



OCCT12006 *Understanding the Environment*

Term 1 - 2020

Profile information current as at 19/04/2024 01:47 am

All details in this unit profile for OCCT12006 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.

Corrections

Unit Profile Correction added on 17-04-20

Assessment 1 has now been changed to increase the theoretical component and remove the practical component. Please see your Moodle site for details of the assessment.

Assessment 2 has now been modified for ease of presentation in the online learning environment. Please see your Moodle site for details of the assessment.

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: OCCT11002 Introduction to Occupational Therapy OCCT11001 Activity and Occupation ALLH12007 or ALLH11009 Research Methods for Health Professionals ALLH1005 Anatomy & Physiology 1 or BMSC11007 Medical Anatomy & Physiology 1 ALLH11004 Anatomy & Physiology 2 or BMSC11008 Medical Anatomy & Physiology 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 1 - 2020

- 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

Feedback

The teaching team received positive feedback about the style, pacing and content presented within the unit.

Recommendation

Endeavour to keep the teaching team consistent, with a similar flow of content and allocation of time to lecture content and practical workshops in 2020.

Feedback from Have Your Say

Feedback

Students provided feedback that the practical elements of the class, particularly the scaffolded (in technical complexity) learning experiences for orthotic fabrication, were a highlight of the unit.

Recommendation

This was a learning element added to the unit for the 2019 experience, and it will be recommended that it remain in the unit design for 2020.

Feedback from Teaching team evaluation and reflection

Feedback

The unit coordinator and sessional tutor identified in reflection after the OSCE assessment that although the process is efficient and enables us to assess the mapped learning outcomes, there are still opportunities for ongoing refinement and improvement of the process across both campuses in Bundaberg and Rockhampton.

Recommendation

The teaching team (unit coordinator and term sessional) will review and make minor refinements to the assessment design of the OSCE assessment to maintain and enhance its ability to support students to meet the mapped learning outcomes. The process of the OSCE assessment (e.g. individual or paired, recorded or not recorded, one examiner or both) will be the focus of the review.

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	•	•	•		
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

Occupational Therapy: Performance, Participation and Well-Being

4th edition (2015)

Authors: Charles Christiansen, Carolyn M. Baum, & Julie Bass (Eds.)

SLACK Incorporated

London, United Kingdom

ISBN: 9781617110504

Binding: Hardcover

Additional Textbook Information

Copies are available for purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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

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Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Understanding the Environment Environment factors - culture	Padilla, R. (2015). Environment Factors: Culture. In Christiansen, C.H., Baum, C.M., & Bass, J.D. <i>Occupational therapy performance, participation and well-being</i> . (pp. 335-358). London: Slack Incorporated.	
	Baum, C.M., Christiansen, C.H. & Bass, J.D. (2015). The Person-Environment-Occupation-Performance (PEOP) Model. In Christiansen, C.H., Baum, C.M., & Bass, J.D. <i>Occupational therapy performance, participation and well-being</i> . (pp. 47-55). London: Slack Incorporated.	

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Environment factors - social determinants of health, social capital and social support	Bass, J.D., Baum, C.M., Christiansen, C.H. & Haugen, K. (2015). Environment Factors: Social determinants of health, social capital and social support. In Christiansen, C.H., Baum, C.M., & Bass, J.D. <i>Occupational therapy performance, participation and well-being</i> . (pp. 359-386). London: Slack Incorporated.
Physical and natural environment in occupational therapy assessment and intervention	Stark, S., Sanford, J., Keglovits, M. (2015). Environment Factors: Physical and natural environment. In Christiansen, C.H., Baum, C.M., & Bass, J.D. <i>Occupational therapy performance, participation and well-being</i> . (pp. 387-420). London: Slack Incorporated.

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Orthosis fabrication as a specialist environmental/technology intervention in occupational therapy practice	<p>Martin Walsh, J., & Chee, N. (2017). Chapter 39 Hand and Upper Extremity Injuries. In Pendleton, H., & Schultz-Krohn, W. (2017). <i>Occupational Therapy : Practice Skills for Physical Dysfunction</i> (pp.972-1003) St Louis: Mosby. (Please note: the above is an e-book available in the CQUni library and is on your e-reading list for OCCT12006)</p> <p>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, 71</i>, doi.org/10.5014/ajot.2017.023234</p> <p>Robinson, L., Brown, T., & O'Brien, L. (2016). Embracing an occupational perspective: Occupation-based interventions in hand therapy practice. <i>Australian Occupational Therapy Journal, 63</i>, 293-296. doi: 10.1111/1440-1630/12268</p>	

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic

Anson, D. (2017). Assistive Technology. In Pendleton, H., & Schultz-Krohn, W. (2017). *Occupational Therapy : Practice Skills for Physical Dysfunction* (pp.415-434). St Louis: Mosby.
(this reading is available from your OCCT12006 e-reading list)

Hamilton, A.L., & Hamilton. A.I. (2015). Education and Digital Technology Strategies. In Christiansen, C.H., Baum, C.M., & Bass, J.D. *Occupational therapy performance, participation and well-being*. (pp. 513-526). London: Slack Incorporated.

Miller Polgar, J. (2015). Environment Factors: Technology . In Christiansen, C.H., Baum, C.M., & Bass, J.D. *Occupational therapy performance, participation and well-being*. (pp. 441-464). London: Slack Incorporated.

Assistive technology and daily living aids - CQ Mobility and Regional/Rehab
Mobility

Wheelchair assessment and selection - an introduction

Technology and technology strategies

Optional

Jones, L. (2017). Development and use of health-related technologies in indigenous communities: Critical review. *Journal of Medical Internet Research.*, 19(7)

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
	Bolding, D., Adler Hughes, C., Tipton-Burton, M., & Verran, A. (2017). Mobility. In Pendleton, H., & Schultz-Krohn, W. (2017). <i>Occupational Therapy : Practice Skills for Physical Dysfunction</i> (pp.230-256). St Louis: Mosby. (this reading is available from your OCCT12006 e-reading list)	
Mobility aid prescription as a specialist environmental/technology intervention in occupational therapy practice	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	
	Townsend, K., & Unsworth, C.A. (2019). The inter-rater reliability of the Powered Mobility Device Assessment Training Tool. <i>Australian Occupational Therapy Journal</i> , doi: 10.1111/1440-1630.12566	

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Splinting intensives

No readings during this practical assessment week

Practical Assessment - orthosis fabrication for upper limb Due: Week 6 Tuesday (21 Apr 2020) 8:00 am AEST

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
The environment factors of social and public policies	Smith, D.L., & Hudson, S.A.. (2015). Environment factors: Health, education, social and public policies. In Christiansen, C.H., Baum, C.M., & Bass, J.D. Occupational therapy performance, participation and well-being. (pp. 421-440). London: Slack Incorporated.	Presentation Assessments (Assessment 2) will be scheduled for the 12-4pm session in week 7.
Population-centred strategies - public and community health and the occupational therapy role	Stone, G.V.M. (2015). A population-centred strategy: Public and community health. In Christiansen, C.H., Baum, C.M., & Bass, J.D. Occupational therapy performance, participation and well-being. (pp. 4527-545). London: Slack Incorporated.	Presentation Assessment Due: Week 7 Thursday (30 Apr 2020) 8:00 am AEST

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
The home environment - occupational therapy home assessment process	Ainsworth, E., & De Jonge, D. (2011) . Measuring the Person and the Home Environment. . In Ainsworth, E., & De Jonge, D. <i>An occupational therapist's guide to home modification practice</i> .(pp.139-169) Thorofare, NJ: Slack. (this reading is available from your OCCT12006 e-reading list)	
	Siebert, C., Smallfield, S., & Stark, S. (2014). Occupational therapy process for home modifications. In Siebert, C., Smallfield, S., & Stark, S (Eds.). <i>The AOTA Practice Guidelines Series: Occupational Therapy Practice Guidelines for Home Modifications</i> (pp.11-22). Bethesda, MD: AOTA Press. (this reading is available from your OCCT12006 e-reading list)	
	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 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
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The home environment - occupational therapy interventions to adapt a person's home environment

Ainsworth, E., & De Jonge, D. (2011) . Drawing the Built Environment. In Ainsworth, E., & De Jonge, D. *An occupational therapist's guide to home modification practice.*(pp.174-179) Thorofare, NJ: Slack.
(this reading is available from your OCCT12006 e-reading list)

Aplin, T., de Jonge, D., & Gustafsson, L. (2013). Understanding the dimensions of home that impact on home modification decision-making. *Australian Occupational Therapy Journal, 60*, 101-109. doi:. 10.1111/144-1630.12022
(this reading is available from your OCCT12006 e-reading list)

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Environmental considerations for those with chronic disease or specific functional impairments - part 1	<p>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, 78</i>(7), 412-421. doi: 10.1177/0308022615577641.</p> <p>Siegel, P., Tencza, M., Apodaca, B. & Poole, J.L. (2017). Effectiveness of occupational therapy interventions for adults with rheumatoid arthritis: a systematic review. <i>American Journal of Occupational Therapy, 71</i>(1), 7101180050.</p> <p>De-Rosende Celeiro, I., Simón Sanjuán, L., Santos-del-Riego, S. (2017). Activities of daily living in people with lower limb amputation: outcomes of an intervention to reduce dependence in pre-prosthetic phase. <i>Disability and Rehabilitation, 39</i> (18), pp. 1799-1806. DOI: 10.1080/09638288.2016.1211757</p>	

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
No on-campus classes due to Bundaberg Show Holiday and BMSC12007 residential school in week 11	No readings	Students will have a learning sheet to complete and upload to Moodle by Sunday 31st May

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Environmental considerations for those with chronic disease or specific functional impairments - part 2

Gal, C. L., Dale, M. J., Cargo, M., & Daniel, M. (2020). Built Environments and Cardiometabolic Morbidity and Mortality in Remote Indigenous Communities in the Northern Territory, Australia. *Int J Environ Res Public Health*, 17(3). doi:10.3390/ijerph17030769.

Kristensen, H. K., & Peoples, H. (2019). Experiences related to quality of life in people with dementia living in institutional settings - A meta-aggregation. *British Journal of Occupational Therapy*. doi:10.1177/0308022619879080.

Rahja, M., Culph, J., Clemson, L., Day, S., & Laver, K. (2020). A second chance: Experiences and outcomes of people with dementia and their families participating in a dementia reablement program. *Brain Impairment*, 1-12. doi:10.1017/BrImp.2019.34

Preparation for final assessment piece. Classes will only run for the afternoon session in order to accommodate OCCT12003 assessment requirements.

Home assessment and modifications Due: Week 12 Thursday (4 June 2020) 11:55 pm AEST

Review/Exam Week - 08 Jun 2020

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

Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Practical Assessment - orthosis fabrication for upper limb

Assessment Type

Practical Assessment

Task Description

This assessment requires you to design and construct a static thermoplastic splint/orthosis. This assessment piece is designed to facilitate your understanding of how a custom-made assistive technology is an environmental intervention supporting occupational performance. You will have an opportunity to work with thermoplastic materials in practical classes scheduled in OCCT12006 and you will be taught the theory about splinting/orthosis fabrication for upper limb pathology. Prior to your assessment piece, you will be supported during class contact time to fabricate some key orthosis e.g. thumb spica, resting pan splint and the wrist extension cock up splint. You will also learn about contemporary nomenclature for these commonly-fabricated orthoses. At the commencement of term, you will be supplied with a brief case study in the form of a client referral, upon which you will base a client profile and understanding of the rationale for the orthosis. This will guide the information you provide to the examiner/s during your practical assessment.

Prior to the assessment intensive, you are required to research the type of conditions that may necessitate the fabrication of your assigned orthosis. Following the fabrication, you will undergo a brief viva, in which you will verbally communicate to the examiner/s the following:

- A brief synopsis of the condition
- How does the pathology of such conditions affect a person's occupational performance?
- Why is the orthosis you are fabricating the best option for this clinical condition?
- What evidence can you cite to support your argument?

The assessment will be recorded so that the teaching team can perform moderation of marking afterwards. The full rubric will be made available to you on Moodle.

Assessment Due Date

Week 6 Tuesday (21 Apr 2020) 8:00 am AEST

All students must attend the entire day of intensives on Tuesday 28th May (BDG) and Friday 31st May (ROK)

Return Date to Students

Week 8 Thursday (7 May 2020)

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 on Moodle.

A summary of the assessment criteria is as follows:

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

Assessment Overview: 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. There is a group component and an individual component.

Grouping Details: You will prepare and deliver a 20-minute group presentation to your peers. Group numbers for this assessment are dependent upon enrolment numbers and will be determined in week 1. You will undertake this assessment in groups of 3-4 (depending on enrolled numbers), with groups determined in week 1 of term.

Task Details: A comprehensive case study will be presented to you at the commencement of term. This will include a written summary, a range of videos of the client performing daily activities, and depending on his availability, a classroom visit from our client. The client is a young man who has many productive, self care and leisure occupations that he wishes to participate in as fully as possible. He has a functional impairment which is cerebral palsy with spastic quadriplegia, mild kyphosis and some of the mild sensory, cognitive and neurological issues that can be associated with that diagnosis.

Your primary task as a group is to select and prescribe an appropriate assistive technology for him - specifically, a wheelchair. You must use your developing professional reasoning to select the most appropriate assistive technology (wheelchair) for him with full justification of your decisions. This may include but not be limited to the following:

- understanding the client profile - his preferences, goals, priorities, and the nature of his functional impairments
- family-centred practice - a consideration of the goals that his family has for him
- an exploration of the barriers and facilitators in his environment (consider all elements of the environment)
- financial considerations and subsidy schemes available e.g. NDIS
- the features required in the assistive technology, the shortlisting and selection process - this may involve visiting your local supplier, trying out and taking photographs of the relevant assistive technologies
- comprehensive consideration of any accessories required for the assistive technology as well as additional assistive technology/daily living aids that may be required in his home

Students will learn about the relevant NDIS General Assistive Technology Assessment Template in classroom lectures and tutorials but there is **no requirement to complete the NDIS template for this assessment.**

Note: Presentations must be comprehensive yet concise and fall within +/- 2 minutes of the allowable 20 minutes. Penalties will be applied for presentations falling outside of those limits.

Individual component: The individual component of this task is to submit a 500-750 word reflection (guided by prompts on a template) on your experience of the professional reasoning process and decision-making about the assistive technology.

Assessment Due Date

Week 7 Thursday (30 Apr 2020) 8:00 am AEST

Presentations are due via Moodle by 8am on the morning of the timetabled presentation day. One group member will submit a PDF handout of your presentation on behalf of the group members. Each group member is required to submit a Word document of their individual reflection.

Return Date to Students

Week 9 Thursday (14 May 2020)

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 (10 marks)
- analysis of the relationship between the functional impairment and the environmental barriers and facilitators to occupational performance (10 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 in-slide citations and reference list (10 marks)
- individual reflection (10)

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 Home assessment and modifications

Assessment Type

Written Assessment

Task Description

Written assessment - Home Assessment and Modification

Home assessment and recommending assistive technology devices and home environmental modifications are all common practice areas for occupational therapists.

This assessment task is designed to replicate the clinical reasoning and assessment process used by occupational therapists in this practice area. State and federal government funding initiatives such as the Medical Aids Subsidy Scheme (MASS) and the National Disability Insurance Scheme (NDIS) permit new graduate occupational therapists to select and recommend a range of AT and basic home modifications for clients. Students therefore need to develop the skills to assess, modify, research, locate, price and compare options.

Task

This individual written assignment is worth 40% of the final subject mark. It requires you to:

1. develop a client profile in which you will consider all aspects of the impact of the diagnostic presentation on ADLs and IADLs
2. conduct an assessment of an actual home environment
3. make recommendations for environmental modifications and assistive technology products (AT) attending specifically to a) access to the house via one entrance and b) client use of the bathroom and toilet
4. justify your recommendations
5. explain your professional reasoning guided by the PEOP model as studied within classes in OCCT12006
6. ensure APA referencing is adhered to throughout your written assessment and an evidence-based reference list is supplied

1. Develop a client profile

Select a client scenario from the options provided below and develop a brief, realistic client profile. The profile could be based on a person you know, someone you have worked with during placement or could be completely fictional. The detail in the provided client scenarios is limited in order to give you the flexibility to craft your own client profile.

You need to ensure the client will experience occupational issues in your chosen home environment and that these occupational issues can be overcome with appropriate environmental modifications and AT products. Any identified occupational issues need to be realistic and consistent with the client's condition or diagnosis and prognosis. Include citations of the references used to ensure you have created a realistic scenario and to show you understand the nature of the client's occupational issues.

Client Scenario One: A married woman in her thirties recently diagnosed with multiple sclerosis. She is an architect who works for herself and primarily works from home. She and her husband live in the home and have no children.

Client Scenario Two: A male now mid 40s and working professionally as a solicitor in a conveyancing firm - complete C6 spinal cord injury sustained in the mid-20s during a motorbike accident

Client Scenario Three: A male or female in their early 60s living with chronic rheumatoid arthritis - increased pain and joint deformities in the hands. She/he volunteers with meals on wheels, plays social card games and works part-time at a gardening centre.

2. Conduct an assessment of an actual home environment

Conduct an environmental assessment of a home of your choice, imagining that it is the home of your client.

Take photographs and measurements of the entrance/s, toilet and bathroom and record other relevant information e.g. number of rooms, floor surfaces, exterior structure, yard, proximity to shops/services etc.

Include at least one photo of each environment (i.e. the toilet, bathroom and entrance/s) for context when you describe this in your report.

Consider your client's strengths and occupational issues in this environment.

3. Make recommendations to support your client's ability to:

- i. enter/exit the house via one entry
- ii. use the bathroom and
- iii. use the toilet

Any recommendations need to be realistic and consistent with the client profile. **Ensure your client will require a range of both appropriate assistive technology products (AT) and structural environmental modifications in your chosen home environment.**

AT recommendations need to include a description of the required product features, potential supplier/s and approximate prices. Include pictures of the selected items where possible. When recommending **environmental modifications**, refer to and cite the current suite of Australian Standards for Access and Design (AS1428.1, 1428.2, 1428.3).

Include **technical drawing/s and photos** to explain and describe the proposed environmental modifications. At least three and no more than four technical drawings (drawn to scale using technical drawing conventions) are required and should be included as appendices. It is possible to include technical drawings drawn by hand or by using computer software such as SketchUp Make. The use of accurate technical drawing conventions is the most important component of this task, not the ability to use computer software.

Include **before and after** technical drawings of either the entrance, toilet or bathroom to illustrate the existing environment and the proposed structural modifications. An adjoining toilet and bathroom should be represented in a single technical drawing.

As you can include a maximum of four technical drawings, the drawings included need to convey the most important and relevant information within your proposed modifications (e.g. it is more important to show technical drawings of the changes required to install a ramp for access into the house than drawings to install a grab rail in the toilet). You may choose to include photos/images as additional appendices to support your description of the environment and/or proposed modifications (e.g. a photo showing the position of a proposed hand rail), but these do not replace the technical drawings.

It is not necessary to include quotes or approximate costs for environmental modifications.

4. Justify your recommendations

Provide the rationale for each recommendation. This explains why you have recommended the specific AT items and environmental modification/s for your client and how these are required to support your client's occupational performance. Each option needs to clearly and realistically relate to the client profile and convey any client opinions or preferences.

Each recommended AT solution needs to be selected and justified using a feature-matching process. Solutions need to be clearly relevant to the occupational issues identified in the client profile and consistent with the client's health condition.

Refer to and reference the relevant Standard within the current suite of Australian Standards for Access and Design (1428.1, 1428.2, 1428.3) any other appropriate sources/references when recommending environmental modifications. Your rationale needs to explain how your recommendation/s comply with the selected Australian Standard or why they do not comply. Explain how and why the modified environment is needed to support the person's occupational performance. Ensure there is consistency with the client profile.

Submit your work using the report template provided.

Assessment Due Date

Week 12 Thursday (4 June 2020) 11:55 pm AEST

Students are to submit via Moodle

Return Date to Students

Marks for this assessment will be returned upon certification of grades in accordance with CQUniversity Assessment Policy and Procedure

Weighting

40%

Minimum mark or grade

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

Assessment Criteria

- development of the client profile (15)
- recommendations and rationale for access to the physical environment (20)
- recommendations and rationale for modifications to the bathroom/toilet (20)
- execution of technical drawings (15)
- written expression and referencing (10)

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