



OCCT12003 Occupational Performance across the Lifespan 1

Term 1 - 2017

Profile information current as at 17/05/2024 05:34 am

All details in this unit profile for OCCT12003 have been officially approved by CQU University 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 assist students to understand the occupational roles of children. Selected issues impacting upon occupational performance from birth through to adolescence will be explored using the International Classification of Functioning, Disability and Health framework, and occupational therapy practice models. The potential contribution of the occupational therapist during each phase of development will be highlighted. Learning will be enhanced through working with children in a range of settings and gaining practice in application of the occupational therapy process through regular fieldwork visits. The occupational therapist's role in facilitation of occupationally-inclusive interventions will be explored and students will be introduced to professional reasoning and evidence-based practice in the context of working with children.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Essential Prerequisites: Students must have successfully completed all units of the Year 1 CB84 Bachelor of Occupational Therapy (Hons) course.

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 1 - 2017

- 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. **Written Assessment**

Weighting: 35%

2. **Portfolio**

Weighting: 40%

3. **Presentation**

Weighting: 25%

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 Have Your Say

Feedback

Students commented on the value of learning together with the speech pathology students.

Recommendation

Continue joint scheduling and planning of classes and fieldwork with speech pathology.

Action

Planning of shared content, assessments, regular joint fieldwork and classes with speech pathology students was continued despite ongoing challenges with timetabling these valuable experiences for students.

Feedback from Have Your Say Teaching staff reflections

Feedback

Students commented that they needed more preparation before attending fieldwork, including adequate notice of location and goals of fieldwork.

Recommendation

Staff will continue to carry out advance negotiations regarding host availability, university timetabling, numbers of students, managing fieldwork around public/school holidays and student workload across the term. Students are kept informed of unavoidable changes as soon as possible. University timetabling of fieldwork in student schedules is to be addressed as a high priority. Student allocations to placements will be performed through the SONIA system. The structure and goals of fieldwork for future offerings is to be reviewed and trialed.

Action

Number of fieldwork locations was reduced in 2017. Students were informed within 3 days once enrolments were finalised at the start of Week 1, of their fieldwork location. Speech pathology and occupational therapy staff supported students by attendance at fieldwork. One Unit assessment related directly to achieving fieldwork learning goals and structure for working with children. University timetabling systems were asked to accommodate priority scheduling of off campus fieldwork for internal students.

Feedback from Have your Say

Feedback

Students reported that the fieldwork observations were "fantastic" and "beneficial" in helping them understand concepts discussed in class.

Recommendation

Continue providing opportunities for practical learning in fieldwork settings subject to availability.

Action

Fieldwork experiences remain a highly valued aspect of student learning for this unit. Students were supported by a university staff person at all locations in working directly with children for the first time in 2017. The new partnerships with fieldwork locations in 2017 will continue to be developed for ongoing sustainability of this experience as student cohort sizes increase.

Unit Learning Outcomes

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

1. Describe and analyse cultural, developmental and environmental factors influencing occupational performance for children and adolescents.
2. Discuss potential activity limitations and participation enablers for children with specific impairments.
3. Explore and explain the use of a selected range of paediatric assessment tools.
4. Write occupation focused goals for intervention planning with children and their caregivers.
5. Present evidence based occupational therapy interventions for a paediatric case study, using professional reasoning.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 35%	•	•	•		
2 - Portfolio - 40%	•	•	•	•	
3 - Presentation - 25%	•	•		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving	•	•	•	•	•
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy	•	•	•	•	•
5 - Team Work				•	
6 - Information Technology Competence					•
7 - Cross Cultural Competence	•			•	•
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 - Written Assessment - 35%	•	•	•	•		•	•	•		
2 - Portfolio - 40%	•	•	•	•	•	•		•		

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
3 - Presentation - 25%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks

OCCT12003

Prescribed

Occupational Therapy for Children and Adolescents.

Edition: 7th (2015)

Authors: Case-Smith, J., & O'Brien, J. C.

Elsevier Mosby

St. Louis , Mo , USA

ISBN: 9780323169257 (hbk.)

Binding: Hardcover

OCCT12003

Supplementary

Occupation Centred Practice with Children : A Practical Guide for Occupational Therapists

(2010)

Authors: Rodger, S.

John Wiley & Sons Ltd

Chichester , West Sussex , United Kingdom

ISBN: 9781444319705 (EBL NL) 1444319701

Binding: Paperback

OCCT12003

Supplementary

Play in Occupational Therapy for Children

Edition: 2nd (2008)

Authors: Parham, L. D., & Fazio, L.S.

Mosby Elsevier

St. Louis , Mo , USA

ISBN: 9780323029544

Binding: Hardcover

Additional Textbook Information

Occupational Therapy for Children and Adolescents is a foundational text and will contain many readings used throughout this unit of study. It will be a highly relevant reference for Year 3 and Year 4 Professional Practice units in paediatric settings. It is also available as a library e-book.

Occupation Centred Practice with Children will contain selected required readings for topics covered during the term. It is available as a library e-book with downloadable chapters.

Play in Occupational Therapy for Children is **NOT** essential for students to purchase although it contains resources needed for fieldwork and student assessments. It is available as an e-book through the library.

NB: All library e-books have a concurrent user limit. Once there are more than the specified number of users accessing the e-book at the same time, other users will have to wait until a virtual "copy" becomes available. **E-book users MUST ensure they always logout afterwards, to allow other students to access the resource.**

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Two e-texts for this course are available through the Library.

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Narelle Henwood Unit Coordinator

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Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to paediatric practice and observational assessment	<i>Chapter 2: Foundations and Practice Models for Occupational Therapy with Children.</i> In Occupational Therapy for Children and Adolescents (7 th ed). (pp 27-64) <i>Chapter 2: Becoming more Occupation-centred.</i> In Occupation-Centred Practice with Children. A Practical Guide for Occupational Therapists. (pp 21-40)	Pre-fieldwork briefing

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Gathering information	<i>Chapter 5: Foundations and Practice Models for Occupational Therapy with Children.</i> In Occupational Therapy for Children and Adolescents (7 th ed). (pp 27-64) <i>Chapter 1. Occupation centred practice.</i> In Occupation-Centred Practice with Children. A Practical Guide for Occupational Therapists. (pp 1-17)	Community fieldwork visit

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Administering tests and assessments	<i>Chapter 6: Use of Standardized Tests in Pediatric Practice.</i> In Occupational Therapy for Children and Adolescents (7 th ed). (pp. 163-192) <i>Chapter 7. Occupation-centred Assessment.</i> In Occupation-Centred Practice with Children. A Practical Guide for Occupational Therapists. (pp 135-156)	Community fieldwork visit

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Chapter 6. Occupational Goal Setting. In Occupation-Centred Practice with Children. A Practical Guide for Occupational Therapists. (pp 114-132)

Writing and setting collaborative goals	Bovend'Eerd, T., Botell, R., & Wade, D. (2009). Writing SMART rehabilitation goals and achieving goal attainment scaling: a practical guide. <i>Clinical Rehabilitation</i> , 23(4), 352-361.	Community fieldwork visit
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Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Motor Skills Assessment and intervention planning	Chapter 7: Application of Motor control/Motor learning to practice. In Occupational Therapy for Children and Adolescents (7th ed). (pp 146-192)	35% Screening Report & Intervention Plan Due: Week 5 Friday (7 Apr 2017) 8:00 am AEST

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
No on campus classes- self-directed learning and editing of Screening Report after feedback		

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Understanding diagnostic processes	O'Keeffe, M., & Macaulay, C. (2012). Diagnosis in developmental-behavioural paediatrics: The art of diagnostic formulation. <i>Journal Of Paediatrics & Child Health</i> , 48(2), E15-E26. Chapter 27: Autism Spectrum Disorder. In Occupational Therapy for Children and Adolescents (7 th ed). (pp. 766-792)	Community fieldwork visit

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Self-care occupations	Chapter 15: Activities of Daily Living and Sleep and Rest. In Occupational Therapy for Children and Adolescents (7th ed). (pp 416-460).	Community fieldwork visit Guest speaker TBC (infant sleep)

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Sensory and cognitive functioning	Chapter 9: Sensory Integration. In Occupational Therapy for Children and Adolescents (7 th ed). (pp 258-303) Chapter 10: Cognitive Interventions for Children. In Occupational Therapy for Children and Adolescents (7 th ed). (pp 258-303) Additional readings will be available in Moodle.	Community fieldwork visit Interprofessional case scenario with Psychology and Speech Pathology

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Hand Function in childhood occupations	<p><i>Chapter 8: Hand Function Evaluation and Intervention.</i> In Occupational Therapy for Children and Adolescents (7th ed).. (pp. 220-257)</p> <p><i>Chapter 18: Pre-writing and handwriting skills.</i> In Occupational Therapy for Children and Adolescents (7th ed).. (pp. 498-524)</p> <p><i>Chapter 8. CO-OP.</i> In Occupation-Centred Practice with Children. A Practical Guide for Occupational Therapists. (pp 160-180)</p> <p>CO-OP articles 1, 2 & 3.</p>	Community fieldwork visit
Week 10 - 15 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Challenging Behaviours and Play	<p><i>Chapters 13 & 17: Challenging Behaviours and Play.</i> In Occupational Therapy for Children and Adolescents (7th ed). (pp389-415 & pp483-497)</p> <p><i>Chapter 10: Play in Middle Childhood.</i> In Play in Occupational Therapy for Children (2nd ed.) (pp279-299)</p>	<p>Community fieldwork visit</p> <p>Interprofessional case scenario</p> <p>40% Portfolio: Observations and reflections Due: Week 10 Friday (19 May 2017) 11:45 pm AEST</p>
Week 11 - 22 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Eating and feeding occupations	<p><i>Chapters 14 & 28. Feeding Intervention and Cerebral palsy.</i> In Occupational Therapy for Children and Adolescents (7th ed). (pp389-415 & pp793-811)</p>	
Week 12 - 29 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
<p>No on campus classes- time to prepare for your Oral Viva and attend splinting Res School for OCCT12006.</p> <p>Zoom Q & A sessions (TBC):</p> <p>Tuesday 2.00pm-3.00pm</p> <p>Thursday 10.00am-11.00am</p>		
Review/Exam Week - 05 Jun 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Oral Viva to be carried out on separate days to be confirmed at ROK & BDG		<p>25% Oral Viva presentation Due: Review/Exam Week Tuesday (6 June 2017) 8:00 am AEST</p>
Exam Week - 12 Jun 2017		
Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Weekly topics and events are subject to change- teaching staff may need to adjust teaching schedule to accommodate guest speakers and other relevant learning opportunities. You will be notified of any changes with as much notice as is possible.

The interprofessional case scenarios in Week 8 & 10 will be the first in a series of case scenarios that you will participate in across Term 1 and Term 2 this year. Each scenario builds upon the previous session- it is important that you prioritise attendance at these sessions.

Fieldwork schedules may also be subject to change to accommodate placement host needs. Teaching staff spend many months negotiating fieldwork arrangements with hosts, however last minute changes out of our control may impact days, hours and locations of available placements. It is not always possible to know complete details for fieldwork allocations until just prior to commencement of the university term.

Assessment Tasks

1 35% Screening Report & Intervention Plan

Assessment Type

Written Assessment

Task Description

Part A Screening Report and Part B Intervention Plan:

Over a 3 week period you will develop a screening outcome report and appendices related to documentation from your fieldwork. The screening report will be submitted for marking, returned to you with suggested edits you need to make before being resubmitted and sent to the facility for distribution to staff and parents. You will need to obtain prior written consent from the child's parents or legal guardian to participate in the screening and any planned intervention.

The Screening Report and Appendices will inform the development of the Part B intervention plan. You will use templates supplied on Moodle for both the Screening Report and Intervention Plan. Appendices: You will be provided with age appropriate copies of the ASQ-3 tool to record your observations and scoring. You will use the TOES template from the e-text reference available through the library.

Part A Screening Report Content will include:

1. A brief description of the facility you visited- physical environment, the culture and values of centre including expectations on children. (up to 75 words)
 2. An occupational profile for a child in the facility including the child's approximate chronological age in years and months (500 words). This profile will include
 - The child's areas of strengths as identified by the teacher, parent, child, and from your completion of the ASQ-3.
 - Any identified areas of concern from the teacher, parent, child, or identified as needing monitoring or follow up in the ASQ-3.
 3. Summarise what the child's ASQ-3 score means in relation to their expected level of participation and development. (75 words)
 4. Correctly identify which of the 3 follow up action options on the report template are relevant for this child
- You will need to gather information from a range of sources to complete this task. Ensure you present the information in an objective and factual manner. The screening report must have an overall [Flesch-Kincaid readability level](#) of Grade 6 or lower. This requires a score of <7.0. [To lower a high readability score-](#) one idea, one sentence; use short sentences; use words with fewer syllables; use dot points.

Appendix 1 will contain (not for distribution to fieldwork host):

- A completed consent form from the child's legal guardian
- The completed ASQ-3 forms and scores.
- Relevant comments or additional observations in the ASQ-3 age specific templates to help justify your scoring.
- Child details accurately reported on the ASQ-3 first page and signed and dated scoring summary sheet.
- Evidence of your screening report [Flesch-Kincaid readability level](#) which must be less than 6.0.
- References for at least 2 professional sources that support your interpretation of the ASQ-3 results.
- The reference for the ASQ-3 screening tool

Appendix 2 will contain (not for distribution to fieldwork host):

- The completed TOES form with clear comments about your observations justifying every rating.
- The reference for the TOES publication source

Part B Intervention Plan: (1000 words± 10%)

You will use the information from the screening outcome report to develop a tailored five X 60 minute session plan for intervention with the child. The plan will be submitted for marking, returned to you with suggested changes you need to make before implementation with a child at fieldwork in weeks 7-11.

1. Use the information you gather from the TOES (Parham & Fazio, 2008, p. 81) to analyse the physical, social and cultural supports and barriers to occupational performance present in the context. Include your reasoning why you think these factors supported or hindered the child's performance. (100 words)
2. Complete information in a table that clearly outlines each of the five sessions you aim to carry out with the child. Provide details for each activity, the duration, resources (spaces, equipment, support) and preparation needed. Grade activities to anticipate increased performance over time. Provide evidence that supports your choices. (600 words)
3. Reflect on any knowledge and skills you still need to develop in relation to working with children. The knowledge gaps you identify here should relate to the priorities for goals you write in the table below. (150 words)
4. Write 2 SMART goals for your own learning to improve your knowledge or skills. (50 words)
5. For each goal, write 2 realistic, achievable and relevant strategies. Your strategies will clearly describe the steps and actions you will take to achieve your learning goals. (100 words)

Assessment Due Date

Week 5 Friday (7 Apr 2017) 8:00 am AEST

Submit Word document through Moodle

Return Date to Students

Week 6 Wednesday (19 Apr 2017)

Marks and feedback will be available through Moodle

Weighting

35%

Minimum mark or grade

50%

Assessment Criteria

1. Contextual description **(2 marks)**
2. Occupational profile of child's strengths **(4 marks)** and areas of concern **(4 marks)**
3. Recording and analysis of ASQ-3 results **(5 marks)**
4. Analysis of supports and barriers using TOES results & implications for child's Occupational Performance **(2 marks)**
5. Intervention plan for five sessions addresses ASQ-3 areas of concern identified and provides evidence to support each activity selection **(15 marks)**
6. Analysis of own learning demonstrates thoughtful insight into areas for development & relevant goals and strategies to address learning needs **(3 marks)**

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

NO extensions will be considered for this assignment

Learning Outcomes Assessed

- Describe and analyse cultural, developmental and environmental factors influencing occupational performance for children and adolescents.
- Discuss potential activity limitations and participation enablers for children with specific impairments.
- Explore and explain the use of a selected range of paediatric assessment tools.

Graduate Attributes

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

2 40% Portfolio: Observations and reflections

Assessment Type

Portfolio

Task Description

Reflection and reasoning for selected paediatric case histories.

This assessment is designed to allow you to develop new knowledge and apply it to cases commonly seen in occupational therapy paediatric practice.

You are required to complete 5 worksheets for a selection of case histories.

You will also submit an accurate and truthful record of your attendance at fieldwork in your Fieldwork Hours log (not assessed).

The worksheets will record your reflections and clinical reasoning about assessment and intervention for a case study of children who may be referred to occupational therapy. The child conditions in the case histories may include cerebral palsy, global developmental delay, autism spectrum disorder, developmental coordination disorder, genetically related intellectual impairment, or ADHD.

During class in weeks 5-10, we will discuss the case history worksheets to be submitted in your portfolio. You are permitted to use the class discussions as a basis for your responses, however all your responses must be your own original work and not copied from other students.

These cases will also help you prepare for the conditions you will encounter 25% oral viva presentation in exam week.

The Case History worksheets with questions you must respond to, are available from links below and in the Assessment Resources folder on Moodle.

Portfolio Word Count:

As a guide, each 5 question worksheet should require responses of no more than 250 words in total.

Each 10 question worksheet should require responses of no more than 500 words in total.

You are permitted to write your responses in dot point format to keep your responses as concise as possible.

Overall it is expected your total word count for the portfolio will be 2000 words \pm 10% ie between 1800-2200 words.

Week 5- Case of Caitlin	Mandatory case	(5 marks)
Week 6- Case of Conrad	Mandatory case	(10 marks)
Week 7- Case of Sarah Week 9- Case of Paul	Select one of either Week 7 or Week 9 case to submit in your 40% Portfolio	(5 marks)
Week 8- Interprofessional case scenario	Mandatory case	(10 marks)
Week 10- Case of Hannah	Mandatory case	(10 marks)

Assessment Due Date

Week 10 Friday (19 May 2017) 11:45 pm AEST

Late submission: Students will be penalised up to 5% per 24 hour period after 8.00am Monday Week 11.

Return Date to Students

Week 12 Friday (2 June 2017)

Marking sheet and feedback will be returned to you via Moodle.

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

As each worksheet contains specific questions with different requirements and different weightings, marks and part marks will be allocated for correct, concise and completely relevant responses that reflect best available evidence. You may provide references to support your responses although the references will not be directly marked.

Please see 40% Portfolio Instructions 2017 for a detailed breakdown of criteria and marks allocated for each question in the Week 5-10 worksheets.

As a guide, responses will be marked according to the following scheme:

Completely relevant, concise and correct response	Full allocation of marks available
Mostly relevant and mostly correct response	65% -90% of marks available
Satisfactory response with some relevance to question.	50% -60% of marks available
Response is mostly incorrect but has some marginal relevance	25% of marks available

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Submit worksheets and Fieldwork hours log as two separate files to Moodle

Learning Outcomes Assessed

- Describe and analyse cultural, developmental and environmental factors influencing occupational performance for children and adolescents.
- Discuss potential activity limitations and participation enablers for children with specific impairments.
- Explore and explain the use of a selected range of paediatric assessment tools.
- Write occupation focused goals for intervention planning with children and their caregivers.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Ethical practice

3 25% Oral Viva presentation

Assessment Type

Presentation

Task Description**Clinical reasoning for a paediatric case study.**

This assessment is designed to allow you to synthesise the knowledge you have gained in OCCT12003 and earlier units of study. You will apply several components of the OT Practice Process and your professional reasoning skills to an authentic paediatric case. You are required to participate in a 20 minute Oral Viva presentation. Oral communication with professional colleagues, children and their families is an important professional skill for you to master.

The Viva will relate to your clinical reasoning about assessment and intervention for a case study of a child referred to occupational therapy. You will be allocated one of 6 different cases to discuss during the Oral Viva. The 6 cases will contain a selected range of paediatric conditions and assessments we have looked at across the term. Each case will focus on one condition and one assessment tool. The paediatric assessment tools that may be included are: Bayley Scales-3 (fine and gross motor subtests only), BOT-2, CAPE/PAC, PEGS, PDMS-2, and the Symbolic Play Test. The child conditions in the case history may include cerebral palsy, global developmental delay, autism, developmental coordination disorder, genetically related intellectual impairment, or ADHD.

You may bring one A4 page (back and front) of handwritten notes into the Viva- these will be checked before admittance. In your Oral Viva you will:

- Arrive 30 minutes before your allocated viva time.
- Be supervised to read the written case history for 20 minutes. You may make additional written notes during the case perusal to take into the oral viva relating to the case. You may not have access to your phone or other internet devices during the case perusal or Oral Viva. You must not discuss the case with any of your peers until after all students from both campuses have attended.
- Be asked the following questions about the case from the information provided in the child's written history:
 1. Use your scientific reasoning skills to describe what type of assessment was used with the child in the case history. You must be able to explain if the assessment uses a top down or bottom up approach, if it is norm/criterion referenced, which aspect/s of ICF it looks at, and how occupation centred the assessment is.
 2. Use your scientific reasoning skills to explain why the assessment tool was suitable or unsuitable for use with this child. Consider the purpose, validity and reliability of the tool, age groups and conditions the tool was designed for, how long it takes to administer, how it is scored and who administers it.
 3. Using your procedural reasoning, demonstrate confident administration of 3 of the items, from the assessment used with the child. The assessment and any test kit equipment and test forms

available will be present during the viva.

4. Using your narrative reasoning skills, describe the child's strengths and challenges from the information given in the occupational profile.
5. Use your diagnostic reasoning skills to identify any environmental supports and barriers related to the child's occupational performance.
6. Use your emerging ethical and conditional reasoning skills to justify one occupation focussed goal for the child over the next 6 months. Write this goal in a SMART format.
7. Use a combination of your developing professional reasoning skills to describe two occupation focused interventions you would choose to implement with the child over the next 6 months to address the identified goal. Explain what theoretical approach you would use, how and where the intervention would be carried out, and how you would negotiate to involve the child and any other stakeholders.

Time limit: There is a fixed time limit for this assessment. Any information you do not orally present within the allocated 20 minutes will not be marked.

Due Date: Oral Viva to be scheduled during Exam Week 1. The Viva date and schedule will be confirmed after the Exam schedule is published.

Assessment Due Date

Review/Exam Week Tuesday (6 June 2017) 8:00 am AEST

Presentations will be on different days TBA at BDG and ROK campuses

Return Date to Students

At Certification of Grades on 7 July

Weighting

25%

Minimum mark or grade

50%

Assessment Criteria

1. Accurately and comprehensively describes type of assessment used **(10 marks)**
2. Deep exploration of clinical reasoning for use of assessment tool **(15 marks)**
3. Demonstrates correct environment set up and simulated administration of 3 items from an assessment tool **(15 marks)**
4. Comprehensively identifies all strengths, challenges, supports and barriers for the child from the history **(10 marks)**
5. Clear and measurable written SMART goal that effectively addresses identified needs. **(10 marks)**
6. Occupation focused intervention #1 described is highly relevant and realistic to implement with the child in the timeframe specified. **(15 marks)**
7. Occupation focused intervention #2 described is highly relevant and realistic to implement with the child in the timeframe specified. **(15 marks)**
8. Highly effective professional verbal and nonverbal communication is maintained throughout the viva. **(10 marks)**

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline Online

Submission Instructions

Days and times for Oral viva presentations in Exam week will be advised.

Learning Outcomes Assessed

- Describe and analyse cultural, developmental and environmental factors influencing occupational performance for children and adolescents.
- Discuss potential activity limitations and participation enablers for children with specific impairments.
- Write occupation focused goals for intervention planning with children and their caregivers.
- Present evidence based occupational therapy interventions for a paediatric case study, using professional reasoning.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

- Cross Cultural Competence
- Ethical practice

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