



# OCCT12003 Occupational Performance across the Lifespan 1

## Term 1 - 2018

Profile information current as at 14/05/2024 11:57 pm

All details in this unit profile for OCCT12003 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 assist you to understand the potential contribution of the occupational therapist during each phase of childhood development. Occupational performance profiles for children with different conditions will be explored. You will learn to apply occupational therapy processes for assessment, goal setting and carrying out occupationally inclusive interventions with children. You will be introduced to professional reasoning and evidence-based practice in the paediatric context. Your learning will be enhanced through regular fieldwork visits during the term. You will gain practical experience working with children during the fieldwork. You will share classes and fieldwork experiences with students from speech pathology. You will develop your understanding of how allied health teams work together with children and families to address their needs. Selected issues impacting upon occupational performance from birth through to early adolescence will be explored using the International Classification of Functioning, Disability and Health framework, and occupational therapy practice models.

### 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

Students must have successfully completed the following Essential

Prerequisites: OCCT11002 OCCT11001 PSYC11010 ALLH11001 ALLH11004 ALLH11005 ALLH11006 ALLH12007

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 - 2018

- 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: 20%

#### 2. **Portfolio**

Weighting: 45%

#### 3. **Oral Examination**

Weighting: 35%

### 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 Teaching staff reflection Discussion with SPCH12004 coordinator

##### **Feedback**

Timing and weighting of unit assessments could better align with student effort required and as an outcome of shared fieldwork experience with speech pathology students.

##### **Recommendation**

A formal Change Unit Proposal will be made to address Assessment Type and weighting in time for 2018.

#### Feedback from Have Your Say

##### **Feedback**

Readings were too lengthy and very similar to class content.

##### **Recommendation**

Readings will be reviewed for specificity of content required or clearly labelled if a prescribed or optional reading.

#### Feedback from Have Your Say

##### **Feedback**

More time spent in class discussing Unit assessments.

##### **Recommendation**

Assessment Task instructions will be reviewed and revised for clarity. More practice time with paediatric tools will be allocated. A suggested breakdown of the 150 hours allocated to study in this unit will continue to be provided and discussed with students.

#### Feedback from Have Your Say Personal communications

##### **Feedback**

Students valued the fieldwork experiences for their development of "hands on" skills with children.

##### **Recommendation**

Continue fieldwork as an authentic learning opportunity for students. Students will be made aware of the time demands of embedded fieldwork.

#### Feedback from Have Your Say

##### **Feedback**

Classes were too long.

##### **Recommendation**

The time allowed for classes was increased in 2017 due to previous student feedback that classes were too short to cover all content. Breaks will continue to be built into classes over 2 hours. It may not be possible to schedule shorter shared OCCT12003 and SPCH12004 classes on different days due to timetabling complexities.

## Unit Learning Outcomes

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

1. Describe and analyse cultural, developmental and environmental factors influencing the occupational performance of children and adolescents
2. Use fieldwork observations of a child to prepare and implement an interprofessional activity plan, including a case summary report
3. Explore and explain the use of a selected range of assessment tools for children with specific impairments
4. Write occupation focused goals for intervention planning with children and their caregivers
5. Use professional reasoning to present evidence-based occupational therapy interventions for a paediatric case study.

## 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 - 20%		•			•
2 - Portfolio - 45%	•	•	•	•	
3 - Oral Examination - 35%	•		•	•	•

### 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 - 20%	•	•	•	•		•	•	•		
2 - Portfolio - 45%	•	•	•	•	•	•		•		

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
<b>3 - Oral Examination - 35%</b>	•	•	•	•		•	•	•		

## 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**

Edition: 2nd (2017)

Authors: Rodger, S. & Kennedy-Behr, A.

Wiley-Blackwell

Chichester , West Sussex , United Kingdom

ISBN: 978-1-119-05762-8

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. The new 2017 2nd edition may become available as a library e-book with downloadable chapters. Please check library database for availability before purchasing the text. "Play in Occupational Therapy for Children" is NOT essential for students to purchase although it contains resources useful for fieldwork and practice. It is available as an e-book through the library. NB: All library e-books have a concurrent user limit. If there are more than the specified number of users attempting to access 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)

## 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 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
	<p><b>NB:</b> All sources listed in the weekly schedule are the essential PRESCRIBED readings you will be expected to complete <i>prior to class</i>. Specific pages have been listed to enable student learning activities to run efficiently in class for that week.</p> <p><b>Students who do not complete pre-readings may find class information more difficult to follow.</b></p> <p>Additional optional readings may be listed in Moodle and in some weekly handouts.</p>	
Developing therapeutic relationships with children and families.	<p>Student Fieldwork Manual 2018 OCCT12003</p> <p>Jaffe, L. &amp; Cosper, S. (2015). Chapter 5: Working with families. In J. Case-Smith &amp; J. O'Brien (Eds.), <i>Occupational Therapy with Children and Adolescents</i> (7th ed., pp. 147-151, 157). St Louis, MO: Elsevier</p> <p>Case-Smith, J. (2015). Chapter 2: Foundations and Practice Models for occupational therapy with children. In J. Case-Smith &amp; J. O'Brien (Eds.), <i>Occupational Therapy with Children and Adolescents</i> (7th ed., pp.30-38, 48-53, 56-58). St Louis, MO: Elsevier</p>	Mandatory pre-fieldwork briefing and orientation.

### Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Planning multidisciplinary sessions with children.	Case-Smith, J.. (2015). Chapter 1: An overview of occupational therapy for children. In J. Case-Smith & J. O'Brien (Eds.). <i>Occupational Therapy with Children and Adolescents</i> (7th ed., pp. 9-12). St Louis, MO: Elsevier Teeters-Myers, C., Case-Smith, J. & Cason, J. (2015). Chapter 22: Early Intervention. In J. Case-Smith & J. O'Brien (Eds.). <i>Occupational Therapy with Children and Adolescents</i> (7th ed., pp. 640-643). St Louis, MO: Elsevier	2 afternoons fieldwork- see schedule on Moodle.
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### Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Reflective practice, developing a personal learning plan & skills for professional communication	Reflective practice paragraph: J. Case-Smith & J. O'Brien (2015). <i>Occupational Therapy with Children and Adolescents</i> (7th ed., p630). St Louis, MO: Elsevier Boyt-Schell, B., Gillen, G., & Scaffa, M. (Eds.)(2014). <i>Willard &amp; Spackman's Occupational Therapy</i> (12th ed., pp. 353-359, 975, 981-984, 997-999). Philadelphia, PA: Lippincott, Williams & Wilkins. Schoonover, J. & Grove, R. (2015). Chapter 19: Influencing participation through assistive technology and universal access. In J. Case-Smith & J. O'Brien (Eds.). <i>Occupational Therapy with Children and Adolescents</i> (7th ed., pp540-544.). St Louis, MO: Elsevier	2 afternoons fieldwork- see schedule on Moodle.

### Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Goal setting for effective interventions with children.	This week's readings are from selected chapters of: Case-Smith, J. & O'Brien, J. (Eds.) (2015). <i>Occupational Therapy with Children and Adolescents</i> (7th ed.), St Louis, MO: Elsevier • p. 678 Box 23-4 Steps to developing goals: Questions asked by the occupational therapist. • pp. 642-643 Writing goals and objectives • pp. 325, p. 327, pp. 681-682. Goal Attainment Scaling Mandich, A., Wilson, J. & Gain, K. (2015). Chapter 10: Cognitive interventions for children. In J. Case-Smith & J. O'Brien (Eds.). <i>Occupational Therapy with Children and Adolescents</i> (7th ed., pp. 307-315). St Louis, MO: Elsevier	No fieldwork. Student peer consults for Activity Plan.

### Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Preparation for Interprofessional Education	Case of Joshua Nelson from Moodle Case-Smith, J. (2015). Chapter 3: Development of childhood occupations. In J. Case-Smith & J. O'Brien (Eds.). <i>Occupational Therapy with Children and Adolescents</i> (7th ed., p. 76, pp. 89-93). St Louis, MO: Elsevier Government of South Australia (2016). <i>ISBAR- A standard mnemonic to improve clinical communication</i> . Adelaide: Department for Health and Aging, SA Health. Retrieved from: <a href="http://www.sahealth.sa.gov.au/wps/wcm/connect/public+content/sa+health+internet/resources/isbar+a+standard+mnemonic+to+improve+clinical+communication">http://www.sahealth.sa.gov.au/wps/wcm/connect/public+content/sa+health+internet/resources/isbar+a+standard+mnemonic+to+improve+clinical+communication</a>	Self-directed learning and research/prepare for Activity Plan. Watch the recorded tutorial. No scheduled OCCT12003 classes due to OCCT12006 orthotics intensive. No fieldwork due to school holidays.

### Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Research and preparation for 20% Activity Plan.

No prescribed readings this week.

Self-directed learning.  
No fieldwork this week.

### Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Managing children's behaviours and using standardised tests	<p>Watling, R. (2015). Chapter 13: Interventions and strategies for challenging behaviours. In J. Case-Smith &amp; J. O'Brien (Eds.), <i>Occupational Therapy with Children and Adolescents</i> (7th ed., pp. 374-384). St Louis, MO: Elsevier</p> <p>Richardson, P. (2015). Chapter 6: Use of standardized tests in pediatric practice. In J. Case-Smith &amp; J. O'Brien (Eds.), <i>Occupational Therapy with Children and Adolescents</i> (7th ed., pp. 164-173, 181-187). St Louis, MO: Elsevier</p> <p>Cools, W., De Martelaer, K., Samaey, C., &amp; Andries, C. (2009). Movement skill assessment of typically developing preschool children: a review of seven movement skill assessment tools. <i>Journal of Sports Science and Medicine</i>, 8(2), 154-168.</p>	<p>No fieldwork. Thursday's class will commence at <b>8.15am sharp</b>. Please be on time for the Interprofessional Education Session 1- Case of Joshua Nelson.</p> <p><b>20% Fieldwork Plan</b> Due: Week 6 Tuesday (17 Apr 2018) 8:00 am AEST</p>

### Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Writing professional reports for school occupations.	<p>Selected pages of: Case-Smith, J. &amp; O'Brien, J. (Eds.) (2015). <i>Occupational Therapy with Children and Adolescents</i> (7th ed.), St Louis, MO: Elsevier</p> <ul style="list-style-type: none"><li>• pp. 674-675 Documentation of Evaluation Findings</li><li>• p. 147 Providing Helpful Information</li><li>• p. 150 Communication methods between parents and professionals</li></ul> <p>Schneck, C. &amp; Case-Smith, J. (2015). Prewriting and handwriting skills. In J. Case-Smith &amp; J. O'Brien (Eds.), <i>Occupational Therapy with Children and Adolescents</i> (7th ed., pp. 498-501, pp. 513-519). St Louis, MO: Elsevier</p>	<p>Thursday class and Fieldwork as per schedule (see Moodle) No Wednesday Tutorial due to Anzac Day- watch the recording.</p>

### Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Updated Case of Joshua Nelson from Moodle

Is it Sensory or is it Behaviour?	<p>Watling, R., Koenig, K., Davies, P. &amp; Schaaf, R. (2011). <i>Occupational therapy practice guidelines for children and adolescents with challenges in sensory processing and sensory integration</i>. pp. 9-16, pp. 19-24, p. 41, pp. 67-71, pp. 205-207. Bethesda, MD: AOTA Press.</p> <p>Murray-Slutsky, C. &amp; Paris, B. (2005). Chapter 7: Environmental intervention techniques. In C. Murray-Slutsky, &amp; B. Paris. (2005). <i>Is it Sensory or is it Behavior?</i> pp. 101-116, pp. 212-215. Austin, TX: Hammill Institute on Disabilities</p>	<p>Fieldwork as per schedule (see Moodle)</p> <p>Thursday's class will commence at <b>8.15am sharp</b>. Please be on time for the Interprofessional Education Session 2- Case of Joshua Nelson.</p>
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#### Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Therapeutic use of play occupations with children.	<p>Tanta, K. &amp; Knox, S. (2015). Chapter 17: Play. In J. Case-Smith &amp; J. O'Brien (Eds.). <i>Occupational Therapy with Children and Adolescents</i> (7th ed., pp. 491-494)., St Louis, MO: Elsevier</p> <p>Parham, L. &amp; Fazio, L. (Eds.) (2008). <i>Play in occupational therapy for children</i> (2nd ed., pp. 29-32, pp. 279-287). St Louis, MO: Elsevier</p> <p>Stanley, G.C. &amp; Konstantareas, M.M. (2007). Symbolic play in children with autism spectrum disorder. <i>Journal of Autism and Developmental Disorders</i>. 37: 1215-1223.</p>	Fieldwork as per schedule (see Moodle)

#### Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Home and School Occupations.	<p>Imms,C. (2008). Review of the Children's Assessment of Participation and Enjoyment and the Preferences for Activity of Children, <i>Physical &amp; Occupational Therapy In Pediatrics</i>, 28:4, 389-404.</p> <p>Missiuna, C., Pollock, N., Law, M., Walter, S., &amp; Cavey, N. (2006). Examination of the Perceived Efficacy and Goal Setting System (PEGS) with children with disabilities, their parents, and teachers. <i>AJOT: American Journal of Occupational Therapy</i>, 60(2), 204-14.</p>	Last attendance at Fieldwork as per schedule (see Moodle)

#### Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Multidisciplinary service delivery: Guest speakers (to be confirmed)	<p>About the BOT-2, and MABC-2: Linde, B., Netten, J., Otten, E., Postema, K., Geuze, R., &amp; Schoemaker, M. (2015). A systematic review of instruments for assessment of capacity in activities of daily living in children with developmental co-ordination disorder. <i>Child: Care, Health &amp; Development</i>, 41(1), 23-34.</p>	<p>Practice time allocated in the tutorial using assessment tools to prepare for Oral Examination.</p> <p><b>45% Paediatric Competencies Due:</b> Week 11 Tuesday (22 May 2018) 8:00 am AEST</p>

#### Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Professional Reasoning for a paediatric case study.	Self-directed learning to prepare for your Oral Examination. Review Unit Information on theoretical approaches (Week 1, 4, 8), professional reasoning (Week 2) Assessment tools (Weeks 1, 6, 7, 9, 10), goal setting (Week 4) prompts (Week 6) outcome measures (Week 4, 9) and the following pages from your Week 6 reading: Richardson, P. (2015). Chapter 6: Use of standardized tests in pediatric practice. In J. Case-Smith & J. O'Brien (Eds.), <i>Occupational Therapy with Children and Adolescents</i> (7th ed., pp. 181-187). St Louis, MO: Elsevier	ALL students must submit a handwritten A4 (back and front) notes page for Oral Examination to Moodle by <b>Monday 28 May at 3.00pm</b> . All students to attend the 1-hour Oral Examination at times allocated and on the day timetabled for ROK and BDG. Timetabled days for each campus are • Tuesday 29 May: Bundaberg • Thursday 31 May: Rockhampton  <b>35% Professional Reasoning</b> Due: Week 12 Monday (28 May 2018) 3:00 pm AEST

## Term Specific Information

Students will be provided with the Fieldwork Manual and their Fieldwork Allocation prior to Week 1. Dates and times of student attendance have been negotiated with hosts as per the information in the Fieldwork Allocations T1 2018 document. Students must plan their schedule to attend fieldwork dates in order to complete associated Unit assessment tasks. The Fieldwork schedule will not appear in the OCCT12003 timetable, as the university system is not yet able to include off-campus Work Integrated Learning.

## Assessment Tasks

### 1 20% Fieldwork Plan

#### Assessment Type

Written Assessment

#### Task Description

##### Overview:

Over a 3-week period, you will use a screening tool and gather information, to develop a speech pathology and occupational therapy enrichment activity plan for a child you work with for four weeks at the fieldwork location. You will need to ensure you have a copy of written consent from the child's parents or legal guardian to participate in the screening and any planned intervention. This will be arranged by teaching staff prior to your fieldwork attendance. The information you collect about the child during the screening period will also inform the report you will write as part of the 45% Portfolio Assessment due later in the term.  
From your initial fieldwork sessions, you will identify two specific gaps in your knowledge you would like to improve during the OCCT12003 fieldwork. You will write two learning goals for yourself and how you plan to achieve and measure these goals during fieldwork.

#### Fieldwork Plan: (1500 words± 10%)

##### Part A: Child-focused Activity Plan

You will develop a tailored four X 60-minute session plan for activities you will do 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 7-10.

1. Use the information you gather from your observations, discussions with the class teacher, the ASQ-3 and your on-site supervisor to list the fine motor, gross motor, problem-solving, communication and personal-social strengths and any barriers to occupational performance identified. Include brief reasoning why these factors supported or hindered the child's performance. **(400 words)**
2. Complete information in the table template provided that clearly outlines each of the four sessions you will carry out with the child. Consult with your speech pathology student peers to ensure the plan contains appropriate communication strategies and activities. Write 2-3 sentences at the bottom of the table about how you collaborated with your speech pathology peers to develop the activity plan. Provide details for each activity, the duration, resources (spaces, equipment, support) and preparation needed. Explain which of the child's required performance skills the activity will address. Cite professional evidence that supports your choices. **(800 words)**

### *Part B: Professional Learning Plan*

3. Reflect on the occupational therapy knowledge and skills you still need to develop at fieldwork in relation to working with children. Your learning needs may relate to any of the 8 domains of the SPEF-R as it relates to paediatric practice. Identify two specific paediatric knowledge gaps and why you want to address them in your remaining weeks of 12003 fieldwork. Ensure you can clearly link your learning needs to the two SMART goals you write for your Professional Learning Plan. **(150 words)**
4. Write 2 SMART goals (using the behavioural objective style including an action word, the item, conditions and the timeframe to be achieved) for your own learning to improve your knowledge or skills. **(50 words)**
5. For each SMART goal, write 2 realistic, achievable and relevant strategies (total  $2 \times 2 = 4$  strategies). Your strategies will clearly describe the steps and actions you will take to achieve/implement and measure your learning goals. **(100 words)**
6. Provide an APA 6 style reference list for all of the sources you have cited in the Fieldwork Plan (a minimum of 5 peer-reviewed sources, at least 2 of which should be occupational therapy specific). **(not included in Word Count)**

### **Assessment Due Date**

Week 6 Tuesday (17 Apr 2018) 8:00 am AEST  
No Extensions will be considered for this Assessment.

### **Return Date to Students**

Week 7 Wednesday (25 Apr 2018)  
Feedback via Moodle

### **Weighting**

20%

### **Minimum mark or grade**

50%

### **Assessment Criteria**

1. Effectively synthesises information from a range of sources to analyse fine motor, gross motor, problem solving, communication and personal-social strengths and barriers for child's Occupational Performance **(5 x 5= 25 marks)**
2. Activity plan for four sessions addresses areas of concern, provides evidence from literature and speech pathology peers to support activity selections and resources needed **(4 x 10= 40 marks)**
3. Uses thoughtful insight to identify two professional knowledge gaps that are realistic and relevant to address in fieldwork context **(2 x 5= 10 marks)**
4. Clearly stated professional learning goals contain all SMART components and link to identified knowledge gaps. **(2 x 5= 10 marks)**
5. Discusses appropriate and effective strategies to be used to achieve and measure professional learning goals. **(2 x 5= 10 marks)**
6. Cites at least 5 high-quality professional references in APA 6 style from occupational therapy or other peer-reviewed publications. **(5 marks)**

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Submit Word document to Moodle by due date.

### **Learning Outcomes Assessed**

- Use fieldwork observations of a child to prepare and implement an interprofessional activity plan, including a case summary report
- Use professional reasoning to present evidence-based occupational therapy interventions for a paediatric case study.

### **Graduate Attributes**

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

## 2 45% Paediatric Competencies

### Assessment Type

Portfolio

### Task Description

#### Overview:

The portfolio will include several documents that you create across the term as evidence of your learning and emerging occupational therapy competencies for paediatric practice.

You will provide documents in your portfolio that demonstrate your developing skills in the ten selected areas below, from the [New Graduate Competencies for Occupational Therapists \(OTAustralia, 2010\)](#):

- 1.5** Incorporates best available research evidence and professional reasoning into occupational therapy practice.
- 1.7** Demonstrates professional knowledge skills and attitudes appropriate for the fieldwork context.
- 2.1** Performs a relevant assessment of the child's occupational performance.
- 2.2** Engages in critical, collaborative professional reasoning processes to determine priorities for intervention.
- 2.3** Develops, communicates and implements an effective, efficient plan for occupational therapy intervention.
- 3.2** Promotes child's occupational performance and participation.
- 3.7** Plans completion of services and effective handover.
- 5.3** Documents and reports relevant aspects of service provided to child and school.
- 5.4** Shares professional information responsibly.
- 7.2** Works effectively within the structure of the fieldwork environment.

The content you must include in your six files for submission:

- *A first draft of a written report* briefly summarising your fieldwork activities (Initial Assessment and Occupation as 'means' and 'ends') and with 2-3 recommendations for a child you worked with (use Report template provided- maximum of 2 pages/600 words).
- *A final draft of your written report* with changes in response to feedback from your week 10 consult with academic staff.
- *A one-page screenshot* of the Flesch-Kincaid readability measure as evidence of the readability level of your revised report. The final report needs to be at a Grade 7 or less literacy level, with higher marks for excellent reports with lower readability scores.
- *Provide 1-2 pages of clear instructions and/or resources* that will assist caregivers to enable **Skill Transfer** for the child at home or school. You will need to research 2-3 suitable recommendations for the child, based on your knowledge of their occupational performance towards the end of your fieldwork.
- *Copies of the child's signed consent form and your completed and scored ASQ-3 test forms* with any observation notes.
- *Two completed ISBAR templates* documenting your interprofessional team discussions for Joshua Nelson's case during IPE sessions 1 and 2.
- *A written reflection* that addresses how you met your two learning goals identified in the 20% Fieldwork Plan (maximum 300 words).
- *A brief explanation (maximum 10 X 3-4 sentences) for each of the 10 selected new graduate competencies* listed above, about how you demonstrated each skill during your fieldwork, classes, OCCT12003 assessments and/or in the IPE case study with speech pathology and psychology student peers.
- *An accurate and signed record* of your OCCT12003 fieldwork hours, with total hours correctly calculated (not marked, but needed for WFOT accreditation).

### Document Format and mandatory filenames for submission:

You must use the 6 filenames below and supplied templates (max 2MB each):

Filename to use	Each document listed will include the following:
Draft Report_yourname	Fieldwork Report- first draft & evidence of feedback, plus the one page screenshot of your final report Flesch-Kincaid readability measure.
CQU report 2018_childsname_yourname	Final report with changes & Skill Transfer resources- ready to be sent to school and caregivers.
Forms_yourname	<ul style="list-style-type: none"><li>• Signed parental consent form</li><li>• completed scored ASQ-3 pages</li></ul>
ISBAR records_yourname	<ul style="list-style-type: none"><li>• Completed ISBAR record for Session #1 for IPE case of Joshua Nelson</li><li>• Completed ISBAR record for Session #2 for IPE case of Joshua Nelson</li></ul>
OTCompetencies_yourname	<ul style="list-style-type: none"><li>• Two learning goals achievement</li><li>• Ten occupational therapy new graduate competencies statements</li></ul>
12003HoursLog2018_yourname	Signed, dated and correct totals of 12003 fieldwork hours

**Assessment Due Date**

Week 11 Tuesday (22 May 2018) 8:00 am AEST

Submit all 6 files using standard filenames to Moodle. Any files submitted late without an approved extension will receive a late penalty as per University policies.

**Return Date to Students**

Review/Exam Week Monday (4 June 2018)

2 weeks

**Weighting**

45%

**Minimum mark or grade**

50%

**Assessment Criteria**

*Fieldwork Report (50 marks):*

1. Clear and professional factual description of the environment where child was seen. **(5 marks)**
2. Accurate, valid, clear, understandable and succinct description of the child's strengths clearly indicating evidence for statements **(5 marks)**
3. Accurate, valid, readable and succinct description of child's areas of concern clearly indicating evidence for statements **(5 marks)**
4. Understandable, relevant, succinct and professional analysis of the child's ASQ-3 results. **(5 marks)**
5. Explains two appropriate and effective strategies recommended and provides resources to achieve child's occupational performance needs.

**(2 X 5 =10 marks)**

6. Evidence of response to feedback in final report ready for caregivers to read. **(15 marks)**
7. Required consent and ASQ-3 pages are present in correct order, clearly readable and sections are completed. **(5 marks)**

*IPE Case of Joshua Nelson (20 marks):*

8. Clearly expressed record of team discussions on an ISBAR for each IPE session, content is relevant to the paediatric case study. **(2 X 10 =20 marks)**

*Competency reflections (30 marks)*

9. Achievement of two professional learning goals is clearly stated with measurable links to identified knowledge gaps. **(2 X 5 =10 marks)**
10. Clearly explains highly relevant links from fieldwork or class activities to each of the ten competencies demonstrated. **(20 marks)**

**A detailed marking rubric is available on Moodle.**

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Submit all six (6) files (max 2MB each) to Moodle with correct filenames.

**Learning Outcomes Assessed**

- Describe and analyse cultural, developmental and environmental factors influencing the occupational performance of children and adolescents
- Use fieldwork observations of a child to prepare and implement an interprofessional activity plan, including a case summary report
- Explore and explain the use of a selected range of assessment tools for children with specific impairments
- 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 35% Professional Reasoning

#### Assessment Type

Oral Examination

#### Task Description

##### Overview:

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 25-minute Oral Examination. Being able to quickly assimilate information, confidently administer assessments and plan for intervention are authentic clinical practice skills you need to develop.

The Oral Examination will relate to your professional reasoning about assessment and intervention for one of six possible case studies of a child referred to occupational therapy. You will not know which case you have been allocated until the perusal time before your examination. The assessment tool, condition and age of each child's case is listed in the table below:

Age of child	Child's condition	Assessment Tool
20 months	Global Developmental Delay	Symbolic Play Test
40 months	Autism	Beery VMI
6 1/2 years	Attention Deficit Hyperactivity Disorder	MABC-2
8 years	Cerebral Palsy	CAPE/PAC
9 years	Developmental Coordination Disorder	BOT-2
13 years	Intellectual Disability	PEGS

You are permitted one A4 page (back and front) of handwritten notes in the Examination- these will be printed for you from your Moodle submission and included with your pre-reading material in the perusal time. Submit a scanned copy of your page to Moodle by 3.00pm Monday Week 12. This will be printed for your use in the Exam Room. If you do not submit it by the deadline, you will not have access to your prepared notes.

On the day of your Oral Examination you will:

- Arrive 30 minutes before your allocated Examination time.
- Be supervised in the Case Perusal room for 25 minutes to read the written case history. You may make additional written notes during the case perusal to take into the Oral Examination relating to the case. You may not have access to your phone or other internet devices during the case perusal or Oral Examination. You **must not discuss the case** with any of your peers until after all students from both campuses have attended.
- Use 3-5 minutes to set up the 3 selected assessment tool test items before your Oral Examination timer is started.
- Be allowed 25 minutes (suggested timing for each component is below) in the Oral Examination room to answer the following questions about the case from the information provided:

1. **Initial assessment (5 minutes):** Using your *procedural reasoning*, demonstrate confident administration of 3 selected assessment tool items from those listed in the Oral Examination preparation booklet. The assessment manual, any test kit items, and test forms will be present during the Examination.

2. **Initial assessment (4 minutes):** 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 is suitable for
- how long it takes to administer, how it is scored and who administers it
- 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
- whether it is an occupation centred tool or not

3. **Initial assessment (3 minutes):** Using your *narrative reasoning* skills, describe the child's strengths and challenges from the information given in the occupational profile.

4. **Initial assessment (2 minutes):** Use your emerging *ethical and conditional reasoning* skills to justify one occupation focussed goal for the child over the next 6 months. Write and orally present this goal in a SMART format.

5. **Preparation for intervention (3 minutes):** Use your *scientific reasoning* skills to select and justify one appropriate theoretical approach for your intervention goal. Select the most appropriate approach from the following theories:

- Social cognitive
- Behavioural
- Motor skill acquisition



- Sensory-based approaches
- Coaching/consultation
- Neurodevelopmental
- Biomechanical

**6. Preparation for Intervention (2 minutes):** Use your *diagnostic reasoning* skills to identify any environmental supports and barriers related to the child's occupational performance.

**7. Skill Transfer (5 minutes):** List the contexts and environments where the child will need to develop their occupational performance for the goal. Also provide details about all of the following:

- What occupation-focused skills or steps your planned intervention would address
- Type of prompts and any behaviour management strategies you would use
- Frequency and duration of direct/indirect sessions for the child to practice the needed occupation
- Where intervention would be carried out
- How you would negotiate to involve the child and any other stakeholders.

**8. Outcome assessment (1 minute):** Describe one appropriate method to measure the outcome of your intervention.

**Time limit:** There is a fixed time limit for this assessment. Any information you do not orally present within the allocated 25 minutes will not be marked.

### Assessment Due Date

Week 12 Monday (28 May 2018) 3:00 pm AEST

All students to submit one A4 page of notes by due date and time. No submission=no notes allowed in Exam Room. BDG students Exam Tuesday 29 May, ROK students Exam Thursday 31 May.

### Return Date to Students

Feedback will be returned by Certification of Grades on 6 July

### Weighting

35%

### Minimum mark or grade

50%

### Assessment Criteria

1. Demonstrates correct environment set up and simulated administration of 3 items from an assessment tool **(15 marks)**
2. Accurately and comprehensively describes features of the assessment tool and clearly explains reasons why it is appropriate for the child **(15 marks)**
3. Identifies and discusses comprehensive range of personal strengths, challenges for the child's physical or psychosocial performance **(10 marks)**
4. Clear and measurable written SMART goal that effectively addresses a high priority occupational need. **(10 marks)**
5. Rationale clearly explains why the theoretical approach chosen is appropriate for the child **(10 marks)**
6. Identifies and explains any environmental supports and barriers from the written history **(10 marks)**
7. Detail provided for skill transfer across contexts provides a clear plan for effective intervention **(15 marks)**
8. Method described to measure outcome is highly relevant to intervention plan **(5 marks)**
9. Highly effective professional verbal and nonverbal communication is maintained throughout the Examination. **(10 marks)**

### Referencing Style

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

### Submission

Offline Online

### Submission Instructions

Submit a scanned copy of your one A4 page (both sides) of handwritten notes to Moodle by 3.00pm Monday Week 12. This will be printed for your use in the Exam Room. Student Exam times will be allocated on Moodle.

### Learning Outcomes Assessed

- Describe and analyse cultural, developmental and environmental factors influencing the occupational performance of children and adolescents
- Explore and explain the use of a selected range of assessment tools for children with specific impairments
- Write occupation focused goals for intervention planning with children and their caregivers
- Use professional reasoning to present evidence-based occupational therapy interventions for a paediatric case study.

## 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