



# OCCT12003 Occupational Performance across the Lifespan 1

## Term 1 - 2019

Profile information current as at 30/04/2024 01:31 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 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 - 2019

- 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 Unit Evaluation

**Feedback**

Some students found it challenging to get SPCH students to provide required input on assessment items to meet assignment requirements.

**Recommendation**

OCCT faculty will collaborate with speech pathology faculty to resolve the issue.

#### Feedback from Have Your Say Unit Evaluation

**Feedback**

Students requested clarification about the ISBAR (Identify, Situation, Background, Assessment and Recommendation) information reporting process, and more information on interventions and strategies, be provided before the inter-professional meetings.

**Recommendation**

The interprofessional component of this unit requires additional planning and development by the combined lecturers, with added profession-specific preparation by OCCT faculty of the OT students for their inter-professional meetings.

#### Feedback from Have Your Say Unit Evaluation

**Feedback**

Students requested more explanation and physical demonstration of the assessments covered in the unit.

**Recommendation**

Each assessment should be demonstrated in class and students provided with an opportunity to engage in "testing" situations with each other.

#### Feedback from Have Your Say Unit Evaluation

**Feedback**

Students requested clear instructions at the beginning of the unit about all assessment pieces.

**Recommendation**

Dedicate time in the first lecture to explain and describe all assessment pieces. Ensure that all written documents/rubrics relating to assessments are clear and consistent.

#### Feedback from Have Your Say Unit Evaluation

**Feedback**

Students enjoyed and valued the practical experiences in local primary schools.

**Recommendation**

Continue with the school visit-related professional education component of the unit.

#### Feedback from Have Your Say Unit Evaluation

**Feedback**

Students felt the assessments were very helpful in consolidating learning.

**Recommendation**

Continue with the assessments, and particularly the oral viva end-of-term assessment.

## 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



### 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					

**Graduate Attributes****Learning Outcomes****1 2 3 4 5****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%****3 - Oral Examination - 35%**

## 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

Students may find it easier to refer to a hard copy text in class than to an e-text. There are weekly readings from the prescribed text for this unit, so it is highly recommended that students purchase their own copy. v

Paper copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

Both supplementary texts are available as e-book loans through the University library.

[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  
[n.henwood@cqu.edu.au](mailto:n.henwood@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Developing therapeutic relationships with children and families.	<p><i>Student WIL Manual 2019</i></p> <p>Case-Smith &amp; O'Brien (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. 30-39, 48-53, 56-58, 147-151, 157</li> </ul> <p>Rodger, S., &amp; Kennedy-Behr, A. (Eds.). (2017). <i>Occupation-centred practice with children: a practical guide for occupational therapists</i> (2nd ed.). Chichester, UK: Wiley-Blackwell.</p> <ul style="list-style-type: none"> <li>• pp.83-84.</li> </ul>	Mandatory pre-Work Integrated Learning (WIL) briefing and introduction to ASQ-3 tool.

### Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Planning multidisciplinary sessions with children.	<p>Case-Smith &amp; O'Brien (Eds.) (2015). <i>Occupational Therapy with Children and Adolescents</i> (7th ed.). St Louis, MO: Elsevier.</p> <ul style="list-style-type: none"> <li>• p.11</li> </ul> <p><b>Handout 2A:</b> The case of Ivan  <b>Handout 2B:</b> Scenarios  <i>OT Australia Code of Ethics</i>, (2014).</p> <ul style="list-style-type: none"> <li>• p.3 &amp; p.7</li> </ul>	Work Integrated Learning- see schedule on Moodle.

### Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Reflective practice, developing a personal learning plan & skills for professional communication	<p>Boyt-Schell, B., Gillen, G., &amp; Scaffa, M. (Eds.)(2014). <i>Willard &amp; Spackman's Occupational Therapy</i> (12th ed.). Philadelphia, PA: Lippincott, Williams &amp; Wilkins.</p> <ul style="list-style-type: none"> <li>• pp. 975, 981-984, 997-999</li> </ul> <p>Case-Smith &amp; O'Brien (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. 541,630</li> </ul> <p>SPEF-R © User Manual (2008) (available in Moodle).</p> <ul style="list-style-type: none"> <li>• pp. 40, 42, 44, 46, 48, 50, 52, 53, 58, 59.</li> </ul>	Work Integrated Learning- see schedule on Moodle.

### Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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CO-OP: Goal setting with children.	<p>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>• p. 678 Box 23-4 Steps to developing goals: Questions asked by the occupational therapist.</li> <li>• pp. 642-643 Writing goals and objectives</li> <li>• pp. 325, p. 327, pp. 681-682. Goal Attainment Scaling</li> <li>• pp. 307-317. Cognitive interventions</li> </ul>	Work Integrated Learning-see schedule on Moodle
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**Handout 4A:** ISBAR Sarah

#### Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
	<p>Case of Joshua Nelson from Moodle</p> <p>Case-Smith &amp; O'Brien (Eds.) (2015). <i>Occupational Therapy with Children and Adolescents</i> (7th ed.). St Louis, MO: Elsevier</p> <ul style="list-style-type: none"> <li>• p. 76, pp. 89-93</li> </ul> <p>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://Resource">http://Resource</a></p>	
Preparation for Interprofessional Education Case		No Work Integrated Learning due to school holidays.

#### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Research and preparation for 20% Work Integrated Learning Plan.	<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>Self-directed learning.</p> <p>No Work Integrated Learning this week.</p>

#### Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Motor performance & managing behaviours	<p>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. 164-173, 181-187 Using Tests</li> <li>• pp. 374-384 Managing behaviours</li> </ul> <p><i>Group readings:</i></p> <ul style="list-style-type: none"> <li>• pp 800-804 cerebral palsy</li> <li>• pp651-657 global developmental delay</li> <li>• pp 773-783 autism</li> <li>• pp207-212 &amp; pp308-313 developmental coordination disorder</li> <li>• pp 684-689 genetically related intellectual impairment</li> <li>• pp 325-337 &amp; pp308-313 ADHD</li> </ul>	No WIL. Session Plan consults.

#### Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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School occupations and reports.	<p>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> <li>• pp. 498-501, 503-505, 508-511, 513-519 Prewriting and handwriting skills</li> </ul> <p><i>Updated Case of Joshua Nelson from Moodle</i></p>	<p>WIL as per schedule (see Moodle)</p> <p><b>WIL Plan 20%</b> Due: Week 7 Tuesday (30 Apr 2019) 11:45 pm AEST</p>
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### Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Is it Sensory or is it Behaviour?	<p>Case-Smith &amp; O'Brien (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. 259-260, 266-267</li> </ul> <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>. Bethesda, MD: AOTA Press.</p> <ul style="list-style-type: none"> <li>• pp. 9-16, 19-24, 41, 67-71, 205-207.</li> </ul> <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> Austin, TX: Hammill Institute on Disabilities</p> <ul style="list-style-type: none"> <li>• pp. 101-116, 212-215.</li> </ul> <p><b>Handout 8A</b> Sensory Interventions <b>Handout 8B</b> Cases for ABC analyses</p>	<p>WIL as per schedule (see Moodle)</p>

### Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Therapeutic use of play occupations with children.	<p>Case-Smith &amp; O'Brien (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. 491-494.</li> </ul> <p>Parham, L. &amp; Fazio, L. (Eds.) (2008). <i>Play in occupational therapy for children</i> (2nd ed.). St Louis, MO: Elsevier</p> <ul style="list-style-type: none"> <li>• pp. 29-32, 279-287.</li> </ul> <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>	<p>WIL as per schedule (see Moodle)</p>

### Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Home and School Occupations.	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.  Missiuna, C., Pollock, N., Law, M., Walter, S., & 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.	Last attendance at WIL as per schedule (see Moodle) • Infant simulation case in SPOT class. • Student consults for WIL report
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### Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Case study practice for Oral Exam	Linde, B., Netten, J., Otten, E., Postema, K., Geuze, R., & 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.	Practice time allocated in the tutorial using assessment tools to prepare for Oral Examination. Deadly Ears Team presentation in SPOT class.  <b>Paediatric Competencies 45% Due:</b> Week 11 Tuesday (28 May 2019) 11:45 pm AEST

### Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Professional Reasoning for a paediatric case study.	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>DUE DATE</b> . All students to attend the 1-hour Oral Examination at times allocated and on the day timetabled for BDG and ROK. • Tuesday 4 June: Bundaberg • Thursday 6 June: Rockhampton  <b>Professional Reasoning 35% Due:</b> Week 12 Monday (3 June 2019) 3:00 pm AEST

## Term Specific Information

### Readings:

- All sources listed in the weekly schedule are the essential PRESCRIBED readings you will be expected to complete *prior to class*. Specific pages have been listed to enable student learning activities to run efficiently in class for that week.
- **Students who do not complete pre-readings may find class information more difficult to follow.**
- Additional optional readings may be listed in Moodle and in some weekly handouts.

### Fieldwork and WIL:

- The use of the term "fieldwork" in Unit Profile information is being transitioned to the CQUniversity standard term "Work Integrated Learning" or abbreviated as "WIL". In some instances, the term "fieldwork" is still used in the OCCT12003 profile, as it could not be changed in time for 2019. In all cases, you can consider fieldwork to mean WIL. This change is expected to fully transition for 2020.

## Assessment Tasks

### 1 WIL Plan 20%

#### Assessment Type

Written Assessment

#### Task Description

##### Overview and purpose:

*This assignment is intended to extend the work you did in OCCT11002 when you reflected on your skills during a client interview. Working with an adult and working with a child is inherently different. You need to modify your communication and actions to suit the child. How to do this appropriately will be discussed in several classes. In practice, you will encounter many situations that you may not have experience dealing with. It is vital to consider how you are going to keep the child engaged and to manage their behaviour. You will get lots of opportunities to practice and try out what is effective or not at WIL. It is okay at this stage of your professional development to make mistakes. It is important that you can identify specific areas where you could improve your performance. Owning the responsibility for identifying and developing personal skills and knowledge is one of the key characteristics of a professional.*

##### Instructions:

Complete all sections (1-9) of the WIL Plan template (available in the *Assessment Resources* Folder in Moodle).

*Sections 1- 7:*

- You will provide examples of “clinical scripts” which are phrases or actions you will use to guide your interactions in the WIL setting. These “clinical scripts” can be used verbatim in future clinical encounters if they work well, or adapted in the context once you begin to develop more confidence. There are 23 scenarios where you must provide brief responses of what you would do and say with a child. In some scenarios, you are asked to provide in-text citations of references that support your statements, or a rationale for your choice. The WIL Plan template and marking rubric will help you know what you need to do for each section and scenario.

*Section 8:*

- You will write a reflection on your first few weeks at WIL to identify areas where you feel you need more skills or knowledge. This should be about 300 words  $\pm$  10%. You will use the SPEF-R© to help guide areas of occupational therapy paediatric practice that you need to improve. The SPEF-R© is the standard Placement Evaluation tool used by all Australian occupational therapy student practice educators to assess students. It is important for you to become familiar with this tool, even though it will not be used to assess your WIL performance in OCCT12003. The SPEF-R© will help you develop your professional learning plans for your upcoming Year 3 and 4 placements.
- You will set yourself two goals to achieve during the rest of your time at WIL that link to your identified knowledge gaps. (You will reflect on your achievement of these goals later in the term for your 45% Portfolio Assessment). You need to ensure both of your goals contain ALL behavioural components of a SMART goal as discussed in Week 4 OCCT12003 classes (condition, behaviour, criteria, and time frame).
- You will provide two strategies for each goal (2 X 2 = 4 strategies) that explain HOW you will achieve each of your goals. For examples of two strategies, see Handout 3B.

*Section 9:*

- You will provide an APA 6 style reference list of at least 5 high-quality professional references in APA 6 style from occupational therapy or other peer-reviewed publications that support the statements and reflections you have made. At least one of these references can be your textbook, and one should be the SPEF-R©.

#### Assessment Due Date

Week 7 Tuesday (30 Apr 2019) 11:45 pm AEST

#### Return Date to Students

Week 9 Tuesday (14 May 2019)

Feedback via Moodle

#### Weighting

20%

#### Minimum mark or grade

50%

## **Assessment Criteria**

### **Section 1 (10 marks)**

- Greeting is age appropriate and shows interest and enthusiasm towards the child to build rapport. Language and gestures used are easy for child to understand. *2.5 marks*
- Introduces self to child appropriately using child's and class teacher's name *2.5 marks*
- Gives child a brief overview of what you will be doing using language, gestures and props that are age appropriate. *2.5 marks*
- Has a plan to respond appropriately to child's range of behaviours (cooperative, reluctant, upset) and describes the physical and emotional spaces to support child's participation. Draws a diagram of physical space, planned position of self and child. *2.5 marks*

### **Section 2 (12 marks)**

Gives two referenced and justified examples of

- open questions to use with the child and *4 marks*
- a phrase that has been modified to suit the child's level of understanding *4 marks*

Gives referenced and justified examples of one question and one direct instruction. *4 marks*

### **Section 3 (5 marks)**

- Gives an example of how you will position your body in relation to the child to show you are relaxed, calm and attentive. *2.5 marks*
- Gives an example of what facilitating gestures you will use to support rapport and trust building. *2.5 marks*

### **Section 4 (10 marks)**

Gives an example of how you will:

- speak clearly to the child using everyday language. *2.5 marks*
- use an appropriate volume, rate and intonation in speaking to the child. *2.5 marks*
- use a verbal cue or praise with the child to motivate participation. *2.5 marks*
- clarify if the child is confused or uncertain. *2.5 marks*

### **Section 5 (20 marks)**

Gives two referenced and justified examples of phrases to use with the child to:

- give them time to respond to questions. *5 marks*
- assist them to complete activities in a timely manner. *5 marks*
- maintain rapport *5 marks*
- show empathy *5 marks*

### **Section 6 (12 marks)**

Gives references for examples of two strategies that effectively:

- prepare and organise appropriate activities before the session. *4 marks*
- estimates time for each activity and uses all time allowed during the session. *4 marks*
- describes liaison with SP student peers to share information about the child with the teacher *4 marks*

### **Section 7 (6 marks)**

Gives a referenced and justified example of phrases you will use to:

- prepare the child for the end of the session. *2 marks*
- check with the child's teacher if there were any questions or concerns. *2 marks*
- transition the child to return to class or to meal break. *2 marks*

### **Section 8 (20 marks)**

- Provides a reflection of areas of paediatric occupational therapy knowledge gaps and skills to develop at WIL and how they link with a domain or item of the SPEF-R. *8 marks*
- SMART goals are written appropriately and contain all the behavioural components required. Goals link to an identified knowledge gap and are achievable at WIL. *4 marks*
- Both strategies for each goal clearly describe the steps and actions you will take to achieve and/or implement your learning goal. Includes a statement to measure goal achievement. *8 marks*

### **Section 9 (5 marks)**

- 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 Paediatric Competencies 45%

### Assessment Type

Portfolio

### Task Description

#### Overview and purpose:

*You will prepare, create and submit a collection of documents across the term as evidence of your learning and emerging occupational therapy competencies for paediatric practice.*

*Total Word Count = no total limit. Your revised draft of the written WIL Report should be  $\leq 600$  words, not including 1-2 pages of resources you create.*

#### Instructions:

The documents you must include in your portfolio are:

##### 1. WIL Report:

- **The first draft** of a written report using the *WIL report template*, briefly summarising your WIL activities (Initial Assessment and Occupation as 'means' and 'ends') and with 2-3 recommendations for a child you worked with (maximum of 2 pages/600 words).
- **A revised draft** of your written report with changes in response to feedback from your week 10 consult with academic staff.
- 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 a one-page screenshot of the **Flesch-Kincaid readability measure** as evidence of the readability level of your revised report.
- **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 occupational performance towards the end of your WIL.

2. Copies of your completed and scored *ASQ-3 test forms* (do not use child's name in this- blank it out for confidentiality).

3. A complete (signed, dated and total hours correctly calculated) *Log of Hours template* recording your actual attendance at WIL, including on-site debrief/discussions. This is not graded. It is required evidence towards your 1000 WIL hours in CB84.

4. IPE Case: Two completed *ISBAR templates* documenting your interprofessional team discussions for Joshua Nelson's case during IPE sessions 1 and 2.

5. Session Plans: Two completed *Session Plan templates* (part of your Preparation for Intervention at WIL).

##### 6. Professional Learning:

- A written reflection that addresses how you met your two learning goals identified in the 20% WIL Plan (approx. 300 words).

- You will provide evidence for your developing skills in selected areas of the Australian occupational therapy competency standards (AOTCS) 2018. Write a brief comment (maximum 10 X 3-4 sentences) for each of the 10 competencies below about how you demonstrated this skill during your WIL, classes, and OCCT12003 assessments and/or in the IPE case study with other discipline student peers.

**Ten selected AOTCS competencies from all four domains:**

**Professionalism:**

1.3 Maintains professional boundaries in all client and professional relationships

1.10 Practises within limits of her/his own level of competence and expertise

**Knowledge and learning**

2.1 Applies current and evidence-informed knowledge of occupational therapy and other appropriate and relevant theory in practice

2.7 Implements a specific learning and development plan when moving to a new area of practice

**Occupational therapy process and practice**

3.2 Performs appropriate information gathering and assessment when identifying a child's status and functioning, strengths, occupational performance and goals

3.9 Implements an effective and accountable process for handover

3.12 Uses effective collaborative, multidisciplinary and interprofessional approaches for decision-making and planning

**Communication**

4.1 Communicates openly, respectfully and effectively

4.2 Adapts written, verbal and non-verbal communication appropriate to the client and practice context (child and school)

4.10 Seeks and responds to feedback, modifying communication and/or practice accordingly.

**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 will include
Draft Report_yourname	WIL Report- first draft & feedback Screenshot of revised draft readability measure
CQureport2019_childsname_FSS/STJ/STM/BSS (Select school name)	Revised draft Report with changes & resources
ASQ_yourname	Completed scored ASQ-3 pages
ISBAR records_yourname	Session #1 for IPE case of Joshua Nelson Session #2 for IPE case of Joshua Nelson
12003HoursLog2019_yourname	Signed, dated and correct totals of hours
OTCompetencies_yourname	Learning goals achievement Two completed Session Plan Templates 10 X Occupational therapy competencies

**Assessment Due Date**

Week 11 Tuesday (28 May 2019) 11:45 pm 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 (10 June 2019)

2 weeks

**Weighting**

45%

**Minimum mark or grade**

50%

**Assessment Criteria**

**WIL Report (40 marks):**

- Clear and professional factual description of the environment where child was seen. (5 marks)
- Accurate, valid, clear, understandable and succinct description of the child's strengths clearly indicating evidence for statements (5 marks)
- Accurate, valid, readable and succinct description of child's areas of concern clearly indicating evidence for statements (5 marks)
- Understandable, relevant, succinct and professional analysis of the child's ASQ-3 results. (5 marks)
- Explains two appropriate and effective strategies recommended and provides resources to achieve child's occupational performance needs. (2 X 5 =10 marks)

- Evidence of response to feedback in revised draft ready for caregivers to read. (5 marks)
- Required ASQ-3 pages are present in correct order, clearly readable and sections are completed. (5 marks)

#### **IPE Case of Joshua Nelson (10 marks).**

- Clearly expressed record of team discussions on an ISBAR for each IPE session, content is relevant to the paediatric case study. (2 X 5 =10 marks)

#### **Session Plans (20 marks)**

- Two clearly expressed Session Plans are completed, appropriate goals are provided in the correct format. (2 X 5 =10 marks)
- Rationale and specific scaffolding for three activities in each Session plan is evidence-based. (2 X 5 =10 marks)

#### **Professional Learning (30 marks)**

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

#### **Referencing Style**

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

#### **Submission**

Online

#### **Submission Instructions**

Submit all 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 Professional Reasoning 35%**

#### **Assessment Type**

Oral Examination

#### **Task Description**

##### **Overview and purpose:**

*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 realistic clinical practice skills you need to develop.*

##### **Content of the Oral Exam:**

The Oral Examination will relate to your clinical 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 cases are summarised in the following table:

<b>Age of child</b>	<b>Child's condition</b>	<b>Assessment Tool</b>
20 months	Global Developmental Delay	Symbolic Play Test



40 months	Autism	SIPDC
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 the 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 complete the following components of the OTTP 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 six 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): provide details about the following intervention components:

- List the contexts and environments where the child will need to develop their occupational performance for the goal.
- 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 (3 June 2019) 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 4 June, ROK students Exam Thursday 6 June.

**Return Date to Students**

Feedback will be returned at Certification of Grades on 13 July

**Weighting**

35%

**Minimum mark or grade**

50%

**Assessment Criteria**

1. Correctly arranges test environment and efficiently simulates administration of 3 items from assessment tool **(15 marks)**
2. Accurately describes features of the assessment tool and explains reasons why it is appropriate for the child **(15 marks)**
3. Identifies and discusses 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. Generates an appropriate range of intervention solutions for skill transfer. **(15 marks)**
8. Method described to measure occupational outcome is relevant to intervention solutions discussed **(5 marks)**
9. Effective professional verbal and nonverbal communication (eye contact, body language, speech volume, pace and enthusiasm) **(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