



# OCCT12003 Occupational Performance across the Lifespan 1

## Term 1 - 2022

Profile information current as at 05/05/2024 10:15 am

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.

## General Information

### Overview

In this unit you 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 evaluation, 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 work integrated learning within 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 in culturally sensitive ways. Selected issues impacting upon occupational performance from birth to middle childhood will be explored, applying the Canadian Practice Process Framework, evidence based frames of reference for intervention 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 - 2022

- 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. **Case Study**

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 Personal Reflection Student comments

##### **Feedback**

Students need teaching support on both campuses.

##### **Recommendation**

It is strongly recommended that a specialist paediatric occupational therapist be employed to support Bundaberg campus students.

#### Feedback from Have Your Say Personal Reflection Student comments

##### **Feedback**

Organisation of the hands on sessions with children needs to ensure students are prepared.

##### **Recommendation**

It is recommended that changes to the structure and timing of the on-campus sessions with children are made to enable students to be prepared for sessions. More spaces for these sessions may be needed to accommodate the increased cohort size expected for 2022.

#### Feedback from Have Your Say

##### **Feedback**

Organisation of unit and classes needs to allow sufficient time to complete all planned content.

##### **Recommendation**

It is recommended that consultation with Learning and Teaching staff occurs to make appropriate changes to unit organisation and reduce number of topics in the curriculum to focus on essential content.

#### Feedback from Have Your Say

##### **Feedback**

The unit contains interesting and useful topics for paediatric practice.

##### **Recommendation**

It is recommended that in conjunction with the changes to unit organisation and structure, key topics and learning activities that students enjoyed will be retained.

#### Feedback from Have Your Say

##### **Feedback**

IPE sessions not helpful and students were underprepared

##### **Recommendation**

It is recommended that the trial of the online IPE format being undertaken in Term 2 in OCCT12004 be implemented for the 2022 offering of OCCT12003.

## 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. Complete mandatory checks and record of work integrated learning hours for paediatric practice
3. Explain and demonstrate the use of selected evaluation tools for children with specific impairments
4. Write 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 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
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### 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 - Case Study - 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	•			•	
8 - Ethical practice	•	•	•	•	•
9 - Social Innovation	•			•	
10 - Aboriginal and Torres Strait Islander Cultures					

## 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

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#### 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

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#### Supplementary

##### **Play in Occupational Therapy for Children**

Edition: 2nd (2008)

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

Mosby Elsevier

St. Louis , MO , USA

ISBN: 9780323029544

Binding: Hardcover

#### Additional Textbook Information

If you purchase the prescribed text rather than using the library e-Book, you will have access via the individual textbook resource code to the videos of child case scenarios that are relevant to your assessment tasks. We will watch these videos in class, however the videos cannot be uploaded to Moodle as this will breach copyright regulations.

[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 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
What is this unit about?	See the Week 1 e-Reading list and Notes for each item. <b>A:</b> Curtin, M., Molineux, M., Supyk-Mellson, J. W. (2009). <i>Occupational therapy and physical dysfunction e-book : Enabling occupation</i> . Elsevier. <b>pp. 71-74</b>	
	<b>B:</b> O'Brien, J., & Kuhaneck, H. (2020). <i>Case Smith's Occupational Therapy for Children and Adolescents</i> . (8th ed.). Elsevier. • What is a Frame of Reference (FoR)? <b>pp.19-23</b> • FoR concepts in detail <b>pp. 33-42</b> .	
	<b>C:</b> <a href="#">Nicola-Richmond, K., Pépin, G., Larkin, H. &amp; Mohebbi, M. (2019). Threshold concept acquisition in occupational therapy: A mixed methods study of students and clinicians. <i>Australian Occupational Therapy Journal</i>, 66: 568-580.</a> • Introduction <b>pp. 568-569</b>	
	<b>D:</b> Polatajko, H. J., Craik, J., Davis, J., & Townsend, E. A. (2007). Canadian Process Practice Framework. In E. A. Townsend & H. J. Polatajko, <i>Enabling occupation II: Advancing an occupational therapy vision for health, well-being, &amp; justice through occupation</i> ( <b>pp. 233</b> ). CAOT Publications ACE.	
	<b>E:</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. • Case of Charlie, <b>pp. 85-87</b>	• Upload mandatory check evidence to SONIA online.
	<b>Optional:</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.	

### Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Working with Families	<p>See the Week 2 e-Reading list.</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, <b>pp. 47-48</b></li> <li>• Family subsystems, <b>pp. 54-55</b></li> <li>• Gross Motor Function Classification System and Manual Ability Classification System <b>pp. 771-772</b></li> </ul> <p><b>B:</b> Rodger, S., &amp; Kennedy-Behr, A. (Eds.). (2017). <i>Occupation-centred practice with children : A practical guide for occupational therapists</i>. John Wiley &amp; Sons, Incorporated.</p> <ul style="list-style-type: none"> <li>• Case of Charlie, <b>pp.85-87</b></li> </ul> <p><b>Optional:</b></p> <p><b>C:</b> <a href="#">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></p>	<ul style="list-style-type: none"> <li>• Upload mandatory check evidence to SONIA online by 5pm Friday.</li> </ul>
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### Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Motor skills for children's occupational performance	<p>See the Week 3 e-Reading list.</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>• Standardised tests <b>pp. 165-168</b></li> <li>• Motor performance, <b>pp. 399-402</b></li> <li>• Motor learning <b>pp. 404-410</b></li> </ul> <p><b>B:</b> Boyt Schell, B., &amp; Gillen, G. (2019). <i>Willard and Spackman's occupational therapy</i>. (13th ed.). Wolters Kluwer.</p> <ul style="list-style-type: none"> <li>• Developmental delays, <b>p. 872</b></li> </ul> <p><b>C:</b> Bundy, A., &amp; Lane, S. (2020). <i>Sensory Integration Theory and practice</i>. (3rd ed.). F.A.Davis</p> <ul style="list-style-type: none"> <li>• Structured Clinical Observations, <b>pp. 222, 227-228, 232, 234-235, 238</b></li> </ul>	

### Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Profiles	<p>See the Week 4 e-Reading list.</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>• Occupational profiling, <b>p.186</b></li> <li>• Handwriting skills, <b>pp. 498-501, pp. 503-505, pp. 508-511, pp. 513-519</b></li> <li>• Self-dressing milestones, <b>p. 439</b></li> <li>• Social participation, <b>pp.338-339</b></li> <li>• Influences on participation, <b>pp. 340-341</b></li> </ul> <p><b>B:</b> <a href="#">AOTA Occupational Profile Template 2020</a></p>	<p><b>Hurdle Task</b> Due: Week 4 Tuesday (29 Mar 2022) 8:00 am AEST</p>

**Week 5 - 04 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<p>During the Evaluation Intensive you will be able to access the manuals for:</p> <ul style="list-style-type: none"> <li>• MABC-2</li> <li>• BOT-2</li> <li>• ASQ-3</li> <li>• VMI</li> <li>• Handwriting screening tool</li> <li>• SSI</li> <li>• PEGS</li> <li>• CAPEPAC</li> <li>• Sensory Profile</li> </ul>	<p>See the Week 5 e-Reading list.</p> <p><b>A:</b> <a href="#">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></p> <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> <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> Rodger, S., &amp; Kennedy-Behr, A. (Eds.). (2017). <i>Occupation-centred practice with children : a practical guide for occupational therapists</i>. (2nd ed.). ProQuest Ebook Central.</p> <ul style="list-style-type: none"> <li>• Table 7.5 participation evaluation tools, <b>pp. 141-154.</b></li> <li>• Case of Jill, <b>pp. 155-157.</b></li> </ul>	<p><b>Case Scenarios Dossier</b> Due: Week 5 Friday (8 Apr 2022) 8:00 am AEST</p>

**Vacation Week - 11 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<p>No classes this week.</p>	<p><b>Optional Readings:</b></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>• participation interventions, pp. 345-361</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>	

**Week 6 - 18 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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Goal Setting: self directed learning tasks available on Moodle.

See the Week 6 e-Reading list.

**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.**

## Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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See the Week 7 e-Reading list.

**Play:**

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

- In Chapter 11 CRO: 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**.

**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**.

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

**Sensation:**

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

- Sensory integration, **pp.516-521, 524-525**.

**E:** 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*.

- Sensory integration, **pp. 259-260; 266-267**

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

- 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**

Play and sensation

**Week 8 - 02 May 2022**

Module/Topic

Chapter

Events and Submissions/Topic

## Interventions and Frames of Reference

- 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.
- In Chapter 17, 15, 12 CRO: Cognitive orientation to occupational performance (CO-OP), **pp.435-443**; Handwriting skills, **pp. 379-388**; Dressing, **pp. 291-295**.
  - In Chapter 21 CRO: Functions of challenging behaviors, **pp. 550-555**, intervention strategies, **pp. 556-560**.
- B:** Rodger, S., & Kennedy-Behr, A. (Eds.). (2017). *Occupation-centred practice with children : a practical guide for occupational therapists*. (2nd ed.). ProQuest Ebook Central.
- Introducing the Cognitive Orientation to Occupational Performance (CO-OP) approach, **pp. 165-167**.
  - CO-OP features, **pp. 168-169**.

## Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Infant simulation intensive	<p>See the Week 9 e-Reading list.</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>• Early intervention definition, <b>p. 601</b></li> <li>• Best practices, <b>pp. 603-604</b></li> <li>• Working in natural environments, <b>p.610</b></li> <li>• Interventions, <b>pp.611-620</b></li> </ul> <p><b>B:</b> Parham, L.D., &amp; Fazio, L.S. (2008). <i>Play in Occupational Therapy for Children</i> (2nd ed.)., Mosby.</p> <ul style="list-style-type: none"> <li>• object play for infants, <b>pp. 229-231</b></li> <li>• case of Roberto <b>pp. 229-230, 236-237, 238, 241, 243, 244-245</b>.</li> </ul> <p><b>C:</b> Case documents for Kiano.</p>	

## Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
No class due to BMSC12007 Res school.	No prescribed readings this week.	• Post Case Study questions to Teams

## Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
<p>Peer learning week.</p> <ul style="list-style-type: none"> <li>• Bundaberg students on Tuesday.</li> <li>• Rockhampton students on Thursday.</li> </ul>	No prescribed readings this week.	<b>Peer Learning</b> Due: Week 11 Monday (23 May 2022) 8:00 am AEST

## Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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See the Week 12 e-Reading list.

**A:** [Australian Occupational Therapy Competency Standards 2018](#)

Writing reports and recommendations

**B:** O'Brien, J., & Kuhaneck, H. (2020). *Case Smith's Occupational Therapy for Children and Adolescents*. (8th ed.). Elsevier.  
• documentation, **pp. 201-203**

- Zoom for class this week.
- Post any Portfolio questions to Teams.

**C:** [Ten steps to excellent NDIS therapy reports](#).

## Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Part 2 Hurdle Task</b> Due: Review/Exam Week Tuesday (7 June 2022) 8.00 am AEST
		<b>CPPF Artefacts</b> Due: Review/Exam Week Tuesday (7 June 2022) 8:00 am AEST

## Term Specific Information

Plans for the Week 5 intensive may be subject to change depending on the COVID-19 situation. There is still a level of uncertainty regarding students having direct and close interactions with children. We would prefer you to have the opportunity to learn more about working with real children, however this may not be possible due to factors beyond our direct control. If the Week 5 intensive cannot include real children, the minimum of 25 hours of WIL for this unit can still be obtained via a range of simulated paediatric clinical learning experiences embedded in your assessment tasks and class schedule.

## Assessment Tasks

### 1 Hurdle Task

#### Assessment Type

Online resource/s

#### Task Description

*This Hurdle task has two parts.*

**In Part 1**, you are 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 "2022 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 the end of Week 2 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 Part 1 due date.

**Please note that Part 2 has a different due date from part 1, Exam/Review week. In Part 2**, you will complete a Moodle Wiki to specify the hours you have completed of Work Integrated Learning across the term. As part of your commitment to professional learning you will also provide evidence of in person attendance for a minimum of 80% of scheduled OCCT12003 classes across the term. You will sign in for every OCCT12003 class using a QR code only available when you attend in person on campus. Attending workshops from home via Zoom or watching the recording will not count as in person attendance but may be permitted by arrangement with the Unit Coordinator. All students must complete a minimum of 25 WIL hours and at least 80% in person attendance to pass Part 2. Your WIL hours must be signed off by the Unit coordinator by the due date for Hurdle Task Part 2.

**Academic Integrity:** You are reminded that adhering to Academic Integrity for this Pass/Fail task means that you do not screenshot or share the QR codes with other students. The codes will only be open and available on the day of the class so please do not ask to check in retrospectively if you forget.

IMPORTANT: If you have recorded fewer than the 25 hours of documented WIL or less than 80% class attendance you may need to perform additional simulated learning tasks to meet the minimum hours requirement. It is important that you regularly attend classes, the intensives and IPE meetings to ensure that you will meet the minimum hours requirement.

More detailed instructions are available in Moodle.

### Assessment Due Date

Week 4 Tuesday (29 Mar 2022) 8:00 am AEST

Upload the SONIA Mandatory Check Review form to Moodle

### Return Date to Students

Week 5 Monday (4 Apr 2022)

Feedback will be available in Moodle

### Weighting

Pass/Fail

### Minimum mark or grade

This is a must pass task.

### Assessment Criteria

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

1. **Pass:** Completed students with all required checks showing as **CheckStatusComplete**, who have ticked YES to the student acknowledgement AND have a Moodle Wiki signed by the unit coordinator to indicate completion of a **minimum of 25 hours for WIL** AND meet the **80% minimum class attendance** will be marked as a Pass in Moodle Gradebook.
2. **Interim F or PO Grade:** Incomplete students will receive a message in Moodle Gradebook advising them to follow up and finish
  - specific missing checks that are still marked as **CheckStatusIncomplete** in SONIA
  - their WIL hours log Wiki that shows fewer than 25 WIL hours.

You are responsible for finding out what you need to do as this is available to you in SONIA or in your Moodle Wiki. You must apply for an [Assessment Extension](#) if needed. If you have incomplete Hurdles at the end of term you will be given an interim PO grade until all requirements are met.

3. **Fail:** If you do not have an approved extension and do not complete all SONIA checks, do not meet the minimum 80% attendance requirements OR do not complete your Wiki to show evidence of completing a minimum of 25 WIL hours within 2 weeks of Certification of Grades 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

### Learning Outcomes Assessed

- Complete mandatory checks and record of work integrated learning hours for paediatric practice

## 2 Case Scenarios Dossier

### Assessment Type

Written Assessment

### Task Description

*This Written Assessment (Case Scenarios Dossier) has two parts, an individual and a group task. 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.*

*In Part 1, you will write one individual chapter and in Part 2 you will contribute to one collective chapter of the Case Scenarios Dossier. Each chapter of the Case Scenarios Dossier will focus on one of the 6 child scenarios to be discussed in class and for your Peer Learning task. In your allocated group, you will prepare and write your evidence informed Case Scenarios Dossier, applying selected parts of the Canadian Practice Process Framework (CPPF) to one of the scenarios. You will research high quality evidence to support your written responses and use in-text citations for at least five professional APA 7 references after each chapter.*

*This assessment will help you investigate background cultural, developmental and environmental information for working with infants and children that is pertinent to paediatric occupational therapy practice. It will help you prepare for*

*your Peer Learning task and become a resource for your future professional practice placements.  
More detailed task instructions are available in Moodle.*

**Assessment Due Date**

Week 5 Friday (8 Apr 2022) 8:00 am AEST

**Return Date to Students**

Week 6 Friday (22 Apr 2022)

Feedback returned via Moodle

**Weighting**

25%

**Minimum mark or grade**

Must obtain at least 50% (12.5 out of 25) to pass this task.

**Assessment Criteria**

1. **(2 X 5 marks)** Summarises key diagnostic criteria for the condition using paraphrasing and APA 7 style citations.
2. **(2 X 10 marks)** Discusses factors that impact a child's occupational performance (OP) and reasons for referral to occupational therapy.
3. **(2 X 5 marks)** Explains characteristics of effective therapeutic relationships relevant to the child's condition.
4. **(2 X 10 marks)** Identifies occupational needs relevant to the condition with reasons why an occupational therapist is needed.
5. **(2 X 10 marks)** Describes an appropriate intervention strategy from a suitable Frame of Reference
6. **(2 X 5 marks)** Written communication uses appropriate terminology, flow and articulation of ideas, spelling and grammatical conventions.
7. **(2 X 5 marks)** Cites at least 5 high quality professional references in APA 7 style.

Your final mark for this assessment task is calculated by dividing your raw score out of 100 by 4 to obtain a grade out of 25 that will appear in your gradebook.

**Referencing Style**

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

**Submission**

Online Group

**Submission Instructions**

One member of group submit file to Moodle.

**Learning Outcomes Assessed**

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

### 3 Peer Learning

**Assessment Type**

Case Study

**Task Description**

*The individual Peer Learning (Case Study) task has two parts.*

**In Part 1**, you have 30 minutes to write your responses to selected points of the CPPF for one of the identified case study scenarios we have looked at in class across the term. You will not know which case scenario you have been allocated until you receive the written response sheet at your scheduled time. You will be permitted to access one A4 page (both sides) of your own written notes that you will prepare beforehand and submit to Moodle in Week 11.

**In Part 2**, you will deliver content about the case study responses you made in Part 1 for discussion with a small group of your peers. Your facilitator will select one of the CPPF points for you to orally present to your peers. Your peers will respond, ask questions or make relevant comments about this aspect of the case study. Peer learning is consistently identified by students as a valuable method of acquiring new information. This task will help you structure and facilitate a comprehensive peer discussion to enhance your learning about the case study. Detailed task instructions are available in Moodle.

**Assessment Due Date**

Week 11 Monday (23 May 2022) 8:00 am AEST

**Return Date to Students**

Review/Exam Week Monday (6 June 2022)

Feedback returned in Moodle

## Weighting

30%

### Minimum mark or grade

Must obtain at least 50% (15 out of 30) to pass this task.

### Assessment Criteria

1. **10 marks:** Presents features of the evaluation tool and an interpretation of the child's results.
2. **10 marks:** Rationale explains why the model and frame of reference is appropriate for the child's occupational therapy intervention.
3. **10 marks:** Discusses a rationale for choice of a behavioural objective style GAS to address an occupational performance need.
4. **10 marks:** Creates an appropriate therapy schedule and range of intervention solutions.
5. **10 marks:** Generates a variety of strategies for cues, prompts and behaviour management to use with the child.
6. **10 marks:** Demonstrates professional verbal and nonverbal communication (eye contact, body language, speech volume, pace and enthusiasm).
7. **10 marks:** Takes part in case study discussion time for peer presentations
8. **10 marks:** Orally presents allocated CPPF component that peers can understand.
9. **10 marks:** Orally presents a discussion starter for peer learning.

N.B. Your final mark for this assessment task is calculated by dividing your raw score out of 90 by 3 to obtain a grade out of 30 that will appear in your gradebook.

### Referencing Style

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

### Submission

Offline Online

### Learning Outcomes Assessed

- Explain and demonstrate the use of selected evaluation tools for children with specific impairments
- Write 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.

## 4 CPPF Artefacts

### Assessment Type

Portfolio

### Task Description

*You will prepare, create and submit a collection of artefacts that represent 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 real child, along with a verbal reflection of your own performance and copies of your completed evaluation tool.*

*In addition, you will construct a written report using information about one of the case scenarios used during the term, and an example clinical intervention session for the case scenario child. You will submit your records from the interprofessional education sessions, and a written reflection on your achievement of paediatric learning.*

*These simulated clinical learning tasks are able to be counted in your WIL hours Wiki for OCCT12003.*

*Detailed task instructions are available in Moodle.*

### Assessment Due Date

Review/Exam Week Tuesday (7 June 2022) 8:00 am AEST

### Return Date to Students

Exam Week Friday (17 June 2022)

Feedback returned via Moodle

## Weighting

45%

### Minimum mark or grade

Must obtain at least 50% (22.5 out of 45 marks) to pass this task.

### Assessment Criteria

1. Video

- **(5 marks)** Provides a video of self and child during the evaluation session.
- **(10 marks)** Verbal self-reflection includes areas you did well and evaluation skills to improve.

2. **(5 marks)** Evaluation tool scoring pages and findings are presented using medicolegal standards for documentation

3. Occupational Profile report

- **(10 marks)** Categorises information appropriately under each heading of the report template.
- **(5 marks)** Follow up actions link to occupational needs
- **(5 marks)** Readability and flow of the report demonstrates health literacy principles.

4. Clinical session plan

- **(5 marks)** Session Goals link to the Occupational Profile Report follow up actions.
- **(10 marks)** Rationale for each activity cites evidence for inclusion and anticipated outcome.
- **(5 marks)** Activity methods can be followed by a support worker.
- **(10 marks)** Scaffolding includes fading and adding of appropriate cues, prompts and grading.

5. **(5 marks)** IPE records for Session #1 and #2 are professionally documented and completed.

6. Professional learning reflection

- **(5 marks)** Communicates an appropriate level of critical reflection on threshold concepts for paediatric learning.
- **(5 marks)** Paediatric occupational therapy learning goals link to knowledge gaps from reflection.

7. **(5 marks)** References are from high quality sources and cited in APA 7 style.

NB: Your final mark for this assessment task is calculated by dividing your mark out of 90 by 2 to obtain a grade out of 45 that will appear in your gradebook.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Ensure your video link is able to be viewed/shared. I will not mark any videos I cannot access. Submit your files to Moodle.

### Learning Outcomes Assessed

- Identify key cultural, developmental and environmental factors influencing the occupational performance of infants and children
- Complete mandatory checks and record of work integrated learning hours for paediatric practice
- Explain and demonstrate the use of selected evaluation tools for children with specific impairments
- Write 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.

## 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