



OCCT13002 *Enabling Strategies in Neurological Rehabilitation*

Term 1 - 2017

Profile information current as at 19/05/2024 01:34 pm

All details in this unit profile for OCCT13002 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 students will learn how to work with clients who experience neuromuscular, sensory, cognitive and perceptual impairments as a result of a wide variety of neurological problems. Using the occupational therapy practice process they will gather information about the lived experience of people with these conditions and explore the evidence based literature in order to investigate best practice for collaborative goal-setting, intervention planning, service delivery and evaluation. Students will extend their knowledge of the aetiology, pathology, and prognosis of various neurological conditions experienced by occupational therapy clients across the lifespan and from acute care settings through to the community. A series of case studies including presentations from real clients will be used to scaffold students' learning and they will be required to analyse and select appropriate contemporary occupational therapy practice models to guide their response to these complex case studies.

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

BMSC 12007 Neurological Physiology and Measurement and OCCT 12004 Occupational Performance across the Lifespan 2 and ALLH 12007 Research Methods for Therapy and ALLH 12006 Evidence-based Practice and OCCT 12006 Understanding the Environment.

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 - 2017

- 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. **Written Assessment**

Weighting: 20%

2. **Portfolio**

Weighting: 30%

3. **Group Work**

Weighting: 50%

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 Student feedback

Feedback

Many positive comments on course content, delivery style of lecturer, supportive reading materials, and participation of clients

Recommendation

Continue to offer course using the same structure

Action

The Unit has been delivered using the same style, with supporting reading materials and participation of clients in the Unit.

Feedback from Student feedback

Feedback

There are many readings to undertake. Make sure reading is available to multiple students.

Recommendation

Make sure that each reading supports the teaching undertaken and review readings to determine if any can be reduced. Discuss the e-book with librarians and determine a way to ensure multiple reader access.

Action

The number of readings were reduced in 2017, and there were not any comments that there were too many. The e-books were accessible at the start of the term, but the links broke during the term. The UC will check the links for all readings at the start of term and monitor these across the term.

Feedback from Student feedback

Feedback

There is a need to have more time each week to complete tutorial activities, and also because there are often some connections problems at the start of class which means we lose approximately 15 minutes.

Recommendation

Increase tutorial time by 1 hour per week

Action

The tutorial time was increased by 1 hour each week in 2017. However, as students in the 2017 feedback also commented on the amount of content and the potential for material to be rushed, some of the 'additional' content will be cut back so that students have the perception that the 'core' material is more manageable in the time available.

Unit Learning Outcomes

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

1. Describe and demonstrate how a broad range of contemporary health theories and occupational therapy theories in particular, can be used to structure and guide occupational therapy neurological rehabilitation programs.
2. Discuss how a variety of congenital and acquired neurological problems give rise to clients experiencing a range of impairments, activity limitations and participation restrictions that can be addressed through an occupational therapy neurological rehabilitation program.
3. Articulate the varying roles, assessment and intervention priorities across a range intervention contexts for clients with neurological dysfunction.
4. Critically appraise the efficacy of current treatments, specific interventions and clinical practice guidelines commonly used in neurological rehabilitation providing evidence of this from the literature.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

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

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 20%	•	•		•
2 - Portfolio - 30%		•	•	•
3 - Group Work - 50%	•		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Written Assessment - 20%	•	•	•	•		•	•			
2 - Portfolio - 30%	•	•	•	•	•	•	•	•		
3 - Group Work - 50%	•	•	•	•	•	•		•		

Textbooks and Resources

Textbooks

OCCT13002

Prescribed

Pedretti's occupational therapy : practice skills for physical dysfunction

Edition: 7th (2013)

Authors: Pendleton, H. M., Schultz-Krohn, W., & Pedretti, L. W.

Elsevier Mosby

St. Louis , Mo , USA

ISBN: 9780323059121 (hardcover)

Binding: Hardcover

OCCT13002

Prescribed

Stroke rehabilitation: A Function -based approach

Edition: 3 (2011)

Authors: Glen Gillen

Elsevier

St Louis , Missouri , USA

ISBN: 978-0-323-05911-4

Binding: Hardcover

Additional Textbook Information

Pedretti's practice skills for physical dysfunction is a comprehensive resource for learning in this course that will be useful across the occupational therapy program and in future clinical practice.

Stroke rehabilitation : A function based approach will guide students working with stroke, but links will also be made to working with clients who have other neurological conditions (such as head injury).

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- O'Sullivan et al (2014) is now available through the Library as an e-text, as is Curtin et al (2010) Occupational Therapy and Physical Dysfunction: Enabling occupation (6th ed.). Other readings will be made available to students through the course Moodle website.

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Carolyn Unsworth Unit Coordinator

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Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Damage and regeneration in the CNS.
Theoretical approaches underlying
practice in Neurorehabilitation-
Biomechanical, Cognitive
Rehabilitation, Neurosensory, CMOP
and OPPM.

The case of Steven following
brain injury using OPPM Part 1.

e-book
chapter 27:
available
through the
library (e-
book)
Unsworth,
C.A. (2014).
Assessment
and
treatment
planning
strategies for
cognitive and
perceptual
dysfunction.
In S.B.
O'Sullivan &
T.J. Schmitz
(Eds.),
*Physical
rehabilitation:
Assessment
and
treatment*
(6th ed,
pp.1222-
1265).
Philadelphia:
F.A. Davis.

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Conditions- Head injury The case of Steven following brain injury using OPPM Part 2.	Pendleton – Chapter 34. pp 881 O'Sullivan – Chapter 19. Pp859	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Conditions- Stroke Working with clients who have Sensory Problems	Pendleton – Chapter 33. pp 844 O'Sullivan – Chapter 15. pp645	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Conditions- Spinal Cord Injury, Guillain Barre, Muscular Dystrophy Sensory assessment and rehabilitation Client case study- Beau Vernon will come to visit with students. Watch You Tube videos in preparation. Also watch: http://attitudelive.com/documentary/amandas-recovery	Pendleton – Chapter 36. pp 954 O'Sullivan – Chapter 20 pp889	

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Conditions - Parkinson's, Huntington's Working with clients who have Motor Problems	<p>•Pendleton, H.M., & Schultz-Krohn, W. (2013). <i>Pedretti's Occupational Therapy Practice Skills for physical dysfunction (7th ed)</i>. St Louis, Missouri, Elsevier.</p> <p>Chapter 32. Motor Learning. In OT practice skills for physical dysfunction by Pedretti, 2013, 7th edn.</p>	

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Conditions - MS, Alzheimer's Disease Assessments of Motor Functioning with a focus on upper limb assessments Motor Assessment- David (Upper limb problems as well as neglect)	Pendleton, H.M., & Schultz-Krohn, W. (2013). <i>Pedretti's Occupational Therapy Practice Skills for physical dysfunction (7th ed)</i> . St Louis, Missouri, Elsevier. • pp654-655	

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Motor interventions- using mirrors, mitts, robotics / VR As class falls on Anzac Day, self study materials will be developed	Choose and read ONE of the following systematic review articles: Henderson- Virtual Reality (2007) Kwakkell - Robotics (2008) Peurala - Constraint IMT (2012)	Written Assessment Due: Week 7 Friday (28 Apr 2017) 5:00 pm AEST

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Motor interventions- using Functional Electrical Stimulation (FES) Client case study using FES Client with stroke to visit	De Kroon- FES (2002)	

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Working with clients who have cognitive and perceptual problems. Cognitive and Perceptual assessments.	e-book chapter 38: available through the library (e-book) Unsworth, C.A. (2010). Strategies for clients with cognitive and perceptual dysfunction. In M.Curtin, M. Molineux & J. Supyk-Mellson (Eds.), <i>Occupational Therapy and Physical Dysfunction: Enabling Occupation</i> (pp. 607- 635). Oxford: Elsevier.	Portfolio Due: Week 9 Friday (12 May 2017) 5:00 pm AEST

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Problems with Apraxia. Evaluation and Interventions. Community integration following TBI. View Case study Assignment video	e-book chapter 27: available through the library (e-book) Unsworth, C.A. (2014). Assessment and treatment planning strategies for cognitive and perceptual dysfunction. In S.B. O'Sullivan & T.J. Schmitz (Eds.), <i>Physical rehabilitation: Assessment and treatment</i> (6th ed, pp.1222- 1265). Philadelphia: F.A. Davis.	

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Problems with Attention, Memory and Executive Functions. Evaluation and Interventions. Case study of Catherine.	e-book chapter 27: available through the library (e-book) Unsworth, C.A. (2014). Assessment and treatment planning strategies for cognitive and perceptual dysfunction. In S.B. O'Sullivan & T.J. Schmitz (Eds.), <i>Physical rehabilitation: Assessment and treatment</i> (6th ed, pp.1222-1265). Philadelphia: F.A. Davis.	

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Problems with Unilateral spatial Neglect. Evaluation and Interventions. Case study of Robert.	e-book chapter 27: available through the library (e-book) Unsworth, C.A. (2014). Assessment and treatment planning strategies for cognitive and perceptual dysfunction. In S.B. O'Sullivan & T.J. Schmitz (Eds.), <i>Physical rehabilitation: Assessment and treatment</i> (6th ed, pp.1222-1265). Philadelphia: F.A. Davis.	

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Group Work- case study of a client participating in occupational therapy neurological rehabilitation Due: Review/Exam Week Friday (9 June 2017) 5:00 pm AEST

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks**1 Written Assessment****Assessment Type**

Written Assessment

Task Description

Students will write an appraisal of one of the readings for this week (ie. select one of the 4 systematic reviews (SR) as presented in the readings for this week). A SR appraisal proforma for this appraisal will be provided on Moodle.

Assessment Due Date

Week 7 Friday (28 Apr 2017) 5:00 pm AEST

Submit online

Return Date to Students

Week 9 Friday (12 May 2017)

On-line feedback will be provided

Weighting

20%

Assessment Criteria

Provides a clear, logical and comprehensive review using professional language.

Uses evidence to support statements.

Assessment rubrics will be available on Moodle for grading this work.

Referencing Style

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

Submission

Online

Submission Instructions

submit via moodle

Learning Outcomes Assessed

- Describe and demonstrate how a broad range of contemporary health theories and occupational therapy theories in particular, can be used to structure and guide occupational therapy neurological rehabilitation programs.
- Discuss how a variety of congenital and acquired neurological problems give rise to clients experiencing a range of impairments, activity limitations and participation restrictions that can be addressed through an occupational therapy neurological rehabilitation program.
- Critically appraise the efficacy of current treatments, specific interventions and clinical practice guidelines commonly used in neurological rehabilitation providing evidence of this from the literature.

Graduate Attributes

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

2 Portfolio

Assessment Type

Portfolio

Task Description

Students will have met two clients during their participation in this Unit.

The portfolio asks students to put together a brief description for one of the clients only, containing the following:

- medical problem,
- behavioural goal for an intervention session
- intervention plan which includes a summary of the occupation, possible difficulties the client experiences, the intervention strategies, and approaches for grading.

Assessment Due Date

Week 9 Friday (12 May 2017) 5:00 pm AEST

13 May

Return Date to Students

Week 11 Friday (26 May 2017)

Marking sheet and feedback will be returned to you via Moodle gradebook

Weighting

30%

Assessment Criteria

The Portfolio Marking sheet containing the rubric for the assessment will be available on Moodle.

This will be the same as for the final assignment, so that students get practice and feedback on completing these tasks before completing the assignment.

Referencing Style

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

Submission

Online

Submission Instructions

The only document you will upload to Moodle is your Portfolio marking sheet.

Learning Outcomes Assessed

- Discuss how a variety of congenital and acquired neurological problems give rise to clients experiencing a range of impairments, activity limitations and participation restrictions that can be addressed through an occupational therapy neurological rehabilitation program.
- Articulate the varying roles, assessment and intervention priorities across a range intervention contexts for clients with neurological dysfunction.
- Critically appraise the efficacy of current treatments, specific interventions and clinical practice guidelines commonly used in neurological rehabilitation providing evidence of this from the literature.

Graduate Attributes

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

3 Group Work- case study of a client participating in occupational therapy neurological rehabilitation

Assessment Type

Group Work

Task Description

A client video will be shown and students will complete an assignment of approximately 4,000 words in pairs. This assignment will follow the process as laid out in the OPPM (Occupational Performance Process Model) from the CMOP-e (Canadian Model of Occupational Performance and Engagement). Written details of the client will be provided at the time the client video is shown, and an assignment template in Word will be available on Moodle.

Assessment Due Date

Review/Exam Week Friday (9 June 2017) 5:00 pm AEST

Due COB on Friday 10th June

Return Date to Students

Exam Week Friday (16 June 2017)

Assignments will be returned via email

Weighting

50%

Assessment Criteria

A detailed description of the grading, and an example of a successful assessment is provided in Moodle.

In summary, the group assignment has 13 questions, and each question is awarded between .5 and 13 marks. The total assessment is worth 50 marks.

A rubric for marking the 2 questions most heavily weighted in this assignment has been developed and full details are provided in Moodle.

Referencing Style

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

Submission

Offline Group

Submission Instructions

Students to submit assignments via email

Learning Outcomes Assessed

- Describe and demonstrate how a broad range of contemporary health theories and occupational therapy theories in particular, can be used to structure and guide occupational therapy neurological rehabilitation programs.

- Articulate the varying roles, assessment and intervention priorities across a range of intervention contexts for clients with neurological dysfunction.
- Critically appraise the efficacy of current treatments, specific interventions and clinical practice guidelines commonly used in neurological rehabilitation providing evidence of this from the literature.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology 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