incompatible Subjects** HLTH 7013 - Professional Reasoning

**Restrictions** Students must be enrolled in 4711 Bachelor of Occupational Therapy or 4712 Bachelor of Occupational Therapy (Honours). This is a specialty subject offered as a compulsory core subject of the occupational therapy program. It is profession specific, preparing students to practice as an occupational therapist and not relevant as an elective for non-occupational therapy students.

## Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify various models and classifications of clinical reasoning and analyse their use in practice
2. Apply occupational therapy theories and conceptual models to guide clinical reasoning in practice scenarios
3. Apply the occupational therapy problem solving process to practice scenarios and reflect on clinical reasoning during the different stages of problem solving
4. Reflect on their own clinical reasoning skills and identify strategies to move from a novice to expert reasoning
5. Apply principles of ethical reasoning to various practice scenarios

## Subject Content

1. Models and theories of clinical reasoning
2. Use of clinical reasoning to guide client management
3. Models and theories of occupational therapy practice and process

4. Using evidence based practice to guide client management and the role of evidence-based practice in clinical reasoning
5. Strategies to move from novice to expert in clinical reasoning
6. Principles of ethical reasoning

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	2,500 words	50	N	Individual
Portfolio	2,500 words	50	N	Individual

Teaching Periods

## Autumn Campbelltown

### Day

**Subject Contact** Ali Gebhardt ([https://directory.westernsydney.edu.au/search/name/Ali Gebhardt/](https://directory.westernsydney.edu.au/search/name/Ali%20Gebhardt/))

View timetable ([https://classregistration.westernsydney.edu.au/even/timetable/?subject\\_code=HLTH4001\\_22-AUT\\_CA\\_D#subjects](https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH4001_22-AUT_CA_D#subjects))