OCCT12003 *Occupational Performance across the Lifespan 1*

Term 1 - 2020

Profile information current as at 12/10/2024 03:51 pm

All details in this unit profile for OCCT12003 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

Corrections

General Information

Overview

This unit will explore the potential contribution of the occupational therapist during childhood and examine occupational performance profiles for children with different conditions. You will learn to apply occupational therapy processes for assessment, goal setting and carrying out interventions with children and be introduced to professional reasoning and evidence based practice in the paediatric context. Your learning will be enhanced through regular work integrated learning visits during the term, during which you will gain practical experience working with children. You will learn how teams work together with children and families to address their needs. Selected issues impacting upon occupational performance from birth to middle childhood 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:OCCT11002OCCT11001PSYC11010ALLH11001ALLH11004 or BMSC11008ALLH11005 or BMSC11007ALLH11006ALLH12007 or ALLH11009
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 - 2020

- Bundaberg
- Rockhampton

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

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

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online resource/s**
Weighting: Pass/Fail
2. **Written Assessment**
Weighting: 25%
3. **Oral Examination**
Weighting: 30%
4. **Portfolio**
Weighting: 45%

Assessment Grading

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

CQUniversity Policies

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

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Have Your Say

Feedback
Students reported needing more preparation in class before attending WIL experiences.

Recommendation
It is recommended that a trial will be carried out in 2020 to schedule WIL later in the term and teach information relevant to WIL intensively prior to students commencing WIL.

Feedback from Have Your Say Personal communications

Feedback
Students felt their learning was less supported without an academic in class at Bundaberg, although they appreciated the Bundaberg WIL supervisor.

Recommendation
It is recommended that continued efforts will be made to recruit suitable staff for both campus offerings of WIL and tutorials.

Feedback from Have Your Say

Feedback
Some students reported that their questions were sometimes not answered.

Recommendation
It is recommended that opportunity for students to ask questions in classes will continue to be offered and encouraged. Student Moodle forum posts and emails will be responded to within two working days. Students will be advised that communications sent after usual hours and over the weekend will not be responded to immediately, and may take up to two working days for a response.

Feedback from Have Your Say

Feedback
Some students commented that they had difficulty understanding Unit assessment pieces.

Recommendation
It is recommended that each assessment piece is clearly explained in class to students in Week 1, and repeated opportunities are provided for students to ask questions about the assessments across the term.

Feedback from Have Your Say

Feedback
Students had difficulty locating Unit resources for learning activities on Moodle and some weblinks were broken.

Recommendation
The Moodle site will be updated for 2020 and plans are in place to utilise the e-Reading list for improving ease of student access to library resources. It is planned to show students where resources are located in the Unit Moodle site in Week 1 classes. Weblinks will be checked and updated prior to term commencing, however the permanent availability of useful external web resources cannot be guaranteed.

Feedback from Have Your Say

Feedback
Feedback for assessments was not provided in time for the next task.

Recommendation
It is recommended that changes to the order, due dates and weighting of assessment tasks occur. These changes have been approved for 2020. The Portfolio will now be the final Assessment, so that there is sufficient time for students to receive feedback from earlier tasks. The published feedback return dates in the Unit Profile will be adhered to.

Unit Learning Outcomes

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

1. Identify key cultural, developmental and environmental factors influencing the occupational performance of infants and children
2. Provide evidence of work integrated learning needs and achievements for paediatric practice
3. Explain and demonstrate the use of selected assessment tools for children with specific impairments
4. Write short term occupation-focused goals and recommendations for caregivers to carry out with children
5. Apply professional reasoning to present evidence-based occupational therapy interventions for paediatric cases.

The new unit overview, unit learning outcomes, and assessment pieces are aligned with requirements in the Australian Occupational Therapy Competency Standards (AOTCS, 2018). These competency standards acknowledge the diversity of roles and contexts that currently exist in occupational therapy practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level | • Introductory Level | • Intermediate Level | • Graduate Level | ◦ Professional Level | ◦ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Online resource/s - 0%		•			
2 - Written Assessment - 25%	•				
3 - Oral Examination - 30%			•	•	•
4 - Portfolio - 45%	•	•	•	•	•

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	•			•	

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Online resource/s - 0%		•		•		•		•		
2 - Written Assessment - 25%	•	•	•	•		•	•	•	•	
3 - Oral Examination - 30%	•	•		•		•	•	•		
4 - Portfolio - 45%	•	•	•	•	•	•		•	•	

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
OCCT12003

Supplementary

Sensory Integration : Theory and Practice
Edition: 3rd (2020)
Authors: Anita C. Bundy and Shelly J Lane
F.A. Davis
Philadelphia , PA , USA
ISBN: ISBN-13: 978-0-8036-4606-3
Binding: eBook

Additional Textbook Information
The prescribed text is a valuable resource for class learning activities and taking to all paediatric work integrated learning experiences and is worth purchasing. The library e-book version has a limited number of users, and may not always be accessible for online loan. If you prefer your own copy, they are available for purchase at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code)
Supplementary texts are available as an e-book through the library and do not need to be purchased. Supplementary texts will contain a limited number of prescribed and optional readings.

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 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
What does a paediatric occupational therapist do?	See the Week 1 e-Reading list. **A:** Case-Smith, J. & O'Brien, J. (2015). *Occupational Therapy for Children and Adolescents.* • Models pp. 30-39,48-53, 56-58. • Working with families pp. 147-151, 157. **B:** Fazio, K., Hicks, E., Kuzma, C., Leung, P., Schwartz, A., & Stergiou-Kita, M. (2008). The Canadian Practice Process Framework: Using a conscious approach to occupational therapy practice. *Occupational Therapy Now, 10*(4), 6-9. **C:** Rodger, S., & Kennedy-Behr, A. (Eds.). (2017). *Occupation-centred practice with children : a practical guide for occupational therapists.* • Case of Johnny pp. 83-84 • Professional reasoning pp. 363-365	

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic

Developing a child's occupational profile	See the Week 2 e-Reading list. **A:** Case-Smith, J. & O'Brien, J. (2015). *Occupational Therapy for Children and Adolescents.* • Occupational profiling p.11 **B:** Boyt-Schell, B., & Gillen G. (2019). *Willard & Spackman's Occupational Therapy.* • Sensory integration pp. 259-260; 266-267 **C:** Watling, R., Davies, P.L., Koenig K.P., & Schaaf, R.C. (2011). *Occupational therapy practice guidelines for children and adolescents with challenges in sensory processing and sensory integration.* • Evaluation of sensory processing in occupational performance pp. 9-16 • observations of performance components pp. 19-24 • approaches and strategies p. 41 • recommendations pp. 67-71, • glossary of terms pp. 205-207	

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Goal setting for different contexts	See the Week 3 e-Reading list. **A:** IPE case of Ozzy **B:** ISBAR- A standard mnemonic to improve clinical communication. **C:** Case-Smith, J. & O'Brien, J. (2015). *Occupational Therapy for Children and Adolescents.* • Reflective practice p. 630 • Goals, pp. 678, 642-643 • GAS pp. 325, 327, 681-682 • Cognitive interventions pp. 307-315	IPE Seminar 1 **Hurdle Task** Due: Week 3 Thursday (26 Mar 2020) 9:00 am AEST

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic

Motor assessment	See the Week 4 e-Reading list. **A:** Case-Smith, J. & O'Brien, J. (2015). *Occupational Therapy for Children and Adolescents.* • Motor control and motor learning principles pp. 208-215 • Standardised tests pp. 164-173, 181-187 • Handwriting skills pp. 498-501, pp. 503-505, pp 508-511, pp. 513-519 • Self-dressing milestones p. 439 **B:** Cools, W., De Martelaer, K., Samaey, C., & Andries, C. (2009). Movement skill assessment of typically developing preschool children: a review of seven movement skill assessment tools. *8*(2), *Journal of Sports Science and Medicine,* 154+. **C:** SPEF-R © (2008). The University of Queensland • pp. 40, 42, 44, 46, 48, 50, 52, 53, 58, 59.	

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Interprofessional Paediatric Treatment teams	See the Week 5 e-Reading list. **A:** Case-Smith, J. & O'Brien, J. (2015). *Occupational Therapy for Children and Adolescents.* • Hospital based teams pp. 713-714 **B:** IPE Updated Case of Ozzy documents	IPE Seminar 2 **Work Integrated Learning Plan** Due: Week 5 Wednesday (8 Apr 2020) 12:00 pm AEST

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
	No essential readings this week.	

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Managing therapy sessions	See the Week 6 e-Reading list. **A:** Case-Smith, J. & O'Brien, J. (2015). *Occupational Therapy for Children and Adolescents.* • functions of challenging behaviors pp. 374-376 • prevention pp. 376-379 • intervention strategies pp. 381-384 **B:** Boyt-Schell, B., & Gillen G. (2019). *Willard & Spackman's Occupational Therapy.* • WIL preparation pp. 1088-1091 **C:** OTAustralia Code of Ethics (2014).	WIL plan feedback in Gradebook.

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Play assessment	See the Week 7 e-Reading list. **A:** Case-Smith, J. & O'Brien, J. (2015). *Occupational Therapy for Children and Adolescents.* • Play in intervention pp. 491-494 • Using tests pp.164-173, 181-187 **B:** Stanley, G.C. & Konstantareas, M.M. (2007) Symbolic play in children with Autism Spectrum Disorder. *J Autism Dev Disord* 37: 1215.	Attend WIL host and debrief Seminar B.

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Working with indigenous populations	See the Week 8 e-Reading list. **A:** Deadly Ears Fact sheets: • Middle Ear Disease • Support Strategies **B:** Nelson, A., McLaren, C., Lewis, T., and Iwama, M. (2017) Cultural Influences and occupation-centred practice with children and families. In Rodger, S., & Kennedy-Behr, A. (Eds.). (2017). *Occupation-centred practice with children : a practical guide for occupational therapists.* pp 73-91.	Deadly Ears Team workshop B with SPCH students (TBC). Attend WIL host and debrief Seminar B.

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Participation assessment	See the Week 9 e-Reading list. **A:** Case-Smith, J. & O'Brien, J. (2015). *Occupational Therapy for Children and Adolescents.* • social participation pp.346-349 • rates of participation p. 352 • interventions pp. 359-363 **B:** Imms, C. (2008) Review of the Children's Assessment of Participation and Enjoyment and the Preferences for Activity of Children, *Physical & Occupational Therapy In Pediatrics,* 28:4, 389-404. **C:** 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. *American Journal of Occupational Therapy*, *60*(2), 204–214.	Attend WIL host and debrief Seminar B.

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Preparing for Oral Exam and Portfolio assessments	See the Week 10 e-Reading list. **A:** Case-Smith, J. & O'Brien, J. (2015). *Occupational Therapy for Children and Adolescents.* • Documenting findings pp. 674-675 • Providing helpful information p.147 • Communication between parents & professionals p.150	Attend WIL host and debrief Seminar B.

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic

Infant handling simulation	See the Week 11 e-Reading list. **A:** Case documents for Kiano. **B:** Case-Smith, J. & O'Brien, J. (2015). *Occupational Therapy for Children and Adolescents.* • Early intervention, pp. 638-640, 643-644, 646-649, 653 **C:** NDIS website: How ECEI works.	
Week 12 - 01 Jun 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Oral Exam	Revise the Unit content and prepare for your oral exam.	**Oral Exam** Due: Week 12 Monday (1 June 2020) 3:00 pm AEST
Exam/Review Week - 08 Jun 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
WIL report Zoom consult		Oral Exam feedback Friday 12 June.
Exam Week - 15 Jun 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Portfolio Due: Exam Week Monday (15 June 2020) 3:00 pm AEST

Term Specific Information

Essential readings are listed in the Unit Profile. These and recommended additional (optional) readings are available through the library e-Reading list for OCCT12003.

Assessment Tasks

1 Hurdle Task

Assessment Type
Online resource/s

Task Description
This is a Hurdle Task that MUST be completed to stay enrolled in this Unit. No extensions will be given.

Instructions:

- You must upload the letter from the HMAS Work Integrated Learning team stating that your online mandatory checks are up to date and complete.
- A screenshot of your SONIA documents is **NOT** acceptable.

Background:
In order to ensure that you are able to fully access the Work Integrated Learning (WIL) opportunities embedded in this unit, you must show that you have completed all necessary checks and vaccinations. You must have uploaded all required evidence to SONIA and received a letter from the Health, Medical and Applied Sciences School (HMAS) WIL team to say your requirements are up to date and complete.

Due date is before census day:
This is to allow withdrawal without penalty if you cannot meet all preclinical requirements.

Marking:
There are two possible outcomes from this task:

1. Completed students will be marked as a Pass and remain enrolled in the unit.
2. Incomplete students will receive an email advising them to withdraw before Census Date on 31 March.

Assessment Due Date
Week 3 Thursday (26 Mar 2020) 9:00 am AEST

Upload your WIL team letter to Moodle before the due date

Return Date to Students
Week 4 Monday (30 Mar 2020)

Students will be advised by email of the marking outcome

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
Pass: HMAS WIL team letter is uploaded and advises that all mandatory checks are complete and up to date.
Fail: No HMAS WIL team letter uploaded to Moodle OR HMAS WIL team letter is uploaded but advises that some mandatory checks are incomplete or out of date.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Upload WIL team letter to Moodle before due date

assessmentOutcome

- Provide evidence of work integrated learning needs and achievements for paediatric practice

assessmentGradAttribute

- Problem Solving
- Information Literacy
- Information Technology Competence
- Ethical practice

2 Work Integrated Learning Plan

Assessment Type
Written Assessment

Task Description

Overview and purpose:
This assignment intends to assist you to prepare adequately for your upcoming WIL experience. The objectives of this assignment are

- To familiarise you with some of the common conditions you may come across in paediatric occupational therapy practice.
- To create a document to use as a resource for your Work Integrated Learning (WIL) experience.
- To write individualised learning goals in relation to knowledge, skills or practice you want to improve at WIL.

The written assignment has two parts- a group and individual component.

Instructions for completing the group written assignment:
Individual and Group component authors:

- University policy requires group work to have an assessable individual component.
- Each student is expected to individually author one chapter about a condition.
- The remaining chapter/s are to be collectively authored by all members of the group.
- Each condition chapter is anticipated to be around 1050 words total, not including headings or references.
- The word counts provided are a guide to how much detail to provide and are not part of any marking criteria.
- All members of the group will submit the finished document.

You will use the library, your weekly readings and class information to write appropriate information relevant to each condition. Please format your findings as a separate chapter for each condition, with an APA 6 style reference list for

each chapter. The references for the *ICD-10* and **DSM-V** are listed beside each condition.

1. Autism spectrum disorder (*F84*; **299.00**)
2. Attention deficit disorder (*F90.0 F90.1, F90.2*; **314.01, 314.00**)
3. Cerebral palsy (*G80-G83*)
4. Developmental coordination disorder (*F82*; **315.4**)
5. Intellectual disability (*F70-F73*; **317, 318.0 318.1, 318.2**)

Chapter content:
Answer the following seven questions for each of the five conditions with appropriate referencing to support your statements. These questions relate to steps 1-5 of the Canadian Practice Process Framework **(Townsend & Polatajko, 2013).**

1. **Enter/initiate:** What are the diagnostic criteria for a child to be considered to have this condition? Consult the **ICD-10** (2016) and/or the **DSM-V** (2013) to summarise the key criteria *in your own words*. **(100 words)**
2. **Enter/initiate:** Explain (with supporting evidence) a range of reasons why a child with this condition may be referred to an occupational therapist. **(100 words)**
3. **Set the stage:** Write an example of a short-term occupation focused (participation) SMART goal in the behavioural objective style for a child with this condition. See Boyt-Schell & Gillen (2019) p.577 for examples of improved goal statements. **(50 words)**
4. **Assess/evaluate:** Name three occupational performance areas you would assess for a child with this condition. Suggest one appropriate culturally appropriate occupation focused evaluation tool to use for each occupational performance area and explain why the assessment will assist your treatment planning. **(300 words)**
5. **Assess/evaluate**: Name what other disciplines may the child need referral to and why? **(100 words)**
6. **Agree on objectives and plan**: Is there any public or other funding for therapy to address participation goals for a child with this condition? If so, what are the criteria you would need to provide evidence of for funding purposes? If no additional funding is available, explain what options a client would have to pay for therapy. **(100 words)**
7. **Implement the plan**: Describe one treatment approach for children with this condition (to address your occupation focused goal in **Set the stage**) that has Level I, II or III evidence of effectiveness. How often would the child need to attend therapy to gain a reasonable outcome? **(300 words)**

Instructions for completing the Individual component
Each student will submit an individual reflection **(500 words)** as part of your preparation for WIL.
In your reflection, you will

1. Identify two areas that you anticipate will be positive outcomes from your WIL experience. **(100 words)**
2. Identify two areas that you consider will be challenging about your upcoming WIL experience. **(100 words)**
3. Develop two SMART behavioural objective style goals for your learning to address your expected challenges. **(50 words)** You must include all components of the SMART goal. Make sure your goal is focused on ONE area of your learning. For example: *"By the week 11 WIL session, I will be able to write neat, legible observational notes that do not require more than 20% rewriting or reformatting."*
4. Develop a strategy for each goal to explain what steps you will do to improve your skill, knowledge or practice for each of your learning goals. Remember that you will later reflect on your achievement of these goals in your Assessment 4 Portfolio. **(250 words).**

Assessment Due Date
Week 5 Wednesday (8 Apr 2020) 12:00 pm AEST

Return Date to Students
Week 6 Wednesday (22 Apr 2020)

Weighting
25%

Minimum mark or grade
50%

Assessment Criteria
For this assessment, marking criteria 1-9 will be applied to both the individual chapter and the group chapter. You will obtain both an individual and group mark out of 40. Criteria 10-14 will be applied to your individual work for a mark out of 20. Your total raw score out of 100 will then be converted to an equivalent mark out of 25 that appears in Moodle Gradebook.

1. Summarises key diagnostic criteria for the condition using effective paraphrasing. **(5 marks X 2)**
2. Provides reasons for referral to occupational therapy. **(2.5 marks X 2)**
3. Writes an occupation focused SMART goal. **(2.5 marks X 2)**

4. Identifies occupational performance areas relevant to the condition. **(10 marks X 2)**
5. Provides a rationale for use of an occupational performance evaluation tool. **(2.5 marks X 2)**
6. Provides reasoning for appropriate referrals suggested for the condition. **(2.5 marks X 2)**
7. Explains funding options and eligibility criteria. **(2.5 marks X 2)**
8. Describes an appropriate treatment approach and therapy dosage required. **(10 marks X 2)**
9. Cites at least 5 high quality professional references in APA 6 style. **(2.5 marks X 2)**
10. SMART goal #1 contains behavioural components. Goal links to an identified knowledge gap and is achievable at WIL. **(2.5 marks)**
11. Strategy for goal #1 describes the steps you will take to achieve your learning goal. Includes a measure of goal achievement. **(5 marks)**
12. SMART goal #2 contains behavioural components. Goal links to an identified knowledge gap and is achievable at WIL. **(2.5 marks)**
13. Strategy for goal #2 clearly describes the steps you will take to achieve your learning goal. Includes a measure of goal achievement. **(5 marks)**
14. Written communication uses appropriate terminology, flow and articulation of ideas, spelling & grammatical conventions. **(5 marks)**

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
You must submit a copy of both your group work and your individual work

assessmentOutcome

- Identify key cultural, developmental and environmental factors influencing the occupational performance of infants and children

assessmentGradAttribute

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

3 Oral Exam

Assessment Type
Oral Examination

Task Description

Overview and Purpose
You are required to participate in a 20-minute Oral Examination. This assessment is designed to allow you to

- Synthesise the knowledge you have gained in OCCT12003 and earlier units of study.
- Apply several components of the Canadian Practice Process Framework and your professional reasoning skills to an authentic paediatric case.
- Demonstrate being able to quickly assimilate information, confidently administer assessments and plan for intervention as these are realistic clinical practice skills you need to develop.

Instructions for the Oral Exam
Handwritten notes:

- 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.They will be printed for you in colour as part of your exam materials package.
- Submit a scanned copy of your page to Moodle by 3.00pm Monday Week 12.
- Your notes will be included 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.

Exam schedule:

- There are separate scheduled exam days for ROK and BDG. Each student will be allocated a time to attend which will be published after Census date.

On the Exam day you will:

- Arrive 30 minutes before your allocated Examination time.
- Be supervised in the Case Perusal room for 20 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 selected assessment tool test items before your Oral Examination timer is started.
- Be allowed 20 minutes in the Oral Examination room to complete the components (suggested timing is below) of the CPPF about the case from the perusal information provided.

Content of the Oral Exam
The Oral Examination will contain eight (8) questions evaluating your professional reasoning about assessment and intervention for one of six possible case studies of a child referred to occupational therapy. Each question has a suggested time frame for completion to assist you to focus your preparation during the exam and perusal time. 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:

Age of child	Child's condition	Assessment Tool
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

Question 1.
Assess/Evaluate (4 minutes):

- Use your *procedural reasoning* to demonstrate confident administration of 2 selected items from the assessment tool allocated to your case.
- The assessment manual, any test kit items and test forms will be present during the Examination.

Question 2.
Enter/initiate (2 minutes):
Use your *scientific and diagnostic reasoning* skills to provide a rationale for why the assessment tool was suitable or unsuitable for use with this child. Explain verbally

- the purpose 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 and why.
- if it is norm/criterion referenced.
- which aspect/s of ICF it looks at.
- why you think it is an occupation centred tool or not.

Question 3.
Enter/initiate (2 minutes):
Use your *scientific reasoning* skills to select and justify one appropriate OT practice model (either the PEO, Kawa, or CMOPE-E) and one theoretical approach to intervention for the child’s condition. Select the most appropriate intervention approach from the following theories:

- Social cognitive.
- Behavioural.
- Motor skill acquisition.
- Sensory based approaches.
- Coaching/consultation.
- Neurodevelopmental.
- Biomechanical.

Question 4.
Set the stage (3 minutes):

- Use your *narrative reasoning* skills to describe the child's supports and barriers from the information given in the occupational profile.

Question 5.
Objectives and Plan (2 minutes):

- Use your *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.

Question 6.
Implement plan (3 minutes):
Use your *pragmatic and interactive reasoning* skills to 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.
- Explain strategies you will use to teach the child the needed occupation.
- Develop a treatment plan for allocating 20 direct/indirect sessions for the child to practice the needed occupation. You will assign the number of therapist and caregiver directed sessions and the locations where practice will take place.

Question 7.
Monitor/modify (2 minutes)

- Use your *interactive reasoning* skills to describe the type of prompts and any behaviour management strategies you would use.
- Explain how you would negotiate to involve the child and any other stakeholders.

Question 8.
Outcome assessment (2 minutes):

- Use your *conditional reasoning* skills to present an appropriate 5-point Goal Attainment Scale for your goal.

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

Assessment Due Date
Week 12 Monday (1 June 2020) 3:00 pm AEST

Handwritten notes to be submitted by due time

Return Date to Students
Review/Exam Week Friday (12 June 2020)

Feedback via Moodle

Weighting
30%

Minimum mark or grade
50%

Assessment Criteria
This assessment will be given a raw score that is marked out of 100. Your raw score will then be converted to a final mark out of 30 and posted to Moodle. Marking criteria number 9 will be applied for the duration of your 20 minute Oral Exam participation. Marking criteria 1-8 below relate to each question of the Oral Exam:

1. Arranges test environment and simulates administration of 2 items from assessment tool provided. **(15 Marks)**
2. Describes features of the assessment tool and explains why it is appropriate for the child. **(10 Marks)**
3. Rationale explains why the OT practice model and theoretical approach for intervention chosen are appropriate for the child. **(10 Marks)**
4. Discusses a range of personal supports and barriers for the child's performance. **(10 Marks)**
5. Discusses a rationale for choice of a SMART goal to address an occupational performance need. **(10 Marks)**
6. Generates an appropriate range of intervention solutions for the identified goal. **(15 Marks)**

7. Provides a range of appropriate strategies for modifying and monitoring the child's intervention **(10 marks)**
8. Goal Attainment Scale criteria are relevant to intervention solutions discussed. **(10 Marks)**
9. Demonstrates 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
Online

Submission Instructions
Upload your one page back and front of handwritten notes to Moodle by the due time.

assessmentOutcome

- Explain and demonstrate the use of selected assessment tools for children with specific impairments
- Write short term occupation-focused goals and recommendations for caregivers to carry out with children
- Apply professional reasoning to present evidence-based occupational therapy interventions for paediatric cases.

assessmentGradAttribute

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

4 Portfolio

Assessment Type
Portfolio

Task Description

Overview and Purpose
You will prepare, create and submit a collection of documents across the term.
The aims of the portfolio are for you to:

- Score and interpret real assessment results for children.
- Provide evidence of your professional reasoning and goals for session planning.
- Practice preparing professional reports and realistic recommendations for caregivers using health literacy principles.
- Keep a written record of your WIL hours.
- Provide evidence of meeting your WIL goals.
- Explain your emerging occupational therapy competencies for paediatric practice.

Instructions for completing Portfolio documents
Word count and file size:

- There is no total word limit for the Portfolio. Your revised WIL draft should be ≤ 600 words not including 1-2 pages of resources you create.
- Please keep each file to under 2MB. You will be able to submit up to 20 files if you need to separate large files into smaller parts.
- Large file size is a common issue for the screening tool forms if they are photographs rather than pdf scans. Please use appropriate facilities to scan your documents. (the library has the ability for you to send scanned documents to your email account.)

Log of WIL hours Wiki:

- You must use the Moodle wiki to log your WIL related hours.
- I will sign off when your hours are accurately recorded from information I receive from the on-site clinical supervisors.
- Please keep your wiki up to date.

File formats:

- Please use the occupational therapy assignment coversheet.

- You can use either Word or pdf versions of your documents.
- You must use the 5 filenames listed in the table below and supplied templates for the WIL report, Session plan and ASQ-3 or SCOPE.
- You may choose a format for the IPE record, learning goals achievement and occupational therapy competencies.
- Use a sans serif font of at least 11-point size like Arial or Calibri (please do not use Times New Roman font).
- Single line spacing is better for the WIL report and caregiver recommendations, otherwise double line spacing is preferable.

Document format and filenames for Moodle submission:

Filename to use	Each document will include
Draft Report_yourname	· WIL Report- first draft & feedback · Screenshot of revised draft readability measure
CQUreport2020_childsname_RSTJ_RSTM_BNSS_BSTJ (Keep only the initials of your school name)	· Revised draft Report with changes & resources
ASQ_SCOPE_yourname	· Completed scored ASQ-3 or SCOPE pages
IPE records_yourname	· Seminar #1 for IPE case · Seminar #2 for IPE case
OTCompetencies_yourname	· Learning goals achievement · Two completed Session Plan Templates · 10 X Occupational therapy competencies

Content of Portfolio documents:

WIL Report

- A first draft of a written report briefly summarising your WIL activities.
- A revised draft of your written report with changes in response to feedback from your consult with academic staff.
- Provide a one page screen shot 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 follow up with the child *(Recommendations are not included in the word count).*
- Scanned copies of your completed and scored ASQ-3 or SCOPE scoring forms.

IPE records

- A summary of each team discussion for the IPE case (one summary for each of the 2 seminars).

Session Plans

- Two completed session plan templates.

Professional Learning Reflections

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

Standard 1 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.

Standard 2 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.

Standard 3 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.

Standard 4 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.

Assessment Due Date
Exam Week Monday (15 June 2020) 3:00 pm AEST

Submit ALL documents with appropriate filenames by due date

Return Date to Students

Monday 29 June

Weighting
45%

Minimum mark or grade
50%

Assessment Criteria
Your WIL hours are not graded. Your WIL hours records across all CB84 units are currently required for your graduation and registration with WFOT.
The total raw score for this assessment will add up to a score out of 100. This will be converted to a final mark out of 45 which will be posted to Moodle Gradebook. Marks available for each criteria are as follows:

WIL report (40 marks)

- Briefly discusses the environment where child was seen. **(2.5 marks)**
- Provides a description of the child's strengths with evidence for statements. **(5 marks)**
- Provides a description of child's areas of concern with evidence for statements. **(5 marks)**
- Provides a professional analysis of the child's screening results. **(5 marks)**
- Explains appropriate strategy #1 and #2 and provides resources to achieve child's occupational performance needs. **(5 marks X 2)**
- Provides evidence of response to feedback for revised WIL report. **(5 marks)**
- Evidence of report language level is provided. **(5 marks)**
- Required screening tool scoring pages are presented. **(2.5 marks)**

IPE case (10 marks)

- Provides a record of team discussions during IPE seminar #1 and #2, content is relevant to the paediatric case. **(5 marks X 2)**

Session Plans (20 marks)

- Session Plan 1: Provides an age appropriate session plan (which is different to the second plan) with all sections completed. **(5 marks)**
- Session Plan 2: Provides an age appropriate session plan (which is different to the first plan) with all sections completed. **(5 marks)**
- Session Plan 1 and 2: Prepares a rationale and specific scaffolding for activities in each Session Plan that is evidence based. **(5 marks X 2)**

Professional Learning Reflections (30 marks)

- States the measured level of achievement of two professional learning goals that links to previously identified knowledge gaps. **(5 marks X 2)**
- Explains paediatric skill development demonstrated during WIL and/or class activities for each of the ten competencies. **(20 marks)**

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Submit ALL required documents (up to 20 files maximum size 2MB each) with appropriate filenames

assessmentOutcome

- Identify key cultural, developmental and environmental factors influencing the occupational performance of infants and children
- Provide evidence of work integrated learning needs and achievements for paediatric practice
- Explain and demonstrate the use of selected assessment tools for children with specific impairments
- Write short term occupation-focused goals and recommendations for caregivers to carry out with children
- Apply professional reasoning to present evidence-based occupational therapy interventions for paediatric cases.

assessmentGradAttribute

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

Academic Integrity Statement

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

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

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

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

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

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

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

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

What can you do to act with integrity?

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

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

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