



# OCCT13001 *Enabling Work Participation*

## Term 1 - 2017

Profile information current as at 03/05/2024 03:21 pm

All details in this unit profile for OCCT13001 have been officially approved by CQU University 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 students to the role of the occupational therapist in enabling clients to engage in employment. The central importance of work in peoples' lives will be explored and the enablers and barriers to participation will be examined using contemporary occupational therapy (OT) practice models. Specific OT assessments including function capacity evaluations and work environment assessments will be introduced. The breadth of OT interventions including consultancy models, case management, environmental modifications and wellness programs will be explored. The legislative umbrella under which occupational therapists practice along with the ethical and professional standards that underpin OT practice in this area will be examined. Local OT practitioners, industry stakeholders and clients will be involved in presenting this unit.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Successful completion of all year 1 and year 2 prescribed units.

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 - 2017

- 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. **Presentation**

Weighting: 25%

#### 2. **Written Assessment**

Weighting: 35%

#### 3. **Practical and 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**

Assessment guidelines and templates required more explanation.

**Recommendation**

Assessment instructions and templates will be reviewed for next offering.

**Action**

All unit assessment instructions, marking sheets and templates were revised for 2017. More time will be allocated in class explaining how to complete reports.

#### Feedback from Teaching Staff reflections

**Feedback**

Students did not seem to understand complexities of assessment extensions.

**Recommendation**

Decisions regarding the impact of granting assessment extension requests will continue to be considered for individual cases in line with University policies. Staff will continue to consult with the Deputy Dean of Learning and Teaching when necessary to actively manage complex assessment extension requests. It is not possible to fully explain to all students actions taken regarding extensions in order to maintain individual student confidentiality.

**Action**

The 2017 unit profile contained clear instructions about consequences of extensions for the group presentation assessment, which was also discussed with all students in Week 1. Several students appropriately applied for and received formal extensions for submission of other assessments in line with university policies and procedures.

#### Feedback from Have Your Say Personal communication with students

**Feedback**

Guest speakers were highly valued by students for their expertise and the depth of learning added to course content.

**Recommendation**

Continue to invite expert guest speakers to contribute to course delivery subject to availability.

**Action**

Guest speakers again delivered content in 2017 and continue to provide variety and relevant content to the unit as they are available to attend.

#### Feedback from Have Your Say

**Feedback**

The collaboration with university maintenance staff who provided the on campus worksite visits was greatly appreciated. Students commented how the visits helped them to integrate theoretical and procedural knowledge for using clinical tools.

**Recommendation**

The collaborative on-campus worksite visits will be maintained as a valuable practical learning opportunity for students.

**Action**

On campus visits were offered again in 2017 at Rockhampton and Bundaberg and were highly valued by students for helping them integrate theory and practice knowledge. The structure and frequency of the visits will be reviewed for 2018.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Describe the role of the occupational therapist in facilitating clients to engage in work.
2. Use a selection of appropriate assessment tools in order to identify barriers to participation in the workplace and how the occupational therapist might intervene.
3. Synthesise information from client and significant others in order to set client-centred goals that facilitate participation in the workplace.
4. Develop a work-based intervention with supporting evidence and clinical reasoning used to justify choices made for the intervention.
5. Integrate principles of occupational justice in the OT role when promoting inclusive employment opportunities.
6. Incorporate relevant workplace legislation when planning occupational therapy interventions to promote workplace participation.

Per NPC1338

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
<b>1 - Presentation - 25%</b>	•	•	•	•	•	•
<b>2 - Written Assessment - 35%</b>	•	•	•	•	•	•
<b>3 - Practical and Written Assessment - 40%</b>	•	•	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
<b>1 - Communication</b>	•	•	•	•	•	
<b>2 - Problem Solving</b>	•	•	•	•	•	•
<b>3 - Critical Thinking</b>	•	•	•	•	•	•
<b>4 - Information Literacy</b>	•	•	•	•	•	•
<b>5 - Team Work</b>	•		•	•		•
<b>6 - Information Technology Competence</b>	•	•	•	•	•	
<b>7 - Cross Cultural Competence</b>	•	•	•	•	•	•

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
<b>8 - Ethical practice</b>	•	•	•	•	•	•
<b>9 - Social Innovation</b>						
<b>10 - Aboriginal and Torres Strait Islander Cultures</b>						

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
<b>1 - Presentation - 25%</b>	•	•	•	•	•	•	•	•		
<b>2 - Written Assessment - 35%</b>	•	•	•	•	•	•	•	•		
<b>3 - Practical and Written Assessment - 40%</b>		•	•	•	•		•	•		

## Textbooks and Resources

### Textbooks

OCCT13001

#### Prescribed

**Work : Promoting Participation and Productivity Through Occupational Therapy.**

(2012)

Authors: Braveman, B. & Page, J.

FA Davis

Philadelphia , PA , USA

ISBN: ISBN-13: 978-0-8036-0016-4

Binding: Paperback

#### Additional Textbook Information

Additional readings from other library sources will be noted in the Unit Profile and Moodle.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

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

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Narelle Henwood** Unit Coordinator  
[n.henwood@cqu.edu.au](mailto:n.henwood@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Enabling Work Participation <ul style="list-style-type: none"> <li>Defining Work</li> <li>Legislation informing work practice</li> <li>Occupational therapy roles and work</li> </ul>	<b>Required readings:</b> Braveman, B. & Page, J.J. (2012). <i>Work: Promoting Participation and Productivity Through Occupational Therapy</i> . Chapter 1. p. 2 - 27. Christiansen, C.H. & Townsend, E.A. (2010). <i>Introduction to Occupation</i> . p14-27 NB: Optional readings for each week are provided in Moodle.	Guest Speaker

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Models and frameworks relevant within the enabling work context. <ul style="list-style-type: none"> <li>Model of Human Occupation</li> <li>Medical Model</li> <li>Biopsychosocial Model</li> <li>KAWA Model</li> <li>ICF</li> </ul>	<b>Required readings:</b> Braveman, B., & Page, J.J. (2012). <i>Work: Promoting Participation and Productivity Through Occupational Therapy</i> . Chapter 2 - p.28-49 (work role), Chapter 4 p.78 - 97 (models).	

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
OT Assessments for Work Rehabilitation: <ul style="list-style-type: none"> <li>Initial Needs Assessment</li> <li>Worksite assessments</li> <li>Functional Capacity Evaluation</li> <li>Job Analyses</li> </ul>	<b>Required readings:</b> Braveman, B., & Page, J.J. (2012). <i>Work: Promoting Participation and Productivity Through Occupational Therapy</i> . Chapter 12 p.263 -281. Chapter 15. p. 325-333	

### Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Work classifications and Soft tissue injuries	<b>Required readings:</b> Braveman, B. and Page, J.J. (2012). <i>Work: Promoting Participation and Productivity Through Occupational Therapy</i> . Chapter 11. pp246-262 Barrett, T., Strickland, E. & Browne, D. (2016). <i>Rehabilitation: Work and Beyond</i> (3rd ed.). Chapter 16 Soft Tissue occupational therapy and it's place in workplace rehabilitation pp231-241	

### Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

Student pair presentations in class time.  
Chronic Pain (Guest speaker)

**Required readings:**

Strong, J., Unruh, A., Wright, A., & Baxter, G. (2002). *Pain: A textbook for Therapists*. Chapters 4 & 20  
Sheppard, D. M., Gargett, S., MacKenzie, A., Jull, G., Johnston, V., Strong, J., & ... Ellis, N. (2015). Implementing a self-management intervention for people with a chronic compensable musculoskeletal injury in a workers compensation context: A process evaluation. *Journal Of Occupational Rehabilitation*, 25(2), 412-422.

Guest speaker

**25% In Class Presentation: Influences on the occupational therapist role in work enabling contexts** Due: Week 5 Monday (3 Apr 2017) 9:00 am AEST

**Vacation Week - 10 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Self-directed study.	Please read and print your Week 6 resources.	

**Week 6 - 17 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Mandatory On campus field work visits ROK and BDG. Dates/times TBA.	Review <b>pp 331-332</b> of Braveman and Page, 2012. Review <b>pp 1-16 and 46-53</b> of the <i>Assessment of Work Performance Manual</i> (can be borrowed short term from on campus OT resources.)	Work site visits

**Week 7 - 24 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Driving as a Work Role: <ul style="list-style-type: none"> <li>• Heavy Vehicles</li> <li>• Specialised motorised equipment</li> <li>• Effects of whole body vibration</li> <li>• Driver Safety and fatigue management in work contexts</li> </ul>	<b>Required readings:</b> Johanning, E. (2015). Whole-body vibration-related health disorders in occupational medicine—An international comparison. <i>Ergonomics</i> , 58(7), 1239-1252. Dickerson, A. E., Reistetter, T., Davis, E. S., & Monahan, M. (2011). Evaluating driving as a valued instrumental activity of daily living. <i>American Journal of Occupational Therapy</i> , 65(1), 64+.	

**Week 8 - 01 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
No Monday class- May Day holiday. Self-directed learning and time to prepare 35% Initial Needs Assessment this week	<b>Required readings:</b> Braveman, B. and Page, J.J. (2012). <i>Work: Promoting Participation and Productivity Through Occupational Therapy</i> . Chapter 11. Psychosocial Assessment of the Worker pp246-262	<b>35% Initial Needs Assessment</b> Due: Week 8 Friday (5 May 2017) 8:00 am AEST

**Week 9 - 08 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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The impact of sleep on work performance and health (Guest speaker)  
 Intervention planning and monitoring to enable work participation

- Working with treating practitioners
- Monitoring/facilitating treatment
- Facilitating engagement with Return to Work plans
- Work hardening

**Required readings:**

Lerman, S. E., et al (2012). "ACOEM Guidance Statement. Fatigue risk management in the workplace." *Journal of Occupational and Environmental Medicine* 54(2): 231-258  
 Braveman, B., & Page, J.J. (2012). *Work: Promoting Participation and Productivity Through Occupational Therapy*. Chapter 8, p. 172-173, p. 189-197  
 Barrett, T., Strickland, E. & Browne, D. (2016). *Rehabilitation: Work and Beyond* (3rd ed.). Chapter 11, Fitness conditioning- robust sustainable Physical fitness for work pp140-160

Guest speaker

**Week 10 - 15 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Watch client videos from 10.00am-11.00am for Job Task Analysis and Suitable Duties Plan. Videos will NOT be recorded or distributed. Pre-placement briefing from 11.00am onwards Self directed readings for OCCT13001	<b>Required readings:</b> Braveman, B. and Page, J.J. (2012). <i>Work: Promoting Participation and Productivity Through Occupational Therapy</i> . Chapter 9. Mental health and work pp198-220 Sharma, E. (2015). A Study of the Factors That Cause Occupational Stress Among Blue-Collar Employees. <i>IUP Journal Of Organizational Behavior</i> , 14(4), 52-65.	Briefing with Professional Practice Manager

**Week 11 - 22 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Enabling work participation in <ul style="list-style-type: none"> <li>• Mental Health &amp; Stress</li> <li>• Neurological conditions</li> <li>• Ergonomics and workstation assessment</li> </ul>	<b>Required readings 1:</b> Braveman, B. And Page, J.J. (2012). <i>Work: Promoting Participation and Productivity Through Occupational Therapy</i> . Chapter 14, Preventing Injuries in the Workplace: Ergonomics p304-324 Lundqvist, A., & Samuelsson, K. (2012). Return to work after acquired brain injury: A patient perspective. <i>Brain Injury</i> , 26(13/14), 1574-1585.	<b>Required readings 2:</b> Ramano, E., Buys, T., & de Beer, M. (2016). Formulating a return-to-work decision for employees with major depressive disorders: occupational therapists' experiences. <i>African Journal of Primary Health Care &amp; Family Medicine</i> , 8(2). Australian Human Rights Commission (2016). <i>Willing to work: National enquiry into employment discrimination against older Australians and Australians with disability</i> . Sydney.

**Week 12 - 29 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Zoom Q & A sessions only this week: Monday 2.00-3.00pm Wednesday 9.00-10.00am	No readings. Self-directed learning this week and time to prepare the 40% Job Task Analysis and Suitable Duties Plan.	<b>40% Suitable Duties Plan Due:</b> Week 12 Thursday (1 June 2017) 8:00 am AEST

**Review/Exam Week - 05 Jun 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 12 Jun 2017**

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

Catherine MacMillan will also be teaching this unit. However, please direct all confidential enquiries to Narelle Henwood, or post your assessment related questions to the Q & A forum for staff to respond.

Please note that the schedule of topics may change to accommodate guest speaker availability.

Students may be required to start early (6am-7am) for the Week 6 on campus worksite visits to accommodate schedule of Facilities Management staff. Students will be notified of the times and dates for each campus as soon as possible.

Changes to visits may occur if campus staff have unplanned unavailability.

## Assessment Tasks

### 1 25% In Class Presentation: Influences on the occupational therapist role in work enabling contexts

#### Assessment Type

Presentation

#### Task Description

##### Oral Presentation, Presentation slides and annotated bibliography of 6 sources

With a partner, you will prepare and deliver a 15 minute oral presentation to show your understanding and application of knowledge pertinent to Enabling Work Participation as an occupational therapist. It is expected you will demonstrate effective and professional presentation skills, building on the skills you have already used in Year 1 & 2.

You will research professional literature and relevant legislation to identify *factors that influence practice as an occupational therapist in a selected enabling work context*. You must:

1. *Explain the OT & team roles*: Clearly outline the broad role of the occupational therapist, including the unique contribution made in a team who works with clients in the context you have selected. Give examples of the expected range of work enabling responsibilities and duties for an occupational therapist in the team. Explain who else would be in the team, with evidence to support your choices. Provide a brief summary about what each of the other key professionals and stakeholders in the team contribute to the process of enabling client's work participation. (20 marks)
2. *Explain the Legislation and OT Code of Ethics*: In your own words, synthesise pertinent information from the relevant Legislative Act focusing on why the legislation allocated with your area of practice is important to consider. Do not simply present long sections copied directly from the legislation and code. Discuss how the legislation and the [OT Australia Code of Ethics \(2014\)](#) is used by an OT to guide service delivery in the work enabling role you described in Part 1. What should occupational therapists ensure they do in this area of practice to address the legislative and ethical requirements? (20 marks)
3. *Explain how the OT role and legislation demonstrates occupational justice*: Clarify how occupationally just practice is impacted by the legislation in your selected work enabling role. Do not simply give an explanation of what the four occupational justice principles are. You must synthesise reasons why occupational therapists are interested in occupational justice that enables work participation in this area, what legislation mandates for both the client and occupational therapist, and future possibilities for occupationally just practice in this area. (20 marks)
4. *Facilitate a class discussion*: Develop 2 questions to ask your audience to facilitate discussion in the 5 minute question time after your presentation. Please do not prepare any new information to present during question time. Make sure your questions are easily able to be answered by your peers in relation to what you have already presented. (20 marks)
5. *Share key resources*: Briefly present 2 key sources from your Annotated Bibliography of 6 sources (the Bibliography will include your selected Legislative Acts but you should already have discussed these in (#2). Provide your whole Bibliography as an electronic resource for your peers via the OCCT13001 Moodle General Discussion forum. (10 marks)
6. *Engage your audience*: Deliver your presentation using a high standard of verbal and non-verbal communication, with effective use of multimedia and within the time limits set for the 15 minute presentation and 5 minute question time. (5 + 5 = 10 marks)

#### Assessment Due Date

Week 5 Monday (3 Apr 2017) 9:00 am AEST

#### Return Date to Students

Monday (24 Apr 2017)

#### Weighting

25%

#### Minimum mark or grade

50%

## Assessment Criteria

1. Complete and correct description of OT role and key team members contributions **(20 marks)**
2. Comprehensive explanation of the application of the OT Australia (2014) Code of Ethics and selected legislation using relevant evidence to support statements **(20 marks)**
3. Comprehensively synthesises links between occupational justice & relevant legislation **(20 marks)**
4. Well prepared and facilitated question time that effectively engages audience and links to content **(20 marks)**
5. Efficiently discusses 2 key sources, presents correct APA 6 style on-slide citations & provides peers with succinct Annotated Bibliography for 6 relevant sources **(10 marks)**
6. Professional verbal and nonverbal communication. **(5 marks)**
7. Effective use of multimedia and skilled organisation of content to maximise available time within set limits. **(5 marks)**

Please refer to Moodle for full details and assessment rubric.

**NB:** Any student who is not able to present in class on the scheduled day in Week 5 will not be eligible for any marks for the question time. To be fair to all students, we are not able to allocate any other class time during the term for this assessment, even if an extension is approved by teaching staff.

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Offline Online Group

## Learning Outcomes Assessed

- Describe the role of the occupational therapist in facilitating clients to engage in work.
- Use a selection of appropriate assessment tools in order to identify barriers to participation in the workplace and how the occupational therapist might intervene.
- Synthesise information from client and significant others in order to set client-centred goals that facilitate participation in the workplace.
- Develop a work-based intervention with supporting evidence and clinical reasoning used to justify choices made for the intervention.
- Integrate principles of occupational justice in the OT role when promoting inclusive employment opportunities.
- Incorporate relevant workplace legislation when planning occupational therapy interventions to promote workplace participation.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 35% Initial Needs Assessment

### Assessment Type

Written Assessment

### Task Description

#### Preparing and documenting an Evidence Based Case Management Plan

This assessment requires you to develop an initial needs assessment report for a case study of a person currently unable to work. Your report will assume you are in the role of a case manager coordinating a return to work program.

This report is an authentic task you would have to do as a case manager when justifying funding for a client's needs.

This is a complex task with many steps and sub-tasks you will have to identify and work through. In order to complete all sections of the report you must consider best practice, legislative and medico-legal requirements.

To produce an acceptable report you must demonstrate understanding and synthesis of the content we have covered in class and in your weekly readings. Detailed instructions for each section are provided in the Report Template.

Carefully read the following documents available in the [Assessment Resources folder](#) on Moodle:

- [Client Case History](#)
- [Work Capacity Certificate](#), [client K10](#) and [Orebro](#) assessments
- [Instructions and Report Template](#)

- [Marking Criteria sheet](#)

Submission instructions: Submit your completed Report using the supplied template to Moodle by the due date.

**Assessment Due Date**

Week 8 Friday (5 May 2017) 8:00 am AEST

**Return Date to Students**

Week 10 Friday (19 May 2017)

**Weighting**

35%

**Minimum mark or grade**

50%

**Assessment Criteria**

1. Succinct and accurate recording of client information that meets medicolegal documentation standards. **(6 marks)**
2. Comprehensive description of the client's current status providing clear links to work engagement issues. **(2 marks)**
3. Succinct and accurate analysis of all key work duties and physical demands to depth in example given, using correct demand type and frequency terminology. **(5 marks)**
4. Comprehensive analysis of impact of the condition (symptoms and function) on all of the client's key occupational roles and tasks. **(3 marks)**
5. Provides an effective summary of all barriers to work engagement. **(3 marks)**
6. Measurable and realistic goals clearly address all symptom management, physical, psychosocial and work engagement needs. **(4 marks)**
7. Effective reasoning and justification for all proposed interventions by the client management team, which reflects legislation and the best available current evidence for the client condition and context. **(5 marks)**
8. Complete and succinct client plan for symptom management, increasing function and re-engaging in a meaningful work role. **(5 marks)**
9. High quality sources correctly cited in APA 6 style clearly support statements made and reflect contemporary best practice evidence. **(2 marks)**

\* Please refer to Moodle for complete Report template and instructions, related client resource files and marking rubric

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Submission Instructions**

Via Moodle

**Learning Outcomes Assessed**

- Describe the role of the occupational therapist in facilitating clients to engage in work.
- Use a selection of appropriate assessment tools in order to identify barriers to participation in the workplace and how the occupational therapist might intervene.
- Synthesise information from client and significant others in order to set client-centred goals that facilitate participation in the workplace.
- Develop a work-based intervention with supporting evidence and clinical reasoning used to justify choices made for the intervention.
- Integrate principles of occupational justice in the OT role when promoting inclusive employment opportunities.
- Incorporate relevant workplace legislation when planning occupational therapy interventions to promote workplace participation.

**Graduate Attributes**

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

- Ethical practice

### 3 40% Suitable Duties Plan

#### Assessment Type

Practical and Written Assessment

#### Task Description

##### Job Task Analysis and graded Suitable Duties Program

This assessment gives you the opportunity to apply the skills and knowledge you have developed throughout this unit of study. You should ensure your Practical component and Suitable Duties plan has embedded adherence to relevant legislative requirements.

This is an authentic simulation of a multi-step task you would perform as an occupational therapist in order to assist an injured worker to Recover At Work. You will complete a template similar to those currently used in industry, to effectively communicate with stakeholders the appropriate Suitable Duties for the client to perform over a 4 week period.

- a) The *Practical* component is to demonstrate your client assessment skills. It simulates a workplace assessment to select possible suitable duties for the injured client. You will watch a video to assess a worker completing a usual work duty. You will then complete a Job Task Analysis template. In the template, you will record what you observe from the client video in relation to the person and the environment that they are working in. You will describe the job task duties, identify the five most important (critical) physical demands, and analyse the demands to help you select appropriate work for the client's Suitable Duties Plan.
- b) Once you have completed the practical component, you will then use your documented observations to complete a *Written* graded Suitable Duties Plan using the industry based template that meets legislative and best practice requirements.

Read all documents below carefully (Available in the Assessment Resources folder on Moodle):

- [Detailed Suitable Duties and Job Task Analysis instructions](#)
- [Job Task Analysis template](#)
- [Suitable Duties Plan Report template](#)
- [Client Background information, Work Capacity Certificate](#)
- [Marking Sheet](#)

Submission instructions: Submit your Job Task Analysis and Suitable Duties Plan to Moodle by the due date. You may submit these together in one document or as separate files.

#### Assessment Due Date

Week 12 Thursday (1 June 2017) 8:00 am AEST

Please submit via Moodle

#### Return Date to Students

Exam Week Friday (16 June 2017)

#### Weighting

40%

#### Minimum mark or grade

50%

#### Assessment Criteria

1. Concise description of job task duties. Correctly identifies & analyses key components of critical physical demands. **(8 marks)**
2. Succinct and accurate recording of client information that meets medicolegal documentation standards. **(2 marks)**
3. Measurable, timely realistic goal and objective that are specific, factual, accurate and concisely stated. **(2 marks)**
4. Concise summary of the client's current restrictions and functional status clearly outlining key barriers to work engagement. **(1 mark)**
5. Selects appropriate work duties, describes restrictions and task demands succinctly, using correct terminology and abbreviations. **(4 marks)**
6. Cites models & practice principles for realistic and steady upgrading of work tasks over the plan duration. Upgrading is clearly linked to long term goal of return to usual duties. **(6 marks)**
7. Clearly discusses all potential outcomes of the plan. Provides brief summary and justification for follow up actions to be taken by key stakeholders in the event of each outcome. **(4 marks)**
8. Effective reasoning and justification for all communications with the client management team before and during the Suitable Duties Plan, which reflects legislative obligations and best practice principles. **(4 marks)**
9. Provides professional written communication that concisely outlines purpose of plan, explains all abbreviations and clearly directs immediate documentary actions required by stakeholders. **(3 marks)**

10. Plan readability score is Grade 8 or lower. **(2 marks)**
11. High quality sources correctly cited in APA 6 style clearly support statements made and reflect contemporary best practice evidence. **(4 marks)**

\* Please Refer to Moodle for complete marking scheme

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Via Moodle

### **Learning Outcomes Assessed**

- Describe the role of the occupational therapist in facilitating clients to engage in work.
- Use a selection of appropriate assessment tools in order to identify barriers to participation in the workplace and how the occupational therapist might intervene.
- Synthesise information from client and significant others in order to set client-centred goals that facilitate participation in the workplace.
- Develop a work-based intervention with supporting evidence and clinical reasoning used to justify choices made for the intervention.
- Integrate principles of occupational justice in the OT role when promoting inclusive employment opportunities.
- Incorporate relevant workplace legislation when planning occupational therapy interventions to promote workplace participation.

### **Graduate Attributes**

- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- 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