



# OCCT12006 *Understanding the Environment*

## Term 1 - 2024

Profile information current as at 01/05/2024 06:45 am

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 - 2024

- 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 student feedback, Term 1 2023 SUTE feedback, & unit coordinator reflection.

#### Feedback

For some assignment tasks, students would have benefited from more time between content delivery and assessment due dates.

#### Recommendation

It is recommended that the unit schedule be reviewed to allow for increased duration between delivery of content and assessment due dates.

Feedback from In-class student feedback, assessment task student reflections, and unit coordinator reflection.

#### Feedback

There was positive feedback for the newly introduced mentoring relationship between the 2nd and 4th year occupational therapy students.

#### Recommendation

It is recommended that the mentoring component of the unit be retained.

## 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
<b>1 - Presentation - 40%</b>	•		•		•
<b>2 - Practical Assessment - 20%</b>		•		•	
<b>3 - Written Assessment - 40%</b>	•	•	•		•

## 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](mailto:j.stanley@cqu.edu.au)

## Schedule

### Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to OCCT12006: Understanding the Environment Occupational Therapy Ecological Models Application of Occupational Therapy Ecological Models and Professional Reasoning The Cultural Context for First Nation Peoples	<p>CQUniversity. (2024). <i>OCCT12006 (HT1, 2024) Understanding the Environment</i>. CQUniversity Moodle.</p> <p>CQUniversity. (2024). <i>OCCT12006 Understanding the Environment unit profile</i>. CQUniversity e-handbook.</p> <p>* <i>Please attend this session having pre-read the assessment requirements for the unit.</i></p> <p>Brown, C. (2024). Ecological models in occupational therapy. In G. Gillen and C. Brown (Eds.) <i>Willard and Spackman's occupational therapy</i> (14th ed., pp. 574-585). Wolters Kluwer.</p> <p>Fijal, D., &amp; Beagan, B. L. (2019). <i>Indigenous perspectives on health: Integration with a Canadian model of practice</i>. Canadian Journal of Occupational Therapy, 86(3), 220-231. <a href="https://doi.org/10.1177/0008417419832284">https://doi.org/10.1177/0008417419832284</a></p> <p>Unsworth, C. A. (2020). The evolving theory of clinical reasoning. In E.A.S. Duncan (Ed.), <i>Foundations for practice in occupational therapy</i> (6th ed., pp. 1-21). Elsevier.</p>	<ul style="list-style-type: none"><li>• Introduction to Ben (Case Study for Assessment 2) If you can show due cause for requiring a specific campus group allocation (am or pm) for Assessment 1 Intensives (ROK Monday 25/03/2024 or BDG Wednesday 27/03/2024), you must have submitted a request to the unit coordinator by email (<a href="mailto:j.stanley@cqu.edu.au">j.stanley@cqu.edu.au</a>) no later than <b>5.00pm Wednesday 06/03/2024</b>. Campus group allocation for Assessment 1 Intensives (ROK Monday 25/03/2024 or BDG Wednesday 27/03/2024) will be uploaded to Moodle by the unit coordinator by <b>5.00pm Friday 08/03/2024</b>.</li></ul>

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Assistive Technology	<p>Cook, A.M., Polgar, J.M. &amp; Encarnacao, P. (2020). Principles of assistive technology: Introducing the Human Activity Assistive Technology model. In <i>Assistive Technology: Principles and Practice</i> (5th ed., pp. 1-15). Elsevier.</p> <p>There will be some simulated case studies that you need to be familiar with prior to attending the practical session this week. Live links will be available on Moodle.</p>	<ul style="list-style-type: none"><li>• 12.00pm-1.00pm Environmental Audit: The Accessible Campus - Built Environment, Facilities and Grounds (ADCET)</li><li>• 1.00pm-2.00pm Deakin Simulated Case Studies</li><li>• 2.00pm-4.00pm Assistive Technology (Daily Living Aids) Practicum:<ul style="list-style-type: none"><li>• <b>BDG:</b> Independent Living Specialists, Shops 2 &amp; 3/19 Electra Street, Bundaberg Central, 4670</li><li>• <b>ROK:</b> Regional Health &amp; Mobility, Shop 1A/57 Alexandra Street, Park Avenue, 4701</li></ul></li></ul>

### Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Assistive Technology: Orthoses for Occupation (Part 1)

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.

Röll, 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(4), 293-296. doi: 10.1111/1440-1630/12268

**\*\* It is essential that you review and know your hand and forearm anatomy prior to attending the orthosis fabrication session.**

• Orthosis fabrication (Part 1)  
Assigned orthoses pattern specifics for Assessment 1 will be uploaded to Moodle by the unit coordinator by **5.00pm Tuesday 19/03/2024** (Week 3).

#### Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Assistive Technology: Orthoses for Occupation (Part 2) Intensive Workshops: Monday 25/03/2024 8.00am-12.00pm <b>OR</b> 1.00pm-5.00pm ( <b>ROK</b> ) Wednesday 27/05/2023 8.00am-12.00pm <b>OR</b> 1.00pm-5.00pm ( <b>BDG</b> )	No assigned readings. <b>** It is essential that you review and know your hand and forearm anatomy prior to attending the orthosis fabrication session.</b>	Group allocation for <b>Assessment 2</b> (due 5.00pm Tuesday 07/05/2024/Week 9) will be uploaded to Moodle by the Unit Coordinator by <b>5.00pm Friday 29/03/2024</b> . Group allocation for <b>Assessment 3</b> (due 8.00am Monday 03/06/2024/Week 13) will be uploaded to Moodle by the Unit Coordinator by <b>5.00pm Friday 29/03/2024</b> .

#### Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Assistive Technology for Mobility	Bolding, D., Adler Hughes, C., Tipton-Burton, M., & Verran, A. (2018). Mobility. In H.M. Pendleton & W. Schultz-Krohn (Eds.), <i>Pedretti's occupational therapy: Practice skills for physical dysfunction</i> (8th ed., pp.230-256). Elsevier.	<ul style="list-style-type: none"> <li>12.00pm-2.00pm Manual Muscle Testing (MMT) BDG 01/1.19 ROK 34/1.15 physiotherapy led MMT Week 5</li> <li>2.00pm-4.00pm Range of Motion (ROM) BDG 01/G.17 ROK 34/G.15</li> </ul>

#### Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Orthotics for the Upper Limb</b> Due: Vacation Week Monday (8 Apr 2024) 8:00 am AEST

#### Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assistive Technology for Mobility

\*\* It is strongly recommended that you come prepared to this session by completing the [Manual Wheelchair and Propulsion-Assist Devices training Module 9](#) developed by the Spinal Cord Injury Network, NSW Health.

- 12.00pm-1.00pm MAT assessment and client measurement
  - 1.00pm-4.00pm wheelchairs (seating and frame options) and pressure management (cushion and mattress options)
- Independent Living Specialists (BDG) and Regional Health and Mobility (ROK) will be attending on-campus for an interactive pressure management and wheelchair practical session.

### Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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. <i>Australian Occupational Therapy Journal</i> , 67(5), 470-478. <a href="https://doi.org/10.1111/1440-1630.12682">https://doi.org/10.1111/1440-1630.12682</a>	<ul style="list-style-type: none"><li>• 12.00pm-1.00pm Review of home assessment and falls screening and assessment measures</li><li>• 1.00pm-2.00pm Deakin Simulation Case Studies</li><li>• 2.00pm-4.00pm Simulated Home Falls Risk Assessment (Off-Campus)</li></ul>

### Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
The Home Environment (Part 1) - The Occupational Therapy Home Assessment Process	Ainsworth, E. & de Jonge, D. (2019). Measuring the person and the home environment. In E. Ainsworth & D. de Jonge (Eds.), <i>An occupational therapist's guide to home modification practice</i> (2nd ed., pp.145-173). Slack Incorporated. De Jonge, D. & Hoyle, M. (2019) . Evaluating clients' home modification needs and priorities. In E. Ainsworth & D. de Jonge (Eds.), <i>An occupational therapist's guide to home modification practice</i> (2nd ed., pp.145-173). Slack Incorporated.	The Assessment 2 presentation (due Wednesday 08/05/2024) schedule will be uploaded to Moodle by the Unit Coordinator by <b>5.00pm Friday 03/05/2024</b> .

### Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Assessment 2 Presentations	No readings.	<b>Wheelchair Prescription</b> Due: Week 9 Tuesday (7 May 2024) 5:00 pm AEST

### Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
The Home Environment (Part 2) - Modifications for Home Environments	Ainsworth, E., & de Jonge, D. (2019). Drawing the built environment. In E. Ainsworth & D. de Jonge (Eds.), <i>An occupational therapist's guide to home modification practice</i> (2nd ed., pp. 175-194). Slack Incorporated.	<ul style="list-style-type: none"><li>• Foundational technical drawings for home modifications</li><li>• 12.00pm-2.00pm On-Campus</li><li>• 2.00pm-4.00pm Off-Campus</li></ul>

### Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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<p>Compression Therapy for Occupation</p>	<p>Dean, S. M., Valenti, E., Hock, K., Leffler, J., Compston, A., &amp; Abraham, W. T. (2020). The clinical characteristics of lower extremity lymphedema in 440 patients. <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></p> <p>Farley, E., McCarthy, L., &amp; 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></p> <p>Scherer, K., &amp; Khilnani, N. (2021). Evaluation and management of patients with leg swelling: Therapeutic options for venous disease and lymphedema. <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></p>	<ul style="list-style-type: none"> <li>• 12.00pm-4.00pm Compression Therapy Intensive: Presented by Cathy Harries (Second Skin)</li> </ul>
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### Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p>Understanding the Environment in the Context of Chronic Disease &amp; Specific Functional Impairments</p>	<p>Fields, B. &amp; Smallfield, S. (2022). Occupational therapy practice guidelines for adults with chronic conditions. <i>The American Journal of Occupational Therapy</i>, 76(2), 1-31. <a href="https://doi.org/10.5104/ajot.2022/762001">https://doi.org/10.5104/ajot.2022/762001</a></p> <p>Hand, C., Law, M., &amp; McColl, M.A. (2011). Occupational therapy interventions for chronic diseases: A scoping review. <i>The American Journal of Occupational Therapy</i>, 65(4), 428-436. <a href="https://doi.org/10.5014/ajot.2011.002071">https://doi.org/10.5014/ajot.2011.002071</a></p> <p>* This article is a seminal work in the area of OT practice with chronic disease.</p>	

### Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
		<p><b>Environmental Assessment and Modification</b> Due: Review/Exam Week Monday (3 June 2024) 8:00 am AEST</p>

### Exam Week - 10 Jun 2024

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](mailto: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 2 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 are required to **design an orthosis to address a specific anatomical immobilisation requirement** (as assigned by the unit coordinator in Week 3). You will need to submit your orthosis pattern to Moodle, being sure that it includes the following:

1. a tracing of your client's hand and forearm with all anatomical landmarks clearly identified
2. the outline of your orthosis pattern (demonstrating included/excluded anatomical joints, orthosis length, width and overall shape)
3. brief rationales/clinical reasoning for your design, for example, why certain joints were included/excluded, why the design is the length/width it is, etc.

**Task 2:** You are required to **fabricate three orthoses** and to present **one** of your orthoses to an examiner providing a brief 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.

#### Task 3:

In reference to your experience of orthosis design and fabrication, you will author a reflective essay (750 words maximum) that details:

- how your personal lived experience, emotions, biases, knowledge, skills, and behaviours may have influenced your reasoning, decision making, and clinical practice processes (evidence of awareness of self),
- how different perspectives, opinions, and evidence have influenced your understanding of the process and how this new learning has led to consolidation or adaptation in your thinking or approach (evidence of critical thinking),
- your identification, evaluation and assessment of different solutions to a problem to determine the best course of action based on evidence and reasoning (evidence of critical thinking), and
- clear, detailed (specific) and achievable goals to work towards, identifying and addressing any barriers or challenges to their achievement and outlining priority and deadlines for tasks (evidence of goal setting and action planning).

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

#### Assessment Due Date

Vacation Week Monday (8 Apr 2024) 8:00 am AEST

Tasks 1 & 3 must be uploaded to Moodle by 8.00am Monday 08/04/2024 for Rockhampton Students or 8.00am Wednesday 10/04/2024 for Bundaberg Students for marking without penalty. Task 2 will be assessed during the intensive practical sessions being held in Rockhampton on Monday 08/04/2024 (Week 4, 8.00am-5.00pm) and Bundaberg Wednesday 10/04/2024 (Week 4, 8.00am-5.00pm).

#### Return Date to Students

#### Weighting

20%

### Minimum mark or grade

You must achieve a minimum mark of 50% for Task 1 (2.5/5) and 3 (7.5/15), as well as a passing score for Task 2 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** (Pass/Fail): Accurate and thorough self-appraisal (both positive and negative) of the constructed orthosis, with respect to joint position, orthosis fit, and cosmesis.

**Task 3** (15 marks): In depth exploration and demonstration of awareness of self, critical thinking, and goal setting and action planning.

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

Tasks 1 & 3 will require online submissions via Moodle. Task 2 will be practically assessed during the intensives in week 4. You are required to attend the entire intensive session in order to present your orthosis and synopsis for assessment.

### 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 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, and
- in your presentation, you are encouraged to consider your client's profile; family-centred practice; barriers and facilitators in their environment; financial considerations; features required of the

wheelchair; and any additional accessories or assistive technology that may be required as part of your group's wheelchair prescription.

**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 will be participating in 6 mentoring sessions (held across the first 8 weeks of term) with 4th year occupational therapy students at a mutually convenient time for both mentors and mentees. The task requires you to:

- prepare for, attend, and actively participate in a minimum of 6 mentoring sessions (minimum of 30-minute duration)
- contribute to and document progress of your mentoring agreement (developed in collaboration with your mentors)
- complete an individual reflection (500 words maximum) of your experience of the mentoring process

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

### **Assessment Due Date**

Week 9 Tuesday (7 May 2024) 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 8.00am and 5.00pm Wednesday 08/05/2024 (Week 9).

### **Return Date to Students**

#### **Weighting**

40%

#### **Minimum mark or grade**

You must achieve a minimum mark of 50% for Tasks 1 and 2 combined (30/60) and a minimum mark of 50% for Task 3 (10/20) 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 (5 marks), and
- proficiency in verbal and non-verbal communication, including participation in the question and answer session (5 marks).

**Task 3:** Comprehensive and active participation in mentoring sessions; ability to self-evaluate participation in learning process and to identify plans for improving areas of challenge going forward (20 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 03/05/2024. You must attend the entire allocated time for presentations, that is, from 8.00am-5.00pm Wednesday 08/05/2024. (Week 9).

## 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 Environmental Assessment and Modification

## Assessment Type

Written Assessment

## Task Description

This assessment has both group and individual contribution components. It requires 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. The task includes:

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, with each individual group member needing to create at least one technical drawing (which will be marked as an individual component on the rubric),
- use professional reasoning to justify and support your recommendations for modification and prescription, and
- include in-text citations and a reference list using APA 7th formatting.

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

## Assessment Due Date

Review/Exam Week Monday (3 June 2024) 8:00 am AEST

The report needs 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% (40/80) for the group report in order to pass this assessment piece.

## Assessment Criteria

The report will be assessed using the following criteria:

- 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 (45 marks),
- production of appropriate and accurate technical drawings that reflect the goals of occupational therapy intervention (15 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).

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**

Please select one member of your group to upload the report to 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