OCCT11001 *Introduction to Activity and Occupation*
Term 2 - 2020

Profile information current as at 29/04/2024 05:57 pm

All details in this unit profile for OCCT11001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit will build on knowledge and skills gained in OCCT11002 (Introduction to Occupational Therapy Theory and Practice) through exploration of occupational therapy assessment and intervention processes involving activity and occupation as core concepts. You will become familiar with a range of common meaningful occupations and learn how to undertake an occupational therapy activity analysis. Concepts of participation limitations at the person level will be introduced. You will engage in a variety of workshop activities that link key theoretical concepts to occupational therapy practice contexts for activity analysis. You will explore ways of grading and adapting activities to enable client participation.

Details

Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-requisite: OCCT11002Co-requisite: BMSC11008
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 2 - 2020

- Bundaberg
- Rockhampton

Attendance Requirements

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

Website

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

Class and Assessment Overview

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

Class Timetable
Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Practical Assessment**
Weighting: 20%
2. **Written Assessment**
Weighting: 40%
3. **Group Work**
Weighting: 40%

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

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

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

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

Feedback, Recommendations and Responses

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

Feedback from "Have your say" responses Informal student feedback

Feedback
Teaching staff were encouraging and supportive

Recommendation
As a first year unit, it is acknowledged student learning support and pastoral care are important elements in its delivery. It is recommended that continued attention be paid to this aspect of the unit.

Feedback from "Have Your Say" responses Informal student feedback Staff observations

Feedback
Workshops continue to be highly valued

Recommendation
Nearly all respondents in the student evaluation survey commented on the value of the workshops, which have remained an integral feature of the unit, and which were further enhanced in 2019 with new content. It is recommended they continue, with regular reviews to consider the addition of further activities.

Feedback from "Have your say" responses

Feedback
Some Moodle elements were missing

Recommendation
Responses to the student evaluations noted that discussion forums and one rubric were missing from the Moodle site. This is the first time the Unit Coordinator had been made aware of this situation. When setting up the 2020 site, its content should be thoroughly checked by someone outside of the teaching team to ensure all elements are present and easily found. Further, students will be reminded to communicate such issues to the Unit Coordinator as they arise so they can be rectified in a timely manner, rather than at the end of term via the student evaluation.

Feedback from "Have your say" responses for this unit and PSIO11003 Informal student feedback Staff observations

Feedback
The inter-professional (IPE) session was enjoyable but a little unstructured.

Recommendation
The IPE session presented opportunities for peer learning across disciplines, and students engaged well with the task. It is recommended it remain as a scheduled workshop, with content and structure to be reviewed and refined on a regular basis.

Feedback from "Have your say" responses

Feedback
Assessment tasks not always clear. Rubric for Assessment 3 does not reflect task requirements.

Recommendation
It is recommended that assessment task sheets and rubrics to be reviewed by teaching staff and peers to ensure they are clear, paying particular attention to Assessment #3.

Unit Learning Outcomes

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

1. Use relevant terminology to define and classify concepts related to human performance in activity and occupation
2. Choose suitable methods for grading common meaningful occupations
3. Reflect on personal participation in meaningful occupations to integrate theoretical and practical knowledge
4. Use occupational therapy processes for comprehensive activity analysis.

This unit feeds directly into Occupational Therapy Australia Competencies for unit accreditation requirements:
1.4 Promotes and facilitates occupation through application of knowledge, skills, attitudes and evidence appropriate to the practice context.
2.1 Performs relevant, comprehensive assessment of occupational performance
3.2 Promotes client occupational performance and participation
4.2 Demonstrates ability to understand and conduct multiple evaluation methods and techniques

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level   ○ Introductory Level   ● Intermediate Level   ● Graduate Level   ○ Professional Level   ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Practical Assessment - 20%	●		●	
2 - Written Assessment - 40%	●	●	●	●
3 - Group Work - 40%		●		●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	○	○	○	○
2 - Problem Solving	○	●	○	○
3 - Critical Thinking	○	○	○	○
4 - Information Literacy	○	○	○	○
5 - Team Work		○	○	○
6 - Information Technology Competence		○		○
7 - Cross Cultural Competence		○		○

Graduate Attributes	Learning Outcomes			
	1	**2**	**3**	**4**
8 - Ethical practice	•	•		•
9 - Social Innovation		•		
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1 - Practical Assessment - 20%	•	•	•	•			•	•		
2 - Written Assessment - 40%	•	•	•	•	•	•	•	•	•	
3 - Group Work - 40%	•	•	•	•	•	•	•	•	•	

Textbooks and Resources

Textbooks
OCCT11001

Prescribed

Occupation-based activity analysis
Edition: 2nd (2015)
Authors: Heather Thomas
Slack Inc.
Thorofare , NJ , USA
ISBN: 978-1-61711-967-5
Binding: Paperback
OCCT11001

Prescribed

Willard and Spackman's Occupational Therapy
Edition: 13th (2018)
Authors: Barbara Schell , Glen Gillen
Wolters Kluwer
Baltimore, , MD , USA
ISBN: 9781975106584
Binding: Hardcover

Additional Textbook Information
If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: http://bookshop.cqu.edu.au
(search on the Unit code). eBooks are available at the publisher's website.

View textbooks at the CQUniversity Bookshop

IT Resources
You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Access to PowerPoint or similar
- Webcam and headset for on-line sessions

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Maria O'Reilly Unit Coordinator
m.oreilly@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic

Occupation: Basic concepts Working in a team	Christiansen, C.H., & Townsend, E.A. (2010). Chapter 1: An introduction to occupation. In C.H. Christiansen, & E.A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (2nd ed., pp. 1-34). Upper Saddle River, N.J.: Pearson. Available on the e-Reading list. **See Moodle for additional readings.**	Presentation groups (Assessment #3) allocated in class

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Therapeutic utilisation of activity	Creighton, C (1992). The origin and evolution of activity analysis. *The American Journal of Occupational Therapy, 46*(1), 45-48. (See Moodle) Coffey, M.S. (2015). Expressions of creativity in occupational therapy. In M.S. Coffey, N.K. Lamport, & G.I. Hersch (Eds.). *Creative engagement in occupation: Building professional skills* (pp.9-38). Thorofare, NJ: Slack Inc. (Available on the e-reading list) **See Moodle for additional readings.**	

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Physical Function in Occupation	Thomas, H. (2015). *Occupation-based activity analysis* (2nd ed.). Thorofare, NJ: Slack Inc. Chapters 6 & 7. **See Moodle for additional readings.**	Presentation topic allocated

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Activity Analysis	Thomas, H. (2015). *Occupation-based activity analysis* (2nd ed.). Thorofare, NJ: Slack Inc. Chapter 1. Schell, B. A. B., Gillen, G., Crepeau, E.B., & Scaffa, M.S. (2018). Analyzing occupations and activity. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 320-334). Philadelphia, PA: Wolters Kluwer. (Ch. 25) **See Moodle for additional readings.**	

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Dimensions of activity Performance skills	Thomas, H. (2015). *Occupation-based activity analysis* (2nd ed.). Thorofare, NJ: Slack Inc. Chapters 2,3 & 8. **See Moodle for additional readings.**	**"What is Occupational Therapy?" Poster** Due: Week 5 Friday (14 Aug 2020) 11:45 pm AEST

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
No classes		

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Behaviour	**See Moodle for readings.**	Notify presentation condition choice

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Social aspects of occupation- group dynamics	Thomas, H. (2015). *Occupation-based activity analysis* (2nd ed.). Thorofare, NJ: Slack Inc. Chapter 5. **See Moodle for additional readings.**	

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Occupational perspective on development	Humphry, R., & Womack, J. (2018). Transformations of occupations. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 100-112). Philadelphia, PA: Wolters Kluwer. (Ch. 7) **See Moodle for additional readings.**	

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Participation	Hocking, C.(2018). Contribution of occupation to health and wellbeing. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 113-123). Philadelphia, PA: Wolters Kluwer. (Ch. 8) **See Moodle for additional readings.**	**Workshop Activity Analysis Portfolio** Due: Week 9 Friday (18 Sept 2020) 11:45 pm AEST

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Deprivation	Reitz, S.M., & Graham, K. (2018). Health promotion theories. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 675-679). Philadelphia, PA: Wolters Kluwer. (Ch. 47) **See Moodle for additional readings.**	

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic

	Thomas, H. (2015). *Occupation-based activity analysis* (2nd ed.). Thorofare, NJ: Slack Inc. Chapter 9. Unit 5. Activity Gradation and Adaptation. In Hersch, G., Lamport, N. K., & Coffey, M. S. (2005). *Activity analysis : Application to occupation*. Thorofare, NJ : Slack (pp 63-72). (Available on the e-reading list) **See Moodle for additional readings.**	**On-campus** inter-professional workshop with physiotherapy - see Term Specific Information for COVID-safe requirements. Please refer to Moodle for more details.
Activity Limitation and Adaptation		

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Public holiday: no classes. Preparation for presentations		

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
All students **must** attend the virtual seminar Monday 12 October, 10am-2.00pm for Group Presentations.		See Moodle for more details. **Occupational Therapy & Activity Analysis Presentation** Due: Review/Exam Week Monday (12 Oct 2020) 11:45 pm AEST

Term Specific Information

Your weekly lecture and/or workshop content for this unit will be delivered via Zoom during regularly scheduled class time. In order to complete the practical skills training for this unit, you will be required to attend some sessions on campus. You will be notified of the dates and times of these sessions via Moodle at least two weeks prior to the date. To attend face to face sessions you will be required to complete a self-declaration form regarding your current health status and COVID-19 risk factors. During these sessions, provisions for social distancing and use of PPE will be implemented in accordance with health and government guidelines. Please note that the recommencement of such on-campus sessions is subject to State and Federal health guidelines and may change if the situation with COVID-19 should deteriorate. Classes for this unit consist of lectures and workshops. Primary theoretical content will be provided in the lectures, which will be reinforced by practical applications within the workshops. You will be expected to complete practical activities prior to attending the workshops, in which you will apply occupational therapy skills to analyse these activities; non-attendance will greatly diminish your ability to adequately complete assessment tasks.

Assessment Tasks

1 "What is Occupational Therapy?" Poster

Assessment Type
Practical Assessment

Task Description
Scenario:
CQUniversity Open days occur regularly in late August each year. You are tasked with creating a poster that could be used at Open Day to generate interest in studying occupational therapy. The poster should be created on PowerPoint, Publisher or similar software and converted to a PDF document for submission.
Posters should include:
· A **definition of occupational therapy**, including our central focus on occupation
· A description of how we use **activity and occupation** in therapy
· An explanation of **activity analysis** and its place in occupational therapy and a simple example
Your poster should explain the concepts in an organised and attractive way, using good poster design principles. There are many places on the internet with tips for poster design, for example here. You can be as creative as you wish with its design, but also ensure it contains useful information.
It is NOT expected that students will produce a professionally printed poster for this task – however, you will

need to create something with the *potential* to be printed. You may choose the size and orientation (i.e. portrait/landscape) of your poster - however it should be easily readable from a distance of 3-4 metres (minimum paper size should be A2 - see this website for information about international paper sizes: https://www.papersizes.org/a-paper-sizes.htm)

While it's not expected that you include in-text citations on the poster, you must base your information on readings from textbooks and beyond. To this end, include a bibliography of at least **five literature sources**. This can be submitted as an extra document if there isn't enough room on the poster.

A selection of posters will be chosen for display at the Bundaberg or Rockhampton Open Day, and/or the classroom.

Please see Moodle for detailed instructions.

Assessment Due Date
Week 5 Friday (14 Aug 2020) 11:45 pm AEST

Return Date to Students
Week 7 Monday (31 Aug 2020)
Feedback will be provided via Moodle

Weighting
20%

Minimum mark or grade
50% (10/20)

Assessment Criteria
Each poster will be given marks reflecting the quality of work as below:

85-100% **Exemplary** work that demonstrates clear, accurate, detailed and comprehensive understanding of the relevant facts and is attractive and well organised in presentation.

75-84% **Accomplished** work that demonstrates mastery of the relevant facts and is organised in presentation

65-74% **Commendable** work that is reflecting progress towards mastery of the relevant facts and organisation of content.

50-64% **Acceptable** work that shows limited depth of understanding of facts and limited organisation of presented content.

<50% **Inadequate** understanding of facts and poorly organized content

Detailed marking rubrics can be found on Moodle.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit to Moodle as a PDF document

Learning Outcomes Assessed

- Use relevant terminology to define and classify concepts related to human performance in activity and occupation
- Reflect on personal participation in meaningful occupations to integrate theoretical and practical knowledge

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

2 Workshop Activity Analysis Portfolio

Assessment Type
Written Assessment

Task Description
Scenario:
You will be required to engage in a variety of practical activities prior to attending the weekly online workshops, during

which you will explore the properties of these activities and complete prescribed activity analysis tasks. This will include sharing photographs and experiences of your activity with each other. This will all be documented in the form of an activity analysis portfolio, to be submitted for grading.

This assessment task contributes to your development as a reflective practitioner by requiring reflection about your personal activity participation, and also help you develop skills for client assessment and intervention through application of the activity analysis process.

You will create a portfolio of **six activities from the master list** (see Moodle). Each week from weeks 3-8, you will complete one of these activities and discuss them in class. You will be required to photograph yourself engaged in the activity, as well as the finished product. In class each week you will complete a set activity analysis component based on the activity completed that week.

You will then compile an activity analysis portfolio for submission in Week 9. This portfolio will have two parts.

Part 1: for **each of six activities** you will include:

1. A brief **description** of the activity, including when, where and by whom it is typically performed.
2. The **steps** of the activity
3. **Photos** of
     a. you or a friend/family member engaged in the activity
     b. the finished product
4. A completed **weekly workshop task sheet** relevant to the activity (see Moodle for the list of weekly worksheets)
5. **Activity Awareness Form** and personal reflection about the activity (e.g. did you enjoy it, was it difficult, would you try it again?)

Part 2: For **one of the six activities**, based on its properties and information from occupational therapy literature (i.e. textbooks or relevant published journal articles) describe the **potential therapeutic applications** of this activity. Include a reference list in APA format with **at least three references**.

Assessment Due Date
Week 9 Friday (18 Sept 2020) 11:45 pm AEST

Return Date to Students
Week 12 Monday (5 Oct 2020)
Marks and feedback will be made available through Moodle

Weighting
40%

Minimum mark or grade
50% (20/40)

Assessment Criteria
Marks will be allocated as follows (Total = 40):

- Task descriptions, steps and illustrations **(5 marks)**
- Weekly workshop activities (**10 marks**)
- Reflective Narrative **(10 marks)**
- Therapeutic application **(10 marks)**
- Professional presentation and References **(5 marks)**

A detailed marking rubric will be available on Moodle.

Referencing Style

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

Submission
Online

Submission Instructions
Upload document to Moodle

Learning Outcomes Assessed

- Use relevant terminology to define and classify concepts related to human performance in activity and occupation
- Choose suitable methods for grading common meaningful occupations
- Reflect on personal participation in meaningful occupations to integrate theoretical and practical knowledge
- Use occupational therapy processes for comprehensive activity analysis.

Graduate Attributes

- Communication
- Problem Solving

- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

3 Occupational Therapy & Activity Analysis Presentation

Assessment Type
Group Work

Task Description
Scenario:
In groups of three or four, you will take part in the OCCT11001 Occupational Therapy and **Activity Analysis Virtual Seminar** (i.e. via Zoom) at the end of term.
Students will be allocated to groups for this task during the workshop in Week1. **Groups will consist of at least 3 students.**
Each group will prepare and present an analysis of an Activity of Daily Living (ADL) **or** Instrumental Activity of Daily Living (IADL) task for a person with a condition that would likely be referred to occupational therapy. This task will allow you to demonstrate your emerging professional reasoning skills for information gathering, identifying occupational issues and possible interventions, as part of the occupational therapy practice process.
Groups will be randomly allocated a task from either of the two categories:

ADL tasks
· bathing/showering
· toileting
· dressing
· eating
· personal hygiene and grooming (i.e. brushing hair and applying makeup/shaving)
OR
IADL tasks
· meal preparation
· shopping
· community mobility (i.e. driving or using public transport)
Groups will also be randomly allocated one of the categories listed below:

- Degenerative conditions (e.g. arthritis)
- Neurological conditions (e.g. CVA)
- Orthopaedic conditions (e.g. hip or knee replacements)
- Traumatic injury (e.g. brain injury, spinal cord injury)
- Congenital disorder (e.g. cerebral palsy)
- Sensory or processing impairments (e.g. low vision, dementia)

You must choose one condition from your allocated category to research and consider the implications for task completion. You should then create a simple case study of a potential client for use in the presentation.
Your *Willard & Spackman's Occupational Therapy* textbook (Schell & Gillen, 2018) is a good place to start to find out about these conditions.
Groups will be allocated their task and category by the end of Week 3. Please notify the unit coordinator of the condition you will be researching by the end of Week 6.
The maximum time allowed for each group presentation will be **20 minutes ± 2 minutes**. All students are expected to attend the symposium, and each group member should speak for at least one section of the oral presentation.
A PowerPoint to accompany the group oral presentation should be prepared and submitted to Moodle by 11.45pm on the day of presentation.

The oral presentation should include:

- A brief description of the condition (citing your evidence-based sources on your slides and in your reference list)
- An explanation of the likely impact of the condition on the person's ability to participate in the activity. (citing your evidence-based sources on your slides and in your reference list). Create a brief case study to contextualise this.
- A detailed description of the chosen task and an occupational analysis using an occupational therapy template of your choice – for example, Appendix B, Thomas, 2015 (cite your occupational analysis template source on your slide and in your reference list)
- A description of 3 ways the task could be adapted to facilitate participation, and 3 ways it could be graded to increase the challenge for the person with the chosen condition (cite evidence for your suggestions on your slide and in your reference list)
- Include a reference list at the end, written in APA format

Each group member should also submit an **individual reflection** about the group process and your role in it. This will be worth 20% of the Seminar Presentation marks.

Assessment Due Date
Review/Exam Week Monday (12 Oct 2020) 11:45 pm AEST
Seminar scheduled for 10.00am-2.00pm; slides and reflections to be submitted by 11.45pm

Return Date to Students

Marks and feedback will be posted in Moodle after certification of grades

Weighting
40%

Minimum mark or grade
50% (20/40)

Assessment Criteria
Marks will be allocated as follows (Total = 40 marks):

- Comprehensive Occupational Analysis using referenced occupational therapy template or method **(8 marks)**
- Appropriate and realistic adaptation and grading of task **(8 marks)**
- Accurate evidence based information from professional journals or textbooks about the condition and likely impact on participation **(8 marks)**
- Correct on slide APA style citations and reference list for 4-6 sources **(4 marks)**
- Professional oral delivery and presentation of visual material (PowerPoint and handout) including spelling, terminology and grammar **(4 marks)**
- Individual reflection on group process **(8 marks)**

Referencing Style

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

Submission
Online

Submission Instructions
Submit slides and individual group process reflections by 11.45pm on the day of presentation.

Learning Outcomes Assessed

- Choose suitable methods for grading common meaningful occupations
- Use occupational therapy processes for comprehensive activity analysis.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work

- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

Academic Integrity Statement

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

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

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

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

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

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

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

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest

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

Seek Help

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

Produce Original Work

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