



OCCT12006 *Understanding the Environment*

Term 1 - 2021

Profile information current as at 03/05/2024 06:17 pm

All details in this unit profile for OCCT12006 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

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 - 2021

- 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 specific positive feedback about the engaging content and teaching style, delivered at the 'just-right level' for the stage of learning of this student group.

Recommendation

It is proposed that the same week-by-week design of the unit in 2021 will be maintained, with similar time allocated for discussion, question-and-answer sessions, and guided small group tutorials.

Feedback from Have Your Say and in-class feedback

Feedback

Students provided consistent feedback about the value of the authentic assessment tasks i.e. understanding how and why to fabricate an upper limb orthosis, professional reasoning and clinical decision making in wheelchair selection and prescription and in the selection, recommendation and design of home modifications.

Recommendation

It is proposed that the assessment tasks will remain largely similar in 2021, targeting those three topics that are so highly relevant to occupational therapy clinical practice in environmental assessment and intervention.

Feedback from Have Your Say and in-class feedback to the unit coordinator

Feedback

Students on the Bundaberg campus reported feeling disadvantaged by attempting to do the practical skills-based workshop via ISL instruction from the sessional lecturer very early in term prior to moving online. These sessions were in preparation for the orthosis fabrication and this sessional is a hand therapist. There was a lot of noise feedback and the ISL technology did not lend itself to equal learning opportunities for students on each campus.

Recommendation

If the orthosis elements remain in the unit design, and the assessment piece remains similar in 2021, a slight redesign will be proposed to enable the sessional to visit the Bundaberg campus during the intensive to provide this hands-on instruction prior to the assessment. This proposal is, of course, contingent upon classes resuming in a face to face context in 2021 and sessional approval, and will be redundant if online learning continues into 2021.

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

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - 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

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Desley Simpson Unit Coordinator
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Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Understanding the Environment	Lim, Y. M., Kim, H., & Cha, Y. J. (2020, Feb). Effects of environmental modification on activities of daily living, social participation and quality of life in the older adults: a meta-analysis of randomized controlled trials. <i>Disability Rehabilitation: Assistive Technology</i> , 15(2), 132-140. https://doi.org/10.1080/17483107.2018.1533595	Practicum/workshop topic - overview of term 1 OCCT12006 Environmental audit
The context for our First Nations' people	Fijal, D., & Beagan, B. L. (2019, Jun). Indigenous perspectives on health: Integration with a Canadian model of practice. <i>Canadian Journal Occupational Therapy</i> , 86(3), 220-231. https://doi.org/10.1177/0008417419832284	CMOP-E and PEOP - professional reasoning

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Mobility aid prescription as a specialist environment/technology intervention in occupational therapy practice	Atoyebi, O. A., Labbé, D., Prescott, M., Mahmood, A., Routhier, F., Miller, W. C., & Mortenson, W. B. (2019). Mobility Challenges Among Older Adult Mobility Device Users. <i>Current Geriatrics Reports</i> , 8(3), 223-231. https://doi.org/10.1007/s13670-019-00295-5	
	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)	Practicum/workshop topic - assessment and scripting of manual and powered mobility devices
	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	

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Technology and technology strategies	Gately, M. E., Trudeau, S. A., & Moo, L. R. (2020, Jan). Feasibility of Telehealth-Delivered Home Safety Evaluations for Caregivers of Clients With Dementia. <i>OTJR</i> , 40(1), 42-49. https://doi.org/10.1177/1539449219859935	
	Gélinas-Bronsard, D., Mortenson, W. B., Ahmed, S., Guay, C., & Auger, C. (2018). Co-construction of an Internet-based intervention for older assistive technology users and their family caregivers: stakeholders' perceptions. <i>Disability and Rehabilitation: Assistive Technology</i> , 14(6), 602-611. https://doi.org/10.1080/17483107.2018.1499138	Practicum/workshop topic - field trip to mobility aids suppliers
	Tao, G., Charm, G., Kabacinska, K., Miller, W. C., & Robillard, J. M. (2020, Jun). Evaluation Tools for Assistive Technologies: A Scoping Review. <i>Archives of Physical Medical Rehabilitation</i> , 101(6), 1025-1040. https://doi.org/10.1016/j.apmr.2020.01.008	

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Martin Walsh, J., & Chee, N. (2017). Chapter 39 Hand and Upper Extremity Injuries. In Pendleton, H., & Schultz-Krohn, W. (2017). *Occupational Therapy : Practice Skills for Physical Dysfunction* (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)

Orthosis fabrication as a specialist environmental/technology intervention in occupational therapy practice

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. *American Journal of Occupational Therapy*, 71, doi.org/10.5014/ajot.2017.023234

Practicum/workshop topic - introduction to the practice of orthosis fabrication part 1

Robinson, L., Brown, T., & O'Brien, L. (2016). Embracing an occupational perspective: Occupation-based interventions in hand therapy practice. *Australian Occupational Therapy Journal*, 63, 293-296. doi: 10.1111/1440-1630/12268

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Application of PEOP and CMOP-E to case studies What role of the environment?	Jaiswal, A., Fraser, S., & Wittich, W. (2020). Barriers and Facilitators That Influence Social Participation in Older Adults With Dual Sensory Impairment. <i>Frontiers in Education</i> , 5. https://doi.org/10.3389/feduc.2020.0012 .	Practicum/workshop topic - introduction to the practice of orthosis fabrication part 2

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Apr 2021

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 (20 Apr 2021) 8:00 am AEST

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Keglovits, M., Clemson, L., Hu, Y. L., Nguyen, A., Neff, A. J., Mandelbaum, C., Hudson, M., Williams, R., Silianoff, T., & Stark, S. (2020). A scoping review of fall hazards in the homes of older adults and development of a framework for assessment and intervention. *Australian Occupational Therapy Journal*, 67(5), 470-478. <https://doi.org/10.1111/1440-1630.12682>

The environment's role in falls assessment and risk management

Lo Bianco, M., Layton, N., Renda, G., & McDonald, R. (2020). "I think I could have designed it better, but I didn't think that it was my place": a critical review of home modification practices from the perspectives of health and of design. *Disability Rehabilitation: Assistive Technology*, 15(7), 781-788. <https://doi.org/10.1080/17483107.2020.1749896>

Presentation Assessments

Presentation Assessment Due: Week 7 Wednesday (28 Apr 2021) 8:00 am AEST

Scholz, M., Haase, R., Trentzsch, K., Weidemann, M. L., & Ziemssen, T. (2020). Fear of falling and falls in people with multiple sclerosis: A literature review. *Multiple Sclerosis and Related Disorders*, 47, 102609. <https://doi.org/10.1016/j.msard.2020.102609>

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
The home environment - occupational therapy home assessment process	De Jonge, D. & Hoyle, M. (2019) . Evaluating Clients' Home Modification Needs and Priorities. In Ainsworth, E., & De Jonge, D. <i>An occupational therapist's guide to home modification practice, 2nd edition</i> . (pp.111-144): Slack Incorporated. (this reading is available from your OCCT12006 e-reading list) Ainsworth, E. & de Jonge, D. (2019). Measuring the person and the home environment. In Ainsworth, E., & De Jonge, D. <i>An occupational therapist's guide to home modification practice, 2nd edition</i> . (pp.145-173): Slack Incorporated.	Practicum/workshop topic - measuring the person and the home environment

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
The home environment - occupational therapy interventions to adapt a person's home environment	Ainsworth, E., & De Jonge, D. (2019) . Drawing the Built Environment. In Ainsworth, E., & De Jonge, D. <i>An occupational therapist's guide to home modification practice 2nd edition</i> (pp.175-194) Slack Incorporated. (this reading is available from your OCCT12006 e-reading list) Lim, Y. M., Kim, H., & Cha, Y. J. (2020, Feb). Effects of environmental modification on activities of daily living, social participation and quality of life in the older adults: a meta-analysis of randomized controlled trials. <i>Disability Rehabilitation: Assistive Technology</i> , 15(2), 132-140. https://doi.org/10.1080/17483107.2018.1533595	Practicum/workshop topic - technical drawings for home modifications

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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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. <https://doi.org/10.1017/Brimp.2019.34>

Environmental considerations for those with chronic disease or specific functional impairments - part 1

Reinhardt, J. D., Middleton, J., Bokel, A., Kovindha, A., Kyriakides, A., Hajjioui, A., Kouda, K., InSci, & Kujawa, J. (2020, Jun 2). Environmental Barriers Experienced by People With Spinal Cord Injury Across 22 Countries: Results From a Cross-Sectional Survey. *Archives Physical Medicine and Rehabilitation*. <https://doi.org/10.1016/j.apmr.2020.04.027>.

Practicum/workshop topic - Zimmerman kit low vision activity
Moodle forum re: occupational balance

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Environmental considerations for those with chronic disease or specific functional impairments	<p>Ho, E. C. M., & Siu, A. M. H. (2018). Occupational Therapy Practice in Sleep Management: A Review of Conceptual Models and Research Evidence. <i>Occupational Therapy International</i>, 2018, 1-12. https://doi.org/10.1155/2018/8637498</p> <p>Kristensen, H. K., & Peoples, H. (2019). Experiences related to quality of life in people with dementia living in institutional settings - A meta-aggregation. <i>British Journal of Occupational Therapy</i>. doi:10.1177/0308022619879080.</p>	Workshopping technical drawings with feedback from the teaching team.

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
No lecture this week to accommodate OCCT12003 oral examination		<p>Drop-in Zoom available for the Wednesday session to address questions with the written assessment</p> <p>Home assessment and modifications Due: Week 12 Friday (4 June 2021) 11:59 pm AEST</p>

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
No lectures		

Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Practical Assessment - orthosis fabrication for upper limb

Assessment Type

Practical Assessment

Task Description

ASSESSMENT 1 Practical Assessment - orthosis fabrication for upper limb

This assessment requires you to design an orthosis to address the specific needs of the client described in your case study, taking into consideration the knowledge gained from the theory content supplied in class, the workshop activities, as well as that gained from independent research. Please select one of the six case studies to be the focus of your assessment. The case studies are in Appendix A of the detailed document on this assessment piece that you will find on your Moodle site.

When you present to your practical assessment to fabricate your orthosis, you are asked to complete and submit the

following in one Word document (please do not submit a PDF). Your scanned pattern may not be easily converted to Word so you are permitted to submit the Word document and then one separate additional PDF of your pattern. Your practical assessment will not go ahead without turning this written component in first to Moodle by 8am on the morning of the first assessment day. All students are to submit the written component by 8am on the morning of the first assessment day, regardless of which campus is their home campus. At the scheduled time for your assessment, you will fabricate an orthosis on our real patient (technical support staffer) under the supervision of the hand therapist examiner.

The written component of the task will cover each of these elements:

1) A pattern pre-fit drawn on paper as though you were going to transfer it to the thermoplastic. On this pattern, you are required to note all relevant anatomical markings for your orthosis and all spatial elements must be managed. Please include details/clinical reasoning for your design, for example, why certain joints were included/excluded, why the design is the length/width it is, etc. You will need to reflect upon the impairment/pathology, as well as basic orthosis design principles, in order to complete this. Please see Appendix B of the Assessment Piece Moodle document. You may utilise any adult available to you in order to complete this pattern.

2) A narrative detailing the rationale for the orthosis/splint for your specific case study. The rationale must be well substantiated by theory and current best practice as evidenced by referencing from texts and journal papers. You are to cover:

- a. An explanation of the impairment/pathology
- b. The impact on occupational performance and participation
- c. A description of how an assistive technology such as the assigned orthosis will enhance occupational performance and participation
- d. A rationale for why the specific orthosis you will construct/fabricate is the best orthosis to achieve that. Please include details of, and justification for, how you will position the included joints, for example re: the pattern post Dupuytren's fasciectomy (as used in week 2 workshop slides): "I would record that the MCP, PIP and DIP joints would be positioned in extension. This is to ensure that healing tissues are maintained in a lengthened position to prevent recurrence of joint flexion contractures." You may include specific joint positions (eg. from the prior example: "the MCP, PIP and DIP joints were in neutral/0° extension) if you find this specific information in your research, but it is also okay to just provide a basic position (eg. full extension). Please also include some information about what wearing regime you would recommend for your orthosis, with justification for same.

3) Describe what thermoplastic you would choose and why, analysing the unique characteristics of the thermoplastic that would make it suitable. Consider properties such as rigidity, thickness, bonding, drape, perforations etc.

Thermoplastics trialled during the practical sessions in class were made by ROLYAN and ORFIT. You can limit your selection to thermoplastics made by these companies or you can look to other brands if you would prefer.

The written component of this task is to be completed in not less than three pages and no more than five pages, with an understanding that the scanned pattern will take up one page. A reference page must be included which is additional to this page limit.

Assessment Due Date

Week 6 Tuesday (20 Apr 2021) 8:00 am AEST

The assessment day for Rockhampton students is Tuesday 20th April and the assessment day for Bundaberg students is Thursday 22nd April

Return Date to Students

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 entire task description and rubric will be made available to you on your OCCT12006 Moodle site.

The assessment criteria are as follows:

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

Referencing Style

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

Submission

Offline Online

Submission Instructions

A roster of student assessment will be supplied during class in week 1.

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 2 Presentation Assessment**

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. Consider the OT Process within the framework of use of either the CMOP-E model or the PEOP model.

Assessment Due Date

Week 7 Wednesday (28 Apr 2021) 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

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 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Presentations are due via Moodle by 8am on the morning of the timetabled presentation day. One group member must be delegated to upload the presentation. Each group member will submit their individual component in a Word document via Moodle by the deadline.

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
- Team Work
- Information Technology Competence

3 Home assessment and modifications

Assessment Type

Written Assessment

Task Description

ASSESSMENT 3 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 may occur across the lifespan for our clients.

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 group-based written assignment is worth 40% of the final subject mark. It requires your group 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 or CMOP-E models 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

Detailed guide sheets and templates are available to you in the assessment section of your Moodle site.

Assessment Due Date

Week 12 Friday (4 June 2021) 11:59 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 at entryways to the physical environment (10), modifications to the bathroom/toilet spaces (10), and access/modifications/independence in the bedroom (10)
- execution of technical drawings (15)
- written expression and communication of ideas (5)
- APA 7th referencing -style, format, adherence (5)
- individual component (10)

Referencing Style

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

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

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