



OCCT13002 *Enabling Strategies in Neurological Rehabilitation*

Term 1 - 2018

Profile information current as at 16/05/2024 09:05 am

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 - 2018

- 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 Have your say

Feedback

A small number of library links for resources broke during the term.

Recommendation

Discuss links with librarians at the start of term and determine if there are any strategies to avoid these breaks. UC to check all links across the term. Ask students to report immediately if a link is found to be broken so it can be fixed (rather than waiting to report it in the class a week later).

Feedback from Have your say

Feedback

Students placed great value on the participation of the 5 clients with neurological problems who came into class across the term

Recommendation

In 2016, 4 clients participated in the Unit, and 5 participated in 2017. Continue to invest the time and resources required to bring the 5 clients onto campus so they can work with the students.

Feedback from Have your say

Feedback

There was a lot of content to cover in the course and students thought it felt a bit 'rushed' and wondered if more time could be allocated

Recommendation

This comment was also made by students in 2016, and in response, a further hour was added for tutorials each week in 2017. As it's not possible to add another hour of teaching time, some of the 'additional' activities that have been included in classes will be trimmed back for 2018, so that students can comfortably complete 'core' activities in a timely fashion and not feel these are rushed.

Feedback from Have your say

Feedback

Students requested that for the small number of sessions where demonstrations are provided and practical material is taught, a staff member is present on both the Bundaberg and Rockhampton Campuses. This was to support their learning by ensuring they were learning/ performing techniques correctly.

Recommendation

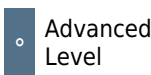
For the small number of sessions where demonstrations are provided and practical material is taught, that a staff member is present on both the Bundaberg and Rockhampton Campuses. There are some additional resource implications to support this recommendation as an additional expert occupational therapist will need to be employed sessionally for 3-4 sessions x 3-hours. A request to support this will be made in the "Sessional Teaching Staffing Plan" for Term 1, 2018.

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 of 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



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

[illegible]

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
3 - Group Work - 50%	•	•	•	•	•	•		•		

Textbooks and Resources

Textbooks

OCCT13002

Prescribed

Pedrettis Occupational Therapy : Practice Skills for Physical Dysfunction

Edition: 8th edn (2017)

Authors: Pendleton & Schultz-Krohn

Elsevier Health Sciences

Philadelphia , PA , USA

ISBN: 9780323569088

Binding: Hardcover

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Supplementary

Stroke Rehabilitation : A Function-Based Approach

Edition: 4th edn (2015)

Authors: Gillen , Glen

Elsevier Health Sciences

Philadelphia , PA , USA

ISBN: 9780323172813

Binding: Paperback

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.

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[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Carolyn Unsworth Unit Coordinator

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Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Damage and regeneration in the CNS. Theoretical approaches underlying practice in Neurorehabilitation- Biomechanical, Cognitive Rehabilitation, Neurosensory, ICF, CMOP and OPKM. The case of Steven following brain injury using OPKM Part 1.	CRO reading on Moodle site: Brain Injury	

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Conditions- Traumatic Brain Injury Community integration The case of Steven following brain injury using OPKM Part 2.	Pedretti -Chapter 34.	

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Conditions- Stroke Working with clients who have Sensory Problems Client visitor- Lindy (CVA) Case study for Lindy.	Pedretti -Chapter 33. Pedretti -Chapter 23.	

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Conditions- Spinal Cord Injury, Guillain Barre, Muscular Dystrophy Sensory assessment and rehabilitation Client visitor- Beau Vernon (SCI) Case study for Beau.	Pedretti -Chapter 36. Pedretti -Chapter 37 sections on Myasthenia Gravis, Muscular Dystrophy and Guillain Barre. And a variety of single pages in Pedretti as listed in Moodle Watch You Tube videos of Beau as per Moodle. Also watch: http://attitudelive.com/documentary/amandas-recovery	

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Conditions - Parkinson's, Huntington's Working with clients who have Motor Problems Continue with Case study of student choice Beau or Lindy	Pedretti -Chapter 32. Pedretti- Chapter 35 Sections on Parkinson's Disease and Huntington's Disease	

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Self Study revision	Self study revision	

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Conditions - MS, Alzheimer's Disease Assessments of Motor Functioning with a focus on upper limb assessments Client visitor- Alison (MS) Case study for Alison.	Pedretti Chapter 35 Sections on Multiple Sclerosis and Alzheimer's Disease. Pedretti Chapter 19.	

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Motor interventions- using mirrors, mitts, robotics / VR Client case study using FES Lee	Assigned in class to: 1. read ONE of the following systematic reviews, 2. review abstracts and gain an overview of the other 4 articles, Henderson- Virtual Reality (2007) Kwakkel - Robotics (2008) Peurala - Constraint IMT (2012) Howlett - FES (2015) Legg - Using ADLs (2007)	Evaluation of a Systematic Review of the Literature in Neurological Rehabilitation Due: Week 7 Friday (27 Apr 2018) 11:59 pm AEST

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Motor interventions- using FES Client visitor- Mal (CVA) Case study for Mal.	Read the article by de Kroon- FES (2002) CRO- Chapter 41: Unsworth, C.A. (2017). Cognitive and perceptual strategies. In M.Curtin, M. Egan & J. Adams (Eds.), <i>Occupational Therapy and Physical Dysfunction</i> (7th ed) (pp610-635). Oxford: Elsevier.	

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Self Study Prepare Portfolio Due Friday based on either Mal, Alison, Lindy or Beau		Portfolio of client case information Due: Week 9 Friday (11 May 2018) 11:59 pm AEST

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Working with clients who have cognitive and perceptual problems.
Cognitive and Perceptual assessments.
Problems with Apraxia. Evaluation and Interventions.

CRO Chapter 27: 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 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Problems with Attention, Memory and Executive Functions. Evaluation and Interventions. Case study of Catherine. Client visitor- Emma Gee (SCI) View Case study Assignment Video David	CRO Chapter by Gillen on managing attention deficits as per Moodle site. CRO Chapter by Gillen on managing memory deficits as per Moodle site.	

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Problems with Unilateral spatial Neglect. Evaluation and Interventions. Case study of Robert.	CRO Chapter: Corben, L., & Unsworth, C.A., (1999). Evaluation and intervention with unilateral neglect (pp. In C. Unsworth, ed. <i>Cognitive and perceptual Dysfunction. A clinical reasoning approach to evaluation and intervention</i> . Philadelphia: F.A. Davis. CRO Journal article: Serino, A, et al., (2009). Effectiveness of prism adaptation in neglect rehabilitation: A controlled trial study. <i>Stroke</i> 40(4), 1392- 1399.	

Assessment Tasks

1 Evaluation of a Systematic Review of the Literature in Neurological Rehabilitation

Assessment Type
Written Assessment

Task Description

For this assessment, students are asked to conduct an appraisal of **one** of the systematic reviews in the readings for Weeks 7 or 8:

de Kroon- FES (2002)

Henderson- Virtual Reality (2007)

Kwakkell - Robotics (2008)

Peurala - Constraint IMT (2012)

Legg- PADLs (2007)

Howlett - FES (2015)

Students will read their chosen paper and then complete the appraisal proforma from your EBP Moodle site called: CB84 OCCT Evidence Based Practice.

You will have developed appraisal skills and completed appraisals like this one in ALLH12006 (so please review your notes from this subject as well).

Go to Section "6b Reviewing a systematic review", and read the resources. Then go to Section "6c Appraisal tools and forms" and download Template 19. You will complete Template 19 for this assignment. In future, you can choose which template you use to appraise a SR, but for this assignment we are using Template 19.

Word count approximately 1550- 1950 words (Template is 550 words before being filled).

Assessment Due Date

Week 7 Friday (27 Apr 2018) 11:59 pm AEST

Submitted through Moodle

Return Date to Students

Week 9 Friday (11 May 2018)

Feedback provided through Moodle

Weighting

20%

Assessment Criteria

A marking rubric has been developed which grades the work out of 20 marks.

The grading criteria relate to:

- Presentation and scholarly writing (3 marks)
- What is this review about? (3 marks)
- Can I trust this review? (6 marks)
- What are the results? (8 marks)

Referencing Style

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

Submission

Online

Submission Instructions

Individual submission through 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 of client case information

Assessment Type

Portfolio

Task Description

Students need to put together a brief description for one of the clients that we have worked with during the unit. Students will use the proforma provided on Moodle, and this part of a larger proforma that students will use for Assessment Task 3: Group Assignment. This means students will get feedback on how they are going prior to submitting their assignment.

For this Written Assessment, the proforma sections to be completed relate to the client's:

- 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 (11 May 2018) 11:59 pm AEST

Submitted via Moodle

Return Date to Students

Week 11 Friday (25 May 2018)

Feedback provided via Moodle

Weighting

30%

Assessment Criteria

A detailed marking rubric is available on Moodle. The assessment is graded out of 30 marks.

Question 1. Medical problem (5 marks)

Question 2. Behavioural goals and objectives (10 marks)

Question 3. Intervention plan (15 marks)

Referencing Style

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

Submission

Online Group

Submission Instructions

Submit through Moodle

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 Case Study

Assessment Type

Group Work

Task Description

Students will review a video of a client with neurological problems. In pairs, students will then complete the assessment template that works through the 8 Action Points of the Canadian Occupational Performance Model for this client, as has been practiced in class.

Assessment Due Date

Review/Exam Week Friday (8 June 2018) 10:59 pm AEST

Submit via Moodle

Return Date to Students

Returned at Certification of grades

Weighting

50%

Assessment Criteria

A detailed assessment rubric is available on Moodle. The rubric provides information for students on successful completion of the assessment and how marks are allocated for the 50 marks available. For example, for Question 13. 10 marks are awarded for:

- steps for the occupation (2 marks)
- problems the client might have (2 marks)
- selection of treatment strategies (2 marks)
- details about the treatment (2 marks)
- use of grading techniques (2 marks)

Referencing Style

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

Submission

Online Group

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.
- 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
- 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