OCCT12004 *Occupational Performance Across the Lifespan 2*

Term 2 - 2023

Profile information current as at 12/10/2024 05:44 pm

All details in this unit profile for OCCT12004 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

This unit continues the analysis of the lifespan through an occupational lens. You will build on foundation knowledge of lifespan development to understand the occupational roles of adults from young adulthood to end of life. Selected issues impacting upon occupational performance during these periods of development 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, and the role of the occupational therapist in the facilitation of occupationally-inclusive interventions will be explored. You will be introduced to professional reasoning and evidence-based practice in the context of working with adults and older people. You will also attend a series of fieldwork sessions, working with older people in the community, which will enhance learning and provide the opportunity to practice application of the occupational therapy process in a real-world situation.

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

Pre-requisites:OCCT12003OCCT12006
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 - 2023

- 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. **Research Assignment**
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 SUTE, informal student feedback, educator observation, guest lecturer feedback

Feedback

The guest speakers provided exposure to varied contexts, with the experience highly valued by students and lecturers.

Recommendation

It is recommended that guest lecturers continue to be sourced as possible and that further specialist presenters be sought for other topics as appropriate and available.

Feedback from SUTE, informal student feedback

Feedback

Students reported that the content was highly relevant and that the clinical skills developed will support future professional practice.

Recommendation

It is recommended that unit topics remain the same for 2023, but with updated and expanded content to ensure ongoing relevancy of learning materials to current clinical practice.

Feedback from SUTE feedback, informal student feedback

Feedback

A small number of students had difficulty interpreting the task description and rubric for the portfolio assessment but felt that the overview provided in-class helped to provide clarity for what was expected.

Recommendation

It is recommended that the unit coordinator review the portfolio task description and rubric for clarity, and that they continue to provide an overview in-class to encourage student understanding of expectations.

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 from early adulthood to older age and end of life.
2. Analyse the implications for selected impairments commonly seen by occupational therapists in terms of activity limitations and participation in society.
3. Select appropriate assessment tools to understand the impact of impairment on occupational performance and identify how the occupational therapist might intervene.
4. Set client-centred goals based on information obtained from clients 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

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

Alignment of Assessment Tasks to Learning Outcomes

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

Textbooks and Resources

Textbooks

OCCT12004

Prescribed

Life Span Human Development
Edition: 4th (2022)
Authors: Sieglman, C.K., de George, L., Cunial, K., Kohler, M., Ballam, N., & Rider, E.A.
Cengage
Australia
ISBN: 9780170452816
Binding: Paperback

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Micrososft Teams (both microphone and webcam capability)

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

Jenn Stanley Unit Coordinator
j.stanley@cqu.edu.au

Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic

Lecture & Tutorial Sessions (Tuesday 10.00am-3.00pm): Introduction to OCCT12004 Introduction to Developmental Science **Practical Session (Wednesday 9.00am-1.00pm):** Introduction to Work-Integrated Learning (WIL)	Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). ***Life span human development: Australia and New Zealand*** (4th ed.). Cengage. Chapter 1: **pp. 3-20**. Chapter 2: **pp. 47-85.** ***Additional readings will be detailed in your weekly Moodle Tiles.***	Group allocation for **Assessment 1** (submission due 5.00pm Tuesday 01/08/2023, presentation due Wednesday 02/08/2023/**Week 4**) will be assigned by the Unit Coordinator and published on Moodle by **5.00pm Friday 14/07/2023**. Students are expected to select and 'sign up' for group membership for **WIL** (commences week 5) and **Assessment 3** (submission due 8.00am Monday 09/10/2023/**Week 13**) by **5.00pm Thursday 13/07/2023**. Any students not signed up by this time will be allocated to a group by the Unit Coordinator and advised of same on Moodle by **5.00pm Monday 17/07/2023**.

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lecture and Tutorial Sessions (Tuesday 10.00am-3.00pm): Physical Development Across the Life Span **Practical (Wednesday 9.00am-1.00pm):** Preparation for WIL	Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). ***Life span human development: Australia and New Zealand*** (4th ed.). Cengage. Chapter 4: **pp. 149-153** & **177-197**. ***Additional readings will be detailed in your weekly Moodle Tiles.***	

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lecture and Tutorial Sessions (Tuesday 10.00am-3.00pm): Cognitive Development Across the Life Span **Practical (Wednesday):** Induction at Catholic Care CQ **9.00am-10.00am** Preparation for WIL **10.30am-1.00pm**	Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). ***Life span human development: Australia and New Zealand*** (4th ed.). Cengage. Chapter 5: **pp. 209-224** & **pp. 236-246.** ***Additional readings will be detailed in your weekly Moodle Tiles.***	All necessary **documentation required for submission to Catholic Care CQ** (as outlined in the practical session in Week 1) must be printed and compiled ready for presentation at the Catholic Care CQ induction session being held between **9-10am on Wednesday 26/07/2023**. The Unit Coordinator will publish the **Assessment 1 Presentation Schedule** on Moodle by **5.00pm Thursday 28/07/2023**.

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lecture and Tutorial Sessions (Tuesday): In preparation for your group presentations on Wednesday there is no scheduled lecture or tutorial this week. **Assessment 1 Group Presentations (Wednesday 8.30am-4.00pm):** Please be sure to arrive by 8.15am.	There are no required readings this week.	**The Occupational Therapy Role in Promoting Occupationally Inclusive Opportunities for Adolescents (12-18 years) Experiencing Developmental Challenge** Due: Week 4 Tuesday (1 Aug 2023) 5:00 pm AEST

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Lecture and Tutorial Sessions (Tuesday 1.30pm-4.30pm): Intelligence and Creativity Across the Life Span Language, Literacy & Learning Development Across the Life Span Preparation for IPE sessions Week 6 & 8 **Work-Integrated Learning:** BDG Group A **Wednesday 9.00am-1.00pm** ROK Group A **Tuesday 9.00am-1.00pm**	Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). ***Life span human development: Australia and New Zealand*** (4th ed.). Cengage. Chapter 7: **pp. 311-328** & **pp. 334-351.** Chapter 8: **pp. 361-367** & **pp. 389-397** ***Additional readings will be detailed in your weekly Moodle Tiles.***	**Group A** students will be attending WIL at Catholic Care CQ in either Bundaberg or Rockhampton. **Group B** students will be planning and preparing for WIL.

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lecture and Tutorial Sessions (Tuesday 10.00am-3.00pm): Sensory Perception, Attention & Memory Development Across the Life Span **Work-Integrated Learning (Wednesday 9.00am-1.00pm):** BDG Group B ROK Group B	Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). ***Life span human development: Australia and New Zealand*** (4th ed.). Cengage. Chapter 6: **pp. 254-260** & **pp. 285-300**. ***Additional readings will be detailed in your weekly Moodle Tiles.***	**Group B** students will be attending WIL at Catholic Care CQ in either Bundaberg or Rockhampton. **Group A** students will be planning and preparing for WIL. The first **IPE session** will occur Week 6. Please refer to the IPE Moodle Tile for group and session allocations.

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lecture and Tutorial Sessions (Tuesday 10.00am-3.00pm): Self & Personality Development Across the Life Span **Work-Integrated Learning (Wednesday 9.00am-1.00pm):** BDG Group A ROK Group A	Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). ***Life span human development: Australia and New Zealand*** (4th ed.). Cengage. Chapter 9: **pp. 406-410, pp. 429-431, pp. 437-443 & pp. 446-449.** ***Additional readings will be detailed in your weekly Moodle Tiles.***	**Group A** students will be attending WIL at Catholic Care CQ in either Bundaberg or Rockhampton. **Group B** students will be planning and preparing for WIL.

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lecture and Tutorial Sessions (Monday 10.00am-3.00pm): Gender & Sexuality Development Across the Life Span **Work-Integrated Learning (Wednesday 9.00am-1.00pm):** BDG Group B ROK Group B	Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). ***Life span human development: Australia and New Zealand*** (4th ed.). Cengage. Chapter 9: **pp. 411-414, pp. 431-437** & **pp. 443-446**. ***Additional readings will be detailed in your weekly Moodle Tiles.***	**Group B** students will be attending WIL at Catholic Care CQ in either Bundaberg or Rockhampton. **Group A** students will be planning and preparing for WIL. The second **IPE session** will occur Week 8. Please refer to the IPE Moodle Tile for group and session allocations. **Do Occupational Therapy Interventions Positively Impact the Occupational Participation and Performance of People in Middle Adulthood (40-65 years) Experiencing the Developmental Challenge of a Chronic Condition?** Due: Week 8 Thursday (7 Sept 2023) 5:00 pm AEST

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic

Lecture and Tutorial Sessions (Tuesday 1.30pm-4.30pm): Social Cognition and Moral Development Across the Life Span Emotions, Attachment & Social Relationships Across the Life Span **Work-Integrated Learning:** BDG Group A **Wednesday 9.00am-1.00pm** ROK Group B **Tuesday 9.00am-1.00pm**	Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). ***Life span human development: Australia and New Zealand*** (4th ed.). Cengage. Chapter 10: **pp. 461-478** & **pp. 487-500**. Chapter 11: **pp. 510-519** & **pp. 540-553**. ***Additional readings will be detailed in your weekly Moodle Tiles.***	**BDG Group A** students and **ROK Group B** students will be attending WIL at Catholic Care CQ in either Bundaberg or Rockhampton. **BDG Group B** students and **ROK Group A** students will be planning and preparing for WIL.

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lecture and Tutorial Sessions (Tuesday 10.00am-3.00pm): Developmental Psychopathology Across the Life Span **Work-Integrated Learning (Wednesday 9.00am-1.00pm):** BDG Group B ROK Group A	Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). ***Life span human development: Australia and New Zealand*** (4th ed.). Cengage. Chapter 12: **pp. 566-572** & **pp. 589-600**. ***Additional readings will be detailed in your weekly Moodle Tiles***.	**BDG Group B** students and **ROK Group A** students will be attending WIL at Catholic Care CQ in either Bundaberg or Rockhampton. **BDG Group A** students and **ROK Group B** students will be planning and preparing for WIL.

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lecture and Tutorial Sessions (Tuesday 10.00am-3.00pm): Developmental Psychopathology Across the Life Span **Work-Integrated Learning (Wednesday 9.00am-1.00pm):** All students will be attending WIL	Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). ***Life span human development: Australia and New Zealand*** (4th ed.). Cengage. Chapter 12: **pp. 566-572** & **pp. 601-607**. ***Additional readings will be detailed in your weekly Moodle Tiles.***	**All** students will be attending WIL at Catholic Care CQ in either Bundaberg or Rockhampton.

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lecture and Tutorial Sessions (Tuesday 10.00am-3.00pm): Death & Dying, Grief & Grieving Across the Life Span **Practical (Wednesday 9.00am-1.00pm):** Debrief and Synopsis of WIL Experiences Reflection on Student Learning and Development Q & A for Assessment 3	Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). ***Life span human development: Australia and New Zealand*** (4th ed.). Cengage. Chapter 13: **pp. 619-636** & **pp. 643-659**. ***Additional readings will be detailed in your weekly Moodle Tiles.***	

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Catholic Care CQ Work-Integrated Learning (WIL) (Professional Practice Portfolio) Due: Review/Exam Week Monday (9 Oct 2023) 8:00 am AEST

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

OCCT12004 requires **on-campus attendance** for lecture, tutorial and presentation sessions, unless otherwise notified by the unit coordinator. You will be required to sign in for each of these sessions (it will be your responsibility to ensure that you have signed the attendance sheet for each session). Watching recordings (if available) will not count as in-person attendance. If you are unable to attend a session, please be sure to notify your unit coordinator regarding this as soon as possible (j.stanley@cqu.edu.au). It will be your responsibility to catch up on any missed content as repeat sessions are not offered as part of this unit.
The time spent in Work-Integrated Learning (WIL) as part of OCCT12004 contributes to your overall Professional Practice accumulated hours (total required 1000 hours), which is a requirement for successful graduation from CB84 and registration with AHPRA. As such, **in-person attendance** at all WIL related sessions, including practical, induction and WIL sessions, is mandatory. Should you be unable to attend a session, please be sure to contact the unit coordinator regarding this as soon as possible (j.stanley@cqu.edu.au). It will be your responsibility to arrange a 'make up' session for any time missed.

Assessment Tasks

1 The Occupational Therapy Role in Promoting Occupationally Inclusive Opportunities for Adolescents (12-18 years) Experiencing Developmental Challenge

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 adolescents experiencing developmental challenge. 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 your presentation skills already obtained in Term 1.
This assessment has three (3) component parts:
Task 1 (Group Task):
Working in assigned groups of 3 or 4, your primary task is to prepare a **20-minute** (for groups of 3) **or 25-minute** (for groups of 4) **professional presentation**. Your presentation will focus on the **role of occupational therapy in promoting occupationally inclusive opportunities for young people between the ages of 12 and 18 years (adolescence) who experience an identified and specific physical, cognitive, or psychosocial developmental challenge that may impact upon their occupational participation and performance.** This is an opportunity to explore an area of practice interest (your group will select the developmental challenge to research) in detail and to share this knowledge with your peers.
In preparing your presentation, you will be expected to **use relevant** (i.e., published between 2014 and 2023) **peer-reviewed literature** (i.e., academic texts or journals), researching:

- at least **5 texts/articles** for describing the developmental challenge and identifying the person and environmental factors that impact occupational participation and performance (using either the PEOP or CMOP-E), and
- either **2 articles (for groups of 3)** or **3 articles (for groups of 4)** that describe an occupational therapy specific intervention for that population of adolescents.

For **each article** you are required to:

1. provide a summary of the **purpose of the article**, including a description of the participants,
2. identify the **occupational therapy model and/or frame of reference** that guided the research (this may or may not be explicitly stated in the article - you might need to make inferences from the author's focus),
3. identify and explain any **assessment tools** that were described and used to understand the impact of the person and environment barriers on occupational participation and performance, and
4. describe the **occupational therapy intervention** to promote occupational participation and performance with particular focus on the transitions associated with adolescence.

You are also required to integrate and evaluate the information from each article, and other independent research, in order to:

1. provide a **description of the developmental challenge**, highlighting current evidence about assessment and intervention within the occupational therapy context,
2. identify and analyse what **person and environmental factors typically impact** upon the occupational participation and performance of adolescents experiencing this developmental challenge,
3. comment on the **success/appropriateness of the occupational therapy intervention** described in each article, and
4. **foster discussion** with your peers by posing at least two (2) questions to them, that arise from your presentation.

Presentation Guidelines:

- the maximum time allocated for each group presentation will be:
    - **20 minutes (± 2 minutes)** for groups of 3. Marks will be deducted if your presentation is less than 18 minutes or more than 22 minutes in length. At 22 minutes you will be asked to stop presenting, even if you have not completed your presentation.
    - **25 minutes (± 2 minutes)** for groups of 4. Marks will be deducted if your presentation is less than 23 minutes or more than 27 minutes in length. At 27 minutes you will be asked to stop presenting, even if you have not completed your presentation.
    - **5 minutes** (irrespective of group size) to foster discussion with your peers.
- each member of the group is expected to prepare and deliver an equal part of the presentation

Task 2 (Group Task):
Your group will compile a **PowerPoint resource** to support and accompany your presentation. The resource must include on-slide citations and a reference list using APA 7th formatting.
Task 3 (Individual Task):
You are required to complete an **individual reflection** (500 words maximum) of your experience and learning around the selected developmental challenge and occupational therapy role. Please be sure to follow academic reflection guidelines by including:

- a **description** (i.e., the who, what, when, where and why) of the experience,
- an **analysis** (e.g., which component made you think the most; what was particularly challenging or interesting; did anything challenge or reinforce your prior understanding or past learning; are there any theories that help to explain what happened; etc.?) of the experience, and
- an **evaluation** (e.g., what did you learn; has it changed what you think? Will it change what you do; etc.?) of the experience.

Please refer to the **Assessment Tile** on OCCT12006's Moodle site for further detail.

Assessment Due Date
Week 4 Tuesday (1 Aug 2023) 5:00 pm AEST

Tasks 2 & 3 must be uploaded to Moodle by the due date and time for marking without penalty. Task 1 will be assessed between 8.30am and 4.00pm Wednesday 02/08/2023.

Return Date to Students

Weighting
25%

Minimum mark or grade
You must achieve a minimum mark of 50% (12.5/25) for Tasks 1, 2 & 3 combined in order to pass this assessment piece.

Assessment Criteria
Tasks 1 & 2:

- accurate and thorough description of the physical, cognitive or psychosocial developmental challenge, including potential personal and environmental impacts on occupational participation and performance (10 marks),
- accurate and detailed discussion of each article, clearly identifying the purpose, the OT model and/or frame of reference, the assessment tools, and the intervention process, including discussion about success/appropriateness of same (25 marks), and
- facilitation and participation in class discussion in Q & A session (5 marks).

Task 3:

- ability to self-evaluate participation in learning process and to identify plan for improving areas of challenge going forward (10 marks).

Total Marks: 40 (group) & 10 (individual)
Please refer to the **Assessment Tile** on OCCT12004's Moodle site for further detail.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online Group

Submission Instructions
Your PowerPoint slides will be uploaded to Moodle as a group. Your personal reflection is to be independently uploaded. Should you have any difficulty uploading either your PowerPoint slides or reflection to Moodle, please be sure to email a copy directly to the unit coordinator (j.stanley@cqu.edu.au) with an explanation of the difficulty in uploading.

assessmentOutcome

- Analyse the cultural and developmental expectations and relevant environmental supports and barriers related to occupational performance from early adulthood to older age and end of life.
- Analyse the implications for selected impairments commonly seen by occupational therapists in terms of activity limitations and participation in society.
- Select appropriate assessment tools to understand the impact of impairment on occupational performance and identify how the occupational therapist might intervene.
- Describe the occupational therapist role in promoting occupationally inclusive opportunities for people across the lifespan.

assessmentGradAttribute

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

2 Do Occupational Therapy Interventions Positively Impact the Occupational Participation and Performance of People in Middle Adulthood (40-65 years) Experiencing the Developmental Challenge of a Chronic Condition?

Assessment Type
Research Assignment

Task Description
This **2500** (minimum) **- 3000** (maximum) **word academic essay** will allow you to identify, review and analyse the current literature on the benefits (or otherwise) of occupational therapy interventions with people in middle adulthood (aged 40-65 years) experiencing occupational participation and performance challenges due to a chronic condition.
The primary goal of this task is to **persuade readers of an opinion** (i.e., that occupational therapy intervention is beneficial or otherwise) **based on evidence**.
The task requires you to **use between 15-20 peer-reviewed sources** (i.e., academic texts or scientific journals), at least 10 of which must be specifically sourced from occupational therapy authors, **published within the last 10 years** (i.e., published between 2014 & 2023) in order to:

1. describe the associated physical, cognitive and psychosocial **developmental expectations** of people in middle adulthood (40-65 years),

2. select and describe a **specific chronic condition** that may pose a developmental challenge and how it may influence a person's occupational participation and performance abilities (identify and use an OT model for this),
3. establish a **thesis statement** (advising what you plan to argue and how you plan to support your claim),
4. identify, describe, discuss and analyse at least **3 separate occupational therapy interventions** reported in the literature as evidence (or otherwise) for your thesis statement (be sure to use your professional reasoning in identifying both the potential pro's and con's of the intervention for your selected chronic condition, and
5. provide a '**future statement**' (i.e., recommendations for where to from here) using the evidence provided to direct future research and/or your recommendations for appropriate future clinical practice.

Format the paper as an academic essay, using APA 7th formatting, citation, and referencing style. Include a Reference List and an Appendix illustrating your search strategy at the end of your essay.
Please refer to the **Assessment Tile** on OCCT12006's Moodle site for further detail.

Assessment Due Date
Week 8 Thursday (7 Sept 2023) 5:00 pm AEST

Your essay must be uploaded to Moodle by the due time and date for marking without penalty.

Return Date to Students

Weighting
35%

Minimum mark or grade
You must achieve a minimum mark of 50% (17.5/35) in order to pass this assessment piece.

Assessment Criteria

- theoretical knowledge and interpretation of developmental expectations for middle adulthood (10 marks)
- theoretical knowledge and interpretation of the chronic condition and it's potential impact on occupational participation and performance (10 marks)
- identification, investigation and interpretation of OT interventions currently implemented with people experiencing developmental and occupational challenge due to the specified chronic condition (30 marks)
- identification and explanation of the thesis and future statements (10 marks)
- professional communication (5 marks)
- resources and referencing (5 marks)

Total Marks: 70
Please refer to the **Assessment Tile** on OCCT12004's Moodle site for further detail.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Should you have any difficulty uploading your essay to Moodle, please be sure to email a copy directly to the unit coordinator (j.stanley@cqu.edu.au) with an explanation of the difficulty in uploading.

assessmentOutcome

- Analyse the cultural and developmental expectations and relevant environmental supports and barriers related to occupational performance from early adulthood to older age and end of life.
- Analyse the implications for selected impairments commonly seen by occupational therapists in terms of activity limitations and participation in society.
- 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.

assessmentGradAttribute

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

3 Catholic Care CQ Work-Integrated Learning (WIL) (Professional Practice Portfolio)

Assessment Type
Portfolio

Task Description
Over the course of your professional practice (WIL) experiences, you will generate a professional practice portfolio using an occupational therapy practice process model, CMOP-E and the **Canadian Practice Process Framework (CPPF)**, as your guide. The portfolio will document your interactions with individual clients, as well as your group-based activities, and your IPE experience. This document will be built on as you progress through the term and should include the following sections:
Section 1: A **context/background for the intervention sessions (600 words) including:**

- a discussion about social isolation in older people and its implications for their health and wellbeing (you will need to refer to peer reviewed research for this part), and
- a description of the service and the clients who use it.

Section 2: The **occupational therapy practice process,** including:

- a brief overview of the CPPF model **(300 words) (Individual Task)**
- a step-by-step enactment of your engagement with the CPPF model, using your professional practice sessions to evidence your work. You need to include:

Action Point 3: Assess/Evaluate (Individual Task)

- identification of, and a brief description about, the assessments used to gather information about your client (**<100 words for each assessment identified**), and
- a synopsis of your assessment results **(500 words)**, including:
    - your client's demographics (age/generation, gender identity, ethnicity, marital status, living situation, etc), and
    - your client's occupational profile (occupational history and experiences, patterns of daily living, occupational strengths (as per ICF activity capabilities), occupational challenges (as per ICF activity limitations), interests, values, hopes/aspirations, etc).

Action Point 4: Agree on Objectives and Plan (Individual Task)

- identify 5-10 overall aims for your client/client group that can be achieved in the context of the 'Aging Well Morning Tea' sessions (this should be linked to the activity you have chosen),
- document a single goal in the format of a SMART goal, and
- identify the activity that you will implement as part of your group session and discuss the therapeutic value of the selected activity (**500 words**). You will need to refer to peer reviewed literature for this part.

Action Point 5: Implement the Plan (Group Task)

- include the **activity plan** developed as part of your group session, and
- include your completed **Risk Assessment** (using the template provided) for the activity.

Action Point 7: Evaluate Outcome

- document **progress notes (Paired Task)** for each individual client session, following the **SOAP format**, and
- document your **personal reflection/s (600 words in total)** on each individual session and the group session that you implemented (Individual Task).

Action Point 8: Conclude/Exit (Paired Task)

- document an integrated **handover report** suggesting potential occupational therapy intervention/s that would be of value to the client. This should include recommendations for further assessment and potential goals for therapy.

Section 3: Provide **inter-professional perspectives** of working with older adults by including documentation from your IPE sessions. Include a **personal reflection** (**500 words**) of the process.
Section 4: A **Reference List** of readings and resources used to support your learning, in APA 7th format.
More information about the portfolio components and expectations can be found in the **WIL Guide** and on the

Assessment Tile on OCCT12004's Moodle site.

Assessment Due Date
Review/Exam Week Monday (9 Oct 2023) 8:00 am AEST

Please upload your completed Portfolio and any additional supporting documents to Moodle by the due day and time for marking without penalty.

Return Date to Students

Weighting
40%

Minimum mark or grade
You must achieve a minimum mark of 50% (20/40) in order to pass this assessment piece.

Assessment Criteria

- theoretical knowledge and interpretation of some of the challenges facing older adults in the community (10 marks)
- enactment of the OT practice process (Action Point #'s 3, 4 & 5) (20 marks)
- enactment of the OT practice process (Action Point #'s 7 & 8) (15 Marks)
- ethical practice and professional behaviour (5 marks)
- reflection on performance and learning needs (10 marks)
- professional communication (5 marks)
- resources and referencing (5 marks)
- mandatory attendance (10 marks)

Total Marks: 80
Please refer to the **Assessment Tile** on OCCT12004's Moodle site for the Assessment Rubric.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Your portfolio needs to be uploaded to Moodle by the due date and time for marking without penalty. Should you have any difficulty uploading your Portfolio, or supporting documents, to Moodle, please be sure to email a copy directly to the unit coordinator (j.stanley@cqu.edu.au) with an explanation of the difficulty in uploading.

assessmentOutcome

- Select appropriate assessment tools to understand the impact of impairment on occupational performance and identify how the occupational therapist might intervene.
- Set client-centred goals based on information obtained from clients and their significant others.
- Plan an evidence-based intervention with appropriate clinical justification for a person from young adulthood through to older age.

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- 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