



OCCT13002 *Enabling Strategies in Neurological Rehabilitation*

Term 1 - 2019

Profile information current as at 30/04/2024 08:42 pm

All details in this unit profile for OCCT13002 have been officially approved by CQU University 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 - 2019

- 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 unit evaluation

Feedback

Assessment tasks were not explained clearly/ and I don't understand their relevance

Recommendation

Allocate more time in class to provide more detailed oral and written explanations of the 3 assessment tasks and how they prepare students to work as occupational therapists. More details in both oral and written forms will also be provided on the context for the three assessments.

Feedback from unit evaluation

Feedback

Classes are rushed and we don't get through all the content.

Recommendation

Reduce the volume of content. Other cohorts of students have also commented on the volume of material, but these previous student cohorts coped very well as they had all usually undertaken the pre-reading and reviewed the class resources. This seems to have been a problem for the 2018 cohort who usually came to class with no preparation at all. The volume of content needs to be trimmed back to ensure students perceive this as manageable. The value and importance of pre-reading will be discussed, and readings will be reviewed at the start of each class so students also see the value and importance of this activity.

Feedback from unit evaluation

Feedback

Classes are disorganised, I cant follow the Moodle site organisation.

Recommendation

Increase the time at the beginning of each class to ensure students have time to think about the material that is to be covered and how it fits with the bigger picture of working with clients with neurological problems. Previous cohorts of students have commented that the class material is highly organised, as is the Moodle site. However, this was seen as a problem by the 2018 cohort. Consult with the Moodle team to determine if there are any suggestions for changes to better organise the material.

Feedback from unit evaluation

Feedback

Valuable to have clients come into class

Recommendation

Continue to invest the time and resources required to bring 5 clients into the class.

Feedback from clinician who teaches into the practical classes

Feedback

The content and way the teaching materials scaffold student learning is great

Recommendation

Continue to offer the content in the graded manner currently taught.

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



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		•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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

Pedrettis Occupational Therapy

Edition: 8 (2018)

Authors: Pedleton & Schultz-Krohn

Elsevier

St Louis , Missouri , USA

ISBN: 9780323569088

Binding: Hardcover

Additional Textbook Information

Paper copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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
c.unsworth@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
WORKING WITH CLIENTS WHO REQUIRE NEURO REHABILITATION Damage and regeneration in the CNS. Theoretical approaches underlying practice in Neurorehabilitation- Biomechanical, Cognitive Rehabilitation, Neurosensory, ICF, CMOP and OPPM. The case of Steven following brain injury using OPPM Part 1.		

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
NEURO REHABILITATION AND COMMUNITY INTEGRATION FOLLOWING ABI Conditions- Traumatic Brain Injury The case of Steven following brain injury using OPPM Part 2.	Pedretti -Chapter 34. O'Sullivan -Chapter 19.	

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
SENSORY PROBLEMS IN NEURO REHAB (1) Sensory assessment and rehabilitation Conditions- Stroke Client visitor- Lindy (CVA)	Pedretti -Chapter 33. Pedretti -Chapter 23.	

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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SENSORY PROBLEMS IN NEURO REHAB (2)

Conditions- Spinal Cord Injury, Guillain Barre, Muscular Dystrophy, Myasthenia Gravis

Client visitor with SCI 1:30-2:30pm

Case study for Beau Part 1. Sensory issues

Pedretti –Chapter 36.
Pedretti –Chapter 37 sections on Guillain Barre, Muscular Dystrophy, Myasthenia Gravis

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
MOTOR PROBLEMS IN NEURO REHAB (1) Conditions - Parkinson's, Huntington's Assessments of Motor Functioning Case study for Beau Part 2. Tenodesis grip Assessment 1 preparation	Pedretti - Chapter 35 Parkinson's Disease and Huntington's Disease Pedretti –Chapter 32 Pedretti- Chapter 19 - pp 449-453.	

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
MOTOR PROBLEMS IN NEURO REHAB (2) Conditions - MS, Alzheimer's Disease Assessments of Motor Functioning with a focus on upper limb assessments Client visitor- Alison (MS) 1:30- 3.00pm	Pedretti –Chapter 19. Pedretti - Chapter 35 sections on Multiple Sclerosis and Alzheimer's Disease	

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
MOTOR PROBLEMS IN NEURO REHAB (3) Motor interventions- using mirrors, mitts, robotics / VR Case study for Leah Part 1. Who experienced a stroke and has an Indigenous background.	Research articles on Moodle	Assessment 1- Appraisal of a Systematic Review Due: Week 7 Friday (3 May 2019) 11:55 pm AEST

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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MOTOR PROBLEMS IN
NEURO REHAB (4)

Client visitor- Mal (CVA)

Motor interventions- using
FES

FES Research article

Case study for Leah Part 2.

Assessment 2 preparation:

Case Study of David from
newspaper

Week 9 - 13 May 2019

Module/Topic

Chapter

Events and Submissions/Topic

COGNITIVE AND
PERCEPTUAL PROBLEMS IN
NEURO REHAB (1)

Cognitive and Perceptual
assessments.

Curtin Chapter 41

**Assessment 2- Case Study -
Sections** Due: Week 9 Friday (17 May
2019) 11:55 pm AEST

Case study of Catherine Part
1.

Week 10 - 20 May 2019

Module/Topic

Chapter

Events and Submissions/Topic

COGNITIVE AND PERCEPTUAL
PROBLEMS IN NEURO REHAB
(2)

Problems with Concentration
(Attention), Memory and
Executive Functions.

Gillen Chapter 27

Evaluation and Interventions.

Case study of Catherine Part
2.

Week 11 - 27 May 2019

Module/Topic

Chapter

Events and Submissions/Topic

COGNITIVE AND
PERCEPTUAL PROBLEMS IN
NEURO REHAB (3)

Problems with Apraxia.
Evaluation and Interventions.

O'Sullivan Chapter 27

Client visitor- Emma Gee
(AMV)

Assessment 3 preparation

Week 12 - 03 Jun 2019

Module/Topic

Chapter

Events and Submissions/Topic

COGNITIVE AND PERCEPTUAL PROBLEMS IN NEURO REHAB

(4)

Problems with Complex Perceptual

Problems with Unilateral Spatial Neglect: Evaluation and Interventions.

Case study of Robert.

Assessment 3 Video Mr. Ebet

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Assignment 3 due.		Assessment 3- Case Study- Complete Due: Review/Exam Week Thursday (13 June 2019) 3:00 pm AEST

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Assessment 1- Appraisal of a Systematic Review

Assessment Type

Written Assessment

Task Description

To further develop your skills in appraising evidence to support neurological rehabilitation you will appraise one of the systematic reviews provided in the readings for Weeks 7 or 8.

You will be allocated a Systematic Review to appraise and will complete the appraisal using the template supplied on Moodle (also available as Template 19 on the CB84 Research and EBP Moodle).

Please review your notes from ALLH12006/ 11009 as well, as this is where you have the foundation skills for appraising literature.

Your assignment will be around around 1000- 1400 words in length + the Template which is 500 words.

Assessment Due Date

Week 7 Friday (3 May 2019) 11:55 pm AEST

On Moodle

Return Date to Students

Week 10 Monday (20 May 2019)

On Moodle

Weighting

20%

Assessment Criteria

A grading rubric is provided on Moodle.

The criteria is based on the detail provided in relation 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

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 Assessment 2- Case Study - Sections

Assessment Type

Portfolio

Task Description

Occupational therapists who work in neurological rehabilitation need to have clear therapy plans for assessment and intervention with their clients. Across the term, you have been building these skills through the practical classes. For this assessment, you are required to provide aspects of the goals and interventions you will use with a case study client, and details of this client are provided on Moodle. You will use the template provided on Moodle to complete the assessment, and this template is part of the larger template that you will use for Assessment 3: Group Assignment. This means you will get feedback on how you are progressing with the material prior to submitting your 3rd and final 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 (17 May 2019) 11:55 pm AEST

Submit on Moodle

Return Date to Students

Week 11 Friday (31 May 2019)

On Moodle

Weighting

30%

Assessment Criteria

A grading rubric is provided on Moodle.

The criteria is based on the detail provided in relation to:

Question 1. Medical problem (5 marks)

Question 2. Behavioural goals and objectives (10 marks)

Question 3. Intervention plan (15 marks). Including:

- Steps for the occupation (detailed list of all the steps for this occupation)
- Problems the client might have (what parts / steps of the occupation, and what skills do anticipate the client will struggle with, given their impairments)
- Selection of treatment strategies (name and overview of treatment you will use)
- Details about the treatment (description of what the treatment will involve)
- Use of grading (considers grading related to the task, therapist, and the environment)

Referencing Style

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

Submission

Online

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 Assessment 3- Case Study- Complete

Assessment Type

Group Work

Task Description

Building on Assessment 2, and drawing on the feedback received, you will be ready to undertake Assessment 3. In this assessment, you will review a video of a client with neurological problems, and complete a therapy plan including all assessment and intervention details. Working in pairs, you will complete the Template we have used each week in class that works through the 8 Action Points of the Canadian Occupational Performance Model for this client.

Assessment Due Date

Review/Exam Week Thursday (13 June 2019) 3:00 pm AEST

Upload through Moodle

Return Date to Students

Returned at Certification of Grades.

Weighting

50%

Assessment Criteria

A grading rubric is provided on Moodle.

Detailed criteria are provided in relation to the 17 sections of the assignment. Students will have completed these 17 sections with several other practice case studies in class and will submit this final one for grading.

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

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