



# OCCT13001 *Enabling Work Participation*

## Term 1 - 2020

Profile information current as at 24/04/2024 02:06 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.

## Corrections

## 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 - 2020

- 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

Students commented that although most were happy with the timing and spread of assessment due dates and curriculum content, doing the practice cases slightly earlier would give more time to implement learning into their assessments.

##### Recommendation

Organisation of content in the term and alignment with assessment due dates will be scheduled to allow for timely practice and consolidation of in class learning.

#### Feedback from Have Your Say Personal communications

##### Feedback

Students appreciated the experience and teaching style of both academic staff. Students reported they felt well supported by having a staff member at each campus.

##### Recommendation

Continue to advocate for both campus locations to have equitable access to in-class support from appropriately experienced staff where possible.

#### Feedback from Have Your Say Personal communications

##### Feedback

Some students found the synchronous use of ECHO360 ALP useful, others noted that it "reduced the flow of class discussion."

##### Recommendation

Continue to explore the most appropriate use of the Echo360 ALP software and the best ways to use it to foster student discussion, engagement and inclusion.

## 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%	•				•
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**

Available through the library as an e-book with Unlimited Copy/Paste and Unrestricted Download. 3 simultaneous users allowed- reliance on the e-book alone may not be suitable for in class access to prescribed readings. It is recommended that students download all recommended readings before class to ensure they are available offline when needed.

Paper copies are available for purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

### 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 - 09 Mar 2020**

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

See [Week 1 e-Reading list](#):  
**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., & Page, J.J. (2012). *Work: Promoting Participation and Productivity Through Occupational Therapy*. Philadelphia, PA: F.A. Davis  
 • Chapter 1, history of work **pp. 3-6**  
 • Chapter 1, work as an area of occupation **p. 9**  
 • Section 2, areas of occupational therapy work related practice **p.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:** Dorsey, J., Ehrenfried, H., Finch, D., & Jaegers, L. (2017). Occupational Therapy Services in Facilitating Work Participation and Performance. *AJOT: American Journal of Occupational Therapy*, 71(S2),  
**H:** **AS/NZS 31000: Risk Management**

Introduction to the unit and teaching staff.  
 Please use Moodle Q & A forum for questions to teaching staff.

## Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Models and frameworks relevant to the enabling work context	<p>See <a href="#">Week 2 e-Reading list</a>:  <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            • Chapter 2, case of Craig, <b>pp. 28, 48-49</b>            • Chapter 2, worker roles <b>pp. 29-37</b>            • Chapter 2, occupational identity, <b>pp. 40-46</b>            • Chapter 3, models <b>pp. 72, 78-90,</b>  <b>B:</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>  <b>C:</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 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment of the worker	<p>See <a href="#">Week 3 e-Reading list</a>:  <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 12, Functional Capacity Evaluation <b>pp. 263-281</b></li> </ul> <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> Case of Neville Imam</p> <ul style="list-style-type: none"> <li>• History interview transcript</li> <li>• K10, Orebro, Work Capacity Certificate</li> </ul> <p><b>D:</b> Case of Mike: AWP manual <b>pp. 32-40</b></p>	Wear singlet top, closed in joggers and shorts to class this week- suitable for manual muscle testing and physical activity.
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#### Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Student group presentations	<p>See <a href="#">Week 4 e-Reading list</a>:            Tips for your presentation:</p> <ul style="list-style-type: none"> <li>• <a href="#">UTS Sydney Student resources- Presentation Skills</a></li> </ul>	<p>Post your Annotated Bibliography to the Moodle discussion forum.</p> <p><b>Roles &amp; Legislation</b> Due: Week 4 Friday (3 Apr 2020) 8:00 am AEST</p>

#### Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p><b>No class this week due to Good Friday holiday.</b>            Self-directed learning</p>	<p>See <a href="#">Week 5 e-Reading list</a>:  <b>A:</b> Review the <a href="#">PERforM: Participative Ergonomics for Manual Tasks</a> (in preparation for the Week 7 on campus worksite visit)  <b>B:</b> Review your allocated task analysis tool listed in the Week 5 Handout.</p> <ul style="list-style-type: none"> <li>• <a href="#">ManTRA: Manual Task Risk Assessment</a></li> <li>• Quick Exposure Checklist (<a href="#">QEC</a>)</li> <li>• RULA: <a href="#">Rapid Upper Limb Assessment</a></li> <li>• REBA: <a href="#">Rapid Entire Body Assessment</a></li> </ul> <p><b>C:</b> Ewing, B. F., Sarra, G., Price, R. A., O'Brien, G., &amp; Priddle, C. (2017). Access to sustainable employment and productive training: Workplace participation strategies for Indigenous employees, <i>Australian Aboriginal Studies</i> (2) 27-42.</p> <p><b>D:</b> To prepare for Assessment 2:</p> <ul style="list-style-type: none"> <li>• <b>Website:</b> Overview of the NDIS Operational Guideline - <a href="#">Communicating with people with disability</a></li> </ul>	<ul style="list-style-type: none"> <li>• Post a summary of your allocated task analysis tool in the Moodle discussion forum by Thursday Week 7.</li> <li>• Practice using your tool to analyse the critical task demands of the worker in one video (Week 4, slide 17)</li> </ul>

#### Vacation Week - 13 Apr 2020

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

#### Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Productive occupations for adolescents.

See [Week 6 e-Reading list](#):

**A:** Braveman, B., & Page, J.J. (2012). *Work: Promoting Participation and Productivity Through Occupational Therapy*. Philadelphia, PA: F.A. Davis  
 • Chapter 7, Younger Workers **pp. 143-145, 158-166**  
 • Chapter 13, case of Stan **p. 283**  
**B:** Sam's case documents  
**C:** Lundqvist, A., & Samuelsson, K. (2012). Return to work after acquired brain injury: A patient perspective. *Brain Injury*, 26(13/14), **1574-1585**

IPE simulation case with physiotherapy and speech pathology

### Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Support Needs Report preparation	<p>See <a href="#">Week 7 e-Reading list</a>:</p> <p><b>A:</b> Coakley, K., &amp; Bryze, K. (2018). The Distinct Value of Occupational Therapy in Supported Employment of Adults with Intellectual Disabilities. <i>Open Journal of Occupational Therapy</i>, 6(2).  <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            • Chapter 6, Supported and alternative employment: developmental disabilities and work <b>pp. 118-122, 126-134.</b>  <b>C:</b> Documents for Case of James Mann            • Case History            • NDIS plan            • 2019-20 Price guide pp. 35-37, 39, 40, 45-46            • Support catalogue (selected items)</p>	<p>A pre-briefing will occur at 9am-10am before the on-campus visits during the morning workshop from 10am-11am.</p> <ul style="list-style-type: none"> <li>• Locations to be advised for each campus.</li> <li>• Please take a clipboard, pen and printed copy of the Job Task Analysis template and the PERforM Risk Assessment Tool.</li> <li>• We will reconvene in the classroom at 11.15am.</li> </ul>

### Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Mental health conditions impacting work participation.	<p>See <a href="#">Week 8 e-Reading list</a>:</p> <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            • Chapter 9, Mental health and work <b>pp. 202-205</b>  <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  <b>C:</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>	<p><b>Support Needs Report Due:</b> Week 8 Friday (8 May 2020) 9:00 am AEST</p>

### Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Office workstations	<p>See <a href="#">Week 9 e-Reading list</a>:  <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  • Chapter 14, Preventing Injuries in the Workplace: Ergonomics <b>pp. 304-306</b>  • body mechanics for manual handling and repetitive tasks <b>pp. 306-311</b>  • anthropometrics <b>p. 311</b>  <b>B:</b> Woo, E. H. C , White, P., &amp; Lai, C. W. K. (2016). Ergonomics standards and guidelines for computer workstation design and the impact on users' health - a review. <i>Ergonomics</i> (59) 464-475.  <b>C:</b> <a href="#">Ergonomic guide to computer based workstations</a>  <b>D:</b> CQUniversity Workstation Checklist</p>	<p>On-campus visits during the afternoon tutorial.  • Time and location to be advised for each campus.</p>
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### Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Work classifications and soft tissue injuries	<p>See <a href="#">Week 10 e-Reading list</a>:  <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  • Chapter 15, Workplace Based Assessment <b>pp. 326-327</b>  • Chapter 11, Psychosocial aspects of Injury recovery <b>pp.249-256</b>  • Chapter 15, Job Demands <b>pp. 331-333</b>  <b>B:</b> Devan, H., Hale, L., Hempel, D., Saipe, B., &amp; 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. <i>Physical Therapy</i>, 98(5), 381-397  <b>C:</b> AWP Manual: Table of contents, Scoring sheets <b>pp. 20-27</b></p>	<p>Wear singlet top, closed in joggers and shorts to class this week- suitable for performing muscle stretching, relaxation and physical activity.</p>

### Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Work rehabilitation programs	<p>See <a href="#">Week 11 e-Reading list</a>:  <b>A:</b> Boyt Schell et al. (2014). <i>Willard &amp; Spackman's Occupational Therapy</i>. (12th ed.). Philadelphia, PA: Lippincott, Williams &amp; Wilkins.  • work hardening &amp; conditioning <b>pp. 687-688</b>  <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  • Chapter 8, Older Workers <b>pp. 177, 179-181, pp. 187-188</b></p>	<ul style="list-style-type: none"> <li>• Viewing of worker videos for Recover at Work Plan.</li> <li>• Preparation for the case of Brenda Brown</li> <li>• Practice of Work Simulation activities.</li> </ul>

### Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Preparing your "Recover At Work" Plan.  
**No Friday OCCT13001 classes.**

Self-directed learning this week to review 13001 resources and time to prepare your Recover at Work Plan.

Optional Zoom Q & A session on Monday 4.00pm-5.00pm. I plan to record this and post to Moodle for those unable to attend. However, no recording is possible if no students attend.

**Recover At Work Plan** Due: Week 12  
Friday (5 June 2020) 11:59 pm AEST

## Term Specific Information

Essential readings are listed in the unit profile. These and recommended additional (optional) readings are available through the library e-Reading list for OCCT13001.

Renee Rose will be co-teaching OCCT13001 this term. We also plan to run two sessions jointly with other classes:

- Week 6 simulation case with students from speech pathology and physiotherapy
- Week 8 there will be content taught that relates to both OCCT13001 and OCCT13007

On campus worksite visits will be in Weeks 7 & 9 during scheduled class time.

As there is a public holiday on Good Friday in Week 5, you are expected to complete the self directed learning activities independently.

## 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 aims of this assessment are that you will:

- Explain the role of occupational therapists and other professionals in a team involved in enabling clients to engage in work.
- Understand a variety of legislation and principles that govern work enabling practice.
- Connect occupational justice and ethics principles to legislation and occupational therapy interventions that promote work participation.
- Lead a class discussion to encourage active learning and engagement in your topic.
- Share key resources with your student peers.

##### Your task:

You will be allocated a group and topic. This will be published on Moodle before 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. Many previous students have constructed a fictional case study to help contextualise their topic content. You are encouraged to consider this as a strategy in designing your presentation.

##### Schedule of Topics:

The schedule for topic presentation order will be published on Moodle.

##### Task components:

1. Explain the occupational therapist & team roles: (suggest 4-6 slides) (20 marks) (group mark)

- Clearly outline the role of the occupational therapist, including our unique contribution to a team that 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 potentially be in the team working with the client.
- 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.

2. Explain how the Legislation and Occupational Therapy Australia Code of Ethics (2014) applies to the allocated practice area: (suggest 4-6 slides) (20 marks) (group mark)

- 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. Explain how each of these apply to your context or client case.
- Discuss how the legislation and the Occupational Therapy Australia Code of Ethics (2014) is used by an occupational therapist 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?

3. Explain how the occupational therapy role and legislation demonstrates occupational justice: (suggest 3-4 slides) (20 marks) (group mark)

- Clarify how occupationally-just practice is impacted by the legislation in your selected work enabling context.
- Do not simply give an explanation about the four occupational justice principles of deprivation, alienation, marginalisation and imbalance. Explain how each of these principles relate to your context or client case.
- Explain reasons why occupational therapists are interested in occupational justice that enables work participation for your topic context.
- Explain what legislation mandates for both the client and occupational therapist.
- Consider what future possibilities are there for occupationally-just practice in this area.

4. Facilitate a class discussion: (suggest 1-3 slides) (20 marks) (group mark)

- 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. Ask questions to deepen your audience's reflection about the topic.
- 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: (suggest 1-2 slides for 2 key sources) (10 marks) (group mark)

- 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 an annotation up to 200 words for each of the 6 sources.
- 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.

6. Engage your audience. (5 + 5 =10 marks) (Individual and group mark)

- Deliver your presentation using professional verbal and non-verbal communication. (individual mark)
- Use appropriate multimedia. (group mark)
- Deliver within the time limits set (minimum 12-maximum 17 minutes) for the 15-minute presentation and maximum 5 minutes' question time. (group mark)

**NB: Any student with an approved extension who is not able to present in class on the scheduled day in Week 4 cannot facilitate a peer group question time and will be set an alternative task as part of the presentation assessment.**

#### **Assessment Due Date**

Week 4 Friday (3 Apr 2020) 8:00 am AEST

Submit slides & bibliography to Moodle, AND annotated bibliography to peer discussion forum

#### **Return Date to Students**

Week 6 Monday (20 Apr 2020)

Feedback through Moodle Gradebook

**Weighting**

25%

**Minimum mark or grade**

50%

**Assessment Criteria**

- Provides a description of the occupational therapist role and key team members contributions. **(20 group marks)**
- Provides links between the Occupational Therapy Australia (2014) Code of Ethics and selected legislation using evidence to support statements. **(20 group marks)**
- Provides links between occupational justice & relevant legislation. **(20 group marks)**
- Facilitates a question time that engages the audience and relates to presented content. **(20 group marks)**
- Discusses 2 key sources, presents APA 6/7 style on-slide citations & provides peers with annotated bibliography for 6 sources. **(10 group marks)**
- Uses professional verbal and nonverbal communication. **(5 individual marks)**
- Uses multimedia and organisation of content to maximise available time within set limits. **(5 group marks)**

**Referencing Style**

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

**Submission**

Offline Online Group

**Submission Instructions**

All students to present in class Week 4 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 Support Needs Report

**Assessment Type**

Written Assessment

**Task Description****Overview and Purpose:**

*This assessment requires you to synthesise information you have learnt so far in CB84 and in this unit of study. You will generate a realistic Support Needs Report using adapted National Disability Insurance Scheme (NDIS) templates. As occupational therapists, we can give advice regarding a client's occupational performance needs for work, domestic and psychosocial contexts.*

**The aims of this assessment are that you will:**

- Understand NDIS terminology and processes for work enablement.
- Transfer relevant information from a client history transcript and NDIS plan to the NDIS Participant Profile.
- Understand the different roles of NDIS case management and occupational therapy.
- Write goals for the client's capacity building interventions, and support needed to address potential barriers in order to achieve desired outcomes.
- Determine effective ways of delivering occupational therapy supports within the allocated NDIS budget for funded supports.
- Communicate your reasoning for the support plan in a client friendly way.

**Scenario:**

You are the occupational therapist acting as a Specialist Support Coordinator for the referred client, James Mann. In this case you are working in a private organisation "Optimum Occupation" in a consultative role for NDIS, planning and overseeing the range of supports that James requires to engage in productive work occupations. You will usually refer James to a range of appropriate services from other staff in your service to deliver direct interventions (including occupational therapy) in your role. It is rare that you would deliver all client supports directly as a support coordinator.

**Your task:**

Complete a realistic Support Needs Report for James that aligns with the work-related components of his NDIS plan. It will enable NDIS funding approval so James can commence his program to support his transition to work. You will suggest appropriate strategies to address identified barriers for each NDIS plan goal. You will need to research best practice for improving his capacities for work participation. Ensure all proposed interventions align with client centred goals for improving James's work-related capacity. You can assume that James is collaborating with you as the support coordinator/case manager so that his support plan is client centred.

**Task components**

1. Complete the "participant profile details" using information from the client history. (15 marks)

- Insert participant details and the name of James' current decision maker.
- List three (3) work related goals discussed in the client history.
- List the two (2) identified participant impairments.
- Describe three (3) current behaviours of concern for James.
- List two (2) current funded NDIS support needs James is already using.
- List any informal and other supports James has access to along with any mainstream supports he uses that are not specific to his impairment or NDIS plan.

2. Complete the "participant outcomes" table. (20 marks)

Briefly state the proposed measurable outcomes for each of the five work engagement capacity building domains

- 7: Support coordination.
- 9: Increased social and community participation.
- 10: Finding and keeping a job.
- 14: Improved life choices.
- 15: Improved daily living skills.

3. Complete the "potential barriers" table. (20 marks)

Identify potential barriers to achieving the outcomes for each of the five work engagement capacity building domains and write a plan to address each barrier related to

- 7: Support coordination.
- 9: Increased social and community participation.
- 10: Finding and keeping a job.
- 14: Improved life choices.
- 15: Improved daily living skills.

4. Complete the "participant supports to achieve outcomes" table. (20 marks)

Identify appropriate support item names from the selected NDIS support pricing catalogue items. State who will provide the required support plan for each of the five work engagement capacity building domains and how many hours of different kinds of support is required for

- 7: Support coordination.
- 9: Increased social and community participation.
- 10: Finding and keeping a job.
- 14: Improved life choices.
- 15: Improved daily living skills.

5. Complete the "itemised quote" table. (5 marks)

- For each support item name requested, calculate a total cost for hours of service to be delivered from the support pricing catalogue for the National Non Remote Area column (including individual vs group, occupational therapist or assistant).
- Insert the planned costs for support coordination, OT work assessment and skills development, therapy assistant and any other supports into the quotation table.
- Calculate and insert a TOTAL quote dollar amount for the support needs proposed.

6. Attach other relevant documentation to the report. (5 marks)

- An example of James' proposed weekly work experience and social activity schedule.
- A scored Worker Role Interview rating and summary form. (WRI)

7. Create a 3-minute video that clearly explains to James. (10 marks)

- What James should expect for delivery of funded supports for his work engagement goals.
- How support coordination, and your particular services, will help him to achieve his goals.
- What steps James needs to take if there is a disagreement about delivery of his supports.
- The prices he will be charged from his NDIS plan.
- The process for ending a service agreement, where necessary.
- As this video will be a large file size, save it to a Google or other Cloud location and paste the URL into your report template, ensuring permission to download is enabled.

8. Signoff the completed support needs template by providing your details and signature as required for all medicolegal documents.

- Insert your actual name into the document.
- Insert a pretend email and contact number.
- Scan a signature picture file into the space at the end of the report.

**Additional documents provided in Moodle:**

*Client case history, James' current NDIS plan.*

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

**Assessment Due Date**

Week 8 Friday (8 May 2020) 9:00 am AEST

Submit Word file to Moodle and insert video link into report template

**Return Date to Students**

Week 10 Friday (22 May 2020)

Feedback through Moodle Gradebook

**Weighting**

35%

**Minimum mark or grade**

50%

**Assessment Criteria**

- Participant profile and decision maker information is provided. **(2.5 marks)**
- Participant goals align with information from case history. **(2.5 marks)**
- Relevant participant impairments are stated. **(2.5 marks)**
- Pertinent behaviours of concern are identified. **(2.5 marks)**
- Current support needs align with NDIS plan categories. **(5 marks)**
- Other informal and mainstream supports are listed. **(5 marks)**
- Participant outcomes are measurable and align with a capacity building category. **(20 marks)**
- Potential barriers to desired outcomes are identified with a plan to address each barrier. **(20 marks)**
- Support purpose and provider is identified with a rationale for the support hours required. **(20 marks)**
- Additional relevant information is referred to and attached. **(5 marks)**
- Quote amount is appropriate and accurate for the NDIS plan budget items. **(5 marks)**
- Provides a video to explain key mandatory information for client with intellectual disability. **(10 marks)**

**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.*

##### The aims of this assessment are that you will

- Demonstrate your skills in job task analysis.
- Identify and address common physical, psychosocial and organisational barriers to a clients' successful return to work.
- Set appropriate work participation goals.
- Develop an evidence based occupational therapy intervention plan to increase client functional capacities for work roles.
- Design a suitable graded recover at work plan for a complex client using an industry standard template.
- Explain how communication and monitoring will be achieved for the Recover at Work plan.

#### Scenario:

You are the occupational therapist who has received a referral from Kelly Wilson, the client's Workplace Rehabilitation and Return to Work Coordinator. You have been asked to develop a written Recover at Work Plan for the injured client that meets the treating doctor's recommendations. The client has already been doing several suitable duties programs, but now needs to consider inclusion of all of her usual duties. You have arranged a workplace assessment to observe the work duties that the client's employer thinks are needed to be upgraded in the Plan. You have also had funding approval to monitor the client's program for 1 hour per week once they commence the new Recover at Work Plan. You should ensure your Recover at Work Plan has embedded adherence to relevant legislative requirements.

#### Your task:

The Job Task Analysis component is to demonstrate your client work assessment skills. You will watch videos to assess the demands of a worker completing two work duties. You will then complete a Job Task Analysis template. In the template, you will record what you observe from the video in relation to the client 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 design a safe upgrading program of appropriate work for the client's Suitable Duties Plan (SDP). You will use your Job Task Analysis to complete a four week graded Suitable Duties Plan.

#### Task Instructions:

##### Part A: Job Task Analysis.

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: 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 (3-6 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 five (5) APA 6/7 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.

**Submission of files:**

12. Submit your completed Recover at Work Plan, Part A: Job Task Analysis and Part B: Suitable Duties Plan to Moodle by the due date. Please submit these two parts as one document with an occupational therapy assignment coversheet.

**Word count:**

There is no set word count limit for this assessment. However, you should be careful to present your information as concisely as possible while covering all of the key elements required. Some students will find that they need to edit out unnecessary words for clarity. You may use “telegram” style sentences as you would in some forms of client documentation for clarity and ease of reading. You must clearly define any abbreviations used the first time if they are repeated later in the document.

**Assessment Due Date**

Week 12 Friday (5 June 2020) 11:59 pm AEST

Submit to Moodle

**Return Date to Students**

Exam Week Friday (19 June 2020)

Feedback through Moodle Gradebook

**Weighting**

40%

**Minimum mark or grade**

50%

**Assessment Criteria**

- Provides an analysis of Key Job Task #1. **(5 marks)**
- Provides an analysis of Key Job Task #2. **(5 marks)**
- States the workers current functional capacity for each key physical demand and indicates required grading. **(20 marks)**
- Provides injured worker details, employer, treating doctor & Preinjury work role: Title, days & hours of work. **(5 marks)**
- States a work relevant long term goal, short term objective and dates plan starts and finishes. **(5 marks)**
- States current medical restrictions and functional limitations. **(5 marks)**
- Lists weekly suitable Work duties selection and any restrictions. **(20 marks)**
- Makes recommendations for rest breaks, help with tasks and symptom management. **(10 marks)**
- Provides a plan for ongoing monitoring. **(10 marks)**
- Explains communication strategy before and during the Suitable Duties Plan. **(10 marks)**
- Provides a cover letter and abbreviation definitions. **(5 marks)**

**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