



# OCCT12006 *Understanding the Environment*

## Term 1 - 2022

Profile information current as at 20/04/2024 02:09 pm

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.

## 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 - 2022

- 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**

Some Bundaberg students noted that the design of the hand therapy workshops/tutorials in the weeks leading up to the orthosis assessment have the potential to advantage the Rockhampton students because of the highly practical nature of the tasks and the hand therapist sessional teacher being based on the Rockhampton campus.

##### **Recommendation**

It is recommended that measures are in place to ensure the hand therapy and orthosis fabrication workshops provide students on each campus with the same quality of learning experience. Such a highly-practical and technical skill set needs to have a standardised approach to teaching and that really should be in person in order to optimise student growth and learning. Options will be explored including offering intensives prior to assessment on each campus.

#### Feedback from Have Your Say.

##### **Feedback**

A few students identified that they would prefer the unit content associated with an assessment piece be taught immediately prior to the assessment piece, particularly the orthosis fabrication and the powered wheelchair assessment and prescription.

##### **Recommendation**

It is recommended that the flow of content receive a minor adjustment to fall in line better with the timing of assessment pieces; an aim that could be supported by including the 'intensive' option for orthosis fabrication.

#### Feedback from Have Your Say.

##### **Feedback**

Students appreciated the unit overall, its format, the opportunity to consolidate theory from the lectures with weekly hands-on practical opportunities, visits to industry suppliers and the detailed feedback on assessments directed towards improving future clinical practice techniques.

##### **Recommendation**

It is recommended that in order to continue providing the quality of learning experiences in OCCT12006, a staff member be available on each campus for the hands-on practical and technical components of learning in this unit (the four-hour workshops).

## 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

**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  
[desley.simpson@cqu.edu.au](mailto:desley.simpson@cqu.edu.au)

## Schedule

### Week 1 - 07 Mar 2022

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. <a href="https://doi.org/10.1080/17483107.2018.1533595">https://doi.org/10.1080/17483107.2018.1533595</a>	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. <a href="https://doi.org/10.1177/0008417419832284">https://doi.org/10.1177/0008417419832284</a>	

### Week 2 - 14 Mar 2022

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. <a href="https://doi.org/10.3389/educ.2020.0012">https://doi.org/10.3389/educ.2020.0012</a> .	ROM & MMT interprofessional education collaboration with CB85. 8am-8:45 a.m. Manual Muscle Testing with physio educators. 9am-11am ROM whole body with occupational therapy educators. 11-12 Manual Muscle Testing with physio educators.

### Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Gately, M. E., Trudeau, S. A., & Moo, L. R. (2020). Feasibility of Telehealth-Delivered Home Safety Evaluations for Caregivers of Clients With Dementia. *OTJR*, 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. *Disability and Rehabilitation: Assistive Technology*, 14(6), 602-611. <https://doi.org/10.1080/17483107.2018.1499138>

Technology and technology strategies

Daily Living Aids practicum

Tao, G., Charm, G., Kabacinska, K., Miller, W. C., & Robillard, J. M. (2020). Evaluation Tools for Assistive Technologies: A Scoping Review. *Archives of Physical Medical Rehabilitation*, 101(6), 1025-1040. <https://doi.org/10.1016/j.apmr.2020.01.008>.

#### Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Environmental considerations for those with chronic disease or specific functional impairments. What kinds of interventions?	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. <a href="https://doi.org/10.1155/2018/8637498">https://doi.org/10.1155/2018/8637498</a>	
	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. <i>Brain Impairment</i> , 1-12. <a href="https://doi.org/10.1017/Brlmp.2019.34">https://doi.org/10.1017/Brlmp.2019.34</a>	Manual wheelchair intro - seating and measurement Deakin simulation case studies
	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. <i>Archives Physical Medicine and Rehabilitation</i> . <a href="https://doi.org/10.1016/j.apmr.2020.04.027">https://doi.org/10.1016/j.apmr.2020.04.027</a> .	

#### Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic

<p>Orthosis fabrication as a specialist environmental/technology intervention in occupational therapy practice</p>	<p>Martin Walsh, J., &amp; Chee, N. (2017). Chapter 39 Hand and Upper Extremity Injuries. In Pendleton, H., &amp; 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., &amp; 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>Robinson, L., Brown, T., &amp; 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>	<p>Practicum/workshop topic - introduction to the practice of orthosis fabrication part 1. Activity 1: Thermoplastic property exploration; pencil grip orthosis (theory and prac)</p>
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**Vacation Week - 11 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 18 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<p>Splinting intensives (Tuesday in Rockhampton and Thursday in Bundaberg)</p>	<p>No readings during this practical assessment week</p>	<p><b>Practical Assessment - orthosis fabrication for upper limb</b> Due: Week 6 Tuesday (19 Apr 2022) 5:00 pm AEST</p>

**Week 7 - 25 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<p>Mobility aid prescription as a specialist environment/technology intervention in occupational therapy practice</p>	<p>Atoyebi, O. A., Labbé, D., Prescott, M., Mahmood, A., Routhier, F., Miller, W. C., &amp; Mortenson, W. B. (2019). Mobility Challenges Among Older Adult Mobility Device Users. <i>Current Geriatrics Reports</i>, 8(3), 223-231. <a href="https://doi.org/10.1007/s13670-019-00295-5">https://doi.org/10.1007/s13670-019-00295-5</a></p> <p>Bolding, D., Adler Hughes, C., Tipton-Burton, M., &amp; Verran, A. (2017). Mobility. In Pendleton, H., &amp; 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)</p> <p>Graham, F., Boland, P., Grainger, R., &amp; Wallace, S. (2020). Telehealth delivery of remote assessment of wheelchair and seating needs for adults and children: a scoping review. <i>Disability Rehabilitation</i>, 42(24), 3538-3548. <a href="https://doi.org/10.1080/09638288.2019.1595180">https://doi.org/10.1080/09638288.2019.1595180</a></p>	<p>Mobility aids suppliers - display and workshop on campus - manual &amp; power wheelchairs, power-assist mechanisms, pressure cushions. Interprofessional workshop with CB85 lecturers and students.</p> <p>CB84 students are welcome to stay and participate in a voluntary lecture/workshop with CB85 (physiotherapy) from 12-4pm this Thursday. Rooms will be BDG 34.1.15 and ROK 1.1.9. This gives OT students an understanding of physio assessment and practice with patients with neurological conditions (e.g. acquired brain injury) and their use of hoists and tilt tables. It is, essentially, a 'manual handling superclass' for those who are interested.</p>

**Week 8 - 02 May 2022**

**Module/Topic****Chapter****Events and Submissions/Topic**

The environment's role in falls assessment and risk management

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>

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>

**Simulated home assessment**

Deakin simulation case studies  
Review of screening and assessment measures

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 9 - 09 May 2022****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. *An occupational therapist's guide to home modification practice, 2nd edition*. (pp.111-144): Slack Incorporated. (this reading is available from your OCCT12006 e-reading list)

Simulated home assessment  
Deakin simulation case studies  
Review of screening and assessment measures

Ainsworth, E. & de Jonge, D. (2019). Measuring the person and the home environment. In Ainsworth, E., & De Jonge, D. *An occupational therapist's guide to home modification practice, 2nd edition*. (pp.145-173): Slack Incorporated.

**Presentation Assessment Due:**  
Week 9 Thursday (12 May 2022) 8:00 am AEST

**Week 10 - 16 May 2022****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. *An occupational therapist's guide to home modification practice 2nd edition* (pp.175-194) Slack Incorporated. (this reading is available from your OCCT12006 e-reading list)

Foundational technical drawing for home modifications

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. *Disability Rehabilitation: Assistive Technology*, 15(2), 132-140. <https://doi.org/10.1080/17483107.2018.1533595>



## Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
No lecture this week to accommodate OCCT12003 Peer Learning Case Study and no workshop due to BDG Show Holiday		Student self-directed time working in groups for final assessment

## Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
An introduction to specific modalities used by occupational therapists such as compression therapy for venous insufficiency and lymphoedema.	Dean, S. M., Valenti, E., Hock, K., Leffler, J., Compston, A., & Abraham, W. T. (2020). The clinical characteristics of lower extremity lymphedema in 440 patients [Article]. <i>Journal of Vascular Surgery: Venous and Lymphatic Disorders</i> , 8(5), 851-859. <a href="https://doi.org/10.1016/j.jvsv.2019.11.014">https://doi.org/10.1016/j.jvsv.2019.11.014</a>  Farley, E., McCarthy, L., & Pergolotti, M. (2017). Rehabilitation Strategies in Older Adult Oncology Patients: a Focus on Occupational and Physical Therapy. <i>Current Geriatrics Reports</i> , 6(4), 255-263. <a href="https://doi.org/10.1007/s13670-017-0228-7">https://doi.org/10.1007/s13670-017-0228-7</a>  Scherer, K., & Khilnani, N. (2021). Evaluation and Management of Patients with Leg Swelling: Therapeutic Options for Venous Disease and Lymphedema [Article]. <i>Seminars in Interventional Radiology</i> , 38(2), 189-193. <a href="https://doi.org/10.1055/s-0041-1727162">https://doi.org/10.1055/s-0041-1727162</a>	

## Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
No lectures		<b>Home assessment and modifications</b> Due: Review/Exam Week Friday (10 June 2022) 11:45 pm AEST

## Exam Week - 13 Jun 2022

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

OCCT12006 requires **on-campus attendance** for both lectures and workshops unless otherwise notified by the unit coordinator. You will sign in for every OCCT12006 class using a QR code only available when you attend in person on campus.

Watching the recording will not count as in person attendance. **To pass attendance requirements you must attend at least 80% of all classes.**

## 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. There are three key components to the assessment which occurs as part of the dynamic intensive day. These are: 1) fabrication of the orthosis which is pass/fail; 2) creation of the relevant orthosis pattern, presentation of that pattern to the examiner and clinical reasoning of same; and 3) oral presentation to the examiner discussing and evaluating your orthosis and the clinical reasoning associated with it.

The components 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.
- 2) fabrication of the orthosis with a reflection of what went well and what you would improve or change with more practice as a clinician
- 3) A narrative detailing the rationale for the orthosis/splint. The rationale must be well substantiated by theory and current best practice as evidenced by referencing from your understanding in class, notes you have made from required readings and texts. You will prepare this in the lead-up to the assessment intensive and refine it on the day based on interactive feedback from your instructor/examiner. This will inform the oral discussion you have with the instructor/examiner.
  - 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.
  - e. Describe what thermoplastic you choose and why, analysing the unique characteristics of the thermoplastic that makes it suitable. Consider properties such as rigidity, thickness, bonding, drape, perforations etc. Thermoplastics trialled during the practical sessions in class are made by ROLYAN and ORFIT. You can limit your selection to thermoplastics made by these companies.

### **Assessment Due Date**

Week 6 Tuesday (19 Apr 2022) 5:00 pm AEST

The intensive and assessment day for all Rockhampton students is Tuesday of week 6 8am-5pm and Thursday of week 6 8am-5pm for Bundaberg students.

### **Return Date to Students**

Week 8 Thursday (5 May 2022)

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:

- fabrication of the orthosis (pass/fail)
- knowledge of the rationale for the orthosis and materials used (oral presentation to examiner) (10 marks)
- technical design of the orthosis prior to fabrication (10 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. The wheelchair may be manual or powered or a hybrid, justified by your professional reasoning. 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 own individual 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 9 Thursday (12 May 2022) 8:00 am AEST

Final presentation submissions 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 11 Thursday (26 May 2022)

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 7th in-slide citations and reference list (10 marks)
- individual reflection (10 marks)

### **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 7th 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**

Review/Exam Week Friday (10 June 2022) 11:45 pm AEST

Students are to submit via Moodle

### **Return Date to Students**

Students will see their marks and feedback uploaded to Moodle a fortnight after assessment submission

### **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 (10 marks)
- recommendations and rationale for access at entryways to the physical environment (10 marks), modifications to the bathroom/toilet spaces (10 marks), and access/modifications/independence in the bedroom (10 marks)
- execution of technical drawings (10 marks)
- written expression and communication of ideas (5 marks)
- APA 7th referencing -style, format, adherence (5 marks)
- individual component (10 marks)
- attendance (10 marks)

**Please note: 80% on-campus attendance is required at lectures and workshops for OCCT12006. The rubric of this final assessment piece contains the marks allocated for attendance.**

### **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