



OCCT12006 *Understanding the Environment*

Term 1 - 2018

Profile information current as at 01/05/2024 03:11 am

All details in this unit profile for OCCT12006 have been officially approved by CQU University 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 introduces you to the fundamental importance of the environment and its influence on occupational participation. You will use your foundation knowledge of occupational therapy ecological models to understand the role of the physical, social, cultural and temporal environment in occupational performance. You will study the theories and evidence-based practice behind the provision of environmental modifications and the application of the occupational therapy process in assessing, prescribing and evaluating environmental modifications. By participating in practical learning experiences, you will examine contemporary occupational therapy practice in this field.

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 prerequisites:

OCCT11002OCCT11001ALLH12007ALLH11005ALLH11004

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 - 2018

- 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. **Practical Assessment**

Weighting: 20%

2. **Presentation**

Weighting: 40%

3. **Written Assessment**

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 Have your Say Unit Coordinator reflection

Feedback

A few students reported that they believed the final written assessment was scheduled too closely to the practical splinting assessment and 3/14 suggested it could be moved to earlier in the term. A couple of students questioned the weighting of the final written assessment.

Recommendation

The timing of each assessment piece will be considered for review when the unit profile is reviewed and updated for 2018. The review of the assessment suite will also consider if any changes to weightings need to occur.

Feedback from Have your Say, personal feedback to the unit coordinator, unit coordinator observation of student engagement during the splinting components.

Feedback

There was overall praise for the splinting intensive and the guest lecturer who is a hand therapist. That hand therapist is based in Bundaberg and offered theory and practical sessions, as well as moderating the assessment, with the unit coordinator, across both campuses.

Recommendation

This element of the unit will remain, with no changes to the design of its' delivery.

Feedback from Have your Say, emails, personal feedback to the unit coordinator and unit coordinator reflections

Feedback

Students perceived significant differences in the knowledge, skills and experiences between casual staff and the unit coordinator. Students from one campus reported that they felt disadvantaged by this difference.

Recommendation

Appointment of casual staff with relevant clinical and teaching skills will be carefully considered to balance local staff availability. Additional group processes using the synchronous teaching technology will also be utilised to manage student perceptions about receiving uniform information.

Feedback from Have your Say Student emails to unit coordinator

Feedback

The learning resources and delivery of lecture content by the unit coordinator received positive feedback, with particular comments on the content being interesting and well-paced, the assessment tasks deepening learning, and the lecturer being approachable. Sample comments: "This was such an enjoyable unit to learn" "Amazing course that supported my learning" "All in all this was my favourite unit of the semester"

Recommendation

The overall unit design, flow and delivery will remain consistent in 2018.

Unit Learning Outcomes

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

1. Describe the role of the environment in understanding occupational performance
2. Apply professional reasoning skills in the selection of environmental modifications for a variety of client presentations across the lifespan
3. Develop intervention plans for clients presenting with a range of conditions that may require environmental intervention strategies based on contemporary evidence from the literature
4. Design and construct a non-commercially available assistive device for a client with specific requirements.
5. Utilise web-based and other product information sources to ensure contemporary knowledge of the field of environmental modifications, rehabilitation appliances, daily living aids and assistive technology.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Presentation - 40%	•		•		•
2 - Practical Assessment - 20%		•		•	
3 - Written Assessment - 40%	•	•	•		•

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	•	•	•	•	•

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - 40%	•	•	•	•		•				
2 - Practical Assessment - 20%	•	•	•	•						
3 - Written Assessment - 40%	•	•	•	•			•	•		

Textbooks and Resources

Textbooks

OCCT12006

Prescribed

Willard and Spackmans Occupational Therapy

Edition: 12th edn (2013)

Authors: Schell , Crepeau & Scaffa

Lippincott Williams and Wilkins

Philadelphia , PA , USA

ISBN: 9781451110807

Binding: Hardcover

[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

Desley Simpson Unit Coordinator

desley.simpson@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Understanding the Environment	<p>Reading One Gerlach, A.J., Teachman, G., Libberte-Rudman, D., Aldrich, R.J., & Huot, S. (2018). Expanding beyond individualism: Engaging critical perspectives on occupation. <i>Scandinavian Journal of Occupational Therapy</i>, 25(1), 35-43. doi: 10.1080/11038128.2017.1327616</p>	Introduction to the Unit and the teaching team.
	<p>Reading Two Marshall, A., Myers, C. & Pierce, D. (2017). Centennial topics - A century of therapeutic use of the physical environment. <i>American Journal of Occupational Therapy</i>, 71, doi: 10.5014/ajot.2017.023960</p>	
	<p>Reading Three Jensen, L. & Padilla, R. (2017) Effectiveness of environment-based interventions that address behaviour, perception, and falls in people with Alzheimer's disease and related major neurocognitive disorders: A systematic review. <i>American Journal of Occupational Therapy</i>, 71, doi: 10.5014/ajot.2017.027409</p>	

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to orthotics	<p>Reading One e-book reading Chapter 33. Orthotics for occupational outcomes. In Curtin, M., Molineux, M. & Supyk, J-A. (Eds). <i>Occupational Therapy and Physical Dysfunction: Enabling Occupation</i> (6th Edition). St Louis: Churchill Livingstone.</p>	Specialist guest lecturer (hand therapist). Tutorial activities will include use of goniometer for upper limb, monofilaments, and introduction to thermoplastics for splinting.
	<p>Reading Two Roll, S. C., & Hardison, M. E. (2017). Effectiveness of occupational therapy interventions for adults with musculoskeletal conditions of the forearm, wrist, and hand: A systematic review. <i>American Journal of Occupational Therapy</i>, 71, doi.org/10.5014/ajot.2017.023234</p>	
	<p>Reading Three Robinson, L., Brown, T., & O'Brien, L. (2016). Embracing an occupational perspective: Occupation-based interventions in hand therapy practice. <i>Australian Occupational Therapy Journal</i>, 63, 293-296. doi: 10.1111/1440-1630/12268</p>	

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Assistive technology & Universal design	<p>Reading One Chapter 29. Modifying Performance Contexts. pp.364-381. In Schell, B.A., Gillen, G., & Scaffa, M.E. (Eds.). (2014). <i>Willard and Spackman's Occupational Therapy</i>, 12th Edition. Philadelphia: Lippincott Williams and Wilkins.</p> <p>Reading Two Steel, E.J. & Layton, N.A. (2016). Assistive technology in Australia: Integrating theory and evidence into action. <i>Australian Occupational Therapy Journal</i>, 63, 381-390. doi: 10.1111/1440-1630.122293</p> <p>Reading Three Imrie, R. & Luck, R. (2014). Designing inclusive environments: Rehabilitating the body and the relevance of universal design. <i>Disability and Rehabilitation</i>, 36(16), 1315-1319. doi: 10.3109/09638288.2014.936191</p>	Tutorial with CQ Mobility (ROK) and Regional and Rehab Mobility (BDG)
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Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Community participation and the environment	<p>Reading One Mulry, C. M., Papetti, C., De Martinis, J., & Ravinsky, M. (2017). Facilitating Wellness in Urban-Dwelling, Low-Income Older Adults Through Community Mobility: A Mixed-Methods Study. <i>American Journal Of Occupational Therapy</i>, 71(4), 1-7. doi:10.5014/ajot.2017.025494</p> <p>Reading Two Hoyle, M., Ryan, C. & Gustafsson, L. (2016). Exploring the meaning of community for older Australians. <i>Australian Occupational Therapy Journal</i>, 63, 86-94. doi: 10.1111/1440-1630.12251</p> <p>Reading Three Johansson, A., & Bjorklund, A. (2016). The impact of occupational therapy and lifestyle interventions on older persons' health, well-being, and occupational adaptation. <i>Scandinavian Journal of Occupational Therapy</i>, 23, 207-219. https://doi.org/10.3109/11038128.2015.1093544</p>	

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Splinting intensives	No readings	<p>Splinting practical assessment Due: Week 5 Tuesday (3 Apr 2018) 8:00 am AEST</p>

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Reading One

Karmarkar, A.M., Dicianno, B.E., Graham, J.E., Cooper, R., Kelleher, A. & Cooper, R.A. (2012). Factors associated with provision of wheelchairs in older adults. *Assistive Technology*, 24, 155-167. doi: 1080/10400435.2012.659795.

Reading Two

Koontz, A.M., Brindle, E.D., Kankipati, P., Feathers, D. & Cooper, R.A. (2010). Design features that affect the maneuverability of wheelchairs and scooters. *Archives of Physical Medicine and Rehabilitation*, 91, 759-764.

Reading Three

Frank, A.O., & De Souza, L.H. (2017) Problematic clinical features of children and adults with cerebral palsy who use electric powered indoor/outdoor wheelchairs: A cross-sectional study. *Assistive Technology*, 29(2), 68-75. doi: 10.1080/10400435.2016.1201873

Access to the environment - focus on mobility aids

Tutorial activity with CQ Mobility and Regional and Rehab Mobility - manual and power wheelchairs, wheelchair accessories

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
The home environment - occupational therapy home assessment for those with chronic disease, older adults with changing needs and persons with a functional impairment	Reading One CRO Chapter 8. Measuring the Person and the Home Environment. (pp.139-169). In Ainsworth, E., & De Jonge, D. (2011). <i>An occupational therapist's guide to home modification practice</i> . Thorofare, NJ: Slack.	
	Reading Two Sim, S., Barr, C.J., & George, S. (2015). Comparison of equipment prescriptions in the toilet/bathroom by occupational therapists using home visits and digital photos, for patients in rehabilitation. <i>Australian Occupational Therapy Journal</i> , 62, 132-140. doi: 10.1111/1440-1630.12121	

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
The home environment - occupational therapy interventions for those with chronic disease, older adults with changing needs and persons with a functional impairment	Reading One CRO pp.174-179 of Chapter 9. Drawing the Built Environment. In Ainsworth, E., & De Jonge, D. (2011). <i>An occupational therapist's guide to home modification practice</i> . Thorofare, NJ: Slack.	
	Reading Two Aplin, T., de Jonge, D., & Gustafsson, L. (2013). Understanding the dimensions of home that impact on home modification decision-making. <i>Australian Occupational Therapy Journal</i> , 60, 101-109. doi: 10.1111/144-1630.12022	

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Presentation Assessments

No prescribed readings. Students may commence readings for the remaining weeks of term.

Presentation Assessment Due: Week 9 Tuesday (8 May 2018) 8:00 am AEST

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Environmental considerations for those with chronic disease or specific functional impairments	Reading One Skubik-Peplaski, C.L., Howell, D. & Hunter, E. (2016). The environmental impact on occupational therapy interventions. <i>Occupational Therapy in Health Care</i> , 30(2), 139-151. doi: 10.3109/07380577.2015.1063180	
	Reading Two Ekelman, B.A. Hooke, L., Davis, A., Klan, J., Newburn, D., Detwiler, K. & Ricchino, N. (2014). Occupational therapy interventions for adults with rheumatoid arthritis: An appraisal of the evidence. <i>Occupational Therapy in Health Care</i> , 28(4):347-361. doi: 10.3109/07380577.2014.919687	
	Reading Three McNaught, H., Jones, T., Immins, T., & Wainwright, T.W. (2016). Patient-reported importance of assistive devices in hip and knee replacement Enhanced Recovery after Surgery (ERAS) pathways. <i>British Journal of Occupational Therapy</i> , 79(10), 614-619. doi: 10.1177/0308022616656194	

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Treatment planning for specific conditions Orthopaedic conditions COPD Vision impairment Neurological impairment	Reading One Blaylock, S.E., Barstow, B.A., Vogtle, L.K., & Bennett, D.K. (2015). Understanding the occupational performance experiences of individuals with low vision. <i>British Journal of Occupational Therapy</i> , 78(7), 412-421. doi: 10.1177/0308022615577641	
	Reading Two Leland, N.E. et.al. (2017). Delivering high quality hip fracture rehabilitation: the perspective of occupational and physical therapy practitioners. <i>Disability and Rehabilitation</i> . doi: 10.1080/09638288.2016.1273973	
	Reading Three Schoessow, K. (2010). Shifting from compensation to participation: A model for occupational therapy in low vision. <i>British Journal of Occupational Therapy</i> , 73(4), 160-169. doi: 10.4276/030802210X12706313443947	
	Reading Four De-Rosende Celeiro, I., Simón Sanjuán, L., Santos-del-Riego, S. Activities of daily living in people with lower limb amputation: outcomes of an intervention to reduce dependence in pre-prosthetic phase (2017). <i>Disability and Rehabilitation</i> , 39 (18), pp. 1799-1806. DOI: 10.1080/09638288.2016.1211757	

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
No scheduled lectures		Written Assessment Due: Week 12 Friday (1 June 2018) 12:00 am AEST

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
No lectures		Finalise and edit written assessments

Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Prior to week 1 of term, students are required to purchase a goniometer, available from the CQUniversity Bookshop. Students may purchase either the Prestige Medical 6 inch goniometer for \$13.95 or the Prestige Medical 8 inch goniometer for \$16.95. These will be utilised for practical workshops in week 2 of term. Students may locate the required goniometer by following this link:

[http://bookshop.cqu.edu.au/grep.asp?STYPE=KW&SMETA=search&SPAGE=1&STEXT="+goniometer&BOGUS=&x=0&y=0](http://bookshop.cqu.edu.au/grep.asp?STYPE=KW&SMETA=search&SPAGE=1&STEXT=)

The goniometer may also be used in 3rd year studies within OCCT13001, and then again on professional fieldwork block placements.

Assessment Tasks

1 Splinting practical assessment

Assessment Type

Practical Assessment

Task Description

This assessment requires you to design and construct a static thermoplastic splint. This assessment piece is designed to facilitate your understanding of how a custom-made assistive technology is an environmental intervention supporting occupational performance. The assigned splint this term is a wrist extension cock up splint. You will have an opportunity to work with thermoplastic materials in the week 2 practical, and you will be taught the theory about splinting for upper limb pathology. On the day of the splinting intensives, you will be supported to fabricate some key splints e.g. thumb spica, resting pan splint and the wrist extension cock up splint. The practice fabrications will occur throughout the morning of the intensives. In the afternoon, you will be scheduled, two students at a time, to fabricate your assessment splint.

Prior to the assessment intensive, you are required to research the type of conditions that may necessitate the fabrication of a wrist extension cock-up splint. Following the fabrication of your splint, you will undergo a brief viva, in which you verbally tell the examiners the following:

- what presenting conditions benefit from this splint?
- how does the pathology of such conditions affect a person's occupational performance?
- why is the splint you are fabricating the best option for this clinical condition?
- what evidence can you cite to support your argument?

Assessment Due Date

Week 5 Tuesday (3 Apr 2018) 8:00 am AEST

All students must attend the entire day of intensives on Tuesday 3rd April (BDG) and Thursday 5th April (ROK)

Return Date to Students

Week 6 Friday (20 Apr 2018)

Marks for this assessment piece will be uploaded to Moodle

Weighting

20%

Minimum mark or grade

Students must achieve 50% of the overall marks in order to pass this assessment piece.

Assessment Criteria

The full rubric will be made available to you in week 1 of term and discussed during week 1.

A summary of the assessment criteria is as follows:

- technical design of the splint (10 marks)
- construction and fabrication skills (10 marks)
- thermoplastic material handling and safety (10 marks)
- knowledge of the rationale for the splint (5 marks)
- reflection on splint design and fabrication (5 marks)

Referencing Style

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

Submission

Offline

Submission Instructions

A roster of student assessment will be supplied in week 1. Students are required to attend all morning of the intensive, then their allocated assessment time.

Learning Outcomes Assessed

- Apply professional reasoning skills in the selection of environmental modifications for a variety of client presentations across the lifespan
- Design and construct a non-commercially available assistive device for a client with specific requirements.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

2 Presentation Assessment

Assessment Type

Presentation

Task Description

This presentation assessment further develops your knowledge of the way in which **environmental adaptations and assistive technology support occupational performance and participation**. It builds on the knowledge you have obtained in your first year of studies, and requires you to deeply explore barriers and facilitators in a person's environment, and ways in which we can adapt that environment through equipment, modifications, and assistive technology. You will prepare and deliver a 20-minute **presentation to your peers**. Students may be paired or grouped for this assessment by the unit coordinator, depending on numbers of enrolments.

Student pairs/groups will receive a random allocation to research one of eight functional impairments as follows:

1. complete C6 spinal cord injury sustained in the mid-20s during a motorbike accident
2. bilateral lower limb above knee amputations due to diabetes complications
3. long-term rheumatoid arthritis with increased pain and joint deformities in the hands
4. multiple sclerosis
5. Parkinson's disease
6. right-sided CVA (stroke)
7. macular degeneration
8. post-acute total joint replacement (dominant side total hip replacement)

You will research that functional impairment and develop a presentation which will cover the following elements:

- a detailed description of the functional impairment (you may build a patient case study to help illustrate your points)
- an analysis of the impact of that specific functional impairment on ADLs and IADLs (self care, productivity, leisure occupations, community access....)
- an analysis of how the environment would need to be modified to support occupational performance -

- equipment, access, doorways, daily living aids.....must all be considered
- detail the interventions to the environment you would prescribe (consider design aspects, place - social/physical/cultural, assistive technologies including hard and soft technologies, low and high-tech) with a rationale for interventions
- ensure your description, analysis and intervention is supported by evidence, which is clearly referenced within the presentation and on reference slides at the conclusion

Note: Presentations must be of a minimum length of 18 minutes and must not exceed the 20 minute time allowance. Any content not presented within the maximum time limit of 20 minutes will not be marked.

Assessment Due Date

Week 9 Tuesday (8 May 2018) 8:00 am AEST

Presentations are due via Moodle by 8am on the morning of the timetabled presentation day

Return Date to Students

Week 11 Tuesday (22 May 2018)

Grades and feedback will be uploaded to Moodle

Weighting

40%

Minimum mark or grade

Students are required to achieve a minimum of 50% of the available marks to pass this assessment piece

Assessment Criteria

- complete and correct description of the assigned functional impairment (15 marks)
- analysis of the relationship between the functional impairment and the environmental barriers and facilitators to occupational performance (20 marks)
- generation of appropriate intervention solutions to optimise occupational performance and participation (20 marks)
- professional verbal and non verbal communication (10 marks)
- effective use of multimedia and skilled organisation of content (10 marks)
- use of evidence-based literature to support presentation content, inclusive of correct APA 6th in-slide citations and reference list (5 marks)

Referencing Style

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

Submission

Online

Submission Instructions

Presentations are due via Moodle by 8am on the morning of the timetabled presentation day

Learning Outcomes Assessed

- Describe the role of the environment in understanding occupational performance
- Develop intervention plans for clients presenting with a range of conditions that may require environmental intervention strategies based on contemporary evidence from the literature
- Utilise web-based and other product information sources to ensure contemporary knowledge of the field of environmental modifications, rehabilitation appliances, daily living aids and assistive technology.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

3 Written Assessment

Assessment Type

Written Assessment

Task Description

This assessment requires you to synthesise the concepts you have learned throughout term. You will present a written

assessment to demonstrate your understanding of the range of environmental interventions that occupational therapists would provide, following client-centred assessment and goal-setting. In week one, you will have a comprehensive case study made available to you on Moodle. This case study will inform your written assessment which must be not less than 2,200 words and not more than 2,500 words. If you go outside these specified word limits, you will receive a penalty off your overall mark. The word count does include tables, but not appendices or references. The questions below will provide a guide for you in structuring your written assessment. **The case study provides a basis for you to develop a comprehensive assessment and intervention plan for your client.**

Your written assessment will be guided by the following questions and statements. It is acceptable for you to use these questions/statements to create section headings, which will give structure to your written assessment. The guiding questions/statements are as follows:

- 1) What is your analysis of the likely issues with body function/structure on this person's activity and participation? Consider all ADLs, IADLs, community and leisure occupations
- 2) Optimum knowledge and information about your client will be obtained via a combination of client factor assessments and occupation-focused assessments - what are the suitable assessments or outcomes measures and why?
- 3) Consider all relevant home modifications options for this client, consider their unique circumstances, then prioritise the home modifications you will be implementing. Compile the basic technical drawings of the recommended home modifications.
- 4) What additional assistive technology and education/training would you prescribe to optimise this client's ongoing occupational participation and engagement
- 5) Detail the professional reasoning supporting your choice of interventions (articulate where this is procedural, scientific, diagnostic, pragmatic, ethical reasoning etc).
- 6) Ensure APA 6th referencing throughout your written assessment and an evidence-based reference list is supplied

Assessment Due Date

Week 12 Friday (1 June 2018) 12:00 am AEST

Students are to submit via Moodle

Return Date to Students

Exam Week Friday (15 June 2018)

Marks for this assessment will be supplied on Moodle

Weighting

40%

Minimum mark or grade

A minimum of 50% of the available marks must be achieved to pass this assessment piece

Assessment Criteria

- analysis of the impact of both the condition and the client's environment on occupational performance and participation (10 marks)
- selection of appropriate assessments and outcome measures, justified with evidence-based references (10 marks)
- selection of appropriate interventions to the client's environment, justified with evidence-based references (20 marks)
- technical home modifications drawings reflect the goals of occupational therapy intervention (25 marks)
- professional reasoning articulated (10 marks)
- written assessment skills (5 marks)

Referencing Style

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

Submission

Online

Submission Instructions

Submit this written assessment via Moodle

Learning Outcomes Assessed

- Describe the role of the environment in understanding occupational performance
- Apply professional reasoning skills in the selection of environmental modifications for a variety of client presentations across the lifespan
- Develop intervention plans for clients presenting with a range of conditions that may require environmental intervention strategies based on contemporary evidence from the literature
- Utilise web-based and other product information sources to ensure contemporary knowledge of the field of environmental modifications, rehabilitation appliances, daily living aids and assistive technology.

Graduate Attributes

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