OCCT13001 *Enabling Work Participation*
Term 1 - 2022

Profile information current as at 16/04/2024 09:02 pm

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

General Information

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

Details
Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
The following unit is an essential co-requisite:OCCT13007 Successful completion of the following units as essential pre-requisites:OCCT12002OCCT12004OCCT12006BMSC12007HLTH12028
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 - 2022

- 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
Goniometer training was hard to follow over ISL, needs to have a staff member present at each campus.

Recommendation
It is recommended that future staffing of this unit supports students directly at each campus, especially with hands on learning components.

Feedback from Have Your Say

Feedback
Assessments were relevant to future practice application.

Recommendation
It is recommended that unit assessment tasks maintain their focus on being relevant to contemporary work enabling practice.

Feedback from Have Your Say

Feedback
Enjoyed the on-campus work site visits.

Recommendation
It is recommended that the collaboration continues between university maintenance and academic staff to provide the students with on-campus worksite visits.

Feedback from Have Your Say

Feedback
There was overlap of content about lived experiences of Indigenous Australians.

Recommendation
It is recommended that the academic staff discuss where there is content overlap and in which unit the content is best retained. Teaching staff may need to source additional learning activities or learning resources to reduce the perception of overlap and to ensure deeper learning regarding the Indigenous content is facilitated.

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	•	•	•	•	•
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%	•	•	•	•		•	•	•	•	

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
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: 9780803600164. 9780803629950.
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
The prescribed text is available as an e-book through the library. Selected chapters from other texts you will refer to in this unit will be available in the library e-Reading list for OCCT13001. You do not need to purchase the supplementary text 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 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
•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** **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*(S2),	• 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 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic

•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 testing	See the Week 2 e-Reading list. **a)** Curtin, M., Egan, M. & Adams, J. (2017).*Occupational therapy for people experiencing illness, injury or impairment* (7th ed.). Elsevier. •Reasoning underpinning assessments for people experiencing musculoskeletal conditions **pp. 273-278.** **b)** Braveman, B., & Page, J.J. (2012). *Work: Promoting Participation and Productivity Through Occupational Therapy*. F.A. Davis • Chapter 11, **pp. 249-256** **c)** Devan, H., Hale, L., Hempel, D., Saipe, B., & Perry, M. (2018). What Works and Does Not Work in a Self-Management Intervention for People With Chronic Pain? Qualitative Systematic Review and Meta-Synthesis. *Physical Therapy*, 98(5), 381-397 **d)** Barrett, T., Strickland, E., & Browne, D. (2016). *Rehabilitation: Work and Beyond* (3rd ed.). Safety and Rehabilitation Books. • Soft tissue occupational therapy, **pp.237-238.** **e)** McHugh-Pendleton, H., & Schulz-Krohn, W. (2018). *Pedretti's Occupational Therapy.* Elsevier. • ROM assessment **pp. 484, 493-508**	• Wear singlet top, closed in joggers and shorts to Tutorial this week- suitable for goniometry and physical activity. • Guest lecturer on Chronic Pain, Associate Professor Monica Moran.

Week 3 Evaluation of the Worker - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
• 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 • 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 Lived experiences of Indigenous Australians in workplaces - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic

	See the Week 4 e-Reading list. **a)** Biddle, N., Hunter, B., Yap, M., & Gray, M. (2016). *Eight ways we can improve Indigenous employment.* **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, *Australian Aboriginal Studies*, (2), 27-42. **c)** headspace (2020). *Clinical Tips: Working with Aboriginal and Torres Strait Islander Young People.* **d)** Lin, I., Green, C., & Bessarab, D. (2016). 'Yarn with me': applying clinical yarning to improve clinician-patient communication in Aboriginal health care. *Australian Journal of Primary Health*, *22* (5), 377-382. https://doi.org/10.1071/PY16051	
•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		Guest speaker from First Nations people, Mr Daniel Hamill.

Week 5 In class presentations - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
• Student group presentations this week. • Please see the Presentation Schedule in Moodle.	No prescribed readings this week. Tips for your presentation: • UTS Sydney Student resources-Presentation Skills	Post your Annotated Bibliography to the Microsoft Teams Channel **and** Moodle. Submit your presentation slides to Moodle. **Roles & Legislation** Due: Week 5 Thursday (7 Apr 2022) 8:00 am AEST

Vacation Week - 11 Apr 2022

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

Week 6 Workplace Assessment - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
The aims for this week are that you will • 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	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 15, Workplace Based Assessment **pp. 326-327** **b)** Moore-Corner, R., Kielhofner, G. & Olson, L. (1998). *A user's manual for Work Environment Impact Scale (WEIS)*. University of Illinois at Chicago. • using rating scale **pp.14-15,** • recommended questions, **pp.51-53** • scoring sheets **pp. 69-70** • summary sheet **p. 74**	**Simulated Workplace Evaluation.** A pre-briefing will occur during the Tutorial before the on-campus visits in the Workshop. The locations to meet DFM staff are to be advised for each campus. • 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 7 Younger workers - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic

•Vocational development across the lifespan •Links between craft occupations and work •Work roles for young people with special needs •Freely available work and task evaluation tools	See the Week 7 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** **b)** Read at least one of: • PErforM: Participative Ergonomics for Manual Tasks • ManTRA: Manual Task Risk Assessment • Quick Exposure Checklist (QEC) **c)** Read at least one of: • RULA: Rapid Upper Limb Assessment or use RULA online • REBA: Rapid Entire Body Assessment	Work Task Analysis visit (to be confirmed)

Week 8 Mental health conditions impacting work - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
•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: *Case of Don* •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*	See the Week 8 e-Reading list. **a)** Braveman, B., & Page, J.J. (2012). *Work: Promoting Participation and Productivity Through Occupational Therapy*. F.A. Davis • Negative assumptions about workers with mental illness **pp. 203–205** • Case of Don**, pp. 204-205,** **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. *Journal Of Environmental & Public Health*, 515874. doi:10.1155/2012/515874 **c)** Buck, R., Barnes, M., Cohen, D., & Aylward, M. (2010). Common health problems, yellow flags and functioning in a community setting. *Journal Of Occupational Rehabilitation*, 20(2), **235-246** **d)** Sharma, E. (2015). A Study of the Factors That Cause Occupational Stress Among Blue-Collar Employees. *IUP Journal Of Organizational Behavior.* 14(4), **52-65**.	Ensure that you submit a draft Assessment 2 to Turnitin to obtain information for your CB84 Assignment Coversheet before submission to Moodle. **Recover At Work Plan** Due: Week 8 Thursday (5 May 2022) 11:59 pm AEST

Week 9 Office work station evaluation - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic

•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 9 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 **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. **Assessment 3.** • Ensure you have made a complex case choice in Moodle for Assessment 3.

Week 10 Neurological conditions - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
•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.	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 13, case of Stan **pp. 283, 298-300** **b)** Lundqvist, A., & Samuelsson, K. (2012). Return to work after acquired brain injury: A patient perspective. *Brain Injury*, 26(13/14), **1574-1585** **c)** Sandqvist, J., Lee, J., & Kielhofner, G. (2010). *A user's manual for Assessment of Work Performance (AWP).* University of Illinois at Chicago. • Case of Mike**, pp. 32-40** • Assessment and summary forms, **pp. 20-29** **d)** Coakley, K., & Bryze, K. (2018). The Distinct Value of Occupational Therapy in Supported Employment of Adults with Intellectual Disabilities. *Open Journal of Occupational Therapy*, *6*(2).	

Week 11 Self directed learning - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic

You will do self directed learning this week by spending up to 5 hours doing the following: • Reading the threaded Case Study of Joe, Lorna and Henry in preparation for your Service Agreement Task •Reading the Case Study of Delia (addressing right arm pain) •Write down your answers to the critical thinking questions for each reading.	See the Week 11 e-Reading list. **a)** McHugh-Pendleton, H., & Schulz-Krohn, W. (2019). *Pedretti's Occupational Therapy*. Elsevier. • Joe, Lorna and Henry, **pp. 337, 370** • Information from this chapter will assist you to complete your final assessment **b)** Boyt Schell, B. & Gillen, G. (2019). *Willard & Spackman's Occupational Therapy.* (13th ed.). Wolters Kluwer. • Case Study 52-1 Delia, **p. 796.**	**No class this week due to the Bundaberg Show Public Holiday.**

Week 12 Guest speaker - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
• Graduate employment opportunities for occupational therapists in work enabling practice. • Discuss Service Agreement questions. • Workshop only (No Tutorial) this week.	Review 13001 resources and prepare your "Service Agreement" Assignment.	Guest speaker Julia Bunn, President of the Australian Rehabilitation Providers Association (QLD). **Service Agreement** Due: Week 12 Thursday (2 June 2022) 11:59 pm AEST

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. 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.
Coversheet:
Please submit one completed CB84 assignment coversheet per group, remembering to submit your draft PowerPoint slides to Moodle to obtain your Turnitin score.
Extensions or absence:
Any student who does not take part in the scheduled Week 5 presentation day will not be eligible for any marks for the class discussion and peer resource sharing criteria. Alternative equivalent tasks may be required to maintain academic integrity.
More details about the required content of your presentation is available on Moodle.

Assessment Due Date
Week 5 Thursday (7 Apr 2022) 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 6 Friday (22 Apr 2022)
Feedback through Moodle Gradebook

Weighting
25%

Minimum mark or grade
50% (12.5 out of 25 marks)

Assessment Criteria

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

Group marks (70 points)

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

Individual marks (30 points)

- Explains why the key source was relevant to the case study and topic. **(10 points)**
- Provides peers with an APA 7 style Annotated Bibliography for 3 relevant sources. **(10 points)**
- Uses professional verbal and nonverbal communication. (use of eye contact, body language, speech volume,

pace, pronunciation & enthusiasm). **(10 points)**

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 after an interview with a simulated client.

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 pizza subs out of the ovens at work. Rick works as a general hand at a commercial food processing factory. 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 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.

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.
Formatting requirements and evaluation tools that you need to complete your report for Rick will be available on Moodle.

Assessment Due Date
Week 8 Thursday (5 May 2022) 11:59 pm AEST
Submit one Word file to Moodle with your completed assignment coversheet as the first page.

Return Date to Students
Week 10 Friday (20 May 2022)
Feedback through Moodle Gradebook

Weighting
35%

Minimum mark or grade
50% (17.5 out of 35 marks)

Assessment Criteria
Calculation of marks: Your work will be given a raw score out of 100 points 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 points)**
- Potential MOHO barriers to desired outcomes are identified. **(20 points)**
- Work related goals for each barrier are presented. **(10 points)**
- Intervention strategies to address each goal are discussed. **(20 points)**
- Outlines how the Recover at Work plan will be negotiated with employer, worker and insurer. **(10 points)**
- Presents a graded schedule of work hours and duties for a 6 week RAW plan. **(20 points)**
- Evidence to support best practice interventions is cited and referenced in APA 7 style. **(10 points)**

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 complex case studies listed in Moodle 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. As part of your committment to professional learning, you will also provide evidence of in person attendance for a minimum of 80% of scheduled OCCT13001 classes across the term.

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.
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.
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.
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.
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.
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.
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.
In addition:
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.
9. Your individual in class attendance across the term for OCCT13001 meets the 80% minimum expected.
For more details about this assessment task, please see the Service Agreement Instructions on Moodle.

Assessment Due Date
Week 12 Thursday (2 June 2022) 11:59 pm AEST
Submit to Moodle with your completed assignment coversheet as the first page of your document by the due date.

Return Date to Students
Exam Week Friday (17 June 2022)
Feedback will be provided via Moodle Gradebook.

Weighting
40%

Minimum mark or grade
50% (20 out of 40 marks)

Assessment Criteria

Calculation of marks:
Your work will be given a raw score out of 80 points according to the criteria listed. Your raw point 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. **(5 points)**
- Provides professional reasoning for each clinical assessment tool selected. **(15 points)**
- Discusses the physical, psychological, symptomatic, and job demand barriers to work. **(15 points)**
- Writes work focused goals for key selected barriers that were identified. **(10 points)**
- Explains occupational therapy interventions to address the nominated goals. **(15 points)**
- Provides an outline of hours to be funded for assessment and intervention. **(5 points)**
- Writes a cover letter to communicate with funding organisation. **(5 points)**
- Cites best practice evidence to support recommended interventions and provides an APA 7 style reference list. **(5 points)**
- In class attendance across the term for OCCT13001 meets 80% minimum **(5 points)**

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