OCCT12006 *Understanding the Environment*
Term 1 - 2023

Profile information current as at 12/10/2024 05:47 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 1ALLH11004 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 - 2023

- Bundaberg
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **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 In class direct feedback from students

Feedback

Weekly feedback was provided by the Rockhampton students (at the far end) in class about the technology equipment and ISL difficulties that they experienced during lectures. These included but were not limited to: the ISL camera rebooting in the BDG 1.G.17 classroom to focus on the rear wall of the lecture room and not the lecturer; being unable to hear the lecturer clearly when they were using the lapel microphone because the room microphones were giving feedback; and being unable to hear contributions and comments from the BDG students because the portable microphone fobs were absent from the classroom. Bundaberg students experienced separate issues with the teaching equipment such as the HDMI cables falling out of the laptop and disconnecting their presentations during assessments, due to the surface area of the lectern being insufficient to hold the laptop and all connections.

Recommendation

It is recommended that the unit coordinator and occupational therapy team communicate with Head of College and Dean about the technology issues impacting teaching that remain currently unresolved by Teaching Technology and IT.

Feedback from T1 2022 SUTE Teacher Evaluations

Feedback

The T1 2022 SUTE Teacher Evaluations indicated that the majority of students who responded selected the Above Average rating for the teaching team. Of particular note is the positive feedback about connecting the content to real-world applications, encouraging students to interact, providing valuable feedback and providing clear and knowledgeable explanations.

Recommendation

It is recommended that the unit structure, content, and assessment pieces be maintained for T1 2023, with minor updates.

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

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)
- Microsoft Teams (both microphone and webcam capability)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

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

Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to OCCT12006: Understanding the Environment Occupational Therapy Ecological Models The Cultural Context for First Nation Peoples	CQUniversity. (2023). CB84 – Bachelor of Occupational Therapy (Honours). In CQUniversity e-Handbook. https://handbook.cqu.edu.au/he/courses/view/CB84 CQUniversity. (2023). OCCT12006 (HT1, 2023) Understanding the Environment. CQUniversity Moodle. https://moodle.cqu.edu.au/course/view.php?id=36456 CQUniversity. (2023). OCCT12006 Understanding the Environment Unit Profile. In CQUniversity e-handbook. https://handbook.cqu.edu.au/facet/unit-profiles/profile/OCCT12006/2022/HT1 Brown, C. E. (2019). Ecological models in occupational therapy. In B. A. B. Schell and G. Gillen (Eds.) Willard and Spackman's occupational therapy (13th ed., pp. 622-632). Wolters Kluwer. eBook Unit IX, e-pages. 1206-1223 Fijal, D., & Beagan, B. L. (2019). Indigenous perspectives on health: Integration with a Canadian model of practice. Canadian Journal Occupational Therapy, 86(3), 220-231. https://doi.org/10.1177/0008417419832284	• Environmental Audit: The Accessible Campus - Built Environment, Facilities and Grounds (ADCET) • Introduction to Ben (Case Study for Assessment 2) • Reflection

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic

Application of Occupational Therapy Ecological Models and Professional Reasoning	Jaiswal, A., Fraser, S., & Wittich, W. (2020). Barriers and facilitators that influence social participation in older adults with dual sensory impairment. Frontiers in Education, 5(127). https://doi.org/10.3389/feduc.2020.0012 Unsworth, C. A. (2020). The evolving theory of clinical reasoning. In E.A.S. Duncan (Ed.), Foundations for practice in occupational therapy (6th ed., pp. 1-21). Elsevier. Framework for Professional Reasoning (Unsworth, 2020)	• 12.00pm-2.00pm Manual Muscle Testing (MMT) BDG 01/1.19 ROK 34/1.15 • 2.00pm-4.00pm Range of Motion (ROM) BDG 01/G.17 ROK 34/G.15 Students are expected to select and 'sign up' to a client case study for Assessment 1 by **5pm Thursday 16/03/2023**. Assessment 1 case study allocations will be finalised by the Unit Coordinator and uploaded to Moodle by **5pm Friday 17/03/2023**. Group allocation for Assessment 2 (due 5.00pm Wednesday 10/05/2023/Week 9) will be uploaded to Moodle by the Unit Coordinator by **5.00pm Friday 31/03/2023.**

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Assistive Technology	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 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	• 9.00am-11.00am Assistive Technology (Daily Living Aids) Practicum . BDG Regional Health & Mobility, 8 Woongarra Street, Bundaberg Central, 4670 . ROK CQ Mobility, 1a/57 Alexandra Street, Park Avenue, 4701

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic

Understanding the Environment in the Context of Chronic Disease & Specific Functional Impairments	Ho, E. C. M. & Siu, A. M. H. (2018). Occupational therapy practice in sleep management: A review of conceptual models and research evidence. Occupational Therapy International, 1-12. https://doi.org/10.1155/2018/8637498 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 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	• Introduction to Manual Wheelchairs • Deakin Simulation Case studies If you can show due cause for requiring a specific campus group allocation for Assessment 1 Intensives (ROK Tuesday 18/04/2023 or BDG Thursday 20/04/2023), you must have submitted a request to the unit coordinator by email (j.stanley@cqu.edu.au) no later than **5pm Monday 27/03/2023.** Campus group allocation for Assessment 1 Intensives (ROK Tuesday 18/04/2023 or BDG Thursday 20/04/2023) will be uploaded to Moodle by the Unit Coordinator by **5.00pm Friday 31/03/2023.** Group allocation for Assessment 3 (due 5.00pm Monday 05/06/2023/Week 13) will be uploaded to Moodle by the Unit Coordinator by **5.00pm Friday 31/03/2023.**

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Orthoses for Occupation	Martin Walsh, J. & Chee, N. (2018). Hand and upper extremity injuries. In H.M. Pendleton & W. Schultz-Krohn (Eds.), Pedretti's occupational therapy : Practice skills for physical dysfunction (8th ed., pp.972-1003). Elsevier. 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 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	• Orthosis fabrication (Part 1) ** *It is essential that you review and know your hand and forearm anatomy prior to attending the orthosis fabrication sessions.*

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic

Orthosis (Part 2) Intensives: **Tuesday 18/04/2023** 8.00am-12.00pm OR 1.00pm-5.00pm **(ROK)** **Thursday 20/04/202**3 8.00am-12.00pm OR 1.00pm-5.00pm **(BDG)**	No readings.	**Assessment 1 Due**: Task 1 & Task 2 due by **5.00pm Monday 17/04/2023** Task 3 due during the intensive session either **Tuesday 18/04/2023** or **Thursday 20/04/2023** **Orthotics for the Upper Limb** Due: Week 6 Monday (17 Apr 2023) 5:00 pm AEST

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Assistive Technologies for Mobility	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. Current Geriatrics Reports, 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 H.M. Pendleton & W. Schultz-Krohn (Eds.), Pedretti's occupational therapy: Practice skills for physical dysfunction (8th ed., pp.230-256). Elsevier. Graham, F., Boland, P., Grainger, R., & Wallace, S. (2020). Telehealth delivery of remote assessment of wheelchair and seating needs for adults and children: a scoping review. Disability Rehabilitation, 42(24), 3538-3548. https://doi.org/10.1080/09638288.2019.1595180	Inter-Professional Education (IPE) Session (2nd Year Physiotherapy Students) ** *Please note that this practical session is being held on* ***Friday 28/04/2023 12.00pm-4.00pm*** • manual wheelchairs • power wheelchairs • hybrid options • pressure relieving cushions • seating options

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Falls Assessment and Risk Management The Home Environment (Part 1)	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 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	• Review of home assessment and falls screening and assessment measures • Simulated Home Assessment

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic

The Home Environment (Part 2) - The Occupational Therapy Home Assessment Process **Thursday 11/05/2023 2.00pm-4.00pm**	De Jonge, D. & Hoyle, M. (2019) . Evaluating clients' home modification needs and priorities. In E. Ainsworth & D. de Jonge (Eds.), An occupational therapist's guide to home modification practice (2nd ed., pp.145-173). Slack Incorporated. Ainsworth, E. & de Jonge, D. (2019). Measuring the person and the home environment. In E. Ainsworth & D. de Jonge (Eds.), An occupational therapist's guide to home modification practice (2nd ed., pp.145-173). Slack Incorporated.	**Assessment 2 Due:** Task 1 due **Thursday 11/05/2023** (9.00am-1.30pm) Task 2 & Task 3 due by **5.00pm Wednesday 10/05/2023** **Wheelchair Prescription** Due: Week 9 Wednesday (10 May 2023) 5:00 pm AEST

Week 10 - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
	Ainsworth, E., & De Jonge, D. (2019) . Drawing the built environment. In E. Ainsworth & D. de Jonge (Eds.), An occupational therapist's guide to home modification practice (2nd ed., pp. 175-194). Slack Incorporated.	
The Home Environment (Part 3) - Modifications for Home Environments	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	• Foundational technical drawings for home modifications

Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Compression Therapy for Occupation	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. Journal of Vascular Surgery: Venous and Lymphatic Disorders, 8(5), 851-859. https://doi.org/10.1016/j.jvsv.2019.11.014 Farley, E., McCarthy, L., & Pergolotti, M. (2017). Rehabilitation strategies in older adult oncology patients: A focus on occupational and physical therapy. Current Geriatrics Reports, 6(4), 255-263. https://doi.org/10.1007/s13670-017-0228-7 Scherer, K., & Khilnani, N. (2021). Evaluation and management of patients with leg swelling: Therapeutic options for venous disease and lymphedema. Seminars in Interventional Radiology, 38(2), 189-193. https://doi.org/10.1055/s-0041-1727162	Compression Therapy Intensive: Presented by Cathy Harries (Second Skin)

Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
No scheduled lectures or practical's due to Bundaberg Show Holiday 01/06/2023.		

Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic

Assessment 3 Due:

Task 1 & Task 2 due by **5.00pm Monday 05/06/2023**

Environmental Assessment and Modification Due: Review/Exam Week Monday (5 June 2023) 5:00 pm AEST

Exam Week - 12 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

OCCT12006 requires **on-campus attendance** for lecture, practical, presentation and intensive sessions, unless otherwise notified by the unit coordinator. You will be required to sign in for each of these OCCT12006 sessions (it will be your responsibility to ensure that you have signed the attendance sheet for each session). Watching recordings (if available) will not count as in person attendance. If you are unable to attend a session, please be sure to notify your unit coordinator of this as soon as possible (j.stanley@cqu.edu.au). It will be your responsibility to catch up on any missed content as repeat sessions are not offered as part of this unit.

In addition, in order to support your personal and professional development, as part of OCCT12006 you are required to participate in **mentoring sessions with the 4th year Occupational Therapy students**. There will be 6 sessions in total, run at mutually convenient times across the 12 weeks of term. You must attend all 6 sessions and demonstrate evidence of participation (please refer to the **Mentoring Tile** on OCCT12006's Moodle site for further detail). Participation will be graded as part of your **Assessment 3 Rubric**.

Assessment Tasks

1 Orthotics for the Upper Limb

Assessment Type
Practical Assessment

Task Description

This assessment has three (3) component parts that will require you to take into consideration the knowledge gained from the theory content presented in lectures and practical activities, as well as that gained from independent research. Tasks include:

Task 1: You will design and submit an **orthosis pattern** that addresses the specific needs of a client, taking into consideration their individual profile, identified impairment/challenge, evidence-based intervention/management principles, as well as basic orthosis design principles.

Task 2: You are required to author an **academic essay** (maximum 1500 words) detailing the rationale for using an orthosis as an assistive technology for your specific client case study. The rationale must be well substantiated by theory and current evidence-based practice. Your essay must include:

- an explanation of the impairment/pathology,
- it's potential impact upon occupational participation and performance,
- a description of how an assistive technology (i.e., the selected orthosis) will enhance occupational participation and performance,
- a rationale for how the orthosis will achieve that,
- the recommended wearing regime,
- a description of what thermoplastic you would choose and why, and

- a reference list using APA 7th formatting.

Task 3: You are required to fabricate the orthosis and to present it to the examiner providing a brief oral critique of it. In your critique you are expected to note both the positive components and any components that you would change about the orthosis. This practical task will occur during the intensive sessions being held in Week 6.

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

Assessment Due Date
Week 6 Monday (17 Apr 2023) 5:00 pm AEST

Tasks 1 & 2 must be uploaded to Moodle by the due date and time for marking without penalty. Task 3 will be assessed during the intensive practical sessions being held in Rockhampton on Tuesday 18/04/2023 (8.00am-5.00pm) and Bundaberg Thursday 20/04/2023 (8.00am-5.00pm).

Return Date to Students

Weighting
20%

Minimum mark or grade
You must achieve a minimum mark of 50% for Tasks 1 & 2 combined (10/20), and a pass grade for Task 3 in order to pass this assessment piece.

Assessment Criteria

Task 1 (5 Marks): Orthosis pattern is technically correct with evidence of appropriate anatomical markings, management of spatial elements, and a rationale for the orthosis design.

Task 2 (15 Marks): Academic essay accurately, clearly and concisely links the client case study to the orthosis design and application, with evidence of support from the literature provided.

Task 3 (Pass/Fail): Accurate and thorough self-appraisal (both positive and negative) of the constructed orthosis, with respect to joint position, orthosis fit, and cosmesis.

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

Referencing Style

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

Submission
Offline Online

Submission Instructions
With respect to the intensive session, and completion of Task 3, you will be assigned to a campus group, either am (8-12) or pm (1-5), by the unit coordinator by 5.00pm Friday 31/03/2023. You are required to attend your assigned session in order to present your orthosis and synopsis for assessment.

assessmentOutcome

- 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

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

2 Wheelchair Prescription

Assessment Type
Presentation

Task Description

This assessment has three (3) component parts (Tasks 1 & 2 to be completed in a group, Task 3 to be completed independently) that will require you to take into consideration the knowledge gained from the theory content presented in lectures and practical activities, as well as that gained from independent research. Tasks include:

Task 1 (Group Task): Your primary task as a group is to select and prescribe an appropriate assistive technology, that is, a wheelchair, for a specific client. The wheelchair may be manual, powered, or a hybrid, whatever is the most appropriate, with evidence of your professional reasoning behind the selection clearly identified in your presentation. Presentation guidelines include:

- the maximum time allocated for each group presentation will be 20 minutes (+/- 2 minutes),
- there will be 5 minutes of additional time allocated to the end of the presentation for the asking and answering of questions,
- each member of the group is expected to prepare and deliver an equal part of the presentation,
- in your presentation, you are encouraged to consider your client's profile; family-centred practice; barriers and facilitators in his environment; financial considerations; features required of the wheelchair; and any additional accessories or assistive technology that may be required.

Task 2 (Group Task): Your group will compile a PowerPoint resource to support and accompany your presentation. The resource must include on-slide citations and a reference list using APA 7th formatting.

Task 3 (Individual Task): You are required to complete an individual reflection (750 words maximum) of your experience of the professional reasoning and decision making processes you and your group members used to select the appropriate assistive technology, that is, wheelchair. Be guided by the prompt's on Moodle, and consider these processes within either the PEOP or CMOP-E model.

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

Assessment Due Date

Week 9 Wednesday (10 May 2023) 5:00 pm AEST

Tasks 2 & 3 must be uploaded to Moodle by the due date and time for marking without penalty. Task 1 will be assessed between 9.00am and 2.00pm Thursday 11/05/2023 (Week 9).

Return Date to Students

Weighting

40%

Minimum mark or grade

You must achieve a minimum mark of 50% (20/40) for Tasks 1, 2 and 3 combined in order to pass this assessment piece.

Assessment Criteria

Tasks 1 & 2:

- accurate and thorough description of your client's functional impairment/s (10 marks),
- analysis of the relationship between your client's functional impairment/s and the environmental barriers and facilitators (10 marks),
- generation of appropriate intervention solutions to optimise your client's occupational participation and performance, including evidence of professional reasoning for selection of assistive technology (20 marks),
- effective use of multimedia (10 marks),
- use of peer reviewed, evidence-based literature to support presentation content, including correct use of APA 7th formatting in-slide and in the reference list (10 marks), and
- proficiency in verbal and non-verbal communication, including participation in the question and answer session (10 marks).

Task 3: Ability to self-evaluate participation in learning process and to identify plan for improving areas of challenge going forward (10 marks).

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

Referencing Style

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

Submission
Online Group

Submission Instructions
With respect to Task 1, a presentation schedule will be released by 5.00pm Friday 05/05/2023. You must attend the entire allocated time for presentations, that is, from 9.00am-2.00pm Thursday 11/05/2023 (Week 9).

assessmentOutcome

- 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.

assessmentGradAttribute

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

3 Environmental Assessment and Modification

Assessment Type
Written Assessment

Task Description
This assessment has two (2) component parts (Task 1 to be completed in a group and Task 2 to be completed individually). Task 1 will require you to take into consideration the knowledge gained from the theory content presented in lectures and practical activities, as well as that gained from independent research. Task 2 is related to the mentoring sessions attended with the 4th year students. The tasks includes:
Task 1 (Group Task): Your primary task as a group is to develop a client specific report that addresses the assessment of a private residence and identifies recommendations for environmental modification and prescription of assistive technology. This task requires your group to:

- develop a client profile that considers all aspects of the impact of the diagnostic presentation on activities of daily living (ADL's) and instrumental activities of daily living (IADL's),
- conduct an environmental assessment of a residential environment,
- make recommendations for environmental modifications and assistive technology prescription,
- produce technical drawings to illustrate the recommended environmental modifications and provide images of prescribed assistive technology,
- use professional reasoning to justify and support your recommendations for modification and prescription, being guided by either the PEOP or CMOP-E model, and
- include in-text citations and a reference list using APA 7th formatting.

Task 2 (Individual Task): You are required to submit mentoring attendance documentation as well as completing an individual reflection (750 words maximum) of your experience with the mentoring process.
Please refer to the **Assessment Tile** on OCCT12006's Moodle site for further details.

Assessment Due Date
Review/Exam Week Monday (5 June 2023) 5:00 pm AEST

Task 1 & Task 2 need to be uploaded to Moodle by the due date and time for marking without penalty.

Return Date to Students

Weighting
40%

Minimum mark or grade
You must achieve a minimum mark of 50% (20/40) for the group report and mentoring sessions combined in order to pass this assessment piece.

Assessment Criteria
Task 1:

- development of a client profile via analysis of the impact of both the condition and environment on the client's occupational participation and performance (10 marks),
- recommendations for environmental modifications and assistive technology, including rationale for same (30 marks),
- production of appropriate and accurate technical drawings that reflect the goals of occupational therapy intervention (10 marks),
- appropriate academic and professional communication adhered to within the report (5 marks), and
- appropriate selection and use of peer-reviewed, evidence-based literature, with accurate in-text citations and reference list entries using APA 7th formatting (5 marks).

Task 2:

- evidence of participation in mentoring session (prepares for, attends and actively participates in sessions), ability to self-evaluate participation in learning process and to identify plan for improving areas of challenge going forward (10 marks)

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

Referencing Style

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

Submission
Online Group

assessmentOutcome

- 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.

assessmentGradAttribute

- 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