



OCCT13001 *Enabling Work Participation*

Term 1 - 2021

Profile information current as at 03/05/2024 10:39 am

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

General Information

Overview

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 - 2021

- 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 Personal communications Discussions with Head of CB84 Course Professor Pamela Meredith

Feedback

Assessment tasks 2 and 3 were "confusing and unclear."

Recommendation

It is recommended that task requirements for Assessments 2 and 3 be further revised to make instructions and marking scheme for the next offering clearer and better aligned with intermediate level graduate attributes.

Feedback from Have Your Say

Feedback

Some teaching content not clearly related to assessment requirements.

Recommendation

It is recommended that unit content be reviewed to ensure a clear focus on what is required to meet unit learning outcomes and the related assessments. Students should also be explicitly instructed about the relevance of unit content to revised assessment tasks.

Feedback from Have Your Say

Feedback

Lecturer was supportive of students in class and took time to explain concepts ensuring understanding.

Recommendation

It is recommended that the teaching team for this unit remain the same in future offerings. The experienced vocational rehabilitation sessional staff member who has co-taught OCCT13001 for the past three years has indicated her willingness to continue supporting students in this unit, pending her availability.

Feedback from Have Your Say ratings Personal emails from students

Feedback

Delays in return of feedback for assessment tasks.

Recommendation

It is recommended that strategies be implemented to streamline marking to decrease the time required while addressing student expectations for relevant feedback. This can include considering options for formative and summative self and peer marking, reducing the number of marking criteria for each task, and converting individual report writing to group tasks with an individual component.

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



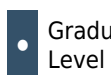
N/A
Level



Introductory
Level



Intermediate
Level



Graduate
Level



Professional
Level



Advanced
Level

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	•	•	•	•	•

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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

OCCT13001

Supplementary

Occupational therapy for people experiencing illness, injury or impairment

Edition: 7th (2017)

Authors: Curtin, M., Egan, M. & Adams, J.

Elsevier

Sydney , NSW , Australia

ISBN: 9780702054464

Binding: Paperback

Additional Textbook Information

It is highly recommended that you purchase the prescribed text. Selected chapters from other supplementary texts that you will also use in OCCT13002 will be available through the library e-Reading list for OCCT13001.

You do not need to purchase the supplementary texts for this unit.

[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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Narelle Henwood Unit Coordinator

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Schedule

Week 1 Roles for Work Enablement - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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- Introduction to educators
- Introduction to this unit, teaching strategy and expectations
- Assessment tasks
- Workshop content for history and role of occupational therapy in work
- Models for work enabling practice
- Tutorial content for legislative influences

[See the Week 1 e-Reading list.](#)

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

- Chapter 1, history of work **pp. 3-6**
- Chapter 1, work as an area of occupation **p. 9**
- MOHO **pp.40-42, 82-83**
- Case of Jordan **pp. 86-87**
- Case of Craig **pp. 28, 48-49**
- Section 2, areas of occupational therapy work related practice **p.117**

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

- Case Study 49.1 **p. 679**

C: WHS Act 2011, **p. 26**

<https://www.legislation.qld.gov.au/view/pdf/inforce/current/act-2011-018>

D: 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(52),

Please use Microsoft Teams for questions to teaching staff. Ensure your group has made a [topic choice](#) in Moodle for Assessment 1.

Week 2 Musculoskeletal conditions - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
	<p>See the Week 2 e-Reading list.</p> <p>A: Curtin, M., Egan, M. & Adams, J. (2017). <i>Occupational therapy for people experiencing illness, injury or impairment</i> (7th ed.). Elsevier.</p> <ul style="list-style-type: none"> •Reasoning underpinning assessments for people experiencing musculoskeletal conditions pp. 273-278. <p>B: Braveman, B., & 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, pp. 249-256 <p>C: Devan, H., Hale, L., Hempel, D., Saipie, 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. <i>Physical Therapy</i>, 98(5), 381-397</p> <p>D: Barrett, T., Strickland, E., & Browne, D. (2016). <i>Rehabilitation: Work and Beyond</i> (3rd ed.). Safety and Rehabilitation Books.</p> <ul style="list-style-type: none"> • Soft tissue occupational therapy, pp.237-238. <p>E: McHugh-Pendleton, H., & Schulz-Krohn, W. (2018). <i>Pedretti's Occupational Therapy</i>. Elsevier.</p> <ul style="list-style-type: none"> • ROM assessment pp. 484, 493-508 • Evaluation of Muscle strength pp. 518-519, 521, 522-523, 527-529, 537-538, 543, 554-556, 569 	
<ul style="list-style-type: none"> •Soft tissue injuries (STI) •Chronic pain and recovery mechanisms •Evidence based interventions for STI •Types of common MSK injuries •Tools for measuring pain levels •Range of Motion and Manual Muscle testing 		<p>Wear singlet top, closed in joggers and shorts to Tutorial this week-suitable for goniometry and physical activity.</p> <p>Guest lecturer on Chronic Pain, Associate Professor Monica Moran.</p>

Week 3 Evaluation of the Worker - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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- The purpose of evaluating the worker
- Job Demands
- Using job dictionaries
- Classifications of Work and task frequency
- Occupational hierarchies and Dynamic Performance Analysis
- Functional Capacity Evaluation
- Standardised Tools for measuring hand function
- Functional hand grasps relevant to using work equipment
- Grading of return to work duties

[See the Week 3 e-Reading list.](#)

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

- Chapter 12, Functional Capacity Evaluation **pp. 263-281**
- Chapter 15, Job Demands and Work Task analysis **pp. 276, 331-333**

B: Curtin, M., Egan, M. & Adams, J. (2017) *Occupational therapy for people experiencing illness, injury or impairment*. (7th ed.). Elsevier.

- Chapter 15, Dynamic Performance Analysis **pp. 207-215**

C: Boyt Schell, B. & Gillen, G. (2019). *Willard & Spackman's Occupational Therapy*. (13th ed.). Wolters Kluwer.

- Work hardening & conditioning **pp. 795-796**

Wear singlet top, closed in joggers and shorts to class this week- suitable for performing functional capacity and manual handling tasks.

Week 4 Self directed learning - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
<p>You will do self directed learning this week</p> <ul style="list-style-type: none"> •by spending up to 5 hours doing the prescribed self directed learning tasks •in getting ready for your week 5 presentation assessment •by reading the Threaded Case Study and answering the critical thinking questions in your workbook. •by reviewing videos of selected job tasks and practicing using at least two of the listed clinical assessment tools in the readings list. 	<p>See the Week 4 e-Reading list.</p> <p>A: McHugh-Pendleton, H., & Schulz-Krohn, W. (2018). <i>Pedretti's Occupational Therapy</i>. Elsevier.</p> <ul style="list-style-type: none"> • Threaded Case Study of Joe, Lorna and Henry, pp. 337, 370. <p>B: Read at least one of:</p> <ul style="list-style-type: none"> • PERform: Participative Ergonomics for Manual Tasks • ManTRA: Manual Task Risk Assessment • Quick Exposure Checklist (QEC) <p>C: Read at least one of:</p> <ul style="list-style-type: none"> • RULA: Rapid Upper Limb Assessment or use RULA online • REBA: Rapid Entire Body Assessment 	<p>No class this week due to the Good Friday Public Holiday.</p>

Week 5 In class presentations - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
<p>Student group presentations this week.</p> <p>Please see the Topic schedule in Moodle.</p>	<p>No prescribed readings this week.</p> <p>Tips for your presentation:</p> <ul style="list-style-type: none"> • UTS Sydney Student resources- Presentation Skills 	<p>Post your Annotated Bibliography to the Microsoft teams Channel and Moodle.</p> <p>Submit your presentation slides to Moodle.</p> <p>Roles & Legislation Due: Week 5 Friday (9 Apr 2021) 8:00 am AEST</p>

Vacation Week - 12 Apr 2021

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

Week 6 Younger workers - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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- Vocational development across the lifespan
- Links between craft occupations and work
- Work roles for young people with special needs

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

A: Braveman, B., & Page, J.J. (2012).

Work: Promoting Participation and Productivity Through Occupational Therapy. F.A. Davis

- Chapter 2, worker roles **pp. 29-37**
- Chapter 2, occupational identity, **pp. 40-46**

- Chapter 6, Developmental disabilities, **pp. 118-122,**
- Chapter 7, Younger Workers **pp. 143-145, 158-166**

Week 7 Workplace Assessment - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
<p>The aims for this week are that you will</p> <ul style="list-style-type: none"> • understand processes and purposes of workplace assessment • practice using a template to carry out a job analysis with facilities maintenance workers on campus • consider grading of work tasks for the Recover at Work plan • work through examples of grading job tasks and functional limitations 	<p>See the Week 7 e-Reading list.</p> <p>A: Braveman, B., & Page, J.J. (2012). <i>Work: Promoting Participation and Productivity Through Occupational Therapy.</i> F.A. Davis</p> <ul style="list-style-type: none"> • Chapter 15, Workplace Based Assessment pp. 326-327 <p>B: Moore-Corner, R., Kielhofner, G. & Olson, L. (1998). <i>A user's manual for Work Environment Impact Scale (WEIS).</i> University of Illinois at Chicago.</p> <ul style="list-style-type: none"> • using rating scale pp.14-15, • recommended questions, pp.51-53 • scoring sheets pp. 69-70 • summary sheet p. 74 	<p>Simulated Workplace Evaluation.</p> <p>A pre-briefing will occur during the Tutorial before the on-campus visits in the Workshop.</p> <p>The locations to meet DFM staff are to be advised for each campus.</p> <ul style="list-style-type: none"> • Please take a clipboard, pen and printed copy of the Job Analysis template and the WEIS scoring sheets. • We will reconvene in the classroom at 12.30pm.

Week 8 Mental health conditions impacting work - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Discuss negative assumptions at workplaces about mental health • Recognise how stigma about mental health at workplaces can impact clients • Read and discuss about occupational therapy interventions for Depression/Anxiety at work: <i>Case of Don</i> • Revisit definitions of stress • Explore the impact on chronic stressors on work participation and effective interventions to manage stress at work • Discuss the symptoms of PTSD via the case of Mark 	<p>See the Week 8 e-Reading list.</p> <p>A: Braveman, B., & Page, J.J. (2012). <i>Work: Promoting Participation and Productivity Through Occupational Therapy.</i> F.A. Davis</p> <ul style="list-style-type: none"> • Negative assumptions about workers with mental illness pp. 203-205 • Case of Don, pp. 204-205, <p>B: Bhui, K. S., Dinos, S., Stansfeld, S. A., & 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 & Public Health</i>, 515874.doi:10.1155/2012/515874</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: 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> <p>http://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=bsu&AN=111883018&scope=site&authtype=sso&custid=s3716178</p>	<p>Ensure that you submit a draft Assessment 2 to Turnitin to obtain information for your CB84 Assignment Coversheet before submission to Moodle.</p> <p>Recover At Work Plan Due: Week 8 Friday (7 May 2021) 8:00 am AEST</p>

Week 9 Lived experiences of Indigenous Australians in workplaces - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Consider "Closing the Gap" policies and how they interact with workplace participation statistics • Watch videos that contain authentic voices of Indigenous and First Nation peoples discussing work • Discuss "Yarnsafe" principles to prepare for a yarning circle with an Indigenous guest speaker • Actively participate in a yarning circle to share understanding and stories about work and racism 	<p>See the Week 9 e-Reading list.</p> <p>A: Biddle, N., Hunter, B., Yap, M., & Gray, M. (2016). <i>Eight ways we can improve Indigenous employment.</i></p> <p>https://theconversation.com/eight-ways-we-can-improve-indigenous-employment-60377</p> <p>B: Ewing, B. F., Sarra, G., Price, R. A., O'Brien, G., & 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>C: headspace (2020). <i>Clinical Tips: Working with Aboriginal and Torres Strait Islander Young People.</i></p> <p>https://headspace.org.au/assets/download-cards/CT-Working-with-Aboriginal-YP.pdf</p> <p>D: headspace (2013). <i>headspace Psychosocial Assessment for Young People.</i></p> <p>https://headspace.org.au/assets/Uploads/headspace-psychosocial-assessment.pdf</p> <p>E: Lin, I., Green, C., & Bessarab, D. (2016). 'Yarn with me': applying clinical yarning to improve clinician-patient communication in Aboriginal health care. <i>Australian Journal of Primary Health</i>, 22 (5), 377-382. https://doi.org/10.1071/PY16051</p>	<p>Guest speaker from First Nations people group to be advised.</p>

Week 10 Office work station evaluation - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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- Understand what ergonomics and anthropometrics contribute to our knowledge of work occupations
- Learn about body mechanics and leverage principles
- Examine best practice for workstation assessment and set up
- Consider a range of common equipment for office workstations
- Practice evaluating and adjusting a simulated client's office workstation

[See the Week 10 e-Reading list.](#)

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

- Chapter 14, Preventing Injuries in the Workplace: Ergonomics **pp. 304-306**
- Body mechanics for manual handling and repetitive tasks **pp. 306-311**
- Anthropometrics **p. 311**

B: Woo, E. H. C., White, P., & Lai, C. W. K. (2016). Ergonomics standards and guidelines for computer workstation design and the impact on users' health - a review. *Ergonomics* (59) 464-475.

C: Ergonomic guide to computer based workstations

https://www.worksafe.qld.gov.au/_data/assets/pdf_file/0013/19102/guide-ergo-comp-workstations.pdf

D: [Setting up your workstation](#)

E: CQUniversity Workstation Checklist

Simulated Office Workstation Evaluation.

Small groups will visit an on-campus staff member to evaluate their office workstation using the CQUniversity Workstation Checklist.

Week 11 Neurological conditions - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Consider evidence for successful return to work for people with Acquired Brain Injury and CVA • Consider occupational therapy interventions for the complex case of Stan • Watch the video of Mike to observe his function in regards to work tasks • Apply the Assessment of Work Performance tool (AWP) to the case of Mike • Consider alternative employment options for people with residual disability preventing return to previous work roles. 	<p>See the Week 11 e-Reading list.</p> <p>A: Braveman, B., & Page, J.J. (2012). <i>Work: Promoting Participation and Productivity Through Occupational Therapy</i>. F.A. Davis</p> <ul style="list-style-type: none"> • Chapter 13, case of Stan pp. 283, 298-300 <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: Sandqvist, J., Lee, J., & Kielhofner, G. (2010). <i>A user's manual for Assessment of Work Performance (AWP)</i>. University of Illinois at Chicago.</p> <ul style="list-style-type: none"> • Case of Mike, pp. 32-40 • Assessment and summary forms, pp. 20-29 <p>D: Coakley, K., & 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).</p>	

Week 12 Q & A Zoom session for Service Agreement - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Preparing your "Service Agreement" Assignment. No Friday OCCT13001 classes.	Self-directed learning this week to review 13001 resources and time to prepare your "Service Agreement" Assignment.	Optional Zoom Q & A session on Monday 11.00am-12.00pm. Service Agreement Due: Week 12 Friday (4 June 2021) 8:00 am AEST

Term Specific Information

For the Week 7 on-campus visit, you will need to purchase your own hi-vis vest and wear your student uniform with closed in shoes. To be COVID safe it is preferred that students have their own protective attire. There are limited numbers of vests available to borrow from Rockhampton and Bundaberg campus, however if these are used they must be washed and cleaned by the borrowing student prior to return.

Assessment Tasks

1 Roles & Legislation

Assessment Type

Presentation

Task Description

Overview and Purpose:

In a small group, you will prepare and deliver a professional presentation about occupational therapy and multidisciplinary team roles in work enablement. You are provided with choices for the legislation and population context in Moodle to use for your group presentation. The task 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. You will also gain knowledge from engaging with the presentations delivered by your peers. It is expected you will demonstrate effective and professional presentation skills, building on the skills you have already used in Year 1 & 2. This assessment reflects common oral presentation formats for many professional conferences, in-service and training opportunities and contains the following parts:

Group Component A:

A 15-minute oral presentation using PowerPoint for your chosen legislative and population context. You will design a specific case scenario and apply an occupational therapy practice model to help you contextualise your explanations for the work enabling roles of the occupational therapist and team. You will use appropriate research evidence to prepare the content of your presentation. As part of the professional presentation format, your group will facilitate a class discussion time for your student peers at the end of your oral presentation.

Individual Component B:

A verbal explanation of one source per student from an individually prepared annotated bibliography of three key sources that you will provide to your peers in digital form.

The aims of this assessment are that you will

- Use a practice model to explain the role of an occupational therapist in a team involved in enabling clients to engage in work
- Give an overview of the roles of multidisciplinary team members who may also work in this context
- Research and explain relevant issues for clients who need support to engage in a work role
- Understand a variety of legislation and principles that govern work enabling practice
- Connect legislation and ethics principles to occupationally just and evidence based interventions that promote work participation
- Share key resources with your student peers
- Lead a class discussion to encourage active learning and engagement in your topic

Your task:

You will be allocated to a group before term starts. Your group will have access to a Moodle Choice activity listing the campus based options for the population context and legislation that you will discuss in your presentation. Groups will select and save one choice for your campus of enrolment, then that choice will be unavailable to other groups. The Choice Activity will be opened on Moodle on Monday 8.00am of Week 1 and closed on Friday at 3.00pm. In your group, you will independently research professional literature and relevant legislation to identify factors that influence practice as an occupational therapist in your chosen legislative and population context. You will use professionally prepared PowerPoint slides to support your oral presentation and class discussion time. You will provide a digital copy of your individually prepared annotated bibliography to your peers in the OCCT13001 Microsoft Teams chat before the due date. You will submit your group PowerPoint slides and individual Annotated Bibliography to Moodle for marking before the due date.

Filenames for Submission

Please name your Moodle file submissions as follows:

- PowerPoint slides: Firstname Student 1_Firstname student 2_Presentation **e.g. Sue_Maddy_Presentation**
- Annotated Bibliography: FirstnameLastname_Annotations **e.g. SueJones_Annotations**

Schedule of Topics:

The schedule for the presentation order is fixed by your group choice of legislative and population context. For example, the Rockhampton group that selects Moodle Choice 3 will present 3rd and so on. Where possible, presentations are alternated between student groups at each campus. The final Presentation Schedule will be available on Moodle in Week 2.

Task component A: Oral presentation (task worth 70 group marks and 10 individual marks)

1. Explain the occupational therapy and team roles: (suggest 4-6 slides) **(4 X 10 = 40 group marks)**

- Research evidence from professional literature and current Australian occupational therapy practitioners in order to clearly outline the role of the occupational therapist in your allocated area of work enabling practice. (10 marks)
- Develop a case scenario for a client within the legislative and population context chosen. An ideal case scenario will be realistic for the population context, with clearly identified client occupational needs and consistently linked to work enabling principles and interventions discussed throughout the presentation. (10 marks)

- Select an appropriate occupational therapy practice model (CMOP-E, MOHO, KAWA, or PEO) and use it to support a variety of occupational therapy interventions for your case scenario client. Give examples of the expected range of work enabling duties for an occupational therapist working with your case scenario client. Explain who would pay for occupational therapy interventions in this context. (10 marks)
- Describe other professionals and stakeholders who would potentially be part of the multidisciplinary 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 the case scenario client's work participation. (10 marks)
- Use in-text citations on your slides to provide appropriate professional evidence to support your explanations.

2. Explain how principles from the OTAustralia Code of Ethics (2014) and legislation can help you advocate for occupational justice with your case scenario client: (suggest 3-4 slides) **(10 group marks)**

- Discuss 3 key principles from the Code of Ethics, and 3 key principles from your legislation. Explain their relationship to the occupational justice framework.
- Explain how you would use all of these principles to promote occupational justice for your case scenario client to engage in a work role.
- Use in-text citations on your slides to provide appropriate professional evidence to support your explanations.

3. Engage your audience. **(10 individual + 10 group =20 marks)**

- Deliver your presentation using professional verbal and non-verbal communication. (individual 10 marks)
- Use multimedia to enhance the appearance of your slides, referencing image sources appropriately. Deliver within the time limits set (minimum 12-maximum 17 minutes) for the 15-minute presentation and maximum 5 minutes' question time. (group 10 marks)

4. Facilitate a Class Discussion: (suggest 1-3 slides) **(10 group marks)**

- Develop 2 questions to ask your audience to facilitate peer engagement in the 5-minute class discussion time after your presentation.
- Please do not prepare any new information to present during the class discussion 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)
- NB: Any student with an approved extension who is not able to present in class on the scheduled day cannot facilitate a class discussion time and will be set an alternative task as part of the presentation assessment.

5. Provide a reference list: (suggest 1-3 slides, not directly marked)

- Use APA 7 style to provide the full references for all of your cited sources as the last section of your PowerPoint presentation, including your Legislative Act.

Task component B: Annotated Bibliography (individual component worth 20 marks)

6. Share key resources: (suggest 1-2 slides for 1 key source)

- Use the 2021 occupational therapy assignment coversheet (Word document) as the first page of your Annotated Bibliography document, and ensure you complete all relevant sections.
- The CQUniversity library has an information sheet about [Academic Writing for Annotated Bibliographies](#), that guides inclusions for the *Coverage*, *Currency*, *Authority*, *Objectivity* and *Relevance* of your sources.

Provides peers with Annotated Bibliography document (10 marks)

- You will individually select three key sources to annotate in your Word document. Use APA 7 style to list the full reference and write 150 words about each source. In your Annotated Bibliography Word document, present detail about the *Coverage* and *Relevance* of each source. Please provide brief statements about the *Currency*, *Authority* and *Objectivity* of each source.
- Provide the Word document as a digital resource for your peers via the OCCT13001 Microsoft Teams chat before your presentation. It is expected that group members will select different sources to include in the Annotated Bibliography so that your peers will be provided with a broad range of key sources about the legislative and population context.
- The Annotated Bibliography will NOT include your allocated Legislative Act.
- If you do not share your Annotated Bibliography in Microsoft Teams with your peers before the presentation you will not obtain any marks for this component.

Oral presentation of one key Annotated source (10 marks):

- Each group member will orally present one key professional literature source (not a website) from your individual Annotated Bibliography of 3 sources. Provide an oral explanation of the source's:
 - *Coverage*: explain the main points, argument and level of content

- *Relevance*: why you found the key source useful in your topic preparation, new information you learned and how it shaped your presentation and/or your case scenario.
- While you should use in-text citations for sources on your other slides, you will provide the full source APA 7 style citation when you discuss your key source- you should include a few key points on your slide that explains the main aim, content or recommendations of the source.

Coversheet:

Please submit one completed CB84 assignment coversheet per group, remembering to submit your draft PowerPoint slides to Moodle to obtain your Turnitin score.

Assessment Due Date

Week 5 Friday (9 Apr 2021) 8:00 am AEST

Submit one completed assignment coversheet, slides & bibliography to Moodle, AND share your annotated bibliography to Microsoft Teams.

Return Date to Students

Week 7 Wednesday (28 Apr 2021)

Feedback through Moodle Gradebook

Weighting

25%

Minimum mark or grade

12.5 out of 25 marks

Assessment Criteria

Calculation of marks:

For this assessment, you will receive both group and individual marks. Your total raw score out of 100 will be converted to an equivalent mark out of 25 that appears in Moodle Gradebook.

Group marks (70 marks)

- Describes the duties performed by an occupational therapist in the work enabling context. **(10 marks)**
- Develops a case scenario that relates to key interventions for the work enabling context. **(10 marks)**
- Selects and applies an appropriate occupational therapy practice model and explains a payment source. **(10 marks)**
- Describes the contribution of key team members to client care. **(10 marks)**
- Shows connections between advocacy for occupational justice and applying principles from ethics and relevant legislation. **(10 marks)**
- Facilitates a class discussion time that engages the audience and relates to presented content. **(10 marks)**
- Uses multimedia and organisation of content to maximise available time within set limits. **(10 marks)**

Individual marks (30 marks)

- Explains why the key source was relevant to the case study and topic. **(10 marks)**
- Provides peers with an APA7 style Annotated Bibliography for 3 relevant sources. **(10 marks)**
- Uses professional verbal and nonverbal communication. (use of eye contact, body language, speech volume, pace, pronunciation & enthusiasm). **(10 marks)**

Please see the full marking rubric in Moodle for more details.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Offline Online Group

Submission Instructions

Using the prescribed filename structures will expedite marking. Submit coversheet, slides & annotated bibliography to Moodle, AND share your annotated bibliography to Microsoft Teams. All students are 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 Recover At Work Plan

Assessment Type

Written Assessment

Task Description

Overview and Purpose:

As occupational therapists, we can give advice regarding a client's occupational performance needs for work. In this assignment you will generate a realistic graded Recover at Work plan for the client in the WRI video that you will watch (video will be available in Echo360).

Scenario:

You are the occupational therapist who has received the WorkCover referral for 22 year old Rick, who sustained a Grade 3 rotator cuff tear while lifting a tray of fruit dough buns into the ovens at work. Rick works as a pastry chef at a commercial bakery. He is keen to return to work in some capacity, however his boss has previously told Rick that he wants him to be fully fit before resuming work. You will need to understand all of Rick's usual work duties and explain the benefits of the "Recover At Work" program to Rick's employer so he agrees to participate, and you can effectively facilitate this as a key part of Rick's vocational rehabilitation program.

Your task:

You will complete a realistic graded Recover at Work plan for your client, Rick. You will use information from the video interview with Rick to complete the following tools:

- Disabilities of Arm, Shoulder and Hand (DASH with work module)
- Numeric Pain Rating Scale
- The Worker Role Interview
- Functional Capacity Evaluation template

You will submit these completed tools with any comments you make as part of your assignment.

Using the information that you gather from these tools, you will develop a list of barriers, goals, and intervention strategies for each of the four MOHO components: volition, habituation, performance capacity and the environment. Use in-text citations of references containing best practice evidence to support all of your recommended interventions. You will also interpret information from Rick's current Work Capacity Certificate and the pictures of his workplace to help determine his current functional capacities for all of his usual work duties and to guide your recommended interventions. One of your recommended intervention strategies will be to commence a six week graded Recover at Work program. You will discuss how this intervention will be negotiated with Rick, his employer and WorkCover case manager. You will provide a clearly documented schedule of hours and duties for Rick to gradually upgrade to all of his usual work duties over the 6 week period of the Recover at Work program.

Formatting your assignment document:

Please

- Include a completed CB84 assignment coversheet as the first page of your assignment.
- Use the standard Word document settings for page margins. DO NOT convert your file to pdf.
- Include a table of contents after your cover page.
- Include a footer that indicates your name and the numbers of each page of your document e.g. Firstname Lastname Page 2 of 3.
- Ensure Line Spacing of at least 1.5.
- Create headings, numbered tables and/or dot point lists where it assists you to concisely present information that links together.
- Ensure that you distribute table columns across the page so that the bulk of text is in the widest column. You may find that a landscape page layout is more helpful for some tables.
- Consider which font to use in your assignment. APA 7 now recommends the use of Calibri or Arial fonts. I prefer to read documents using either of these fonts at a minimum of 12pt size.
- save your document with the filename structure: firstname_lastname A2 **e.g. Joe_Smith A2**

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

- Use third person past tense for history, assessment (e.g., client was referred, Assessments were carried out)
- Use third person present tense for current work capacity, job demands, analysis of barriers (e.g., is able to, using both hands to)
- Use third person future tense for Goals and intervention strategies (e.g., In 3 weeks, client will..., occupational therapist to provide...)
- Use professional terminology as discussed in OCCT13001 classes (e.g., workplace assessment, task modification, home exercise program)
- Do not use colloquial phrases unless it is presented as a “direct quote” from a client (e.g., it was “okay”, “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 (e.g., could barely drive, has a great family, is really wanting to work)
- Keep your sentences short and succinct. Do not include long sentences if you can use dot points.
- This type of document can be subpoenaed to 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/or employer(s). Keep this in mind as you write your information. Carefully choose words that accurately reflect the intended meaning.

Word count:

There is no set word limit for this report. However, you should be careful to present your information as concisely as possible while covering all key elements required. In real world practice, the time taken to prepare 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 (7 May 2021) 8:00 am AEST

Submit one Word file to Moodle with your completed assignment coversheet as the first page.

Return Date to Students

Week 10 Friday (21 May 2021)

Feedback through Moodle Gradebook

Weighting

35%

Minimum mark or grade

17.5 out of 35 marks

Assessment Criteria

Calculation of marks: Your work will be given a raw score out of 100 marks according to the criteria listed. Your raw score will be converted to an equivalent mark out of 35 that will appear in Moodle Gradebook.

- Uses assessment tools to explain the client’s current functional capacities for work related duties. **(10 marks)**
- Potential barriers to desired outcomes are identified. **(20 marks)**
- Work related goals for each barrier are presented. **(10 marks)**
- Intervention strategies to address each goal are discussed. **(20 marks)**
- Discusses how the Recover at Work plan will be negotiated with employer, worker and insurer. **(10 marks)**
- Presents a graded schedule of work hours and duties for a 6 week RAW plan. **(20 marks)**
- Evidence to support best practice interventions is cited and referenced in APA 7 style. **(10 marks)**

Please see the full marking rubric in Moodle for more details.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Using the prescribed filename structures will expedite marking. Submit one Word file to Moodle with your completed assignment coversheet as the first page.

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 Service Agreement

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 evidence based Service Agreement document for a complex case scenario, similar to what would be expected in practice.

Scenario:

You are the occupational therapist who has received a referral for a client from the rehabilitation funding provider. Select from one of the five complex case studies listed after the task components as your referred client. You will need to seek approval from the funding body contact before commencing services. You will write a cover letter in response to the rehabilitation funding provider to request approval of payment for your Service Agreement, as well as to flag any other referrals you are recommending and why. You need to develop a comprehensive Service Agreement document for the client that outlines a complex occupational therapy assessment and intervention plan using the Canadian Practice Process Framework. You will use professional reasoning to clearly explain and justify a range of appropriate work enabling interventions that you will personally deliver, detailing the duration and frequency of interventions. Considering the client's complex comorbidities, you will recommend any best practice physical or psychological referrals for interventions that should occur in conjunction with occupational therapy. You will provide an APA 7 style reference list at the end of your Service Agreement.

Task components:

The Service Agreement contains the following components of the Canadian Practice Process Framework:

1. *Standardised tools:* A list of the clinical assessment tools that you need to carry out with the worker. A clinical assessment suite will usually be approved if there is a maximum of 5 tools required. Ensure that you include at least one occupation centred tool. **(10 marks)**
2. *Occupational needs and expectations:* For each assessment tool you list, use professional reasoning to explain how long it will take, what information it provides and how it will inform the work enabling interventions for the client using evidence to support your statements. **(20 marks)**
3. *Impairments, limitations and restrictions:* From the client case scenario, discuss a range of barriers (physical, symptomatic, psychosocial and job demand related) to work participation that you identify that are likely to be current for the client's situation. You will need to broadly research the client's comorbidities and cite a range of potential barriers that would be experienced. You are permitted to add pertinent appropriate information to the client case scenario if necessary, so that the barriers discussed can be contextualised. **(20 marks)**
4. *Objectives and plan:* From your case scenario information and identified barriers, create three short term functional improvement goals (these can be to improve client function in preparation for work) and one long term work focused goal for the client. You can assume the client has collaborated with you to set these goals. **(10 marks)**
5. *Implement plan:* Develop evidence based recommendations for occupational therapy interventions to address all goals and barriers. You will research the evidence for the best occupational therapy or other management strategy and provide an in-text citation for the source/s that support your recommendations. Cite primary clinical research or systematic review/meta-analysis evidence where possible. **(10 marks)**
6. *Monitor/Modify:* Provide a brief summary of the type, timeframe and frequency of interventions and how many hours of funding you will need to deliver them. **(10 marks)**
7. *Conclude/Exit:* Request approval for payment of your plan by writing a professional cover letter to your funding contact. Discuss any referrals that need to be made for the client and why they are needed in relation to the barriers and short term functional improvement goals. **(10 marks)**
8. Your APA 7 style reference list will include 5-10 contemporary primary research or systematic review/meta-analysis

evidence as a priority. These should be published within the last 10 years where possible and be relevant to best practice interventions appropriate for the client's comorbidities. **(10 marks)**

Formatting your Service Agreement document

Please

- Save your document with the filename structure Firstname_Lastname A3 **e.g. Joe_Smith A3**
- Include a completed occupational therapy coversheet as the first page of your document
- Use Normal or Moderate page margin settings in your Word document. DO NOT convert your document to pdf.
- Include a table of contents after your occupational therapy coversheet.
- Include the Cover Letter to the funding organisation as the first page of your Service Agreement.
- Include a footer that indicates your name and the numbers of each page of your document **e.g. Firstname Lastname Page 2 of 3.**
- Ensure Line Spacing of at least 1.5.
- Create headings, numbered tables and/or dot point lists where it assists you to concisely present information that links together.
- Ensure that you distribute table columns across the page so that the bulk of text is in the widest column. You may find that a landscape page layout is more helpful for some tables.
- Present your APA 7 style reference list at the end of your Service Agreement document, ensuring you use in-text citations throughout your document.
- Consider which font to use in your document. APA 7 now recommends the use of Calibri or Arial fonts. I prefer to read documents using either of these fonts at a minimum of 12pt size.

Writing your Cover Letter

- Use a formal letter writing layout with correct spelling, grammar and word choice in line with your OCCT12004 workshop about writing business letters.
- You may add fictitious information for the contact person and client if it is not already provided.
- Provide contact details for yourself including telephone and email at the top of the letter.
- Include the date your letter was written.
- Thank the contact for their referral and indicate your client's name, brief history and contact details.
- Clearly state the purpose of your letter.
- Use third person past tense for history, injury events (e.g., client was referred, the injury occurred)
- Use third person present tense for current work capacity, job demands, analysis of barriers (e.g., is currently able to, using both hands to).
- Use third person future tense for Goals and Intervention strategies (e.g., In 3 weeks, client will..., occupational therapist to provide...).
- Use professional terminology as discussed in OCCT13001 classes (e.g., workplace assessment, task modification, home exercise program).
- Do not use colloquial phrases unless it is presented as a "direct quote" from a client (e.g., it was "okay", "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 (e.g., could barely drive, has a great family, is really wanting to work).
- There is no word count for this assessment. Keep your sentences short and succinct. Do not include long sentences if you can use dot points. Remember that the time taken to prepare long wordy reports may not be fully funded.

Select ONE of the following case scenarios to use for your Service Agreement:

Case scenario 1: Lynn Hunt aged 49

Lynn is an enrolled nurse at a residential care facility who has been off work for 6 months with ongoing radiating lower back and leg pain with sciatica that is not improving with any medical management of her L4-5 herniated disc. Has been told by her doctor she will never return to nursing as she has significantly reduced physical capacity. She is very depressed and hopeless about this and also concerned that her worker's compensation payments are to drop even further next week.

Lynn has a cooperative attitude but limited motivation. She has a slow gait with inconsistent analgesia on the right and decreased thoracolumbar mobility and strength in all planes of movement. Her VAS is 5/10 at rest and 8/10 during movement. She demonstrates variable levels of effort on the FCE. There are some inconsistencies in her self-reported pain and disability- sometimes she is able to do more than she reported during the FCE. Her current submaximal lifting capacity is 5kg and at the sedentary work level compared to the heavy work demands of her job.

Case scenario 2: James Mann age 24

James is a young Australian Indigenous person with mild intellectual disability and ASD who wants to learn appropriate job specific communication and hospitality industry skills. James demonstrates some behavioural challenges when he is upset by events that would not usually be problematic for other workers e.g. noise, some cooking smells, and busy

periods with many customers. James lives in his aunty Jen's house not far from his Mum (Samantha), Dad (Darrin), younger brother (Jack) and younger sister (Lily) who all live in the family home. He likes spending time with his pet cat (Missy). He has a big role in looking after her and has to feed her in the morning and clean the litter tray out sometimes. James' support worker Claire encourages him to learn new things and helps with the things he finds difficult like going to the shops to buy things for dinner, cooking, managing money and remembering all the things he needs to do to get ready for the day. James has never had a job before and one of his NDIS goals is to find part time work where he can use his computer skills. He also wants to be able to take care of himself, so he eventually does not need support for managing his stress responses, catching the bus and self-care at work.

Case scenario 3: Shirley Thompson age 38

Shirley is a paralegal officer with adhesive capsulitis of the left shoulder following a fall at work and a scaphoid fracture with lengthy cast immobilisation of 3 months. She has a Hx of early osteoporosis following an emergency post-natal hysterectomy 5 years ago. She is currently using her sick leave however has filed a claim for Medical Expenses Only to WorkCover QLD which is likely to be approved.

Shirley is currently unable to complete bilateral ADL tasks, with resultant increased time and decreased independence in bathing, dressing and household tasks due to pain and decreased ROM against gravity in her affected shoulder. She cannot provide care to her school age child, drive or participate in yoga, and is hesitant to resume community activities due to fear of falling and persistent oedema in her distal arm. She has decreased ROM and increased pain in her left shoulder, causing difficulty with sleeping at night as this is the side she prefers to sleep on. Cannot don her normal working clothes and has difficulty with washing, drying and styling hair to the standard required at her office. She is currently unable to perform work tasks that require external rotation or abduction, including reaching to retrieve heavy files and legal books.

Case scenario 4: Julia Burgess 54 years

Julia is a bottle shop assistant manager- she is currently very stressed about losing a promotion while off work and has PTSD symptoms related to the equipment failure of the fully loaded pallet jack that caused her work injury. She has received a tribunal payout from WorkCover and also has a current common law claim against her employer for negligence causing her permanent disability.

Julia has ongoing high levels of chronic pain and has developed complex regional pain syndrome after a crush injury to her right forearm (fractured olecranon, tendon injuries to flexor carpi ulnaris, flexor digitorum profundus and a nerve injury to her ulnar nerve). Julia has an inability to complete self-care independently including hair and makeup, meal preparation and domestic tasks. Inability to engage in desired leisure or work activities she usually would do including quilting and using her sewing machine.

Julia reports significant pain at 8/10 that does not reduce with any management strategies she has tried. Aggravation of her PTSD related anger has led to a major interpersonal conflict with her adult daughter who lives at home and is the main carer for Julia since her injury. Julia has significant oedema from her fingertips to mid forearm, creating difficulty with movement of her dominant hand. She has impaired sensation of her IV and V fingers and limited passive and active ROM of all digits on her right hand.

Case scenario 5: Theo Saccone 48 years

Theo is a delivery truck driver for Woolworths online with chronic back pain who has been off work for 3 months. He is currently limited by his symptoms of sitting for less than 30 minutes and is unable to manually load the 4-5 delivery loads per day that are part of his usual job. He can only manage loading 1-2 trucks per day with an increase in 3/10 VAS points to 8/10 immediately after he does this work. He is currently restricted by his medical certificate to occasional lifting and carrying up to 10kg, compared to the usual 50kg maximum he does on an occasional basis. Theo's Oswestry results indicated moderate low back disability. He is limited to 50% ROM for trunk mobility in extension, rotation, lateral flexion with significant weakness (grade 3-) in extension and rotation. Theo is self-medicating his symptoms with cigarettes and alcohol at the end of the work day, as he feels that this is the only way he can get any pain relief. He is frustrated that he has been told by the specialist that there is no surgery that can fix his back, that it is "just a soft tissue injury" and that he will just have to "work through" his pain. Theo does not have ideal body mechanics when performing material handling tasks and has a BMI in the mildly obese range. He does report that he wants to return to some kind of fulltime work but is not sure if he can manage the demands of his current job in the long term. He says he does not know what else he could do, as he only completed up to Year 10 at school. He says that he needs to continue to work to support his young family of 3 children aged 5, 9 and 11 years.

Assessment Due Date

Week 12 Friday (4 June 2021) 8:00 am AEST

Submit to Moodle with your completed assignment coversheet as the first page of your document by the due date.

Return Date to Students

As per University policy, feedback will be provided at Certification of Grades on Friday 9 July via Moodle Gradebook.

Weighting

40%

Minimum mark or grade

20 out of 40 marks

Assessment Criteria**Calculation of marks:**

Your work will be given a raw score out of 100 marks according to the criteria listed. Your raw score will be converted to an equivalent mark out of 40 that will appear in Moodle Gradebook.

- Selects a clinical assessment suite of up to five relevant tools. **(10 marks)**
- Provides professional reasoning for each clinical assessment tool selected. **(20 marks)**
- Discusses the physical, psychological, symptomatic, and job demand barriers to work. **(20 marks)**
- Writes work focused goals for key selected barriers that were identified. **(10 marks)**
- Explains occupational therapy interventions to address the nominated goals. **(20 marks)**
- Provides an outline of hours to be funded for assessment and intervention. **(5 marks)**
- Writes a cover letter to communicate with funding organisation. **(5 marks)**
- Cites best practice evidence to support recommended interventions and provides an APA7 style reference list. **(10 marks)**

Please see the full marking rubric in Moodle for more details.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Using the prescribed filename structures will expedite marking. Submit to Moodle with your completed assignment coversheet as the first page of your document 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