



OCCT12004 Occupational Performance Across the Lifespan 2

Term 2 - 2017

Profile information current as at 30/04/2024 06:54 am

All details in this unit profile for OCCT12004 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

Students will build on foundation knowledge of lifespan development to understand the occupational roles of adults from young adulthood to old age. Selected issues impacting upon occupational performance during this development period will be explored using an overarching health framework (International Classification of Functioning, Disability and Health, also known as ICF) and occupational therapy practice models. The potential contribution of the occupational therapist during each phase will be highlighted. Learning will be enhanced through working with adults in a range of settings and gaining practice in application of the occupational therapy process (10 weekly fieldwork visits). The role of the occupational therapist in the facilitation of occupationally-inclusive interventions will be explored. Students will be introduced to professional reasoning and evidence-based practice in the context of working with adults and older people.

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

OCCT11002 Introduction to Occupational Therapy Theory and Practice and ALLH11004 Anatomy and Physiology for Health Professionals 2

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 2 - 2017

- 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. **Presentation**

Weighting: 25%

2. **Written Assessment**

Weighting: 35%

3. **Portfolio**

Weighting: 40%

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 Regional manager of Centacare.

Feedback

This is an extremely successful collaboration and our clients very much enjoy working with the students.

Recommendation

Continue to build links with Centacare to ensure meaningful student learning experiences and engagement with the community.

Feedback from Student feedback and coordinator reflection.

Feedback

Four hour class is too long and should have a built in break.

Recommendation

Request that class is scheduled to allow break for students and educators.

Feedback from Student feedback via Moodle.

Feedback

This course had the easiest Moodle site to navigate. I really appreciated that the weekly Moodle sections were divided into sections including 'handout' 'readings 1, 2, 3 etc.' or 'additional resources'. It made my weekly requirements very easy to navigate.

Recommendation

This format will continue to be used so that students can easily access learning resources.

Feedback from Student feedback via Moodle.

Feedback

The resources given during class helped my learning. Learning about the assessments that occupational therapists administer and practicing them in class also helped my development as an OT student.

Recommendation

This unit has a strong focus on skills development both in class time and in the community. Opportunities for hands-on learning of therapeutic assessments will continue to be built into weekly classes and where possible utilised in fieldwork locations.

Unit Learning Outcomes

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

1. Analyse the cultural and developmental expectations and relevant environmental supports and barriers related to occupational performance across the lifespan from early adulthood to old age.
2. Analyse the implications for selected impairments commonly seen by occupational therapists in this region in terms of activity limitations and participation in society.
3. Select appropriate assessment tools to understand the impact of the impairment on occupational performance and to identify how the occupational therapist might intervene.
4. Set client-centred goals based on information obtained from client and their significant others.
5. Plan an evidence-based intervention with appropriate clinical justification for a person from young adulthood through to older age.
6. Describe the occupational therapist role in promoting occupationally inclusive opportunities for people across the lifespan.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Presentation - 25%	•	•	•	•	•	•
2 - Written Assessment - 35%	•	•	•	•	•	•
3 - Portfolio - 40%	•	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication				•	•	
2 - Problem Solving		•	•	•	•	•
3 - Critical Thinking		•	•	•	•	•
4 - Information Literacy		•	•	•	•	
5 - Team Work			•		•	•
6 - Information Technology Competence		•	•	•	•	
7 - Cross Cultural Competence		•	•	•	•	•
8 - Ethical practice		•	•	•	•	•
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Presentation - 25%	•	•	•	•	•	•	•	•		
2 - Written Assessment - 35%	•	•	•	•	•		•	•		
3 - Portfolio - 40%		•	•				•	•		

Textbooks and Resources

Textbooks

OCCT12004

Prescribed

Willard & Spackman's Occupational Therapy

Edition: 12th edn (2014)

Authors: Boyt Schell, B., Gillen G. & Scaffa, M.

Wolters Kluwer

Baltimore, MD, USA

Binding: Hardcover

Additional Textbook Information

Students should have purchased this text in their previous unit, OCCT11002.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Maria O'Reilly Unit Coordinator

m.oreilly@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to unit. Preparation and planning for fieldwork.	Hoffnung, M., et al. (2015). <i>Lifespan Development: A chronological approach. Third Australasian Edition.</i> Chapters 1 & 2. Details of additional weekly readings will be provided on Moodle	Confirmation of professional practice requirements. Professional practice schedule to be finalised.

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Adolescent Development. The occupational therapist role in working with young people.	Hoffnung, M., et al. (2015). <i>Lifespan Development: A chronological approach. Third Australasian Edition.</i> Ch.10 Details of weekly readings will be provided on Moodle	Planning for or attending professional practice

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Adolescent Development continued. The occupational therapist role in working with young people continued.	Hoffnung, M., et al. (2015). <i>Lifespan Development: A chronological approach. Third Australasian Edition.</i> Ch.11 Details of weekly readings will be provided on Moodle	Planning for or attending professional practice

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Early Adulthood Development. The occupational therapist role in working with people in early adulthood.	Hoffnung, M., et al.(2015). <i>Lifespan Development: A chronological approach. Third Australasian Edition.</i> Ch.12 Details of weekly readings will be provided on Moodle	Planning for or attending professional practice

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Student Presentations		Planning for or attending professional practice Professional presentation on occupational therapy role in promoting occupationally inclusive opportunities for adolescents 25% Due: Week 5 Thursday (10 Aug 2017) 9:00 am AEST

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Ensure portfolio is up to date.

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Early Adulthood Development continued. The occupational therapist role in working with people in early adulthood continued.	Hoffnung, M., et al.(2015). <i>Lifespan Development: A chronological approach. Third Australasian Edition.</i> Ch.13 Details of weekly readings will be provided on Moodle	Planning for or attending professional practice

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Middle Adulthood Development. The occupational therapist role in working with people in middle adulthood.	Hoffnung, M., et al. (2015). <i>Lifespan Development: A chronological approach. Third Australasian Edition.</i> Ch.14 Details of weekly readings will be provided on Moodle	Planning for or attending professional practice

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Middle Adulthood Development continued. The occupational therapist role in working with people in middle adulthood continued	Hoffnung, M., et al.(2015). <i>Lifespan Development: A chronological approach. Third Australasian Edition.</i> Ch.15 Details of weekly readings will be provided on Moodle	Planning for or attending professional practice

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Late Adulthood Development. The occupational therapist role in working with people in late adulthood. Late Adulthood Development continued. The occupational therapist role in working with people in late adulthood continued.	Hoffnung, M., et al. (2015). <i>Lifespan Development: A chronological approach. Third Australasian Edition.</i> Ch.16 Details of additional weekly readings will be provided on Moodle	Planning for or attending professional practice
--	---	---

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Late Adulthood Development continued. The occupational therapist role in working with people in late adulthood continued.	Hoffnung, M., et al. (2015). <i>Lifespan Development: A chronological approach. Third Australasian Edition.</i> Ch.17 Details of additional weekly readings will be provided on Moodle	Planning for or attending professional practice

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Life limiting situations and end of life. The occupational therapist role in working with people with life limiting conditions and at end of life.	Hoffnung, M., et al. (2015). <i>Lifespan Development: A chronological approach. Third Australasian Edition.</i> Ch.18 Details of weekly readings will be provided on Moodle	Planning for or attending professional practice Occupational performance in middle adulthood: The challenge of chronic disease. 35% Due: Week 11 Friday (29 Sept 2017) 5:00 pm AEST

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Life limiting situations and end of life continued. The occupational therapist role in working with people with life limiting conditions and at end of life. Preparation and planning for future clinic activities.	Details of weekly readings will be provided on Moodle	Finalising professional practice

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Professional Practice Portfolio 40% Due: Review/Exam Week Thursday (12 Oct 2017) 9:00 am AEST

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Professional presentation on occupational therapy role in promoting occupationally inclusive opportunities for adolescents 25%

Assessment Type

Presentation

Task Description

This assessment is designed to allow you to present the knowledge you have gained in class and via independent research regarding the occupational therapist's role with young people using a class presentation. Presenting to colleagues, peers and clients is an important professional skill for you to master over the course of your degree, and this task is designed to further develop the presenting skills you have already obtained in Term 1

Working in **pairs** you are required to prepare a **25 minute** professional presentation based on an article you have sourced from a peer reviewed occupational therapy journal no more than 10 years old. Twenty minutes will be dedicated to the presentation, and a full five minutes will be dedicated to a question and answer session. This article, from the recent occupational therapy literature, should focus on the role of occupational therapy in promoting occupationally inclusive opportunities for young people between the ages of 12 and 18 years who have identified disabilities that impact on their occupational performance and participation. This is an opportunity for you to explore a topic in detail and share this knowledge with your student peers.

Working together you will be required to:

- Provide the audience with a summary of the purpose of the paper, and describe the participants.
- Identify and analyse what environmental and person factors were impacting upon the occupational performance of the participants.
- Identify the OT model and/or frame of reference that guided the paper.
- Identify and explain any assessment tools that were described and used to understand the impact of the person-level-impairment and environmental barriers on occupational performance and participation
- Describe the occupational therapy intervention to promote occupational performance and participation (this will build on your emerging professional reasoning skills) with particular focus on the transitions associated with adolescence.
- You are expected to research the condition as noted in the paper, and the appropriate evidence-based assessments and interventions that would be applicable.
- In light of this research, comment on the success/appropriateness of the occupational therapy intervention described in the paper.
- Foster discussion with your peers by posing some questions to them arising from your presentation.

Assessment Due Date

Week 5 Thursday (10 Aug 2017) 9:00 am AEST

Presentations will take place during class. Students will be allocated a presentation time via Moodle

Return Date to Students

Week 7 Thursday (31 Aug 2017)

Students will receive written feedback on their individual and group performance on this task via Moodle.

Weighting

25%

Minimum mark or grade

12.5%

Assessment Criteria

Presentation content, structure and organisation (15 marks)

Facilitation of class discussion and Q&A session (5 marks)

Presentation delivery, quality, adherence to APA (5 marks)

Refer to Moodle for full details and assessment rubric

Referencing Style

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

Submission

Offline Online

Submission Instructions

Speaker notes and slides (including reference list) submitted off line to unit lecturers and online via Moodle on morning of presentation

Learning Outcomes Assessed

- Analyse the cultural and developmental expectations and relevant environmental supports and barriers related to occupational performance across the lifespan from early adulthood to old age.
- Analyse the implications for selected impairments commonly seen by occupational therapists in this region in terms of activity limitations and participation in society.
- Select appropriate assessment tools to understand the impact of the impairment on occupational performance

- and to identify how the occupational therapist might intervene.
- Set client-centred goals based on information obtained from client and their significant others.
- Plan an evidence-based intervention with appropriate clinical justification for a person from young adulthood through to older age.
- Describe the occupational therapist role in promoting occupationally inclusive opportunities for people across the lifespan.

Graduate Attributes

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

2 Occupational performance in middle adulthood: The challenge of chronic disease. 35%

Assessment Type

Written Assessment

Task Description

This **2000 word** written paper will allow you to review the literature on the lived experience and occupational performance and participation challenges for people in middle adulthood experiencing a chronic disease process (between 6-10 papers). You will review and synthesise the occupational therapy literature addressing one of the following topics, all of which have relevance to the regions in which we live and work:

- Type 2 diabetes
- Depression in men
- Breast cancer
- Younger onset dementia
- Chronic musculoskeletal pain
- Rheumatoid arthritis

Your paper will include

- A description of your search strategy
- A review of the papers you sourced, including description of the participants and the study location (country and context).
- The range of occupational therapy practice models and/or frames of reference that you observed being used with this population
- Description of the person-level-impairment and environmental barriers to occupational performance and participation for this population, and how these impairments were assessed.
- A detailed summary of the occupational therapy role identified within the literature and specific interventions and the evidence that support them.
- A review of the occupational therapy services that are available in your local area to support this population, including the occupational assessments and interventions used in your local area by occupational therapists.

Assessment Due Date

Week 11 Friday (29 Sept 2017) 5:00 pm AEST

Return Date to Students

Review/Exam Week Friday (13 Oct 2017)

Via Moodle

Weighting

35%

Minimum mark or grade

17.5

Assessment Criteria

1. Quality of description and analysis of relevant literature (10)
2. Evidence of research and investigation of local services (5)
3. Identification of assessments, outcome measures and occupational therapy role (15)
4. Effective written communication (5)

Refer to Moodle for full details and assessment rubric

Referencing Style

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

Submission

Online

Submission Instructions

Via Moodle

Learning Outcomes Assessed

- Analyse the cultural and developmental expectations and relevant environmental supports and barriers related to occupational performance across the lifespan from early adulthood to old age.
- Analyse the implications for selected impairments commonly seen by occupational therapists in this region in terms of activity limitations and participation in society.
- Select appropriate assessment tools to understand the impact of the impairment on occupational performance and to identify how the occupational therapist might intervene.
- Set client-centred goals based on information obtained from client and their significant others.
- Plan an evidence-based intervention with appropriate clinical justification for a person from young adulthood through to older age.
- Describe the occupational therapist role in promoting occupationally inclusive opportunities for people across the lifespan.

Graduate Attributes

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

3 Professional Practice Portfolio 40%

Assessment Type

Portfolio

Task Description

Over the course of fieldwork this term you will generate a professional portfolio using the *OTCA Occupational Therapy Practice Process* as your guide. This document will include the following sections:

- Background, including a description of the service and the clients who usually use it (de-identified).
- Step by step enactment of the occupational therapy practice process you engaged in using de-identified clients to evidence your work including
 - Information gathering processes
 - Occupational therapy practice model/s
 - Assessments you used and the results
 - Collaborative goal setting and intervention planning you conducted
 - Activities and interventions you researched, planned and conducted

- Evaluations you conducted to establish the impact of your interventions
- Discharge and future plans
- Examples of weekly planning and progress notes for clients (de-identified).
- Weekly reflections on fieldwork events with clients, impact on own learning, future learning needs/gaps and plan to meet those needs/gaps.
- Comprehensive reference list of readings and resources in APA format.

Assessment Due Date

Review/Exam Week Thursday (12 Oct 2017) 9:00 am AEST
Via Moodle

Return Date to Students

Exam Week Friday (20 Oct 2017)
Via Moodle

Weighting

40%

Minimum mark or grade

20%

Assessment Criteria

1. Enactment of the Occupational Therapy Practice Process (15)
2. Effective professional communication (5)
3. Ethical practice and professional behaviour (10)
4. Reflection on performance and learning needs (10)

Further details and assessment rubric will be available on Moodle

Referencing Style

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

Submission

Online

Submission Instructions

Via Moodle

Learning Outcomes Assessed

- Analyse the cultural and developmental expectations and relevant environmental supports and barriers related to occupational performance across the lifespan from early adulthood to old age.
- Analyse the implications for selected impairments commonly seen by occupational therapists in this region in terms of activity limitations and participation in society.
- Select appropriate assessment tools to understand the impact of the impairment on occupational performance and to identify how the occupational therapist might intervene.
- Set client-centred goals based on information obtained from client and their significant others.
- Plan an evidence-based intervention with appropriate clinical justification for a person from young adulthood through to older age.
- Describe the occupational therapist role in promoting occupationally inclusive opportunities for people across the lifespan.

Graduate Attributes

- Problem Solving
- Critical Thinking
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

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

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

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

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

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

What is a breach of academic integrity?

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

Why is academic integrity important?

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

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

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



Seek Help

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



Produce Original Work

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