



OCCT11001 *Introduction to Activity and Occupation*

Term 2 - 2023

Profile information current as at 05/05/2024 02:36 pm

All details in this unit profile for OCCT11001 have been officially approved by CQUUniversity 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: OCCT11002 Co-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 - 2023

- 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](#).

Previous Student Feedback

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 SUTE comments Informal student feedback Educator observations and reflections

Feedback

Presence of an educator in the classroom on both campuses facilitated engagement and enhanced understanding.

Recommendation

It is recommended that dual teaching arrangements between the two classrooms are continued.

Feedback from SUTE comments

Feedback

Students found both the theoretical and practical content to be highly relevant to future practice.

Recommendation

It is recommended that the focus on core skills in this unit be continued, including discussion of explicit links to practice.

Feedback from SUTE comments Informal student feedback

Feedback

Students understood the relevance of assessment items but some requested greater clarity in assessment instructions.

Recommendation

It is recommended assessment task instructions be reviewed for clarity and that further in-class preparation be included.

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



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Practical Assessment - 20%	•		•	

Textbooks and Resources

Textbooks

OCCT11001

Prescribed

Occupational and Activity Analysis

Edition: 3rd (2022)

Authors: Heather Thomas

Slack

Thorofare, NJ, USA

ISBN: 9781630918903

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

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft Teams (both microphone and webcam capability)

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

Jenn Stanley Unit Coordinator

j.stanley@cqu.edu.au

Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to OCCT11001 Frameworks used in Occupational Therapy Group Work as an Assessment and Intervention	Required Reading: Scaffa, M. (2019). Group process and group intervention . In B.A.B. Schell & G. Gillen (Eds.), <i>Willard and Spackman's occupational therapy</i> (13th ed.), pp. 539-555. Wolters Kluwer. Recommended Reading: Boop, C., Cahill, S., Davis, C., Dorsey, J., Gibbs, V., Herr, B., Kearney, K., Lannigan, E.G., Metzger, L., Miller, J., Owens, A., Rives, K., Synovec, C., Winistorfer, W.L., & Lieberman, D. (2020). Occupational Therapy Practice Framework: Domain and process (4th ed.) . <i>The American Journal of Occupational Therapy</i> , 74(S2), p.1-7412410010p.87. World Health Organisation. (2002). Towards a common language for functioning, disability and health - ICF: The International Classification of Functioning, Disability and Health . https://www.who.int/publications/m/item/icf-beginner-s-guide-towards-a-common-language-for-functioning-disability-and-health Please refer to Moodle for additional readings.	

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Activity and Occupation Activity Analysis Observation as an Assessment Tool	Required Reading: Thomas, H. (2023). Occupational and activity analysis (3rd ed.) . Slack Incorporated. Chapter 1 (p. 1-13), Chapter 2 (p. 15-50), Chapter 3 (53-69). Please refer to Moodle for additional readings.	

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Determining Object, Space, & social Demands Determining Sequencing & Timing Demands	Required Reading: Thomas, H. (2023). Occupational and activity analysis (3rd ed.) . Slack Incorporated. Chapter 4 (p. 71-82), Chapter 5 (p. 85-95). Please refer to Moodle for additional readings.	

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Determining Required Body Functions: Mental Functions	Required Reading: Thomas, H. (2023). Occupational and activity analysis (3rd ed.) . Slack Incorporated. Chapter 6 (p. 97-115). Please refer to Moodle for additional readings.	The unit coordinator will upload student group allocation to the Assessment 3 Moodle Tile by 5pm Friday 4 August 2023 .

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Determining Required Body Functions: Sensory Functions	Required Reading: Thomas, H. (2023). Occupational and activity analysis (3rd ed.) . Slack Incorporated. Chapter 6 (p. 115-123). Please refer to Moodle for additional readings.	The unit coordinator will upload the allocated condition category to the Assessment 3 Moodle Tile by 5pm Friday 11 August 2023 . The unit coordinator will upload the allocated activity to the Assessment 3 Moodle Tile by 5pm Friday 11 August 2023 . Occupational Therapy: Activity and Occupation as Evaluation, Intervention, Planning and Outcome Measures (Educational Poster) Due: Week 5 Wednesday (9 Aug 2023) 5:00 pm AEST

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Determining Required Body Functions: Neuromusculoskeletal and Movement-Related Functions	Required Reading: Thomas, H. (2023). Occupational and activity analysis (3rd ed.) . Slack Incorporated. Chapter 6 (p. 123-137). Please refer to Moodle for additional readings.	Student groups must notify the unit coordinator of the selected condition to be researched for Assessment 3 by 5pm Wednesday 23 August 2023 .

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Determining Required Performance Skills

Required Reading:

Thomas, H. (2023). **Occupational and activity analysis (3rd ed.)**. Slack Incorporated. Chapter 8 (p. 173-196).

Please refer to Moodle for additional readings.

Week 8 - 04 Sep 2023

Module/Topic

Chapter

Events and Submissions/Topic

** Please note that this session will be held on **Tuesday 05/09/2023**. There will be no Lecture or Workshop on Monday 04/09/2023
Inter-Professional Education (IPE):
Functional Deprivation and Facilitation

No required readings this week.

Week 9 - 11 Sep 2023

Module/Topic

Chapter

Events and Submissions/Topic

Occupational & Activity Analysis for Evaluation, Intervention, Planning, & outcomes
Activity Gradation and Adaptation

Required Reading:

Thomas, H. (2023). **Occupational and activity analysis (3rd ed.)**. Slack Incorporated. Chapter 9 (p. 197-213).

Please refer to Moodle for additional readings.

Activity Analysis Report Due: Week 9 Friday (15 Sept 2023) 5:00 pm AEST

Week 10 - 18 Sep 2023

Module/Topic

Chapter

Events and Submissions/Topic

Occupational Participation and Engagement

Required Reading:

Hocking, C. (2019). **Contribution of Occupation to health and well-being**. In B.A.B. Schell & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed.), pp. 113-123). Wolters Kluwer.

Please refer to Moodle for additional readings.

Week 11 - 25 Sep 2023

Module/Topic

Chapter

Events and Submissions/Topic

Occupational Deprivation

Required Reading:

Occupational Therapy Australia. (2016). **OT Australia position statement: Occupational deprivation**. *Australian Occupational Therapy Journal*, 63, 445-447.
Reitz, S.M. & Graham, K. (2019). **Health promotion theories**. In B.A.B. Schell & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed.), pp. 675-679). Wolters Kluwer.

Please refer to Moodle for additional readings.

The unit coordinator will upload the **presentation schedule** for **Assessment 3** by **5pm Friday 11 August 2023**.

Week 12 - 02 Oct 2023

Module/Topic

Chapter

Events and Submissions/Topic

Overview of OCCT11001

Please refer to Moodle for additional readings.

Review/Exam Week - 09 Oct 2023

Module/Topic

Chapter

Events and Submissions/Topic

All students **must attend** the Student Seminar (Professional Group Presentation) **Tuesday 10 October, 2023**, from **9.00am-4.00pm**.

Occupational Therapy and Occupational Analysis Symposium (Professional Presentation) Due: Review/Exam Week Monday (9 Oct 2023) 5:00 pm AEST

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Term Specific Information

OCCT11001 requires **on-campus attendance** for lecture, workshop, inter-professional education, and student seminar sessions, unless otherwise notified by the unit coordinator. You will be required to sign in for each of these sessions (it will be your responsibility to ensure that you have signed the attendance sheet for each session). Watching recordings (if available) will not count as in-person attendance. If you are unable to attend a session, please be sure to notify your unit coordinator of this as soon as possible (j.stanley@cqu.edu.au). It will be your responsibility to catch up on any missed content as repeat sessions are not offered as part of this unit.

To pass attendance requirements, you must attend at least 80% of all workshops, as well as 100% of the IPE and student seminar sessions.

Assessment Tasks

1 Occupational Therapy: Activity and Occupation as Evaluation, Intervention, Planning and Outcome Measures (Educational Poster)

Assessment Type

Practical Assessment

Task Description

This assessment has two (2) component tasks:

Task 1:

You are required to **design a poster** that could be used as an educational and promotional tool at CQUni's Open Days (held in late August each year). The poster needs to include:

- a **definition of occupational therapy** (including our central focus on occupation),
- definitions of, and comparisons between, **activity and occupation**,
- a definition of **activity analysis**, explanation of **how and why it is used** in the practice of occupational therapy, and an **example** of a basic activity analysis.

You can be as creative as you wish with your poster design but must also be mindful that it contains useful information, and that it is readable from a distance of 3-4 metres.

Instructions:

1. Use computer software such as PowerPoint or Publisher to create the poster
2. Set up your page dimensions according to international paper sizes; your poster should be formatted as either **A1 (594 x 841mm)** or **A2 (420 x 594mm)**. See this website for information about international paper sizes: <https://www.papersizes.org/a-paper-sizes.htm>
3. You can use images as well as text to create an appealing poster but be sure to include picture credits when the images are not your own and ensure these are sourced from the creative commons. This can be done by using the "insert online pictures" command on Microsoft programs or by using the "free to modify share and use" license filter on Bing image search.
4. Once you have created a poster you are happy with, save and upload it in **PDF format** using standardised naming conventions.

Task 2: You are required to compile a **Bibliography using APA 7th formatting**.

Whilst it is not expected that you include in-text citations on your poster, it is expected that you will use a minimum of **five (5) literature resources** to inform your content. This can include resources such as textbooks, journal articles, government or association websites, etc. Please be mindful to try to limit your resources to those that are peer reviewed and having been published within the last 10 years (2014-2023). Picture credits are additional to the minimum of five (5) literature resources required.

**** It is NOT expected that you will produce a professionally printed poster for this task, however, you will need to create a poster that has the *potential* to be printed.**

Please refer to the **Assessment Tile** on OCCT11001's Moodle site for further detail.

Assessment Due Date

Week 5 Wednesday (9 Aug 2023) 5:00 pm AEST

Tasks 1 & 2 need to be uploaded to Moodle by the due date and time for marking without penalty.

Return Date to Students

Week 7 Wednesday (30 Aug 2023)

Weighting

20%

Minimum mark or grade

You must achieve a minimum mark of 50% (i.e., 10/20) for Tasks 1 & 2 combined in order to pass this assessment.

Assessment Criteria

- definitions of occupational therapy, activity, occupation and activity analysis (9 marks)
- identification of how OT's may use activity analysis clinically, including provision of an appropriate example (4 marks)
- literature sources are relevant and peer reviewed, APA 7th formatting adhered to, professional composition (3 marks)
- poster designed according to message, layout, readability/accessibility, and attracting interest (4 marks)

Total Marks: 20

Please refer to the **Assessment Tile** on OCCT11001's Moodle site for further detail.

Referencing Style

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

Submission

Online

Submission Instructions

Please upload your poster and bibliography as separate documents. Should you have any difficulty uploading your essay to Moodle, please be sure to email a copy directly to the unit coordinator (j.stanley@cqu.edu.au) with an explanation of the difficulty in uploading.

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 Activity Analysis Report

Assessment Type

Written Assessment

Task Description

You are required to **choose one (1) of the five (5) activities you participated in during the weekly workshops in weeks 3-7**. For your selected activity, you are required to complete the following five (5) sections as part of your Activity Analysis Report:

Part 1: Introduce the activity (250 words). In your introduction include:

- a brief **description** of the activity,
- a brief **history** of the activity, and
- information about **when, where and by whom** the activity is **typically performed** in the 21st century.

You will be required to cite relevant literature in support of your statements. These resources need to be included in

your Reference List (see Part 5), using APA 7th formatting.

Part 2: Using the **Activity Analysis Form** found in **Appendix A** of your textbook (Thomas, 2023, pp. 215-226) **complete an activity analysis** from the perspective of how the activity would be **typically performed** (i.e., how someone without any significant health condition would usually perform the activity). There is no prescribed word length for this section, however, the following should be adhered to:

Instructions:

1. Analyse the activity as it was performed during the workshop, i.e., in a group environment.
2. Complete #'s 1-5 (**Activity, Relevance & Importance, Objects Used and their Properties, Space Demands, Social Demands**) in dot point.
3. When completing #6 (**Sequencing and Timing Demands**) be sure to include images which illustrate at least some of the identified activity steps (e.g., resources required, yourself engaged in the activity, the finished product, etc.).
4. When completing #7 (**Body Functions Required**), complete each function subsection with the following limitations applied:

Ø complete **5** of the 8 specific mental functions listed,

Ø complete all **6** of the global mental functions listed,

Ø complete **6** of the 10 sensory functions listed,

Ø complete both of the **2** functions of joints and bones listed,

Ø complete all **3** of the muscle functions listed,

Ø complete all **4** of the movement functions listed,

Ø **omit cardiovascular, haematological, immunological, and respiratory system functions,**

Ø **omit voice and speech, digestive, metabolic and endocrine systems, and genitourinary and reproductive systems functions, and**

Ø **omit skin and related structures functions.**

5. Complete #8 (**Muscular Analysis of Movement Required**) in it's entirety.

6. Omit #9 (Body Structures Required).

7. When completing #10 (**Performance Skills Required**), complete each function subsection with the following limitations applied:

Ø complete **8** of the 16 motor skills listed,

Ø complete **10** of the 20 process skills listed, and

Ø complete **15** of the 27 social interaction skills listed.

Remember that Appendix C is available as a guide to completing the Activity Analysis Form, but that it should **NOT** be considered as an exemplar guide.

As a general guide:

- it is preferable to select and complete functions that are moderately or greatly challenged, or skills that have a moderate or high requirement,
- for functions that are greatly challenged, or skills that have a high requirement, provide 5 examples of how the skill is used, and
- for functions that are moderately challenged, or skills that have a moderate requirement, provide 4 examples of how the skill is used.

You will be required to cite the reference for this template in your Reference List (see Part 5), using APA 7th formatting.

Part 3: Include a **brief reflective paragraph (250 words)** reflecting upon the following questions:

- What were your **thoughts and feelings** prior to, during and after participating in the activity?
- What **meaning** did this activity have for you?
- Was there anything that **surprised** you about your participation?

Part 4: Describe the **potential therapeutic application/s** of this activity (**300 words**). Base this upon the activity properties and information from peer reviewed occupational therapy literature (i.e., textbooks, journal articles, government websites, etc.), using a minimum of 3 resources. Include the resources in your Reference List (see Part 5) using APA 7th formatting.

Part 5: Include in-text citations and a **Reference List** using APA 7th formatting.

Please refer to the **Assessment Tile** on OCCT11001's Moodle site for further detail.

Assessment Due Date

Week 9 Friday (15 Sept 2023) 5:00 pm AEST

Your completed report must be uploaded to Moodle by the due date and time for marking without penalty.

Return Date to Students

Week 11 Friday (29 Sept 2023)

Weighting

40%

Minimum mark or grade

You must achieve a minimum mark of 50% (20/40) in order to pass this assessment piece.

Assessment Criteria

- description of activity, including historical and modern applications (when, where & by whom) (5 marks)
- identification of occupation, objects used, space demands, social demands, & sequencing and timing demands (7.5 marks)
- identification of, and examples for, body functions, muscular analysis of movements, and performance skills (15 marks)
- personal reflection (5 marks)
- therapeutic application of selected activity (5 marks)
- relevant literature sources, APA 7th formatting, and professional communication (7.5 marks)

Total Marks: 40

Please refer to the **Assessment Tile** on OCCT11001's Moodle site for further detail.

Referencing Style

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

Submission

Online

Submission Instructions

Should you have any difficulty uploading your essay to Moodle, please be sure to email a copy directly to the unit coordinator (j.stanley@cqu.edu.au) with an explanation of the difficulty in uploading.

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 and Occupational Analysis Symposium (Professional Presentation)

Assessment Type

Group Work

Task Description

This assessment has three (3) tasks:

Task 1: In assigned groups of 3 or 4, you will develop a 20-minute professional presentation for delivery during the **OCCT11001 Occupational Therapy and Occupational Analysis Symposium** at the end of term (Week 13).

In your presentation, you are required to deliver an **occupational analysis** of either an Activity of Daily Living (ADL) or Instrumental Activity of Daily Living (IADL) task (as assigned by the unit coordinator) for a person with a condition (as assigned by the unit coordinator) that would likely be referred to an occupational therapist.

Example Conditions:

- congenital disorder (e.g., cerebral palsy, downs syndrome, spina bifida)
- degenerative condition (e.g., rheumatoid arthritis)
- neurological condition (e.g., CVA, MND, MS, PD)

- orthopaedic condition (e.g., hip, knee or shoulder arthroplasty)
- sensory/processing impairments (e.g., dementia, low vision)
- traumatic injury (e.g., amputation, spinal cord injury, traumatic brain injury)

Example Tasks:

ADL Tasks: bathing/showering; dressing/undressing; eating/drinking; grooming/personal hygiene; or toileting

iADL Tasks: community access; meal preparation/cooking; money management; or shopping

Presentation Guidelines:

- the maximum time allocated for each group presentation will be **20 minutes (± 2 minutes)**. Marks will be deducted if your presentation is less than 18 minutes or more than 22 minutes in length.
- there will be **5 minutes** of additional time allocated to the end of each group's presentation. This will allow for the asking and answering of any questions.
- each member of the group is expected to deliver an equal part of the presentation.
- your presentation should include:
 - a brief **description of the condition**.
 - an explanation of the **likely impact the condition may have on the person's occupational participation and performance**. You will need to create and present a brief **client case study** to contextualise this.
 - a detailed description of the task.
 - an **occupational analysis of the task as relevant to your client**. Use Appendix B (Occupation-Based Activity Analysis Form) from your Thomas text (2022) as a guide for your analysis, highlighting the aspects of the task that will be manageable for your client, and those aspects that will be challenging for them. **Omit #10: Body Structures Required**.
 - identify and describe **3 ways you could adapt the task** to facilitate participation, and **3 ways you could grade the task** to either increase or decrease (whichever may be more appropriate for the client's condition) the challenge for your client.

It is recommended that you use a **minimum of 5** peer reviewed, evidence-based sources (published within the last 10 years) to inform your presentation.

Task 2: Your group will compile a PowerPoint resource to support and accompany your presentation. The resource must include on-slide citations and a reference list.

Task 3: You are required to complete an individual reflection (300 words) of the group process. Topics to be covered include:

1. Using Belbin's Team Roles (discussed in Week 1's Workshop), identify and describe the **role/s each group member adopted** (be sure to **deidentify** student information).
2. Identify and discuss the strengths and weaknesses of your and your group's process.
3. Identify and describe any strategies you (or other group members) used, or could have used, which supported the group's strengths or addressed any challenges.
4. How will you use this knowledge in the future?

Please refer to the **Assessment Title** on OCCT11001's Moodle site for further detail.

Assessment Due Date

Review/Exam Week Monday (9 Oct 2023) 5:00 pm AEST

Your group presentation will occur on Tuesday 10/10/2023 at an allocated time between 9.00am and 4.00pm.

Return Date to Students

Your grade will be uploaded to the Gradebook on Moodle by Monday 23/10/2023.

Weighting

40%

Minimum mark or grade

You must achieve a minimum mark of 50% (20/40) for Tasks 1, 2 & 3 combined in order to pass this assessment

Assessment Criteria

- evidence based and accurate description of the condition; development of the client case study; identification of the likely impact on the client's occupational participation and performance (4 marks)
- occupational analysis of the task (ADL or iADL) relative to the client, highlighting potential strengths and challenges (8 marks)
- appropriate and realistic adaptations to facilitate participation; grading to either increase or decrease challenge (8 marks)
- quality of visual material with evidence of good design principles (4 marks)
- professional presentation skills and ability to participate in Q & A (4 marks)
- personal reflection about the group process (8 marks)
- attendance at compulsory sessions (4 marks)

Total Marks: 40

Please refer to the **Assessment Tile** on OCCT12006's Moodle site for further detail.

Referencing Style

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

Submission

Online Group

Submission Instructions

Tasks 2 & 3 must be uploaded to Moodle by the due date and time for marking without penalty. Should you have any difficulty uploading your PowerPoint slides or personal reflection to Moodle, please be sure to email a copy directly to the unit coordinator (j.stanley@cqu.edu.au) with an explanation of the difficulty in uploading. Task 1 will be assessed at an allocated time during the seminar on Tuesday 10 October 2023.

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