



# OCCT12003 Occupational Performance across the Lifespan 1

## Term 1 - 2021

Profile information current as at 04/04/2024 09:59 pm

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

## General Information

### Overview

This unit will 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: OCCT11002 OCCT11001 PSYC11010 ALLH11001 ALLH11004 or BMSC11008 ALLH11005 or

BMSC11007 ALLH11006 ALLH12007 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 - 2021

- 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**

Several students commented that resources were not easy to locate on Moodle.

##### **Recommendation**

It is recommended that the Moodle site be simplified. A general orientation to the layout and features of the unit Moodle site will be carried out in Week 1. Where possible, Unit resources will be made available from the beginning of term.

#### Feedback from Have Your Say

##### **Feedback**

Handouts labelled as per topic name rather than the week of term was confusing.

##### **Recommendation**

It is recommended that handouts be renamed to align with the week they are taught as well as the topic name.

#### Feedback from Have Your Say

##### **Feedback**

Curriculum content was relevant to future occupational therapy paediatric practice.

##### **Recommendation**

It is recommended that teaching staff continue to update curriculum and consult with paediatric clinical educators to ensure unit content assists students to translate knowledge into relevant and evidence informed practice.

#### Feedback from Have Your Say Personal communications

##### **Feedback**

Timing of feedback return for the WIL plan was two weeks longer than published in the Unit profile.

##### **Recommendation**

It is recommended that support from sessional staff be obtained to assist with timely marking. Assessment design for the WIL plan may need revision to streamline marking processes.

#### Feedback from Have Your Say Personal communications

##### **Feedback**

Students felt there could have been more explanation in class regarding the ISBAR and 5Ps concepts before the IPE sessions.

##### **Recommendation**

It is recommended that preparation for the IPE sessions continue to be included in classes and that it be expanded to further support student understanding about the ISBAR format, 5Ps concepts, session agenda, expectations, and discussion points.

#### Feedback from Have Your Say

##### **Feedback**

Students commented that they felt too much time was spent answering student questions that detracted from planned content.

##### **Recommendation**

It is recommended that a balance between time for student questions and planned learning activities is included in the structure of classes. It is further recommended that a class teaching and learning contract be negotiated at the beginning of term to address this issue.

## 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



### 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

##### **Case Smith's Occupational Therapy for Children and Adolescents.**

Edition: 8th (2020)

Authors: O'Brien, J. C. & Kuhaneck, H.

Elsevier Mosby

St. Louis , MO , USA

ISBN: 9780323512633 (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**

It is highly recommended that you purchase the prescribed text, as it will help you in assessment preparation and also be a useful reference for your Year 3 block placements. You do not need to purchase the supplementary texts.

[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 7th Edition \(APA 7th edition\)](#)

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 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>What does a paediatric occupational therapist do?</b>	<a href="#">See the Week 1 e-Reading list.</a> <b>A:</b> O'Brien, J., & Kuhaneck, H. (2020). <i>Case Smith's Occupational Therapy for Children and Adolescents</i> . (8th ed.). Elsevier. <ul style="list-style-type: none"><li>• Bottom up and top down, p.5, p.185</li><li>• Comparison of paediatric and adult practice, pp.12-13</li><li>• Models, pp. 19-31</li><li>• Frames of reference, pp. 33-43</li><li>• Working with families, pp. 66-70.</li><li>• observational assessment, pp. 136, 140,144-146.</li></ul>	<ul style="list-style-type: none"><li>• Upload mandatory check evidence to SONIA online.</li><li>• Guest speaker- paediatric occupational therapist.</li></ul>
	<b>B:</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. <i>Occupational Therapy Now</i> , 10(4), 6-9.	
	<b>C:</b> Rodger, S., & Kennedy-Behr, A. (Eds.). (2017). <i>Occupation-centred practice with children : a practical guide for occupational therapists</i> . (2nd ed.). ProQuest Ebook Central. <ul style="list-style-type: none"><li>• Case of Johnny, pp. 83-84</li></ul>	

### Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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**A:** O'Brien, J., & Kuhaneck, H. (2020). *Case Smith's Occupational Therapy for Children and Adolescents*. (8th ed.). Elsevier.

- B:** Boyt-Schell, B., & Gillen G. (2019). *Willard & Spackman's Occupational Therapy*.  
• Sensory integration, pp. 259-260; 266-267

- 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

- Upload mandatory check evidence to SONIA online.
- **Simulation hours:** Preparation for IPE Seminar 1 in the workshop.



[See the Week 3 e-Reading list.](#)

## Goal setting

**A:** O'Brien, J., & Kuhaneck, H. (2020). *Case Smith's Occupational Therapy for Children and Adolescents*. (8th ed.). Elsevier.

- Making measurable goals, Box 9.2, 9.3, p. 200.
- How to describe specific behaviours for goals, Box 9.9, p. 203,
- Sample long and short term goals, Box 9.12, p. 205.
- Goal Attainment scaling (GAS) pp. 207-208.
- Rubrics for children, p. 209.
- Interprofessional teams, pp. 690-691

**B:** Rodger, S., & Polatajko, H. (2017). Cognitive Orientation to Occupational Performance (CO-OP): An occupation-centred intervention. In S. Rodger & A. Kennedy-Behr (Eds.) *Occupation-centred practice with children : A practical guide for occupational therapists*. (2nd ed., pp. 165-187). ProQuest Ebook Central.

- Introducing the Cognitive Orientation to Occupational Performance (CO-OP) approach, pp. 165-167.
- CO-OP features, pp. 168-169.

**C:** Documents relevant to IPE Seminar 1 for the case of Ozzy:

- Case history and background information
- ISBAR template
- IPE Assessment Action Plan template

**D:** [SA Health \(2016\). ISBAR- A standard mnemonic to improve clinical communication.](#)

- Finalise mandatory checks evidence in SONIA online by 8am Monday 22 March for WIL team to verify.

- **Simulation hours:** IPE Seminar 1 Wednesday 12.15pm-2pm (Zoom link to be advised.)

## Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
	<a href="#">See the Week 4 e-Reading list.</a>	
<b>Motor skills (I)</b>	<p><b>A:</b> O'Brien, J., &amp; Kuhaneck, H. (2020). <i>Case Smith's Occupational Therapy for Children and Adolescents</i>. (8th ed.). Elsevier.</p> <ul style="list-style-type: none"> <li>• Application of motor control and motor learning principles, pp. 403-413.</li> <li>• Use of standardised tests in paediatric practice, pp. 158-159, 161-163.</li> </ul> <p><b>B:</b> Baharudin, N. S., Harun, D., &amp; Kadar, M. (2020). An Assessment of the Movement and Function of Children with Specific Learning Disabilities: A Review of Five Standardised Assessment Tools. <i>The Malaysian Journal of Medical Sciences</i>, 27(2), 21-36.  <a href="https://doi.org/10.21315/mjms2020.27.2.3">https://doi.org/10.21315/mjms2020.27.2.3</a></p>	<ul style="list-style-type: none"> <li>• <b>Simulation hours:</b> Motor skills workshop</li> </ul> <p><b>Hurdle Task</b> Due: Week 4 Monday (29 Mar 2021) 8:00 am AEST</p>

## Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic

[See the Week 5 e-Reading list.](#)

**A:** O'Brien, J., & Kuhaneck, H. (2020). *Case Smith's Occupational Therapy for Children and Adolescents*. (8th ed.). Elsevier.

- Cognitive orientation to occupational performance (CO-OP), pp.435-443.
- Handwriting skills, pp. 498-501, pp. 503-505, pp. 508-511, pp. 513-519
- Self-dressing milestones, p. 439

## Motor skills (II)

**B:** Bundy, A., & Lane, S. (2019). *Sensory integration*. (3rd ed.). ProQuest Ebook Central

- Using Clinical Observations, pp. 222-240.

**C:** Boyt-Schell, B., & Gillen G. (2019). *Willard & Spackman's Occupational Therapy*.

- Case study 57-1 Jacob, p.872
- Delays in motor development, p.887

- **Simulation hours:** Clinical observations in tutorial

## Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
No classes this week.	No essential readings this week.	Prepare your Written Assessment

## Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Case of Ozzy	<p><a href="#">See the Week 6 e-Reading list.</a></p> <p><b>A:</b> Documents relevant to IPE Seminar 2 for the case of Ozzy:</p> <ul style="list-style-type: none"> <li>• Occupational therapy evaluation results</li> <li>• IPE Intervention Action plan template</li> </ul> <p>Other readings may be recommended after our class discussions to help you prepare for the IPE Seminar 2 in Week 7.</p>	<ul style="list-style-type: none"> <li>• <b>Simulation hours:</b> IPE preparation tutorial Monday 2pm-4pm.</li> </ul> <p><b>Written Assessment</b> Due: Week 6 Monday (19 Apr 2021) 8:00 am AEST</p>

## Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Managing children's behaviour	<p><a href="#">See the Week 7 e-Reading list.</a></p> <p><b>A:</b> O'Brien, J., &amp; Kuhaneck, H. (2020). <i>Case Smith's Occupational Therapy for Children and Adolescents</i>. (8th ed.). Elsevier.</p> <ul style="list-style-type: none"> <li>• functions of challenging behaviors, pp. 550-555</li> <li>• intervention strategies, pp. 556-560</li> </ul> <p><b>B:</b> Jenkinson, J. Hyde, T., &amp; Ahmad, S. (2008). <i>Building blocks for learning: occupational therapy approaches</i>. John Wiley &amp; Sons.</p> <ul style="list-style-type: none"> <li>• Social and emotional aspects pp.113-116.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Simulation hours:</b> IPE Seminar 2 Wednesday 12.15pm-2pm (Zoom link to be advised)</li> <li>• <b>Simulation hours:</b> Motor skills (II) in Workshop</li> </ul>

## Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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[See the Week 8 e-Reading list.](#)

**A:** O'Brien, J., & Kuhaneck, H. (2020). *Case Smith's Occupational Therapy for Children and Adolescents*. (8th ed.). Elsevier.

- Play as an occupation, pp. 242-243
- Assessment of play, pp. 253-254
- Play in intervention, pp. 255-259
- children with ASD and play, pp. 789-790.

## Play assessment

**B:** Parham, L.D., & Fazio, L.S. (2008). *Play in Occupational Therapy for Children* (2nd ed.). Mosby.

- Kid Play Profile, pp. 100-101.
- Kid Play Profile scoring sheets, pp. 127-154.

• **Simulation hours:** Play Assessment in Workshop

**C:** Stanley, G.C. & Konstantareas, M.M. (2007) Symbolic play in children with Autism Spectrum Disorder. *J Autism Dev Disord* 37: 1215.

## Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
	<p><a href="#">See the Week 9 e-Reading list.</a></p> <p><b>A:</b> O'Brien, J., &amp; Kuhaneck, H. (2020). <i>Case Smith's Occupational Therapy for Children and Adolescents</i>. (8th ed.). Elsevier.</p> <ul style="list-style-type: none"> <li>• social participation, pp. 338-339</li> <li>• influences on participation, p. 340-341</li> <li>• interventions, pp. 345-361</li> </ul> <p><b>B:</b> Imms, C. (2008) Review of the Children's Assessment of Participation and Enjoyment and the Preferences for Activity of Children, <i>Physical &amp; Occupational Therapy In Pediatrics</i>, 28:4, 389-404.</p>	
Participation assessment	<p><b>C:</b> Missiuna C, Pollock N, Law M, Walter S, &amp; Cavey N. (2006). Examination of the Perceived Efficacy and Goal Setting System (PEGS) with children with disabilities, their parents, and teachers. <i>American Journal of Occupational Therapy</i>, 60(2), 204-214.</p> <p><b>D:</b> Chien, C., &amp; Brown, T. (2017). Assessing children's occupations and participation. In S. Rodger, &amp; A. Kennedy-Behr (Eds.). <i>Occupation-centred practice with children : a practical guide for occupational therapists</i>. (2nd ed., pp. 133-163). ProQuest Ebook Central.</p> <ul style="list-style-type: none"> <li>• Table 7.5 participation evaluation tools, pp. 141-154.</li> <li>• Case of Jill, pp. 155-157.</li> </ul>	<p>• <b>Simulation hours:</b> Participation Assessment in Workshop</p>

## Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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[See the Week 10 e-Reading list.](#)

**A:** O'Brien, J., & Kuhaneck, H. (2020). *Case Smith's Occupational Therapy for Children and Adolescents*. (8th ed.). Elsevier.

- Early intervention definition, p. 601
- Best practices, pp. 603-604
- Working in natural environments, p.610
- Interventions, p.611-620

**B:** Parham, L.D., & Fazio, L.S. (2008). *Play in Occupational Therapy for Children* (2nd ed.)., Mosby.

- object play for infants, pp. 229-231
- case of Roberto pp. 229-230, 236-237, 238, 241, 243, 244-245.

**C:** Case documents for Kiano.

• **Simulation hours:** Working with infants in the Workshop

## Working with infants

### Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
	<p><a href="#">See the Week 11 e-Reading list.</a></p> <p><b>A:</b> O'Brien, J., &amp; Kuhaneck, H. (2020). <i>Case Smith's Occupational Therapy for Children and Adolescents</i>. (8th ed.). Elsevier.</p> <ul style="list-style-type: none"> <li>• Ethnic background, pp. 47-48</li> <li>• Family subsystems, pp. 54-55</li> </ul> <p><b>B:</b> Thorley, M. and Lim, S.M. (2011). Considerations for occupational therapy assessment for Indigenous children in Australia. <i>Australian Occupational Therapy Journal</i>, 58: 3-10.  <a href="https://doi.org/10.1111/j.1440-1630.2010.00852.x">https://doi.org/10.1111/j.1440-1630.2010.00852.x</a></p> <p><b>C:</b> Nelson, A., McLaren, C., Lewis, T., and Iwama, M. (2017). Cultural Influences and occupation-centred practice with children and families. In S. Rodger, &amp; A. Kennedy-Behr (Eds.). <i>Occupation-centred practice with children : a practical guide for occupational therapists</i>. (2nd ed., pp. 73-91). ProQuest Ebook Central.</p>	
Working with Indigenous populations		<ul style="list-style-type: none"> <li>• No Thursday classes due to the Bundaberg Show holiday.</li> <li>• Our last OCCT12003 Tutorial will be on Monday 24 May from 2pm-4pm.</li> <li>• An optional Zoom session for Q &amp; A about your Oral Exam will be offered this week.</li> </ul>

### Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Oral Exam	Revise the Unit content and prepare for your oral exam.	<b>Oral Exam</b> Due: Week 12 Monday (31 May 2021) 8:00 am AEST

### Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Post any Portfolio questions to Teams.

### Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Paediatric Learning Artefacts</b> Due: Exam Week Monday (14 June 2021) 8:00 am AEST

## Term Specific Information

Plans for your Work Integrated Learning (WIL) experiences have altered this year. While the reasons for this are many, the main ones are COVID-19-related e.g., the level of uncertainty attending host locations with possible snap lockdowns and the potential risks of not being able to complete your assessment tasks related to off campus WIL. Fortunately, we can still meet OCCT12003 unit learning outcomes by using simulation experiences in CB84. It is anticipated that that you will be able to count 25 hours of simulation towards your 1000 hours of practice that includes:

- 6 X 2hr on campus simulations = **12 hours**
- 2 X Interprofessional education sessions = **7 hours**
- Portfolio components = **6 hours**

## Assessment Tasks

### 1 Hurdle Task

#### Assessment Type

Online resource/s

#### Task Description

##### Overview and purpose:

*This Hurdle task is to follow up completion of Mandatory Check requirements that you were advised to start in Year 1. In all of your Mandatory Checks, you must follow the instructions in the "2021 Mandatory Checks Guide- Occupational Therapy (Honours)" document. You will need these requirements before you participate in client experiences that are embedded in OCCT12003 and OCCT12004 in Term 1 and 2.*

*Due to the time it takes to complete many of the mandatory checks you need across the CB84 course, you must show that you have completed all standard checks and vaccinations in Year 2. You should have uploaded all required evidence to SONIA by 8am Monday 22 March for the Work Integrated Learning Team member to check. This will enable the status of each requirement to be verified in time for you to follow up on any missing requirements before the Hurdle Task due date.*

##### Instructions for the Mandatory Checks

You must upload all of the required documents and evidence in SONIA online for each of the Standard Mandatory Checks as instructed in the "2021 Mandatory Checks Guide- Occupational Therapy (Honours)" document.

- Immunisations and Vaccines
- Student Declaration & Confidentiality pledge
- Working with Children Check (QLD Blue Card)
- National Criminal Record check
- First Aid and CPR
- CQUniversity Compliance

When you have successfully uploaded all of your evidence, if it is before the 8am 22 March deadline, please email Erin Jeffries [e.jeffries@cqu.edu.au](mailto:e.jeffries@cqu.edu.au) or [wil-hmas@cqu.edu.au](mailto:wil-hmas@cqu.edu.au) from the Work Integrated Learning team stating that your mandatory checks are up to date and complete. Please ensure Erin has at least 5 working days to do this before you need to submit your Hurdle Task to Moodle at 8am on the 29 March. She will verify your completion by changing the check status of your evidence in SONIA or advise if you need to follow up any additional documents during Week 3.

**Important:** For Year 2, you do not need to complete the Queensland Health Requirements and Compliance checks as these must be completed in Term 1 Year 3 before you start professional practice placements in OCCT13008.

##### Moodle Submission:

Once the SONIA system has all of your mandatory check evidence and your Standard checks are all showing in SONIA as CheckStatusComplete, you can download a pdf "Mandatory Checks Review form" from SONIA to submit to the OCCT12003 Moodle site for the Hurdle Task.

##### Filename:

Please use your name and student number as the document filename you submit,

**e.g. Joe Smith\_S123456**

Please ensure that you have said YES to the student acknowledgement at the end of the electronic form.

A screenshot of your SONIA documents is NOT acceptable for submission.

### Assessment Due Date

Week 4 Monday (29 Mar 2021) 8:00 am AEST

Evidence must be in SONIA before Monday 22 March for checking. Upload your SONIA "Mandatory Checks Review form" pdf to Moodle before the Hurdle Task due date.

### Return Date to Students

Week 5 Thursday (8 Apr 2021)

Feedback via Moodle Gradebook

### Weighting

Pass/Fail

### Minimum mark or grade

Pass

### Assessment Criteria

There are three possible outcomes from this Pass/Fail task:

1. **Pass:** Completed students with all required checks showing as **CheckStatusComplete** and who have ticked **YES** to the student acknowledgement will be marked as a Pass in Moodle Gradebook.
2. **Interim No Grade:** Incomplete students will receive a message in Moodle Gradebook advising them to follow up with specific missing checks that are still marked as **CheckStatusNotcomplete** in SONIA online. You will not be allocated a grade at this point. You are responsible for finding out what is missing or incomplete as this is clearly available to you in SONIA. If you need more time you must formally apply for an [Assessment Extension](#) with your expected date of completion.
3. **Fail:** If you do not have an approved extension and do not complete all SONIA checks within 2 weeks from the due date, you will receive a Fail for this Hurdle task and the OCCT12003 unit. There is no marking rubric associated with this Pass/Fail task.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Evidence must be in SONIA before Monday 22 March for checking. Upload your SONIA "Mandatory Checks Review form" pdf to Moodle before the Hurdle Task due date.

### Learning Outcomes Assessed

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

### Graduate Attributes

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

## 2 Written Assessment

### Assessment Type

Written Assessment

### Task Description

#### Overview and purpose:

*This Written Assessment has two parts. In all of your writing, you should use appropriate terminology, professional articulation of ideas and aim to use correct spelling and grammatical conventions by carefully editing your work before submission.*

*Firstly, in an allocated group, you will prepare and write an evidence informed dossier applying the occupational therapy process to a range of childhood conditions commonly seen in practice settings. You will write one individual chapter and contribute to one collective chapter of the dossier including at least five high quality APA 7 references after each chapter. This will familiarise you with applying the Canadian Practice Process Framework to the common conditions that are in your Oral Exam, and that you may find in paediatric occupational therapy practice. It will also become a resource for your future professional practice placements*

*Secondly, you will write an individual reflection to identify specific occupational therapy paediatric skills and knowledge that you need to develop. You will develop two individualised behavioural objective style learning goals for yourself. You*

will also detail strategies to achieve each learning goal. Working with an adult and working with a child is inherently different. It is important that you can identify specific areas where you need to develop and refine your skills, especially when you commence your professional practice placements. Taking responsibility for identifying and developing personal skills, knowledge and practice is one of the key characteristics of a professional.

### Part 1- Instructions for the Childhood Conditions dossier:

Although this is a group dossier, the University requires a clear individual component to all group assessment tasks. Each student will individually author one chapter of the dossier about a condition. The remaining chapter/s of the dossier are to be collectively authored by all members of the group (approx. 300 words per student). Each condition chapter is anticipated to be around 1200 words total ( $\pm 10\%$ ), not including headings or references. Please include a table of contents and clearly list the author/s of each chapter of the dossier.

### Coversheet and Filename for submission:

Use the CB84 Assignment Coversheet 2021 as the first page of your dossier, completing all sections for each group member. One member of the group will submit the group dossier using the filename format GroupNumber\_Campus abbreviation e.g. **Group 1\_ROK**

### Childhood conditions to include:

You will use the library, your weekly readings and class information to write appropriate information relevant to each condition listed. Groups with less than or more than four students may have their list of conditions adapted after consultation with teaching staff.

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**)

### Dossier Chapter content:

Respond to all of the following components for each condition, providing appropriate referencing to support your statements. Components 1-7 relate to steps 1-5 of the CPPF (Townsend & Polatajko, 2013).

<b>1. Enter/initiate-understanding of background information:</b>	What are the diagnostic criteria for a child to be considered to have this condition? Consult the <a href="#">ICD-10</a> (2016) and/or the <a href="#">DSM-V</a> (2013) to summarise the key criteria <i>in your own words</i> .	<b>up to 200 words per chapter</b>	<b>2 X 5 marks</b>
<b>2. Enter/initiate-Referral</b>	Explain (with supporting evidence) a range of reasons why a child with this condition may be referred to an occupational therapist. Include a brief discussion on the potential impact of development, culture and environment on a child's occupational performance.	<b>up to 200 words per chapter</b>	<b>2 X 5 marks</b>
<b>3. Set the stage-therapeutic relationship:</b>	How would an occupational therapist go about developing a therapeutic relationship with a child and their family, to particularly accommodate this condition? What attitudes and beliefs of the occupational therapist would assist the child and their family to share power in the therapeutic relationship?	<b>up to 200 words per chapter</b>	<b>2 X 5 marks</b>
<b>4. Set the stage-occupational needs:</b>	Select two occupations that may be of concern for a child with this condition and explain reasons why you think both may need to be addressed specifically by an occupational therapist.	<b>up to 300 words per chapter</b>	<b>2 X 7.5 marks</b>
<b>5. Assess/evaluate:</b>	Suggest one appropriate occupation focused evaluation tool to use for one of the occupations you discussed above. Explain the reasoning you used in selecting the evaluation tool.	<b>up to 100 words per chapter</b>	<b>2 X 2.5 marks</b>
<b>6. Agree on objectives and plan:</b>	Is there any 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.	<b>up to 100 words per chapter</b>	<b>2 X 2.5 marks</b>



<b>1. Enter/initiate-understanding of background information:</b>	What are the diagnostic criteria for a child to be considered to have this condition? Consult the <a href="#">ICD-10</a> (2016) and/or the <a href="#">DSM-V</a> (2013) to summarise the key criteria <i>in your own words</i> .	<b>up to 200 words per chapter</b>	<b>2 X 5 marks</b>
<b>7. Implement the plan:</b>	Describe one intervention strategy or technique from an appropriate frame of reference (O'Brien & Kuhaneck, 2020, pp. 33-36) for children with this condition (to address one occupational need that you identified in <b>Assess/evaluate</b> ). How many sessions would you recommend the child needs to attend occupational therapy to gain a clinically significant outcome?	<b>up to 300 words per chapter</b>	<b>2 X 7.5 marks</b>
<b>8. References and Evidence</b>	Throughout each chapter you will provide in-text citations, and a reference list using APA 7 style for all cited works at the end of each chapter. At least five of your sources for each chapter must be high quality professional research/journal articles or textbooks. Websites are not considered high quality for the purposes of this task, but you may cite them as additional sources.	<b>No word limit</b>	<b>2 X 2.5 marks</b>
	<b>TOTAL:</b>	<b>1400 words (± 10%) per chapter</b>	<b>75 marks</b>

## Part 2- Instructions for completing the Individual reflection

Each student will submit an individual written reflection document to Moodle (up to 650 words). Your reflection will focus on two key areas you think will be positive to learn about specific knowledge and skills for paediatric occupational therapy, and your level of interest in this area of practice. You will also consider two critical areas of paediatric occupational therapy knowledge that you think will be challenging to learn or apply, along with reasons why you believe this to be so. You will use these reflections about areas of challenge to create two learning goals for yourself to address knowledge or skill gaps that you have. Your goals will be achievable during the OCCT12003 term of study, and should use a SMART behavioural objective style. In order to meet your goals, you will develop a strategy for each goal that explains the steps you will take to meet your own learning needs. Your progression towards your goal should be measurable, ideally not just at the end of your strategy implementation but during regular reviews of your progress.

### Coversheet and Filename for submission:

Use the CB84 Assignment Coversheet 2021 as the first page of your written reflection, completing all sections for yourself. Please name this document using the following format:

Firstname\_Lastname\_Reflection **e.g. Maddy\_Smith\_Reflection**

### In your written reflection you will

1. Discuss two areas that you anticipate will be positive learning about paediatric occupational therapy.	<b>up to 100 words</b>	<b>marked as part of professional communication</b>
2. Discuss two areas that you consider will be challenging about paediatric occupational therapy.	<b>up to 100 words</b>	<b>marked as part of professional communication</b>
3. Develop two SMART behavioural objective style goals for your learning to address your expected challenges.  You must include all components of the SMART goal. Make sure your goal is focused on ONE area of your learning. For example, the following goal focuses only on writing down a range of expected or potential occupational performance issues for children. Example student learning goal: <i>"Before the Week 12 oral examination, I will be able to write down at least three likely occupational performance issues for each of the 6 childhood conditions to be included."</i>	<b>up to 50 words</b>	<b>2 X 2.5 marks</b>
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, including a statement about how you will regularly measure your success.	<b>up to 400 words</b>	<b>2 X 7.5 marks</b>
<b>TOTAL:</b>	<b>650 words (± 10%)</b>	<b>25 marks</b>



### What happens if I find that my learning goals need revising during the term?

Later in the term for your Portfolio Assessment you will reflect on your measured achievement of these Written Assessment goals. After you receive your Written Assessment feedback, you may wish to revise your learning goal, strategy or measure of success, which you should comment on in your Portfolio reflection.

### Example strategy

To help you with constructing your own learning goals and strategies for your Written Assessment, the example below has been adapted from a previous student's work. Please respect the intellectual ownership of this example by not copying it, although you may choose to use a similar format.

An example of a clear strategy with detailed steps well linked to the previous example of a focused student learning goal is:

- *Before I commence learning, I will allocate times when I will complete each condition in my calendar. This method will be effective for me as I regularly check my calendar.*
- *I will begin this process by Week 5 at the latest to ensure I have time to cover all the conditions before the oral examination.*
- *The conditions I will focus on will be the ones we are using for the oral exam to investigate the range of likely occupational needs.*
- *Each week I will focus on a different condition, drawing upon the following resources:*
  - *OCCT12003 prescribed textbook*
  - *DSM-5*
  - *YouTube videos of children with the relevant condition.*
  - *Case studies in the prescribed text of children with the relevant condition. I will list out common occupational challenges for each condition, focusing on the age group of the Oral exam case.*
- *By Week 12, I will have a range of occupational needs to include in my notes to submit for the Oral Exam.*
- *My success will be measured by the percentage of occupational needs out of 18 (6 conditions X 3 needs) I have added to my notes before week 12.*

### Assessment Due Date

Week 6 Monday (19 Apr 2021) 8:00 am AEST

Complete both a group and individual coversheet with your work to submit to Moodle. Use the prescribed filename structures to expedite marking.

### Return Date to Students

Week 9 Monday (10 May 2021)

Longer return time is due to the public holidays in Week 7 & 8. Feedback will be provided via Moodle Gradebook.

### Weighting

25%

### Minimum mark or grade

12.5 out of 25 marks

### Assessment Criteria

For this assessment, the same marking criteria for the dossier will be applied twice- to both the individual chapter and the group chapter. You will obtain both an individual and group mark for each of the criteria for a total of 75 marks. The individual marking criteria will be applied to your individual work for a mark out of 25. The written communication criterion will be applied to both your individual chapter and your written reflection. Your total raw score out of 100 will then be converted to an equivalent mark out of 25 that appears in Moodle Gradebook.

### Childhood Conditions Dossier criteria (75 marks):

1. Summarises key diagnostic criteria for the condition using effective paraphrasing. **(2 X 5 marks)**
2. Provides reasons for referral to occupational therapy and discusses factors impacting a child's occupational performance. **(2 X 5 marks)**
3. Explains characteristics of effective therapeutic relationships relevant to the child's condition. **(2 X 5 marks)**
4. Identifies occupational concerns relevant to the condition with reasons why an occupational therapist is needed. **(2 X 7.5 marks)**
5. Provides a rationale for use of an occupational performance evaluation tool. **(2 X 2.5 marks)**
6. Explains funding options and eligibility criteria. **(2 X 2.5 marks)**
7. Describes an appropriate intervention strategy or technique and therapy dosage required. **(2 X 7.5 marks)**
8. Cites at least 5 high quality professional references in APA 6 style. **(2.5 marks X 2)**

### Individual criteria (25 marks):

1. SMART goal #1 contains behavioural components. Goal links to an identified knowledge gap and is achievable during the term. **(2.5 marks)**

2. Strategy for goal #1 describes the steps you will take to achieve your learning goal. Includes a measure of goal achievement. **(7.5 marks)**
3. SMART goal #2 contains behavioural components. Goal links to an identified knowledge gap and is achievable during the term. **(2.5 marks)**
4. Strategy for goal #2 clearly describes the steps you will take to achieve your learning goal. Includes a measure of goal achievement. **(7.5 marks)**
5. Written communication uses appropriate terminology, flow and articulation of ideas, spelling & grammatical conventions. **(5 marks)**

## Referencing Style

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

## Submission

Online Group

### Submission Instructions

Please have one group member submit your dossier including the group coversheet, and all individuals submit their learning reflection and individual coversheet to Moodle using the prescribed filename structures. Any late submissions may be penalised according to university policy.

### Learning Outcomes Assessed

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

### Graduate Attributes

- 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:

*The Oral Exam has two parts. In the first part, you will have 25 minutes to peruse a written case history for a paediatric client under Exam conditions. You will be permitted to access one page of your own written notes that you will prepare beforehand and submit to Moodle. You will also be given opportunity to write down your responses to the Oral Exam questions in preparation for the second part.*

*In the second part, you will have 20 minutes to verbally respond to all of the Oral Exam Questions. In all of your verbal responses during the examination, you should use appropriate terminology, professional articulation of ideas and aim to use correct pronunciation where possible. You will also be expected to use your time effectively, self-regulate your emotions or anxiety and maintain a professional demeanour as expected of a health professional.*

*During the Year 3 and 4 professional practice placements, many occupational therapy students find it hard to articulate their professional (or clinical) reasoning with clinical educators. This assessment will give you the opportunity to practice preparing and expressing your professional reasoning verbally in relation to a paediatric client case.*

#### Filename and submission of notes:

All students will submit a copy of your notes page (your name **MUST** be in the text of your page) to Moodle by 8.00am Monday Week 12. It can be printed in colour if you desire. Please name this file with the following structure:

firstname lastname\_ Exam Notes **e.g. Joe Smith\_ Exam notes**

Please do not submit a coversheet to Moodle for this assessment task.

If you do not submit your notes to Moodle by the due time, you will not have access to your notes during the Oral Exam.

### Oral Exam days for each campus:

**BDG Students:** Tuesday Week 12 **ROK Students:** Thursday Week 12

The schedule for when each student will do the Oral Exam will be available in Moodle after Week 4.

### On the day of your Oral Exam you will:

- Arrive to the Case Perusal room 30 minutes before your allocated Oral Exam time. You will be allocated to a space by the Perusal supervisor.
- Be supervised in the Case Perusal room for 25 minutes to read the written case history. You will be provided with a copy of the Oral Exam Questions and space to write your responses in the Case Perusal Room.
- Not leave the Case Perusal Room until the perusal supervisor tells you it is time to join the Oral Exam room.
- Take into the Oral Exam room the notes you submitted to Moodle, the responses you have written during the case perusal, the case history information, and the relevant Evaluation Tool. All of these documents and resources will remain with the Examiner when you are finished.
- Be allowed one minute in the Oral Exam to allow you to revise the case information. You will be informed when to cease revision and when the 20 minutes starts to provide your responses.
- Be allowed 20 minutes (suggested timing for each component is below) in the Oral Exam room to verbally respond to the seven questions provided.

### Content of the Oral Exam:

The Oral Exam will relate to your professional reasoning about evaluation and intervention for one of six possible case studies of a child referred to occupational therapy. In the task instructions you are provided with all of the questions that will be asked during the exam to prepare. You will not know which case you have been allocated until the perusal time before your Oral Exam. The cases are summarised in the following table:

Age of child	Child's condition	Evaluation 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

You are permitted one A4 page (back and front) of typed or handwritten notes in the Oral Exam- these will be checked by the perusal room supervisor. You are not to consult your textbook or any other online resources during the Oral Exam. The Evaluation Tool will be available for you in the Perusal and Oral Exam rooms.

### Oral Exam Questions:

**1. Enter/initiate (4 minutes):** Use your *scientific reasoning* skills to provide a rationale for why the evaluation 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 evaluation tool uses a top down or bottom up approach and why.
- if it is norm/criterion referenced.
- which aspect/s of ICF it relates to.
- why you think it is an occupation centred tool or not.

**2. Enter/initiate (2 minutes):** Use your *scientific reasoning* skills to select and justify one appropriate occupational therapy practice model (either the PEO, Kawa, or CMOPE-E) and one Frame of Reference (FOR) for the child's condition. Select the most appropriate FOR from the following:

- Developmental
- Biomechanical
- Motor control/motor learning
- Rehabilitation
- Neurodevelopmental

- Ayres Sensory Integration or other sensory based approaches
- Behavioural
- Cognitive
- Cognitive behavioural

**Explain your reasoning for both of your selections.**

**Caution:** in practice, clinicians may use more than one Frame of Reference. If you discuss more than one Frame of Reference, you may not give yourself enough time to explain both sufficiently. It is strongly suggested you focus on just ONE Frame of Reference for this task.

**3. Set the stage (3 minutes):** Using your *narrative reasoning* skills, describe the child's occupational supports and barriers from the information given in the occupational profile.

**4. Objectives and Plan (2 minutes):** Use your *ethical and conditional reasoning* skills to justify one occupation focussed goal (in a SMART format), for the child over the next 6 months.

**5. Implement plan (4 minutes):** provide *diagnostic, procedural and pragmatic reasoning* in details about the following intervention components:

- List the contexts and environments where the child will need to develop their occupational performance for your previously identified goal.
- Explain strategies you will use to teach the child the needed occupation.
- Develop an intervention 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.
- Explain how often therapy is going to occur, as you would discuss it with the child's caregiver.

**6. Monitor/modify (3 minutes):** consider *procedural and interactive reasoning* to

- Describe prompts, cues and any behaviour management strategies you would use.
- Explain how you would negotiate to engage the child and any other stakeholders.

**7. Outcome assessment (2 minutes):** Use your *conditional reasoning* skills to

- Present an appropriate 5-point Goal Attainment Scale for your goal.

## **8. Professional communication:**

Your verbal and non-verbal communication will be monitored by your examiner during the 20 minute Oral Exam. You are expected to maintain appropriate regular eye contact with your marker, use an appropriate open posture and body language, maintain a steady pace and volume of verbal expressions that are not too fast to be easily understood, and display professional self-regulation of your emotions by managing any stress or anxiety you may naturally experience with this task. An overt lack of enthusiasm or unprofessional behaviours (inappropriate crying or laughing, personal presentation and appearance) for this task will impact your marks for this component.

**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.

## **How do I prepare/study for the Oral Exam?**

This is how I would suggest studying for the exam and developing your notes to submit to Moodle.

- Use your Written Assessment Dossier to refer to as well as other reliable evidence sources.
- Write down the likely occupational performance strengths and challenges you might expect for a child of this age. These may or may not be just related to the child's condition, but also to the child's developmental stage.
- Note areas of likely occupational performance challenge for each of the 6 childhood conditions.
- Develop six possible goals to include on your notes. Your goal may need adapting in the Oral Exam, depending on the case information.
- Consider the most appropriate Frame of Reference for your goal, the child's age and the condition.
- List the generalised strategies for implementing the plan as discussed in class and select 1-2 age appropriate methods.
- List a range and frequency of intervention contexts appropriate for the child's age, caregiver availability and maximum effective "dosage".

- Research about Goal Attainment Scales (GAS). Practice writing goals with plus and minus criteria for a variety of childhood occupations. Write the GAS generic criteria for each level into your notes.

### Assessment Due Date

Week 12 Monday (31 May 2021) 8:00 am AEST

Handwritten or typed notes must be submitted to Moodle by due date for use in the Oral Exam. No submission=no notes to refer to in the Oral Exam.

### Return Date to Students

Review/Exam Week Friday (11 June 2021)

Feedback will be provided via Moodle Gradebook.

### Weighting

30%

### Minimum mark or grade

15 out of 30 marks

### Assessment Criteria

This assessment will be given a raw score that is marked out of 90. Your raw score will then be converted to a final mark out of 30 and posted to Moodle. Marking criteria number 8 will be applied for the duration of your 20 minute Oral Exam participation. Marking criteria 1-7 below relate to each question of the Oral Exam:

1. Describes features of the evaluation tool and explains why it is appropriate for the child. **(15 Marks)**
2. Rationale explains why the practice model and frame of reference chosen are appropriate for the child. **(10 Marks)**
3. Discusses a range of personal supports and barriers for the child's performance. **(10 Marks)**
4. Discusses a rationale for choice of a SMART goal to address an occupational performance need. **(10 Marks)**
5. Generates an appropriate range of intervention solutions for the identified goal. **(15 Marks)**
6. Provides a range of appropriate strategies for modifying and monitoring the child's intervention **(10 marks)**
7. Goal Attainment Scale criteria are relevant to intervention solutions discussed. **(10 Marks)**
8. Demonstrates professional verbal and nonverbal communication (eye contact, body language, speech volume, pace and enthusiasm). **(10 Marks)**

### Referencing Style

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

### Submission

Offline Online

### Submission Instructions

Upload your one A4 page (back and front) of notes to Moodle by the due date, ensuring that your full name is in the text of your document. Your verbal responses will be recorded during the Oral Exam by your examiner.

### Learning Outcomes Assessed

- 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.

### Graduate Attributes

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

## 4 Paediatric Learning Artefacts

### Assessment Type

Portfolio

### Task Description

#### Overview and purpose:

*You will prepare, create and submit a collection of 6 artefacts as a portfolio of work that represents your learning and application of the Canadian Practice Process Framework (CPPF) to paediatric occupational therapy across the term.*

*These artefacts will include a video of yourself carrying out an evaluation with a child, along with a verbal reflection of your own performance, copies of the completed evaluation tool, a written report using information you gather during the evaluation, an example intervention session for the child. In addition, you will submit your records from the interprofessional education sessions, and a written reflection on your achievement of earlier paediatric learning goals. Use of appropriate documentation styles and methods is a crucial part of the occupational therapy process when working with children and their caregivers. The aims of the portfolio are for you to:*

- Carry out, score and interpret real evaluation results for children.
- Provide evidence of your professional reasoning.
- Practice preparing professional reports and realistic recommendations for caregivers using health literacy principles.
- Apply all components of the CPPF to paediatric occupational therapy.

### **Instructions for preparing your Portfolio artefacts.**

To maintain the confidentiality of the child and family, you should use fictional alias names for the child and their caregiver in all of your submitted files. You do not need to submit the caregiver information and consent form for marking, but you may wish to include it in your Portfolio artefacts for your future reference. There is no need to edit out the child's name being used in the video.

### **Submission of files and coversheet.**

Your video file will be submitted through Microsoft Teams as this platform can handle large video sizes. You will submit your remaining 5 artefacts and one completed copy of the CB84 Assignment coversheet to Moodle. Your word count and Turnitin result should include artefacts 3-6. You do not need to include the word count or Turnitin percentage for your scored Evaluation Tool.

### **Using Microsoft Teams for video submission:**

All enrolled students are automatically added to the OCCT12003 Microsoft Teams channel. Within this, a private channel will be created that is not accessible to other students, for you to upload your video file. If you have any issues with uploading your video files, please comment in Teams. Information on how to use Teams and to upload your video submission is available in [Moodle Help for Students](#).

### **Filenames for artefacts:**

Please use the following filename structures for your submissions:

- Video file: Student FirstnameLastname video e.g. **JoeSmith video**
- Coversheet: Student FirstnameLastname coversheet e.g. **JoeSmith coversheet**
- Evaluation tool: Student FirstnameLastname toolname e.g. **JoeSmith SCOPE**
- Occupational Profile report: Student FirstnameLastname report e.g. **JoeSmith report**
- Clinical Session Plan: Student FirstnameLastname coversheet e.g. **JoeSmith CSP**
- IPE records: Please combine the two session documents into one called Student FirstnameLastname IPE records e.g. **JoeSmith IPE records**
- Written Reflection: Student FirstnameLastname reflection e.g. **JoeSmith reflection**

### **Artefact contents:**

#### **1. Video evaluation and self-reflection. (10 marks)**

##### **1a. Video Evaluation.**

You will obtain informed written parental consent to video a child between 2-12 years that you know through your personal networks. You will select one of the following evaluation tools to use with the child depending on their age:

- ASQ-3 (0-6 years) University resource
- Kid Play Profile (6-12 years) Library resource
- SCOPE (0-21 years) University resource

You will be familiarised with these three tools in class so you can learn which tools may be appropriate for your child and how to use them. You will be able to print the relevant scoring sheets from the on campus university resources or the Library resources.

- You will prepare any toys and equipment you need before working with the child.
- You will video yourself carrying out the evaluation with the child and caregiver, along with asking the child and caregiver any additional questions you need for their occupational profile.

##### **1b. Verbal self-reflection as part of your video submission.**

- You will watch yourself and your performance in the video, then record a 3-5 minute verbal self-reflection about what you did well and areas where you could improve your evaluation skills. Your reflection should include some of the characteristics of professional reasoning described in Boyt-Schell & Gillen (2019) pages 493-495.



## 2. Copies of the completed evaluation tool. (5 marks)

- You will use a copy of the evaluation tool scoring sheets to document the information that you observe and discuss during the video evaluation session.
- Ensure that you write any additional relevant notes about the child's performance or caregivers comments in the appropriate section of the evaluation score sheet.
- Score or rate the child's performance using the tool, then complete any summary sheet that is part of the tool.
- Include your name, professional designation, signature and date on the sheets to meet medicolegal documentation standards.
- Scan all completed scoring sheets to generate your file for submission. Please do not use photos which increase the file size and are often unclear.

## 3. Written Occupational Profile report. (10 marks)

You will write an occupational profile report for the child you evaluated for your video. An occupational profile is helpful for planning paediatric occupational therapy interventions. It is our unique professional perspective about the child and domains of concern for occupational therapy. Using this language with caregivers will help them understand what we do as "occupation" therapists. We must also take care that what we write for caregivers is easy for them to understand. Your occupational profile report should therefore be less than two pages and as simple and clear as you can make it.

You will apply health literacy principles of using short sentences and words with less than three syllables where possible. This is not the same as formal academic writing and may be hard for you to do. This [short video](#) explains how you can use the feature in Microsoft Word to generate the readability statistics for your occupational profile report. You are aiming for at least a grade 7 or 8 level. If you wish to edit and simplify your report even more to grade 5 or 6 levels, this is good practice and will achieve higher marks for this criterion. Tips for lowering readability scores are easily googled. Please include only the body of the report in your readability check, not the client details and recommendations.

- The template for the occupational profile report is available in Moodle.
- The template contains headings and instructions on the type of information to include in each section.
- Delete any of the template instructions when you write your report.
- Remember to use alias names for the child and caregiver. Please use similar age and date information to the real ones.
- Sign and date the report to meet medicolegal documentation standards.
- Once you have written and edited your report, check the readability of the document and take a screenshot to include as an appendix to your occupational profile report.

An example occupational profile is available on pages 187-188 of O'Brien & Kuhaneck (2020).

## 4. Clinical Session Plan. (10 marks)

Using information that you gathered in your video, plan an age appropriate intervention activity session for the child you evaluated. You will use the Clinical Session Plan template to document:

- The planned session duration.
- The child's alias name used and age/school grade.
- Overall session goal/s.
- Three (3) age appropriate activities designed to address your session goals, including each activity name, materials, method and rationale for using the activity with evidence to support your reasoning.
- 1 contingency activity that you would carry out in case the child cannot or will not participate in your other intervention activities. The goal for the contingency activity may be to build or maintain rapport rather than for specific occupational performance concerns.

## 5. Interprofessional education (IPE) session records. (5 marks)

You will include your team record of IPE discussions for each session. You will submit an individual copy of your group discussions in the following templates available on Moodle:

- IPE Session 1 Assessment Action Plan.
- IPE Session 2 Intervention Action Plan.

Include the names and disciplines of your team members who were present in the relevant sections of the templates. The IPE records should be professionally written as if they were to be included in the client's medicolegal file, including your signature and date of completion.

## 6. Written reflection on earlier paediatric learning goals. (5 marks)

In your Written Assessment you developed two learning goals and strategies to achieve them. For your Portfolio, you will write a 300 word reflection on your progress with each of these goals and how you went with your strategies. Ensure you comment on how easy it was to measure your success, and if you would now make any changes to your goals or strategies to improve your learning outcomes. A well written reflection will take responsibility for any measured

success or goals not achieved. You will also identify any challenges you had with how you wrote your goals, changes needed for better goal measurement or how you may have adapted your strategies to achieve your goal. The best reflections will include statements about how you can apply this learning to your future study and professional practice contexts.

A basic structure for writing a more in depth reflection is detailed in the A3 model that we will discuss in class.

### **Assessment Due Date**

Exam Week Monday (14 June 2021) 8:00 am AEST

Submit ALL documents with appropriate filenames by due date. Any late submissions may be penalised according to university policy.

### **Return Date to Students**

Certification of Grades on Friday 9 July

### **Weighting**

45%

### **Minimum mark or grade**

22.5 out of 45 marks

### **Assessment Criteria**

1. Provides a video of self and child during the evaluation session. **(5 marks)**
2. Provides a verbal self-reflection of areas you did well and areas to improve your evaluation skills. **(5 marks)**
3. Required evaluation tool scoring pages are presented so that results are clearly documented. **(5 marks)**
4. Constructs the occupational profile as a synopsis of the child's occupational history, patterns of engagement, interests and values. **(2.5 marks)**
5. Provides a meaningful narrative flow of the child's occupational strengths, supports and barriers. **(2.5 marks)**
6. Provides a description of child's priorities for occupational performance with evidence for statements. **(2.5 marks)**
7. Provides evidence of applied health literacy principles to occupational profile report. **(2.5 marks)**
8. Clinical Session Plan template is completed, appropriate goals are provided. **(5 marks)**
9. Prepares a rationale and specific scaffolding for activities in the Clinical Session Plan that is evidence based. **(5 marks)**
10. Provides an appropriately completed Assessment Action Plan of team discussions during IPE session #1. **(2.5 marks)**
11. Provides an appropriately completed Intervention Action Plan of team discussions during IPE session #2. **(2.5 marks)**
12. States the measured level of achievement of professional learning goal #1 that links to previously identified knowledge gaps. **(2.5 marks)**
13. States the measured level of achievement of professional learning goal #2 that links to previously identified knowledge gap. **(2.5 marks)**

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Submit ALL required documents (up to 20 files maximum size 2MB each) with the prescribed filename structures.

### **Learning Outcomes Assessed**

- 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.

### **Graduate Attributes**

- 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