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Rationale: Contextualized assessment strategies are a method of underpinning academic and professional authenticity as well as meeting the entry level standards of the occupational therapy (OT) profession. Good assessment practice should be student- centred and focussed on student learning.

Approach: Two assessments were created within a course addressing psychosocial issues facing occupational therapists. Students were required to construct a profession- specific presentation to be delivered to a multidisciplinary training session addressing psychosocial issues in practice. Students were required to develop the presentation as if they were the OT drawing on previous practice placement experiences.

Results: Students clearly demonstrated an occupation -focussed approach to the creation of the presentation enabling them to meet the course learning outcomes. Feedback from students was positive stating that they envisaged themselves being able to use the 'real life' skills they had acquired as a result.

Conclusion: Implications for future courses suggest the continuing need to contextualize assessments in a profession- specific way that continues to meet academic requirements as well as developing profession- specific graduate skills.