



OCCT13002 *Enabling Strategies in Neurological Rehabilitation*

Term 1 - 2021

Profile information current as at 29/04/2024 09:52 am

All details in this unit profile for OCCT13002 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 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 you 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. You will extend your 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 your learning and you will be required to analyse and select appropriate contemporary occupational therapy practice models to guide your 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 12006 Evidence-based Practice.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2021

- Bundaberg
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **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

"All content is translated very well from intense theory to real world practical examples" in tutorials and assessment tasks.

Recommendation

It is recommended that teaching and learning processes involving application of theory to practice and, similarly, assessment processes that involve real world application of the content, be retained in future iterations of this unit.

Feedback from Have Your Say

Feedback

Students felt that the weighting of group assignments advantaged group members who "...don't pull there (sic) weight but are rewarded with the grades of the individual who makes the effort to complete the work."

Recommendation

It is recommended that the unit coordinator consider the use of SPA or other modifications to the group assessment to support better recognition of student workload and contribution.

Feedback from Have Your Say

Feedback

Students indicated that "...practicing grading again was very helpful."

Recommendation

It is recommended that the opportunity to continue to practice activity grading be retained in this unit.

Feedback from Have Your Say

Feedback

"The quality of the videos given needed to be better."

Recommendation

It is recommended that unit staff identify new resources to support teaching of the neurological content in this unit.

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

 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

(8th Edition). ((2017).)

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

Elsevier.

New York, , NY, , USA

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom
- Suitable storage media, such as a removable USB stick (4GB or greater) for backing up work

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

Jenn Stanley Unit Coordinator

j.stanley@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Required Reading:

(a) Tortora, G., Derrickson, B., Burkett, B., Dye, D., & Cooke, J. (2016).

Principles of Anatomy and Physiology. (15th Ed.). Chapters:

- 12 Nervous tissue p, 409
- 13 The spinal cord and spinal nerves p, 453
- 14 The brain and cranial nerves p, 486
- 15 The autonomic nervous system p, 536

INTRODUCTION TO ENABLING
NEUROLOGICAL REHABILITATION

INTRODUCTION TO PROFESSIONAL &
CLINICAL REASONING IN
NEUROLOGICAL REHABILITATION

(b) Unsworth, C. (2017). In M. Curtin, M. Egan, & J. Adams (Eds.), *Occupational Therapy for People Experiencing Illness, Injury or Impairment: Promoting Occupation and Function* (7th ed.), (p.p. 90-104). Elsevier. Chapter 7.

(c) Unsworth, C. (2016). How therapists think: Exploring therapists' reasoning when working with patients who have cognitive and perceptual problems following stroke. In G. Gillen (Ed.), *Stroke Rehabilitation: A Function-Based Approach* (4th ed.) (p.p. e1 – e17). Elsevier/Mosby. Chapter e32

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Required Reading:

(a) Hewitt George, A. (2018). Disorders of the motor unit. In H. McHugh Pendleton & W. Schultz-Krohn (Eds.), *Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction* (8th ed.) (p.p. 929 – 944). Elsevier. Chapter 37.

(b) Bashar, J., & Adler Hughes, C. (2018). Spinal cord injury. In H. McHugh Pendleton & W. Schultz-Krohn (Eds.), *Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction* (8th ed.) (p.p. 904 – 928). Elsevier. Chapter 36.

(c) Shurtleff, T. & Kaskutas, V. (2018). Joint range of motion. In H. McHugh Pendleton & W. Schultz-Krohn (Eds.), *Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction* (8th ed.) (p.p. 477- 511). Elsevier. Chapter 21.

(d) Kaskutas, V. (2018). Evaluation of muscle strength. In H. McHugh Pendleton & W. Schultz-Krohn (Eds.), *Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction* (8th ed.) (p.p.512 -579). Elsevier. Chapter 22.

(e) Abrams, M. R.& Ivy, C. C. (2018). Evaluation of sensation and intervention for sensory dysfunction. In H. McHugh Pendleton & W. Schultz-Krohn (Eds.), *Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction* (8th ed.) (p.p. 580 - 593). Elsevier. Chapter 23

(f) Physiopedia (n.d.) Sensation.
<https://www.physio-pedia.com/Sensation>

DISORDERS OF THE MOTOR UNIT
(Peripheral Nerves, Neuromuscular
Junction, &/or Muscles) and SPINAL
CORD,

SENSORY DYSFUNCTION IN
NEUROLOGICAL DISORDERS

INTRODUCTION TO, AND
IMPLEMENTATION OF, MOTOR
ASSESSMENTS

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
DEGENERATIVE DISORDERS OF THE CNS (MOVEMENT DISORDERS)	Required Reading: (a) Schultz-Krohn, W., Foti, D. & Glogoski, C. (2018). Degenerative diseases of the central nervous system. In H. McHugh Pendleton & W. Schultz-Krohn (Eds.), <i>Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction</i> (8th ed.) (p.p. 878 - 903). Elsevier. Chapter 35.	
INTERVENTIONS FOR MOTOR DYSFUNCTION	(b) Anderson Preston, L. (2018). Evaluation of motor control. In H. McHugh Pendleton & W. Schultz-Krohn (Eds.), <i>Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction</i> (8th ed.) (p.p. 444 - 453). Elsevier. Chapter 19.	
INTRODUCTION TO, AND IMPLEMENTATION OF, PARKINSON'S DISEASE ASSESSMENTS AND INTERVENTIONS	(c) Physiopedia (n.d.) Spasticity. Spasticity - Physiopedia (physio-pedia.com)	
INTRODUCTION TO, AND IMPLEMENTATION OF, MOTOR CONTROL ASSESSMENTS		

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
INTERVENTIONS FOR MOTOR DYSFUNCTION (continued)		

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
INTERVENTIONS FOR MOTOR DYSFUNCTION (continued)	Required Reading: Physiopedia. (n.d.). Hemiplegic Shoulder Subluxation. Hemiplegic Shoulder Subluxation - Physiopedia (physio-pedia.com)	

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
NB. Topics are subject to change.	Required Reading: (a) Tipton-Burton, M. (2018). Traumatic Brain Injury. In H. McHugh Pendleton & W. Schultz-Krohn (Eds.), <i>Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction</i> (8th ed.) (p.p. 841 – 870). Elsevier. Chapter 34.	
DISORDERS OF THE CNS (Acquired Brain Injury)		
INTRODUCTION TO, AND IMPLEMENTATION OF, COGNITIVE ASSESSMENTS	(b) Fulk, G., & Nirider, C. (2013). Traumatic Brain Injury. In S. B. O'Sullivan, T. J. Schmitz, and G. D. Faulk (Eds.). <i>Physical Rehabilitation</i> . (6th ed.) (p.p. 859 – 888). F. A. Davis. Chapter 19.	

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
DISORDERS OF THE CNS (ACQUIRED BRAIN INJURY)	Required Reading: Gillen, G. (2018). Cerebrovascular Accident (Stroke). In H. McHugh Pendleton & W. Schultz-Krohn (Eds.), <i>Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction</i> (8th ed.) (p.p. 809 - 840). Elsevier. Chapter 33.	Practicing the CPPF Due: Week 7 Tuesday (27 Apr 2021) 8:00 am AEST

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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(a) Unsworth, C. (2019). In S. B. O'Sullivan, G. D. Faulk, & T. J. Schmitz (Eds.), *Physical Rehabilitation* (7th ed.). F. A. Davies. Chapter 27.

INTRODUCTION TO, AND IMPLEMENTATION OF, COGNITIVE AND PERCEPTUAL ASSESSMENTS

(b) Unsworth, C. (2017). In M. Curtin, M. Egan, & J. Adams (Eds.), *Occupational Therapy for People Experiencing Illness, Injury or Impairment. Promoting Occupation and Participation* (7th ed.). (p.p. 610-635 and 636-647). Elsevier. Chapters 41 and 42.

(c) Sloan, S., & Ponsford, J. (2012). Managing cognitive problems following TBI. In J. Ponsford, S. Sloan & P. Snow (Eds.). *Traumatic Brain Injury: Rehabilitation for Everyday Adaptive Living* (2nd ed.) (p.p. 99 – 132). Taylor & Francis Group. Chapter 4.

Module/Topic	Chapter	Events and Submissions/Topic
COGNITIVE AND PERCEPTUAL DYSFUNCTION (Attention and Concentration, Memory, Executive Functions)	<p>Required Reading:</p> <p>(a) Gillen, G., & Brockmann, K. (2016). Treatment of cognitive-perceptual deficits: A function-based approach. In G. Gillen (Ed.), <i>Stroke Rehabilitation: A Function-Based Approach</i> (4th ed.) (p.p. 612-646). Elsevier. Chapter 27.</p>	
	<p>(b) Unsworth, C. (1999). Evaluation and intervention with concentration impairment. In C. Unsworth (Ed.), <i>Cognitive and Perceptual Dysfunction</i> (p.p. 125 – 162). F. A. Davis. Chapter 4.</p>	
	<p>(c) Abreu, B. C. (1999). Evaluation and intervention with memory and learning impairments. In C. Unsworth (Ed.), <i>Cognitive and perceptual dysfunction</i> (p.p. 163 – 208). F. A. Davis. Chapter 5.</p>	
	<p>(d) Duran, L. & Fisher, A. G. (1999). Evaluation and intervention with executive functions impairment. In C. Unsworth (Ed.), <i>Cognitive and perceptual dysfunction</i> (p.p. 209 - 256). F. A. Davis. Chapter 6.</p>	

Module/Topic	Chapter	Events and Submissions/Topic
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Required Reading:

(a) Unsworth, C. (2013). Cognitive and perceptual dysfunction. In S.B O'Sullivan, T. J. Schmitz, and G.D. Faulk (Eds.), *Physical Rehabilitation* (6th ed.). F. A. Davies. Chapter 27 (p.p. 1222-1265).

COGNITIVE AND PERCEPTUAL
DYSFUNCTION (Agnosia and Apraxia)

(b) Laver, A. & Unsworth, C. (1999). Evaluation and intervention with simple perceptual impairment (agnosias). In C. Unsworth (Ed.), *Cognitive and Perceptual Dysfunction* (p.p. 299 - 356). F. A. Davis. Chapter 8.

(c) Butler, J. (1999). Evaluation and intervention with apraxia. In C. Unsworth (Ed.), *Cognitive and perceptual dysfunction* (p.p. 257 - 298). F. A. Davis. Chapter 7.

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
COGNITIVE AND PERCEPTUAL DYSFUNCTION (Complex Perception and Unilateral Spatial Neglect)	Required Reading: (a) Corben, L. & Unsworth, C. (1999). Evaluation and intervention with unilateral neglect. In C. Unsworth (Ed.). <i>Cognitive and perceptual dysfunction</i> (p.p. 357 - 392). F. A. Davis. Chapter 9. (b) Gillen, G., & Brockmann, K. (2016). Treatment of cognitive and perceptual deficits. In G. Gillen (Ed.), <i>Stroke Rehabilitation: a Function-Based Approach</i> (4th ed.). (p.p. 612-646) Chapter 27. (c) Unsworth, C. (2017). In M. Curtin, M. Egan, & J. Adams (Eds.), <i>Occupational Therapy for People Experiencing Illness, Injury or Impairment</i> (7th ed.). Elsevier. (p.p. 610-635 and 636-647). Elsevier. Chapters 41 and 42. (d) Serino, A. et al. (2009). Effectiveness of prism adaptation in neglect rehabilitation: A controlled trial study. <i>Stroke</i> 40(4), 1392.	

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Finalisation of presented content and additional content as needed; Revision and question time as able.		

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Implementing the CPPF Due: Review/Exam Week Tuesday (8 June 2021) 5:00 pm AEST

Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Appraisal of a Systematic Review

Assessment Type

Written Assessment

Task Description

You will be required to appraise a systematic review of an occupational therapy-specific assessment or treatment modality used in neurological rehabilitation.

There are 2 components to this assessment:

1. Completion of the 'Appraisal of a Systematic Review Guide' as provided in Appendix 1 (available on Moodle).
2. Oral presentation of appraisal to peers. You will present your appraisal in class between weeks 3 and 9. The presentation needs to be of 3-5-minute duration. A guide for this presentation is included in Appendix 2 (available on Moodle).

Please note that, to ensure that all students have the same amount of time to prepare, you will be provided with your allocated systematic review 2 weeks prior to the due date for your presentation. A timetable for presentations will be provided in the first week of term.

Assessment Due Date

A timetable for presentations will be provided in week 1 of term. The completed 'Appraisal of a Systematic Review Guide' needs to be uploaded to Moodle by 5.00pm the Monday before the presentation is due. The oral presentations will occur during class on Tuesdays.

Return Date to Students

Feedback for this task will be provided within 2 weeks of your oral presentation.

Weighting

20%

Minimum mark or grade

10%

Assessment Criteria

Assignments will be graded under four sections:

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

The full marking scheme will be available on Moodle.

Referencing Style

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

Submission

Online

Submission Instructions

The completed 'Appraisal of a Systematic Review Guide' needs to be uploaded to Moodle by 5.00 pm the Monday before the presentation is due. As noted above, a timetable for presentation will be provided in week 1 of term. The last oral presentation will occur Tuesday 11th May, 2021 (Week 9).

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 Practicing the CPPF

Assessment Type

Portfolio

Task Description

This is a group/pair assignment with some individual components. You will be given a case study of a client. Using parts of the Canadian Process Practice Framework (CPPF) as the occupational therapy practice model, you will address the following questions:

Question 1:

Action Point # 1: Enter/Initiate (1)

Provide an overview of the client's medical condition. Include a reference/s.

Action Point # 4: Agree on Objectives and Plan (8)

Write a Problem/Impairment List and a Strength/Capacity List for the client.

Question 2:

Action Point # 4: Agree on Objectives and Plan (10 & 11)

Use the Problem/Impairment List to devise 2 Long Term Goals (LTG's). For each goal, write 2 Behavioural Objectives (BO's) that can potentially be achieved in one treatment session, and that are occupationally focused.

Make sure that there are 2 LTG's and 4 BO's. For guidance, you may wish to refer to Chapter 3 of Unsworth, C. (1999). *Cognitive and Perceptual Dysfunction*. F. A. Davis.

Question 3:

Action Point # 5: Implement the Plan (13)

Select 1 Long Term Goal and 1 associated Behavioural Objective (clearly identify both, e.g., LTG # 1: BO # 2) to address in an Intervention Plan. Use the table (as per Action Point 5 # 13) to:

- document each step of the activity,
- identify potential problems the client may experience with each step, and
- detail the treatment strategies to be used in order to address the client's problems at each step.

Include a reference list, as appropriate.

Assessment Due Date

Week 7 Tuesday (27 Apr 2021) 8:00 am AEST

The completed assignment must be uploaded to Moodle by 8.00 am on Tuesday 27.04.2021 (Week 7) for marking without penalty.

Return Date to Students

Feedback for this task will be provided within 2 weeks of submission - by 11th May 2021.

Weighting

30%

Minimum mark or grade

15%

Assessment Criteria

Question 1: 5% - scored out of 5 marks

Question 2: 10% - scored out of 10 marks

Question 3: 15% - five criteria, each scored 0-3 (Absent to Excellent), out of 15 marks

Referencing Style

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

Submission

Online

Submission Instructions

The completed assignment must be uploaded to Moodle by 8.00 am on Tuesday 27.04.2021 (Week 7) for marking without penalty.

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 Implementing the CPPF

Assessment Type

Group Work

Task Description

In addition to the provided Case Study Notes (Appendix 1 - see Moodle), you will view a case study (video) of a client in the 11th week of term (25/05/2021).

Using the CPPF Template provided (Appendices 2 and 3 - see Moodle) you will complete all action points and their associated numbered sections. Action points 1, 2, 3, 4, 5, 8, 9, 10, 11, 12 and 13 will be completed as Student Pairs and numbers 6 and 7 will be completed by each individual student (not in pairs). There are 17 questions associated with these 13 action points.

Assessment Due Date

Review/Exam Week Tuesday (8 June 2021) 5:00 pm AEST

The completed assignment must be uploaded to Moodle by 5.00pm on Tuesday 08.06.2021 (Week 13) for marking without penalty. Each student needs to upload their own assignment to Moodle.

Return Date to Students

Results will be made available after certification of grades.

Weighting

50%

Minimum mark or grade

25

Assessment Criteria

Responses to each question will be scored as follows:

1. 1 mark
2. 1 mark
3. 4 marks
4. 1 mark
5. 1 mark
6. 3 marks
7. 5 marks
8. 2 marks
9. 1 mark
10. 1 mark
11. 4 marks
12. 4 marks
13. 10 marks
14. 2 marks
15. 3 marks
16. 4 marks

17. 3 marks

See the marking rubric available on Moodle for further details.

Referencing Style

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

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