



# OCCT13001 *Enabling Work Participation*

## Term 1 - 2019

Profile information current as at 16/05/2024 07:11 am

All details in this unit profile for OCCT13001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this unit, you will explore the role of occupational therapy in assisting clients to engage in work, considering historical perspectives as well as contemporary legislative and professional frameworks that guide practice. Building on your emerging task analysis skills, you will identify enablers and barriers to work participation, for use in creating appropriate client-centred goals. You will engage in simulations using occupational therapy tools to evaluate work environments and clients' functional capacity for work. Learning activities provide you with the opportunity to develop case management and return to work plans for clients with a range of physical and psychosocial conditions.

### 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: OCCT12002 OCCT12004 OCCT12006 BMSC12007 HLTH12028

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 - 2019

- 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 Unit Evaluation

##### Feedback

Students valued the contributions of Sean Peckover for the OHS unit, and his capacity to link them with hands-on CQU work-related practice elements.

##### Recommendation

Continue involvement of guest lecturers and experts in the work area of occupational therapy, and continue to engage in hands-on practice elements.

#### Feedback from Have Your Say Unit Evaluation

##### Feedback

Student comments regarding assessment pieces related mainly to the late return of assessment results and lack of access to resources for the final assessment piece; however, they acknowledged their awareness that this was due to the illness of the lecturer.

##### Recommendation

Unit co-ordinators of all units will make required material (including case material, case studies, and assessment material) available on the Moodle site and/or a central repository for access by relief lecturers should the need arise.

## 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.

OCCT13001 learning outcomes link directly to the following professional standards from the [Australian Occupational Therapy Competency Standards \(2018\)](#):

1. *Professionalism*: Standards 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.15, 1.17
2. *Knowledge and Learning*: Standards 2.1, 2.2, 2.3, 2.5, 2.6, 2.8
3. *Occupational Therapy Process and Practice*: Standards 3.1, 3.2, 3.3, 3.4, 3.7, 3.8
4. *Communication*: Standards 4.1, 4.2, 4.4, 4.5, 4.10, 4.11

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Presentation - 25%	•				•

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
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

Paper copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Introducing work enablement: history and role of occupational therapy in work and legislative influences

**A:** Boyt Schell et al. (2014). *Willard & Spackman's Occupational Therapy*. (12th ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

• Case Management (**p. 688**)

**B:** Braveman, B. and Page, J.J. (2012). *Work: Promoting Participation and Productivity Through Occupational Therapy*. Philadelphia, PA: F.A. Davis

• **pp. 3-6, 9, 117.**

**C:** [WHS Act 2011, p24](#)

**D:** [Contents page of Manual Tasks Involving the Handling of People 2001](#)

**E:** [Contents page of Hazardous manual tasks Code of Practice 2011](#)

**F:** [Contents page of Managing WHS risks Code of Practice 2011](#)

**G:** AS/NZS 31000: Risk Management (Use Library to access)

Introduction to the unit and teaching staff.

Please use Moodle Q & A forum for questions to teaching staff.

## Week 2 - 18 Mar 2019

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><b>A: pp. 28-49</b> (Case of Craig, work roles)</p> <p><b>B: pp. 72, 78-97</b> (models)</p> <p><b>C:</b> Buck, R., Barnes, M., Cohen, D., &amp; Aylward, M. (2010). Common health problems, yellow flags and functioning in a community setting. <i>Journal Of Occupational Rehabilitation</i>, 20(2), <b>235-246</b></p> <p><b>D:</b> ROM assessment- Chapters 20 &amp; 21, McHugh-Pendleton, H., &amp; Schulz-Krohn, W. (2018). <i>Pedretti's Occupational Therapy</i>. St Louis, MO: Elsevier.</p>	<p>Wear singlet top, closed in joggers and shorts to Tutorial this week- suitable for goniometry and physical activity.</p>

## Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Assessment of the worker	<p><b>A:</b> Braveman, B. and Page, J.J. (2012). <i>Work: Promoting Participation and Productivity Through Occupational Therapy</i>. Philadelphia, PA: F.A. Davis</p> <p>• <b>FCE pp. 263-281</b></p> <p><b>B:</b> Manual muscle testing- Chapter 22, McHugh-Pendleton, H., &amp; Schulz-Krohn, W. (2018). <i>Pedretti's Occupational Therapy</i>. St Louis, MO: Elsevier.</p> <p><b>C:</b> Neville Imam Work Capacity Certificate &amp; Case History</p> <p><b>D:</b> Case of Mike: AWP manual <b>pp. 32-40</b></p>	<p>Wear singlet top, closed in joggers and shorts to class this week- suitable for manual muscle testing and physical activity.</p>

## Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Work classifications and soft tissue injuries

**A:** Braveman, B. and Page, J.J. (2012). *Work: Promoting Participation and Productivity Through Occupational Therapy*. Philadelphia, PA: F.A. Davis  
• Workplace Based Assessment (pp. 326-327).

• Soft tissue injury recovery

(pp.249-256)

• Job Demands (pp. 331-333)

**B:** Barrett, T., Strickland, E. & Browne, D. (2016). *Rehabilitation: Work and Beyond* (3rd ed.). Nedlands, WA: Safety and Rehabilitation Books

• Soft Tissue occupational therapy and its place in workplace rehabilitation (pp. 237-238).

**C:** Devan, H., Hale, L., Hempel, D., Saip, B., & Perry, M. (2018). What Works and Does Not Work in a Self-Management Intervention for People With Chronic Pain? Qualitative Systematic Review and Meta-Synthesis. *Physical Therapy*, 98(5), 381-397

**D: AWP Manual:** Table of contents, Scoring sheets (pp. 20-27 )

Wear singlet top, closed in joggers and shorts to class this week- suitable for performing muscle stretching, relaxation and physical activity.

#### Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Student group presentations & chronic pain guest lecture	<b>A:</b> 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	<b>By the due date and time:</b> • Upload your annotated bibliography to the Moodle discussion forum for your peers • Submit your slides & bibliography to the assessment link on Moodle  <b>Roles &amp; Legislation</b> Due: Week 5 Thursday (11 Apr 2019) 8:00 am AEST

#### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Self-directed learning.	No prescribed readings this week.	

#### Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>No class this week due to Anzac Day.</b> Self-directed learning	<b>A:</b> Review the PERforM: Participative Ergonomics for Manual Tasks <b>B:</b> Review your allocated free task analysis tool listed in Week 4 Handout in preparation for the on campus visits next week. • ManTRA: Manual Task Risk Assessment • Quick Exposure Checklist (QEC) • RULA: Rapid Upper Limb Assessment • REBA: Rapid Entire Body Assessment	• Post a summary of your allocated task analysis tool in the Moodle discussion forum by Thursday Week 7. • Practice using your tool to analyse the critical tasks demands of the worker in one video (Week 4, slide 17)

#### Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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<p>Practice for your “Initial Needs Report.”</p>	<p><b>A:</b> “Initial Needs Report” Assessment template</p> <p><b>B:</b> Documents for Case of Neville Imam</p> <ul style="list-style-type: none"> <li>• Work Capacity Certificate</li> <li>• Orebro</li> <li>• K10</li> </ul> <p><b>C:</b> Review pages <b>331-332</b> of Braveman &amp; Page, (2012).</p>	<p>On-campus visits will start earlier than the 9.00am OCCT13001 workshop, to fit in with DFM staff schedules.</p> <ul style="list-style-type: none"> <li>• Locations and times to be advised for each campus.</li> <li>• Please take a printed copy of the Job Task Analysis template and the PERforM Risk Assessment Tool.</li> <li>• We will reconvene in the classroom at 9.30am.</li> </ul>
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**Week 8 - 06 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Office workstation assessments & conditions impacting work participation	<p><b>A:</b> 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"> <li>Chapter 14, Preventing Injuries in the Workplace: Ergonomics (<b>pp. 304-322</b>).</li> </ul> <p><b>B:</b> Australian Standard 3590.2 (1990). Screen-based workstations.</p> <p><b>C:</b> <a href="#">CQUniversity Workstation Checklist</a></p>	<p>On-campus visits during the afternoon tutorial.</p> <ul style="list-style-type: none"> <li>Time and location to be advised for each campus.</li> </ul> <p><b>Initial Needs Report</b> Due: Week 8 Friday (10 May 2019) 9:00 am AEST</p>

**Week 9 - 13 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Enabling work participation for mental health, stress and neurological conditions.	<p><b>A:</b> 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"> <li>• Chapter 9. Mental health and work (pp. 202-205).</li> </ul> <p><b>B:</b> Bhui, K. S.,Dinos, S.,Stansfeld, S. A., &amp; White, P. D. (2012). A synthesis of the evidence for managing stress at work: a review of the reviews reporting on anxiety, depression, and absenteeism. <i>Journal Of Environmental &amp; Public Health</i>, 515874.doi:10.1155/2012/515874</p> <p><b>C:</b> Lundqvist, A., &amp; Samuelsson, K. (2012). Return to work after acquired brain injury: A patient perspective. <i>Brain Injury</i>, 26(13/14), <b>1574-1585</b></p> <p><b>D:</b> 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), <b>52-65</b>.</p>	

**Week 10 - 20 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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Work hardening.	<p><b>A:</b> Boyt Schell et al. (2014). <i>Willard &amp; Spackman's Occupational Therapy</i>. (12th ed.). Philadelphia, PA: Lippincott, Williams &amp; Wilkins.</p> <ul style="list-style-type: none"> <li>• <b>pp. 687-688.</b></li> </ul> <p><b>B:</b> Braveman, B., &amp; 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"> <li>• Chapter 8, Older Workers <b>pp. 177, 179-181, pp. 187-188</b></li> </ul> <p><b>C:</b> Barrett, T., Strickland, E. &amp; Browne, D. (2016). <i>Rehabilitation: Work and Beyond</i> (3rd ed.). Nedlands, WA: Safety and Rehabilitation Books.</p> <ul style="list-style-type: none"> <li>• Chapter 11 Fitness conditioning-robust sustainable physical fitness for work (<b>pp. 140-160</b>).</li> </ul>	<ul style="list-style-type: none"> <li>• Viewing of worker videos for Recover at Work Plan.</li> <li>• Practice case of Brenda Brown</li> <li>• Practice of Work Simulation activities.</li> </ul>
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### Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Productive occupations for adolescents.	<p><b>A:</b> Braveman, B., &amp; 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"> <li>• Chapter 7, Younger Workers <b>pp. 143-145, 158-166</b></li> </ul> <p><b>B:</b> Rebecca's case documents</p>	<p><b>Bundaberg Show Holiday Thursday 30 May.</b></p> <p><i>OCCT13001 class will be on Friday this week:</i></p> <ul style="list-style-type: none"> <li>• 12pm-3pm in ROK 34/1.15 &amp; BDG 1/1.19 (time subject to confirmation)</li> <li>• Interprofessional simulation case of Rebecca.</li> </ul>

### Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>Preparing your "Recover At Work" Plan.</p> <p><b>No Thursday OCCT13001 classes.</b></p>	<p>Self-directed learning this week to review 13001 resources and time to prepare your Recover at Work Plan.</p>	<p>Optional Zoom Q &amp; A session on Monday 2.00pm-3.00pm. I plan to record this and post to Moodle for those unable to attend. However, no recording is possible if no students attend.</p> <p><b>Recover At Work Plan</b> Due: Week 12 Friday (7 June 2019) 9:00 am AEST</p>

## Term Specific Information

### Readings

- All sources listed in the weekly schedule are the essential PRESCRIBED readings you will be expected to complete *prior to class*. 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.**
- Additional optional readings may be listed in Moodle and in some weekly handouts.

### On-Campus visits:

These visits will take place in Week 7 and Week 8. Times for the visits will be confirmed before the CQU Break Week. The Week 7 visits may take place before the scheduled class time, to fit in with campus DFM staff work schedules.

### Public Holidays:

Two of our scheduled classes fall on 2019 public holidays (Anzac Day and Bundaberg Show Day). We will manage each of these weeks differently.

- Anzac Day in Week 6 will be substituted for self-directed learning from prescribed readings and the weekly handout.
- Bundaberg Show Day in Week 11 will be substituted for the IPE simulation case 12pm-3pm on Friday Week 11 in ROK 34/1.15 and BDG 1/19. *(This time is subject to confirmation)*

### Interprofessional Education (Paediatric Neurological Patient Simulation)

This unit includes an adolescent neurological patient simulation as an interprofessional education session. The goals of this session are to

1. Improve occupational therapy skills for assisting an adolescent to participate in productive occupations
2. Practice case specific interprofessional dynamics and technical skills e.g. positioning, bed mobility, equipment use.

There will be a focus on developing the Canadian Interprofessional Health Collaborative competencies of communication, collaboration, conflict resolution, patient & family-centred care, team roles, responsibilities, and functioning.

This tutorial is scheduled instead of the Thursday Bundaberg Show Holiday. Refer to Moodle for further information and additional resources.

## Assessment Tasks

### 1 Roles & Legislation

#### Assessment Type

Presentation

#### Task Description

##### Overview and Purpose:

*In an allocated group, you will prepare and deliver a 15-minute oral presentation. It will show your understanding and ability to apply knowledge about legislation and professional ethics pertinent to selected areas of Enabling Work Participation practice 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 actively engage with your peers through sharing an annotated bibliography of sources and facilitating a question time at the end of your presentation. This assessment reflects common oral presentation formats for many professional conferences, in-services and training opportunities.*

##### The Presentation Task:

You will be allocated a group and topic. This will be published on Moodle in Week 1. In your group, you will independently research professional literature and relevant legislation to identify factors that influence practice as an occupational therapist in your allocated 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 \(2014\)](#) applies 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) is used by an OT to guide service delivery in the work enabling role you described in Part 1. In other words, 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 the four occupational justice principles of deprivation, alienation, marginalisation and imbalance. 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 open-ended and easily able to be answered by your peers in relation to what you have already presented. (suggest 1-3 slides) **(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 before your presentation. If you do not share your 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)**

**6. 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. **(10 marks)**

**NB:** Any student with an approved extension who is not able to present in class on the scheduled day in Week 5 cannot facilitate a peer group question time and will be set an alternative task as part of the presentation assessment.

**Assessment Due Date**

Week 5 Thursday (11 Apr 2019) 8:00 am AEST

Submit slides & bibliography to Moodle, AND Annotated bibliography to Peer discussion Forum

**Return Date to Students**

Week 7 Thursday (2 May 2019)

Feedback on Moodle Gradebook

**Weighting**

25%

**Minimum mark or grade**

50%

**Assessment Criteria**

Marking Criteria	Marks
Provides a description of the occupational therapy role in the context & key team member contributions.	20
Appropriately explains the application of the OTAustralia Code of Ethics and selected legislation to topic area using relevant evidence to support statements.	20
Provides statements that synthesise links between occupational justice and relevant legislation.	20
Well prepared and facilitated question time that effectively engages audience and links to presented content.	20
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
<b>TOTAL (weighted at 25% of overall OCCT13001 grade)</b>	<b>100</b>

**Referencing Style**

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

**Submission**

Offline Online Group

## Submission Instructions

All students to present in class Week 5 and attend all group presentations

## 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
- Social Innovation

## 2 Initial Needs Report

### Assessment Type

Written Assessment

### Task Description

#### Overview and Purpose:

*This assessment requires you to synthesise the information you have learned so far in this unit of study. You will generate a realistic Initial Needs Report similar to what would be expected in case management, a role that many occupational therapists perform in work enabling contexts. As occupational therapists, we can perform a comprehensive job task analysis and give advice regarding a client's occupational performance for work, domestic and psychosocial contexts.*

**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 as a case manager.

**Your task:** Complete a realistic initial needs assessment 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. 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 that her management plan is client centred. You will do the practice case of Brenda Brown in class to help you complete this report independently for your assessment submission.

#### Additional documents provided in Moodle Assessment Resources folder:

*Client case history interview transcript, Work Capacity Certificate, completed K10 and Orebro questionnaires.*

Use all of the documents for Andrea, along with information from published research, textbooks, and OCCT13001 lectures, to inform your reasoning when completing all sections of the report template.

### Assessment Due Date

Week 8 Friday (10 May 2019) 9:00 am AEST

Submit Word file to Moodle

### Return Date to Students

Week 10 Friday (24 May 2019)

Feedback through Moodle Gradebook

### Weighting

35%

### Minimum mark or grade

50%

### Assessment Criteria

#### Marking Criteria

Succinct, accurate and professional recording of client information that meets medico-legal documentation standards.

Marks

20

Provides a description of the client's current status providing links to work engagement issues.	10
Provides an analysis of all key work duties and physical demands to depth in the example given, using correct demand type and frequency terminology.	15
Provides analysis of the impact of the condition (symptoms and function) on all of the client's key occupational roles and tasks.	6
Provides a summary of all barriers to work engagement.	6
Measurable and realistic goals address all symptom management, physical, psychosocial and work engagement needs.	8
Provides reasoning and justification for all proposed interventions by the client management team, which reflects legislation and the current evidence for the client condition and context.	15
Provides an appropriate client plan for symptom management, increasing function and re-engaging in a meaningful work role.	15
Sources reflect contemporary best practice evidence, are cited in APA 6 style and support statements made.	5
<b>TOTAL (weighted at 35% of overall OCCT13001 grade)</b>	<b>100</b>

### Referencing Style

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

### Submission

Online

### 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
- Social Innovation

## 3 Recover At Work Plan

### Assessment Type

Case Study

### Task Description

#### Overview and purpose:

*This assessment requires you to apply the work enabling skills and knowledge you have developed throughout this unit of study. You will generate a realistic Recover At Work Plan for an injured worker, similar to what would be expected in practice.*

*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 had funding approval to monitor the client's program for 1 hour per week once they commence the Recover at Work Plan. You should ensure your Recover at Work Plan has embedded adherence to relevant legislative requirements.

You will do the practice case of Brenda Brown in class to help you complete this case study independently for your assessment submission.

#### 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.*

You can adapt the templates by adding rows to tables where needed. Please keep the page layout, margins and font used in the templates for ease of reading.

## 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.

In your *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.

## Part B: Suitable Duties Plan

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

In your *Suitable Duties Plan* you must:

4. Include all stakeholder details and information about the worker's pre-injury work role.
5. Write a long term (6-12 months) goal and short term objectives (methods for achieving goal) for the Suitable Duties Plan. Include dates plan starts and finishes.
6. Clarify any medical restrictions and functional limitations of the worker according to the case information provided.
7. 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.
8. Describe how and when the suitable duties plan will be monitored. Describe process to occur to manage any client symptoms increase during the SDP.
9. Discuss recommendations for rest breaks, symptom management and any assistance required with work tasks, along with in-text citations of evidence supporting your statements.
10. Provide a covering letter to your treatment team explaining the purpose of the plan and any abbreviations used in the SDP.
11. 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.

## Assessment Due Date

Week 12 Friday (7 June 2019) 9:00 am AEST

Submit to Moodle

## Return Date to Students

Feedback will be returned at Certification of Grades on 13 July.

## Weighting

40%

## Minimum mark or grade

50%

## Assessment Criteria

Marking Criteria	Marks
Gives an overview of two work duties. Identifies & analyses critical physical demands for both work duties.	4
Correctly describes worker current capacity for relevant work tasks.	13
Provides appropriate potential grading for relevant physical demands.	13
Succinct and accurate recording of client information that meets medicolegal documentation standards.	5
Provides a measurable short term goal and long term objective that are relevant to occupational performance for work. Suitable duties plan dates are appropriately recorded.	5
Provides a summary of the client's current restrictions and functional status outlining key barriers to work engagement.	5
Selects appropriately graded work duties, describes restrictions using appropriate terminology and abbreviations.	10
Recommendations are appropriate and supported by professional evidence.	10
Discusses all potential outcomes of the plan. Provides brief summary and justification for follow up actions to be taken by key stakeholders.	10
Provides reasoning for communications with the client management team before and during the Suitable Duties Plan, which reflects legislative obligations and best practice principles.	10

Provides professional written communication that outlines purpose of plan, explains all abbreviations and directs stakeholders to sign.	10
Minimum of 5 high quality sources cited in APA 6 style support statements made and reflect contemporary best practice evidence.	5
<b>TOTAL (weighted at 40% of overall OCCT13001 grade)</b>	<b>100</b>

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submit to Moodle by the due date.

### 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