



OCCT13001 *Enabling Work Participation*

Term 1 - 2018

Profile information current as at 17/05/2024 02:42 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 will explore the central importance of work in daily life. It introduces you to a range of occupational therapy roles that enable clients to engage in work occupations. Enablers and barriers to work participation will be examined using contemporary occupational therapy (OT) theoretical models and approaches. You will practice using specific OT assessments including functional capacity evaluations and work environment assessments. A variety of OT intervention approaches including consultancy models, case management, environmental modifications and return to work programs will be explored. You will examine the legislative, ethical and professional frameworks for occupational therapy practice in this area. Currently practicing occupational therapists, industry stakeholders and expert specialists 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

The following unit is an essential co-requisite: OCCT13007 Successful completion of the following units as essential pre-requisites: OCCT11002 OCCT11001 PSYC11010 ALLH11004 ALLH11005 ALLH11006 ALLH12007 ALLH12006 OCCT12002 OCCT12003 OCCT12004 OCCT12006 BMSC12007

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 - 2018

- 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. **Case Study**

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

Unit Assessments were related to "real life" practice situations and used authentic forms and templates currently used in industry.

Recommendation

Ensure Unit Assessments continue to use current industry forms as updated by government and service providers.

Feedback from Have Your Say

Feedback

Students wanted to practice completing templates prior to assessment submission. Students felt some information regarding assessments could have been more clearly explained.

Recommendation

Case histories used for assessments 2 & 3 will be changed for future offerings. Permission will be sought to provide examples of previous high-quality student work. Time in class will be allocated to practice completion of assessment templates. Reformatting of one particularly difficult to work with industry template will be attempted.

Feedback from Have Your Say

Feedback

The term class schedule provided self directed learning time to "catch up on readings, re-evaluate information" and to complete assessments.

Recommendation

Care will be taken not to overload this unit with content and continue to allocate students some self-directed learning weeks in the latter part of the term.

Feedback from Have Your Say

Feedback

Students commented on the value of the on-campus work site visits, and that they wanted more of this kind of learning experience. Students were able to link content taught in class with practical skill development.

Recommendation

Continued collaboration with University Facilities Management staff is planned to support ongoing sustainability of the work site visits. The structure and frequency of the visits to accommodate increasing numbers of students will be reviewed.

Unit Learning Outcomes

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

1. Describe occupational therapy roles for enabling work participation
2. Use selected occupational therapy assessment tools to identify barriers to work participation
3. Synthesise information from clients and stakeholders to set appropriate work participation goals
4. Develop work-based interventions using contemporary evidence and clearly communicated professional reasoning
5. Integrate principles from the legislation and occupational justice when planning inclusive occupational therapy interventions that promote work participation.

Per NPC1338

Alignment of Learning Outcomes, Assessment and Graduate Attributes

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

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Presentation - 25%	•				•
2 - Written Assessment - 35%		•	•	•	•
3 - Case Study - 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 - 25%	•	•	•	•	•	•	•	•		
2 - Written Assessment - 35%	•	•	•	•		•	•	•		
3 - Case Study - 40%		•	•	•			•	•		

Textbooks and Resources

Textbooks

OCCT13001

Prescribed

Work : Promoting Participation and Productivity Through Occupational Therapy.

Edition: 1st (2012)

Authors: Braveman, B., & Page, J.

F.A. Davis

Philadelphia , PA , USA

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

Binding: Hardcover

Additional Textbook Information

Additional readings from other 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

Pamela Meredith Unit Coordinator
p.meredith@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Introducing work enablement and legislation influencing occupational therapy practice	<p>NB: All sources listed in the weekly schedule are the essential PRESCRIBED readings you will be expected to complete <i>prior to class</i>. Specific pages have been listed to enable student learning activities to run efficiently in class for that week. Students who do not complete pre-readings may find class information more difficult to follow.</p> <p>Additional optional readings may be listed in Moodle and in some weekly handouts.</p> <p>A: Braveman, B. and Page, J.J. (2012). <i>Work: Promoting Participation and Productivity Through Occupational Therapy</i>. Philadelphia, PA: F.A. Davis</p> <ul style="list-style-type: none"> • Chapter 1, Work in the modern world. (pp. 2-27). <p>B: Christiansen, C.H. and Townsend, .E.A. (2010). <i>Introduction to Occupation: The Art and Science of Living</i> (2nd ed., pp. 14 - 27). Upper Saddle River, NJ: Pearson Education.</p>	Introduction to the unit and teaching staff
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Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Models and Frameworks relevant to the enabling work context	<p>Braveman, B. and Page, J.J. (2012). <i>Work: Promoting Participation and Productivity Through Occupational Therapy</i>. Philadelphia, PA: F.A. Davis</p> <p>A: Chapter 2, pp. 28-49 (work role)</p> <p>B: Chapter 4, pp. 78-97 (models)</p> <p>C: Buck, R., Barnes, M., Cohen, D., & Aylward, M. (2010). Common health problems, yellow flags and functioning in a community setting. <i>Journal Of Occupational Rehabilitation</i>, 20(2), 235-246</p> <p>D: ROM assessment- Chapters 20 & 21, McHugh-Pendleton, H., & Schulz-Krohn, W. (2018). <i>Pedretti's Occupational Therapy</i>. St Louis, MO: Elsevier.</p>	Wear singlet top, closed in joggers and shorts to class this week- suitable for goniometry and physical activity. Please use Moodle Q & A forum for questions to teaching staff.

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Initial Needs Assessments and FCE	<p>Braveman, B. and Page, J.J. (2012). <i>Work: Promoting Participation and Productivity Through Occupational Therapy</i>. Philadelphia, PA: F.A. Davis</p> <p>A: Chapter 12. pp. 263-281</p> <p>B: Chapter 15 pp. 325-333</p> <p>C: Manual muscle testing- Chapter 22, McHugh-Pendleton, H., & Schulz-Krohn, W. (2018). <i>Pedretti's Occupational Therapy</i>. St Louis, MO: Elsevier.</p>	Wear singlet top, closed in joggers and shorts to class this week- suitable for manual handling and physical activity.

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Work classifications and Soft tissue injuries	<p>A: Braveman, B. and Page, J.J. (2012). <i>Work: Promoting Participation and Productivity Through Occupational Therapy</i>. Philadelphia, PA: F.A. Davis</p> <ul style="list-style-type: none"> • Chapter 11. Psychosocial assessment of the worker (pp. 246-262). <p>B: Barrett, T., Strickland, E. & Browne, D. (2016). <i>Rehabilitation: Work and Beyond</i> (3rd ed.). Nedlands, WA: Safety and Rehabilitation Books</p> <ul style="list-style-type: none"> • Chapter 16 Soft Tissue occupational therapy and it's place in workplace rehabilitation (pp. 231-241). 	Wear singlet top, closed in joggers and shorts to class this week- suitable for performing muscle stretching and physical activity.
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Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Self-directed learning- no class due to Easter Monday.	<p>Review pages 331-332 of Braveman and Page, 2012.</p> <p>Review pages 1-16 and 46-53 of the Assessment of Work Performance Manual (can be borrowed short-term from on-campus OT resources.)</p>	Post any Presentation assessment questions to Q & A forum on Moodle.

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Preparation for Roles and Legislation presentation.	Self-directed research for student presentations.	Post any Presentation assessment questions to Q & A forum on Moodle.

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Student presentations. Understanding Chronic Pain.	<p>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. <i>Journal of Occupational Rehabilitation</i>, 25(2), 412-422. doi:10.1007/s10926-014-9551-4</p>	<p>Please submit your PowerPoint presentations to the Assessment submission block AND share your annotated bibliography to the Moodle discussion forum before class starts at 8am. One student from each pair only needs to submit.</p> <p>Roles and Legislation Due: Week 6 Monday (16 Apr 2018) 8:00 am AEST</p>

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Enabling work participation for Mental health, stress and Neurological conditions.	<p>A: Braveman, B. And Page, J.J. (2012). <i>Work: Promoting Participation and Productivity Through Occupational Therapy</i>. Philadelphia, PA: F.A. Davis</p> <ul style="list-style-type: none"> • Chapter 9. Mental health and work (pp. 198-220). <p>B: Lundqvist, A., & Samuelsson, K. (2012). Return to work after acquired brain injury: A patient perspective. <i>Brain Injury</i>, 26(13/14), 1574-1585</p> <p>C: 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.</p>	On-campus fieldwork at locations and times to be advised for each campus.

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Ergonomics and Office workstation assessments

A: Braveman, B. and Page, J.J. (2012). *Work: Promoting Participation and Productivity Through Occupational Therapy*. Philadelphia, PA: F.A. Davis
 • Chapter 11. Psychosocial Assessment of the Worker (**pp. 246-262**).
 • Chapter 14, Preventing Injuries in the Workplace: Ergonomics (**pp. 304-324**).
B: Australian Standard 3590.2 (1990). Screen-based workstations.
C: [CQUniversity Workstation Checklist](#)

On-campus fieldwork at locations and times to be advised for each campus. Please ask questions about your Initial Needs Report through the Moodle Q & A forum.

Initial Needs Report Due: Week 8 Friday (4 May 2018) 8:00 am AEST

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
No on-campus OCCT13001 class due to Mayday holiday.	Self-directed learning this week. No prescribed readings.	Please ask questions about your upcoming Recover at Work assessment through the Moodle Q & A forum.

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Sleep and client engagement in work hardening.	<p>A: Lerman, S. E., E. Eskin, D. J. Flower, E. C. George, B. Gerson, N. Hartenbaum, S. R. Hursh and M. Moore-Ede (2012). "ACOEM Guidance Statement. Fatigue risk management in the workplace." <i>Journal of Occupational and Environmental Medicine</i> 54(2): pp231-258</p> <p>B: Braveman, B., & Page, J.J. (2012). <i>Work: Promoting Participation and Productivity Through Occupational Therapy</i>. Philadelphia, PA: F.A. Davis • Chapter 8, Older Workers pp. 172-173, pp. 189-197</p> <p>C: Barrett, T., Strickland, E. & Browne, D. (2016). <i>Rehabilitation: Work and Beyond</i> (3rd ed.). Nedlands, WA: Safety and Rehabilitation Books. • Chapter 11 Fitness conditioning-robust sustainable physical fitness for work (pp. 140-160).</p>	Viewing of worker videos for Recover at Work Plan.

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Driving in a work context.	<p>A: Johanning, E. (2015). Whole body vibration-related health disorders in occupational medicine- An international comparison. <i>Ergonomics</i>, 58 (7), pp1239-1252.</p> <p>B: Dickerson, A. E., Reistetter, T., Davis, E. S., & Monahan, M. (2011). Evaluating driving as a valued instrumental activity of daily living. <i>AJOT: American Journal of Occupational Therapy</i>, 65(1), 64+.</p>	Please ask questions about your Recover at Work Plan through the Moodle Q & A forum.

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
No on-campus OCCT13001 class. Students can choose whether to attend the afternoon Zoom Q & A session.	Self-directed learning this week to review 13001 resources and time to prepare your Recover at Work Plan.	<p>Zoom Q & A session on Monday 2.00pm-3.00pm</p> <p>Recover at Work Plan Due: Week 12 Friday (1 June 2018) 8:00 am AEST</p>

Term Specific Information

Students may be expected to attend the on-campus worksite visits in weeks 7-8 at an earlier time than OCCT13001 class is scheduled. In many industries, heavier physical work is often performed in the early morning (starting at 5-6am) when it is cooler and workers are physically fresher. Times for students to attend visits will be discussed at least one week in advance of the first visit. Previous students have found these visits invaluable to link theory learned in class with practical skills in observing real workers performance.

Assessment Tasks

1 Roles and Legislation

Assessment Type

Presentation

Task Description

Overview:

With a partner, you will prepare and deliver a 15-minute oral presentation to show your understanding and ability to apply 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. Groups will have the opportunity to select from a list of topics in a Moodle Choice activity in Week 1. Each topic may only be selected once- the first students to choose their topic will be allocated to that option.

Together, you will independently research professional literature and relevant legislation to identify factors that influence practice as an occupational therapist in a treatment team for a selected enabling work context. You must:

1. *Explain the OT & team roles:* Clearly outline the role of the occupational therapist, including our unique contribution to a team who works with clients in the context allocated. 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. 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. Provide evidence to support your choices. (suggest 4-6 slides) **(20 marks)**
2. *Explain how the Legislation and [OTAustralia Code of Ethics \(2014\)](#) apply to the allocated practice area:* 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 that are copied directly from the legislation and code. Discuss how the legislation and the OT Australia Code of Ethics (2014) are 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 when working in this area of practice to address the legislative and ethical obligations? (suggest 4-6 slides) **(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 context. 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. (suggest 3-4 slides) **(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. (suggest 1-3 slides) **(20 marks)**
5. *Engage your audience:* Deliver your presentation using a high standard of verbal and non-verbal communication, with appropriate use of multimedia and within the time limits set (minimum 12-maximum 17 minutes) for the 15-minute presentation and maximum 5 minutes' question time. **(5 + 5 =10 marks)**
6. *Share key resources:* Briefly present 2 key non-legislative 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 before your presentation. If you do not share your annotated bibliography with your peers before the presentation you will not obtain any marks for this component. (suggest 1-2 slides for 2 key sources) **(10 marks)**

IMPORTANT: Any content not presented within the maximum time limit of 17 minutes will not be marked. Class Discussion up until total of 22 minutes will be included in marking. 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. Therefore, any student who is not able to present in class on the scheduled day in Week 6 will not be eligible for any marks for the class discussion.

Assessment Due Date

Week 6 Monday (16 Apr 2018) 8:00 am AEST

Submit Powerpoint to Moodle and Annotated Bibliography to General Discussion Forum before your in class presentation.

Return Date to Students

Week 8 Monday (30 Apr 2018)

Via Moodle gradebook

Weighting

25%

Minimum mark or grade

50%

Assessment Criteria

Marking Criteria	Marks
Complete and correct description of OT role and key team member contributions.	20
A comprehensive explanation of the application of the OTAustralia Code of Ethics and selected legislation using relevant evidence to support statements.	20
Comprehensively synthesises links between occupational justice and relevant legislation.	20
Well prepared and facilitated questions time that effectively engages audience and links to presented content.	20
Efficiently discusses 2 key sources, presents correct APA 6 style on-slide citations and provides peers with succinct Annotated Bibliography for 6 relevant sources.	10
Uses professional verbal and nonverbal communication (eye contact, body language, speech volume, pace & enthusiasm).	5
Effective use of multimedia and skilled organisation of content to maximise available time within set limits (12-17 mins presentation + max 5 minutes discussion).	5
TOTAL (weighted at 25% of overall OCCT13001 grade)	100

Referencing Style

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

Submission

Offline Online Group

Submission Instructions

One student per group to submit Powerpoint to Moodle and share your Annotated Bibliography with your peers via a post in the General Discussion Forum on Moodle by 8am the due date.

Learning Outcomes Assessed

- Describe occupational therapy roles for enabling work participation
- Integrate principles from the legislation and occupational justice when planning inclusive occupational therapy interventions that promote work participation.

Graduate Attributes

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

2 Initial Needs Report

Assessment Type

Written Assessment

Task Description

Overview:

Scenario: You are the occupational therapist acting as a generic case manager for the referred client, Mrs. Andrea Sullivan. In this case, you are working in a consultative role for WorkCover, planning and overseeing the range of treatments and interventions that Andrea requires to return to work after her work-related injury. You will usually refer Andrea to a range of appropriate health professionals to deliver direct interventions (including occupational therapy) in your case management role. It is rare that you would deliver client interventions directly when working as a case manager.

Your task: Complete a realistic initial needs report template for Andrea. This report will enable clear and effective communication with the treatment team. It will also enable insurer funding approval so Andrea can commence her rehabilitation program to support her eventual return to work. You will need to research best practice for managing the type of injury she has and suggest appropriate strategies for all phases of her recovery from injury. Ensure all interventions align with client centred goals for improving Andrea's function. You can assume that Andrea is collaborating with you as the case manager so her management plan is client centred.

Essential documents provided in Moodle Assessment Resources folder:

Client case history interview transcript, Work Capacity Certificate, completed K10 and Orebro questionnaires, initial needs report template.

Use all of these documents, along with information from published research, textbooks, and OCCT13001 lectures, to inform your professional reasoning when completing all sections of the report template. The template available in Moodle contains the specific details for what information you should include in each section of the report:

- Client details and dates of initial assessment
- History of injury
- Treatment and medical history
- Work role history and psychosocial status
- Work duties and physical demands
- Analysis of symptoms impact
- Summary of barriers to occupational engagement
- Client goals
- Recommended interventions
- Recommended Action Plan
- Reference list

Use of professional language and medicolegal writing style expected for this report:

- Use third person past tense for history, assessment (client was referred, Assessments were carried out)
- Use third person present tense for work duties, job demands, analysis and barriers (is able to, using both hands to)
- Use third person future tense for Goals, Interventions and Action Plan (In 3 weeks, client will..., Case manager to refer to...)
- Use professional terminology (soft tissue injury, hydrotherapy, home exercise program etc)
- Do not use colloquial phrases unless it is presented as a "direct quote" from a client (it was "okay", "felt a twinge", "took it easy", "smokos" etc)
- Do not use abbreviations or acronyms unless you have clearly defined what they mean first
- Maintain an objective and factual tone with your content. Make sure you are cautious about information the client has reported but may not have any evidence for.
- Avoid value judgements not based on fact (could barely drive, has a great family, is really wanting to RTW)
- Keep your sentences short and succinct. Do not include long sentences if you can use dot points.
- This type of report may be subpoenaed by a court of law. Do not attribute blame to any person, this is not our role. It could be read by lawyers, judges, the client, and the employer. Keep this in mind as you write your information, carefully choosing words that accurately reflect the intended meaning.

Word count:

There is no set word count limit for this report. However, you should be careful to present your information as concisely as possible while covering all of the key elements required. In real-world practice, the time taken to develop long wordy reports may not be fully funded. Efficient production of written reports to meet industry standards is a critical professional skill to master.

Assessment Due Date

Week 8 Friday (4 May 2018) 8:00 am AEST

Submit file to Moodle by due date

Return Date to Students

Week 11 Monday (21 May 2018)

Feedback returned via Gradebook

Weighting

35%

Minimum mark or grade

50%

Assessment Criteria

1. Succinct, accurate and professional recording of client information that meets medico-legal documentation standards **(20 marks)**
2. A comprehensive description of the client's current status providing clear links to work engagement issues. **(10 marks)**
3. Succinct and accurate analysis of all key work duties and physical demands to depth in the example given, using correct demand type and frequency terminology. **(15 marks)**
4. Comprehensive analysis of the impact of the condition (symptoms and function) on all of the client's key occupational roles and tasks. **(6 marks)**
5. Provides an effective summary of all barriers to work engagement. **(6 marks)**
6. Measurable and realistic goals clearly address all symptom management, physical, psychosocial and work engagement needs. **(8 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. **(15 marks)**
8. Clear, comprehensive and appropriate client plan for symptom management, increasing function and re-engaging in a meaningful work role. **(15 marks)**
9. High-quality sources correctly cited in APA 6 style clearly support statements made and reflect contemporary best practice evidence. **(5 marks)**

Referencing Style

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

Submission

Online

Submission Instructions

Use report template supplied. Submit file to Moodle by due date.

Learning Outcomes Assessed

- Use selected occupational therapy assessment tools to identify barriers to work participation
- Synthesise information from clients and stakeholders to set appropriate work participation goals
- Develop work-based interventions using contemporary evidence and clearly communicated professional reasoning
- Integrate principles from the legislation and occupational justice when planning inclusive occupational therapy interventions that promote work participation.

Graduate Attributes

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

3 Recover at Work Plan

Assessment Type

Case Study

Task Description**Overview:**

This assessment requires you to apply the work enabling skills and knowledge you have developed throughout this unit of study.

Scenario: You are the occupational therapist who has received a referral from the WorkCover Case manager. You have been asked to develop a written Recover at Work Plan for the injured client that meets the treating doctor's recommendations. You have arranged a workplace assessment to observe work duties that the client's employer thinks

are suitable for the Plan. You have also been asked to monitor the client once they commence the Recover at Work Plan. You should ensure your Recover at Work Plan has embedded adherence to relevant legislative requirements. There are two parts to developing the Recover at Work plan for the client case.

Part A: Job Task Analysis

The Job Task Analysis component is to demonstrate your client work assessment skills. You will watch a video to assess a worker completing two usual work duties. 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 relevant (critical) physical demands, and analyse the worker functional capacity to help you select and upgrade appropriate work for the client's Suitable Duties Plan.

Part B: Suitable Duties Plan

You will then use your Job Task Analysis to complete a graded Suitable Duties Plan that meets legislative and best practice requirements.

Essential information available in the Assessment Resources folder on Moodle:

Worker background history, Work Capacity Certificate for the injured worker, Job Task Analysis template, Suitable Duties Plan template.

In your Part A: Job Task Analysis, you must:

1. Select and describe the key requirements of the two job task duties from your observations of the worker videos and using the worker case history information provided.
2. Use the Job Task Analysis Template to analyse the physical demands of each duty observed.
3. Analyse the worker functional capacity for meeting each physical demand listed in the template. Use your professional reasoning to provide a rationale for how you will include upgrading of each demand in the SDP.

In your Part B: Suitable Duties Plan you must:

1. Include all stakeholder details and information about the worker's pre-injury work role.
2. Write a long-term (6-12 months) goal and short-term objectives (methods for achieving the goal) for the Suitable Duties Plan. Include dates plan starts and finishes.
3. Clarify any medical restrictions and functional limitations of the worker according to the case information provided.
4. Select graded suitable work duties for the worker to complete over a four-week period, completing the Suitable Duties Plan Template. Ensure your upgrading is steady and not too fast or too slow to achieve your SDP aims.
5. Describe how and when the suitable duties plan will be monitored. Describe the process to occur to manage any client symptoms increase during the SDP.
6. Discuss recommendations for rest breaks, symptom management and any assistance required with work tasks, along with in-text citations of evidence supporting your statements.
7. Provide a covering letter to your treatment team explaining the purpose of the plan and any abbreviations used in the SDP.
8. Provide a reference list of minimum 5 APA 6 style sources that includes relevant legislation, support for contemporary best practice interventions and occupational therapy models and practice principles that inform your Suitable Duties Selections, accommodations, and upgrading.
9. Submit your completed Job Task Analysis and Suitable Duties Plan to Moodle by the due date. Please submit these files as two separate documents.

Word count:

There is no set word count limit for this report. However, you should be careful to present your information as concisely as possible while covering all of the key elements required. In real-world practice, the time taken to develop long wordy reports may not be fully funded. Efficient production of written reports to meet industry standards is a critical professional skill to master.

Assessment Due Date

Week 12 Friday (1 June 2018) 8:00 am AEST

Submit files to Moodle by due date

Return Date to Students

Feedback will be returned with Certification of Grades on Friday 6 July 2018

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

1. A concise description of job task duties. Correctly identifies & analyses key components of critical physical

- demands for two work duties. **(4 marks)**
2. Correctly describes worker current capacity for each work task and provides a clear rationale for the upgrading of task demands in SDP. **(26 marks)**
 3. Succinct and accurate recording of client information that meets medicolegal documentation standards. **(5 marks)**
 4. Measurable, timely realistic goal and objective that are specific, factual, accurate and concisely stated. **(5 marks)**
 5. A concise summary of the client's current restrictions and functional status clearly outlining key barriers to work engagement. **(5 marks)**
 6. Selects appropriate work duties, describes restrictions succinctly, using correct terminology and abbreviations. **(10 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. **(10 marks)**
 8. Recommendations are clearly stated, appropriate, and supported by professional evidence. **(10 marks)**
 9. 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. **(10 marks)**
 10. Provides professional written communication that concisely outlines the purpose of the plan, explains all abbreviations and clearly directs immediate documentary actions required by stakeholders. **(10 marks)**
 11. Minimum of 5 high-quality sources correctly cited in APA 6 style clearly support statements made and reflect contemporary best practice evidence. **(5 marks)**

Referencing Style

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

Submission

Online

Submission Instructions

Use supplied templates to complete Part A and B- submit as two files to Moodle.

Learning Outcomes Assessed

- Describe occupational therapy roles for enabling work participation
- Use selected occupational therapy assessment tools to identify barriers to work participation
- Synthesise information from clients and stakeholders to set appropriate work participation goals
- Develop work-based interventions using contemporary evidence and clearly communicated professional reasoning

Graduate Attributes

- 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