OCCT13002 *Enabling Strategies in Neurological Rehabilitation*

Term 1 - 2023

Profile information current as at 06/05/2024 11:38 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 - 2023

- 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. **In-class Test(s)**
Weighting: 40%
3. **Portfolio**
Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Informal Student Feedback, Student Feedback (SUTE Unit Comments), Educator Observations

Feedback
Students thought that access to client tutors assisted in consolidating their knowledge of neurological conditions, understanding and application of clinical assessment tools and treatment strategies, and insight into the 'lived experience' of a neurological condition. Educator observation supports this statement.

Recommendation
It is recommended that client tutors continue to be included as part of the learning experience of the unit.

Feedback from Student Feedback (SUTE Unit Comments)

Feedback
Students indicated they found it challenging to keep on top of the high content volume.

Recommendation
It is recommended that lecture content is reviewed, and that the students are supported to: . develop strategies to manage the workload, and . link theory to practice (by using client tutors) to help consolidate learning.

Feedback from Student Feedback (SUTE Unit Comments)

Feedback
Students thought the In-Class Test was a good way to be 'forced' to learn unit content. They appreciated timetabling the exam at the commencement of a session, rather than towards the close of a session.

Recommendation
It is recommended that an In-Class Test be retained as an assessment component for the unit. It is also recommended that the timetabling for same remain at the commencement of a session.

Feedback from Student Feedback (SUTE Unit Comments)

Feedback
Students thought Assessment 3 was too large to be an individual assessment task.

Recommendation
It is recommended that Assessment 3 be reviewed and modified in order to include both individual and small group tasks.

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

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 20%	•	•		•
2 - In-class Test(s) - 40%		•	•	
3 - Portfolio - 40%	•		•	•

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 - In-class Test(s) - 40%	•	•	•				•	•		
3 - Portfolio - 40%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks

OCCT13002

Prescribed

Quick Reference Neuroscience for Rehabilitation Professionals: The Essential Neurologic Principles Underlying Rehabilitation Practice
Edition: Third (2016)
Authors: Sharon A. Gutman
SLACK Incorporated
Thorofare , NJ , USA
ISBN: 1630911526
Binding: Paperback
OCCT13002

Supplementary

Occupational Therapy and Neurological Conditions
Edition: 1st (May 2016)
Authors: Jenny Preston, Judi Edmans
Wiley-Blackwell
ISBN: 978-1-118-93613-9
Binding: eBook
OCCT13002

Supplementary

Occupational Therapy for People Experiencing Illness, Injury or Impairment: Promoting occupation and participation
7th Edition (16-02-2017)
Authors: Edited by Michael Curtin, PhD, Mary Egan, PhD, MSc, BSc and Jo Adams, PhD, MSc, DipCOT
Elsevier
ISBN: 9780702054464
Binding: Paperback
OCCT13002

Supplementary

Pedretti's occupational therapy : practice skills for physical dysfunction
8th Edition (2017)
Authors: Pendleton, H. M. & Schultz-Krohn, W.
Elsevier.
New York, , NY, , USA
ISBN: 9780323339278
Binding: Paperback
OCCT13002

Supplementary

Physical Management for Neurological Conditions
4th Edition (07-09-2018)
Elsevier
ISBN: 9780702071744
Binding: eBook
OCCT13002

Supplementary

Physical Rehabilitation
Edition: 7th (2019)
Authors: Susan B. O'Sullivan; Thomas J. Schmitz; George Fulk
F.A. Davis
ISBN: 9780803661622
Binding: eBook
OCCT13002

Supplementary

Stroke Rehabilitation A Function-Based Approach
5th Edition (September 13, 2020)
Authors: Glen Gillen, Dawn Nilsen
Elsevier

ISBN: 9780323639941
Binding: eBook

Additional Textbook Information
It is recommended that students purchase their own copy of the prescribed textbook. Students **do not** need to purchase their own copies of the supplementary textbooks. Only certain chapters of the supplementary textbooks are required and most are available through CQUniversity Libraries.

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft Teams (both microphone and webcam capability)

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 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic

Introduction to 'Enabling Strategies in Neurological Rehabilitation' OCCT13002 2023 Review of the Anatomy and Physiology of the CNS Introduction to Professional and Clinical Reasoning in Neurological Rehabilitation Introduction to an 'OT Initial Neurological Assessment' Approach	**Required Reading/s:** Preston, J., & Edmans, J. (2016). *Occupational therapy and neurological conditions*. John Wiley & Sons. Chapter 4 (p.p. 93-96) Unsworth, C. (2017). Professional reasoning in occupational therapy practice. In M. Curtin, M. Egan, & J. Adams (Eds.), *Occupational therapy for people experiencing illness, injury or impairment: Promoting occupation and function (7th ed.)*. Elsevier. Chapter 7 (p.p. 90-104) 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.).* Elsevier/Mosby. Chapter e32 (p.p. e1 – e17) **Recommended Reading/s:** Drake, R. L., Vogl, A. W. & Mitchell, A.W. M. (2015). *Gray's anatomy for students* (3rd ed.). Churchill Livingstone Elsevier. 1 The Body (p.p. 31-49) 2 Back (p.p. 59-60, 62-73, 99-109) 8 Head and Neck (p.p. 850-851, 873-890, and 894-903) Gutman, S.A. (2017). *Quick reference neuroscience for rehabilitation professionals: The essential neurologic principles underlying rehabilitation practice* (3rd ed.). Slack Incorporated. 2 Division of the Nervous System (p.p. 4-5) 3 Gross Cerebral Structures (p.p.8-13, 16-36) 6 The Meninges (p.p. 48-51) 7 Spinal Cord Anatomy (p.p. 52-67) 8 Autonomic Nervous System (p.p. 140-146) Tortora, G., Derrickson, B., Burkett, B., Dye, D., & Cooke, J. (2016). *Principles of anatomy and physiology (15th Ed.)***.** Chapters: 12 Nervous tissue p.p. 403-445 13 The spinal cord and spinal nerves p.p. 446-476 14 The brain and cranial nerves p.p. 477-525 15 The autonomic nervous system p.p. 526-546	**Assessment 1** article allocation will be uploaded to Moodle by the unit coordinator by **5.00pm Friday 10/03/2023**

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic

	Required Reading/s: 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.). Elsevier. Chapter 36 (p.p. 904 – 928) Cassidy, E., Wallace, A., & Bunn, L. (2018). Observation and analysis of movement. In S. Lennon, G. Ramdharry & G. Verheyden (Eds.), *Physical management for neurological conditions e-Book*. Elsevier. Chapter 3 (p.p. 37-76).	
Disorders of the Motor Unit Disorders of the Spinal Cord (Spinal Cord Injury)	Gutman, S.A. (2017). *Quick reference neuroscience for rehabilitation professionals: The essential neurologic principles underlying rehabilitation practice* (3rd ed.). Slack Incorporated. Section 19 (p.p. 220-234) 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.).* Elsevier. Chapter 37 (p.p. 929-944) 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.).* Elsevier. Chapter 22 (p.p.512 -579) 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.).* Elsevier. Chapter 21 (p.p. 477- 511)	Upper Limb Motor Assessment/s Pain Assessment/s Observation and Analysis of Movement **Assessment 1** presentation schedule will be uploaded to Moodle by the unit coordinator by **5.00pm Friday 17/03/2023**

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic

Degenerative Disorders of the CNS Tone and Spasticity	**Required Reading/s:** Gutman, S.A. (2017). *Quick reference neuroscience for rehabilitation professionals: The essential neurologic principles underlying rehabilitation practice* (3rd ed.). Slack Incorporated. Section 21 (p.p. 246-255) Schultz-Krohn, W., Foti, D. & Glogoski, C. (2018). Degenerative diseases of the central nervous system. In H. McHugh Pendleton & W. Schultz-Krohn (Eds.), *Pedretti's occupational therapy: Practice skills for physical dysfunction (8th ed.).* Elsevier. Chapter 35 (p.p. 878 - 903) Physiopedia (n.d.) Spasticity. https://www.physio-pedia.com/Spasticity	Motor Control Assessment/s **Assessment 1: Appraisal of a Systematic Review** due date for submission Tuesday 21/03/2023 5.00pm **Appraisal of a Systematic Review** Due: Week 3 Tuesday (21 Mar 2023) 5:00 pm AEST

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Interventions for Motor Dysfunction	**Required Reading/s:** Gutman, S.A. (2017). *Quick reference neuroscience for rehabilitation professionals: The essential neurologic principles underlying rehabilitation practice* (3rd ed.). Slack Incorporated. Section 22 (p.p. 272-273) Phipps, S. & Roberts, P. (2018). Motor learning. In H. McHugh Pendleton & W. Schultz-Krohn (Eds.), *Pedretti's occupational therapy: Practice skills for physical dysfunction (8th ed.).* Elsevier. Chapter 32 (pp. 798 - 808) Schultz-Krohn, W. & McLaughlin-Gray, J. (2018). Traditional sensorimotor approaches to intervention. In H. McHugh Pendleton & W. Schultz-Krohn (Eds.), *Pedretti's occupational therapy: Practice skills for physical dysfunction (8th ed.).* Elsevier. Chapter 31 (pp. 766 - 797)	Motor Coordination Assessment/s **Assessment 1: Appraisal of a Systematic Review Oral Presentation** due date Wednesday 29/03/2023 during class hours.

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic

Interventions for Motor Dysfunction	**Required Reading/s:** Kendall, F. P., McCreary, E. K., & Provance, P. G. (2005). *Muscles: Testing and function with posture and pain (5th ed.).* Lippincott Williams & Wilkins. Chapter 6: Upper Extremity and Shoulder Girdle. (or any other text/s that reviews the muscles of the upper limb and shoulder girdle). **Recommended Revision:** Cassidy, E., Wallace, A. & Bunn, L. (2018). Observation and analysis of movement. In S. Lennon, G. Ramdharry & G. Verheyden (Eds.), *Physical management for neurological conditions e-Book.* Elsevier. Chapter 3 (p.p. 51-55)	e-STIM

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Acquired Brain Injury Part 1: Traumatic Brain Injury (TBI) Introduction to Cognitive Assessments Following TBI Introduction to Cognitive Screening Tools Following TBI Specific Motor Learning Interventions Shoulder Subluxation	**Required Reading/s:** Gutman, S.A. (2017). *Quick reference neuroscience for rehabilitation professionals: The essential neurologic principles underlying rehabilitation practice* (3rd ed.). Slack Incorporated. Section 24 (p.p. 292-295) Tipton-Burton, M. (2018). Traumatic brain Injury. In H. McHugh Pendleton & W. Schultz-Krohn (Eds.), *Pedretti's occupational therapy: Practice skills for physical dysfunction (8th ed.).* Elsevier. Chapter 34 (p.p. 841 – 870) **Recommended Reading/s:** Fulk, G. & Nirider, C. (2019). Traumatic brain injury. In S. B. O'Sullivan, G. D. Faulk, & T. J. Schmitz (Eds.), ***Physical rehabilitation (7th ed.).*** FA Davies. Chapter 19 (p.p. 859 – 888) *Please note that the library has an e-version of this text from 2013 (6th ed.). For the purpose of this lecture, this is an adequate resource, but please be aware that there is a more current version of this text.*	Hypothesis Testing Behavioural and Objective Writing

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic

Acquired Brain Injury Part 2: Cerebrovascular Accident (CVA/Stroke)	**Required Reading/s:** Gillen, G. (2018). Cerebrovascular accident (Stroke). In H. McHugh Pendleton & W. Schultz-Krohn (Eds.), *Pedretti's occupational therapy: Practice skills for physical dysfunction (8th ed.).* Elsevier. Chapter 33 (pp. 809-840) Gutman, S.A. (2017). *Quick reference neuroscience for rehabilitation professionals: The essential neurologic principles underlying rehabilitation practice* (3rd ed.). Slack Incorporated. Section 11 (p.p. 118-121, 284-286,) **Recommended Reading/s:** Bartels, M. N., Duffy, C. A., & Edgar Beland, H. (2015). Pathophysiology, medical management, and acute rehabilitation of stroke survivors. In G. Gillen (Ed.), *Stroke rehabilitation: A function-based approach (4th ed.).* Elsevier. Chapter 1 (pp. 2 – 45)	Visual Dysfunction Assessment/s Recording Observations Hypothesis Testing Behavioural and Objective Writing

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic

Introduction to Cognition and Perception	**Required Readings/s:** Gutman, S.A. (2017). *Quick reference neuroscience for rehabilitation professionals: The essential neurologic principles underlying rehabilitation practice* (3rd ed.). Slack Incorporated. Section 3 (p.p. 26-27), Section 26 (p.p. 304-315), Section 27 (p.p. 320), Section 31 (p.p. 366-375) Unsworth, C. A. (2017). Cognitive and perceptual strategies. In M. Curtin, M. Egan, & J. Adams (Eds.), *Occupational therapy for people experiencing illness, injury or impairment: Promoting occupation and participation (7th ed.**)**.* Elsevier. Chapter 41 (pp. 610-635) **Recommended Reading/s:** 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.).* Taylor and Francis Group. Chapter 4 (p.p. 99-132) Unsworth, C. A. (2019). Cognitive and perceptual dysfunction. In S. B. O'Sullivan, G. D. Faulk, & T. J. Schmitz (Eds.), *Physical rehabilitation (7th ed.).* FA Davies. Chapter 27 (p.p. 1222-1265) *Please note that the library has an e-version of this text from 2013 (6th ed.). For the purpose of this lecture, this is an adequate resource, but please be aware that there is a more current version of this text.*	Cognitive and Perceptual Assessment/s Interpreting Cognitive and Perceptual Assessment Results

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic

Memory, Attention and Executive Function	**Required Reading/s:** Unsworth, C. (2015). Treatment of cognitive-perceptual deficits: A function-based approach. In G. Gillen (Ed.), *Stroke rehabilitation: A function-based approach (4th ed.).* Elsevier. Chapter 27 (pp. 612-646) **Recommended Reading/s:** Abreu, B. C. (1999). Evaluation and intervention with memory and learning impairments. In C. Unsworth (Ed.), *Cognitive and perceptual dysfunction: A clinical reasoning approach to evaluation and intervention.* F.A. Davis. Chapter 5 (pp. 163-208) Duran, L. & Fisher, A. G. (1999). Evaluation and intervention with executive function impairment. In C. Unsworth (Ed.), *Cognitive and perceptual dysfunction: A clinical reasoning approach to evaluation and intervention.* F.A. Davis. Chapter 6 (pp. 209-256) Unsworth, C. (1999). Evaluation and intervention with concentration impairment. In C. Unsworth (Ed.), *Cognitive and perceptual dysfunction: A clinical reasoning approach to evaluation and intervention.* F.A. Davis. Chapter 4 (pp. 125-162)	Attention Assessment/s Memory Assessment/s Recording Observation/s
Week 10 - 15 May 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Perceptual Deficits Part 1: Apraxia and Agnosia	**Required Reading/s:** Butler, J. (1999). Evaluation and intervention with apraxia. In C. Unsworth (Ed.), *Cognitive and perceptual dysfunction: A clinical reasoning approach to evaluation and intervention.* F.A. Davis. Chapter 8 (pp. 299-356) Laver, A. & Unsworth, C. (1999). Evaluation and intervention with simple perceptual impairment (agnosias). In C. Unsworth (Ed.), *Cognitive and perceptual dysfunction: A clinical reasoning approach to evaluation and intervention.* F.A. Davis. Chapter 7 (pp. 257-298) **Recommended Reading/s:** Unsworth, C. A. (2019). Cognitive and perceptual dysfunction. In S. B. O'Sullivan, G. D. Faulk, & T. J. Schmitz (Eds.), ***Physical rehabilitation (7th ed.).*** FA Davies. Chapter 27 (pp. 1222-1265) *Please note that the library has an e-version of this text from 2013 (6th ed.). For the purpose of this lecture, this is an adequate resource, but please be aware that there is a more current version of this text.*	**Assessment 2: In-Class Test** (covers week 1-9 content) Held in-class under examination conditions. 150 minute (2.5 hour) test. 15 minute perusal additional. Apraxia and Agnosia Assessment/s **In-Class Test** Due: Week 10 Wednesday (17 May 2023) 8:00 am AEST

Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Perceptual Deficits Part 2: Unilateral Neglect	**Required Reading/s:** Corben, L. & Unsworth, C. (1999). Evaluation and intervention with unilateral neglect. In C. Unsworth (Ed.), *Cognitive and perceptual dysfunction: A clinical reasoning approach to evaluation and intervention.* F.A. Davis. Chapter 9 (pp. 357-392) **Recommended Reading/s:** Unsworth, C. (2015). Treatment of cognitive-perceptual deficits: A function-based approach. In G. Gillen (Ed.), *Stroke rehabilitation: A function-based approach (4th ed.).* Elsevier. Chapter 27 (pp. 612-646) Unsworth, C. (2017). Cognitive and perceptual strategies. In M. Curtin, M. Egan, & J. Adams (Eds.), *Occupational therapy for people experiencing illness, injury or impairment: promoting occupation and participation (7th ed.).* Elsevier. Chapter 41 (pp. 610-635)	Implementation of an 'OT Initial Neurological Assessment' Tool **Assessment 3: Presentation of Client Video** Students must be in attendance on campus as this video will be presented once only. It will not be recorded nor be available for viewing at any other time.

Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic

Functional Neurological Disorder

OCCT13002 Unit Review

Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 3: Implementing the CPPF due date for submission Tuesday 06/06/2023 at 5.00pm **Implementing the CPPF** Due: Review/Exam Week Tuesday (6 June 2023) 5:00 pm AEST

Exam Week - 12 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

OCCT13002 requires **on-campus attendance** for lectures, tutorials, workshops, the systematic review presentations and the in-class test, unless otherwise notified by the unit coordinator. You will be required to sign in for each of these OCCT13002 sessions (it will be your responsibility to ensure that you have signed the attendance sheet for each session). Watching recordings (if available) will not count as in person attendance. If you are unable to attend a session, please be sure to notify your unit coordinator of this as soon as possible (j.stanley@cqu.edu.au). It will be your responsibility to catch up on any missed content as repeat sessions are not offered as part of this unit.

** As preparation for your Professional Occupational Therapy Practice units (OCCT13009 & OCCT14007) you are strongly discouraged from missing any content of OCCT13002, and we ask that you organise your schedule around your timetabled on-campus commitments.

If you require a prolonged absence (>2 sessions) for a health-related condition, you will be required to have a face-to-face discussion with the unit coordinator and head of course to discuss your progression in the unit.

Assessment Tasks

1 Appraisal of a Systematic Review

Assessment Type
Written Assessment

Task Description
Evidence based practice (EBP) is one of the most significant guiding principles of contemporary clinical practice. Whilst systematic reviews are an effective and efficient resource for occupational therapists to remain abreast of developments in assessment and treatment techniques, it is essential that they are capable of appraising the content of the review in order to make informed decisions for clinical practice. In order to practice and consolidate this skill, you will be required to read an assigned systematic review (you are not required to find your own article - details will be provided in Week 1) of an occupational therapy specific assessment or treatment modality used in neurological rehabilitation; to complete the appraisal proforma using this article; and to orally provide a brief synopsis of your findings to your peers.

There are two (2) components to this assessment:

Part 1: Completion of the 'Appraisal of a Systematic Review Proforma' (available on Moodle:OCCT13002 2023). You are required to:

- Provide a description of the review including the research question, the neurological interventions and outcomes addressed.
- Provide a robust appraisal of the review through identifying selection bias (inclusion/exclusion criteria) and evaluation of the quality of the studies included.
- Articulate and interpret the results of the review and identify clinical relevance, that is, whether or not the study is of sufficient quality to be applied to practice.

Part 2: Oral Presentation of Appraisal to Peers. The presentation needs to be of 3-5-minute duration using the provided guide (available on Moodle: OCCT13002 2023). There is no requirement to provide supporting notes or PowerPoint slides for this presentation.

Please note the following details:

- As a guideline, the word count for your responses is between **1550 - 1950 words** (the template is approximately 550 words before being filled in), excluding references. Submissions that are substantially longer than this (over 2100 words) or shorter than this (less than 1400) are unlikely to score as highly as those that make the best use of the recommended 1550-1950 word length (being on-target and making the best use of the word allocation is always better than being off-message). However, you should not worry about a few words either way as this is a guideline only, and there is no 'negative marking scheme' where marks are deducted if the word count is more or less than 10% over the guideline.
- Text should be word-processed, with appropriate layout within the proforma. Font and line spacing are not part of the assessment criteria, but it is recommended that you follow the APA 7th Edition formatting style.
- A list of references (if used - this is not a requirement of the assessment task) should be included as the last page. Referencing should be in a consistent style, following the APA 7th Edition formatting style.
- **Please save/upload your file in Word format (.doc) so that you can receive in-document feedback following marking.**

Note: Further support for writing, referencing, etc. is provided on the Moodle site for this course.

Assessment Due Date
Week 3 Tuesday (21 Mar 2023) 5:00 pm AEST
Assessment 1 has two (2) component parts. Part 1 is the written assessment that needs to be uploaded to Moodle by 5.00pm Tuesday 21/03/23 for marking without penalty. Part 2 is an oral presentation (3-5 minute synopsis of the analysis) that is to be presented to your student peers in class Wednesday 29/03/23. The schedule for presentation will be provided in Week 2.

Return Date to Students

Grades will be uploaded to Moodle:OCCT13002.

Weighting
20%

Minimum mark or grade
20/40 (50%)

Assessment Criteria
1. Description of the review (**10 marks**)
2. Appraisal of the review (**5 marks**)
3. Articulation and Interpretation of the results (**10 marks**)
4. Written communication skills (**5 marks**)
5. APA referencing (**5 marks**)
6. Oral presentation skills (**5 marks**)

For further detail, please refer to the rubric available on Moodle: OCCT13002 (2023).

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Completed 'Appraisal of a Systematic Review Proforma' to be submitted online via Moodle. Please save/upload your file in Word format (.doc).

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
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 In-Class Test

Assessment Type
In-class Test(s)

Task Description
You will undertake a written in-class test of 150 minutes (2.5 hours) duration, with 15 minutes perusal time additional. The examination will cover the content (lecture, tutorial, workshop and required reading content) from Weeks 1-9 inclusive. The in-class test is a closed book assessment which will be supervised by a CQUniversity staff member and must be completed at the scheduled time on either the Bundaberg or Rockhampton campus. Access to all resources other than the in-class test paper is prohibited (e.g. books. notes, electronic devices). The in-class test will be in the form of short answer questions. All questions will be marked numerically and an overall percentage mark awarded.

Assessment Due Date
Week 10 Wednesday (17 May 2023) 8:00 am AEST
The test will be held under exam conditions in-class.

Return Date to Students

Grades will be uploaded to Moodle:OCCT13002.

Weighting
40%

Minimum mark or grade
20/40 (50%)

Assessment Criteria
No Assessment Criteria

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Offline

Submission Instructions
The in-class test must be completed in class at 8.00am Wednesday 17/05/2023. Please arrive by 7.45am where possible as students will not be permitted to enter the room from 8.00am. Please be advised that the perusal time of 15 minutes starts at 8.00am sharp. The 150 minute time limit will directly follow on from this. The completed in-class test paper will be submitted to the academic staff member in attendance prior to the student exiting the class room.

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 of intervention contexts for clients with neurological dysfunction.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence
- Ethical practice

3 Implementing the CPPF

Assessment Type
Portfolio

Task Description
This assessment is designed to allow you to present the knowledge you have gained from lectures, tutorials, workshops, client tutors and independent research regarding the occupational therapist's role in working with clients undergoing neurological rehabilitation. The task is to **develop a neurological assessment and treatment plan using the 'CPPF Proforma'** provided (available on Moodle: OCCT13002 2023) and practiced in class throughout term. Both a **Client Case Study (to be uploaded to Moodle: OCCT13002 2023 at the end of Week 5)** and **Client Video (to be viewed in-class in Week 11)** will be provided so that your CPPF plan can be client specific.
There are two (2) components to this assessment (1 x group task & 1 x individual task):
Task 1 (group component): Working in pairs you will be required to:

- Provide a background summary of your client, identify and describe their neurological condition and why your client may need rehabilitation, identify your theoretical approach and describe why it is appropriate for your client and their neurological condition.
- Note any ground rules for service provision and participation.
- Identify possible priority occupations and occupational goals the client may have.
- Record your observations from the Client Video as part of your assessment cache.
- Identify your client's challenging occupations, and provide, test and select hypotheses for each one identified. Compile a list of their problem occupations (using the ICF as a guide), and select one problem occupation to be the focus of your treatment plan. Develop one (2) Long Term Goal (LTG) and two (2) Behavioural Objectives (BO) for each of these LTG's.
- Select one (1) treatment occupation and describe the rationale and demands for this (based upon a 45-60 minute treatment session).
- Using this treatment occupation, detail the activity steps, potential challenges the client may experience, and possible therapeutic strategies you will employ to overcome these potential problems (based upon a 45-60 minute treatment session).
- Include a reference list.

Part 2 (individual component):

- Identify appropriate assessment methods, as well as specific assessment tools, that would be appropriate for your client.
- Detail how you will monitor and modify your treatment plan, as well as evaluate the outcome of the treatment/s. Detail your discharge plans.

Please note the following details:

- The **word count for your responses will be detailed in class when the Proforma is described in detail**. Please note that the template is approximately 1000 words before being filled in. The reference list is not to be included in the word count. Again, submissions that are substantially longer or shorter than the word count guideline provided in class are unlikely to score as highly as those that make the best use of the recommended word count (being on-target and making the best use of the word allocation is always better than being off-message). However, you should not worry about a few words either way as this is a guideline only, and there is no 'negative marking scheme' where marks are deducted if the word count is more or less than 10% over the guideline.
- Text should be word-processed, with appropriate layout within the proforma. Font and line spacing are not part of the assessment criteria, but it is recommended that you follow the APA 7th Edition formatting style.
- A **list of references** should be included as the last page/s of the assessment. Referencing should be in a consistent style, following APA 7th Edition.
- **Please save/upload your file in Word format (.doc) so that so that you can receive in-document feedback following marking.**

Note: Further support for writing, referencing, etc. is provided on the Moodle site for this course.

Assessment Due Date
Review/Exam Week Tuesday (6 June 2023) 5:00 pm AEST
The completed written assessment must be uploaded to Moodle by 5.00pm Tuesday 06/06/2023 (Week 13) for marking without penalty.

Return Date to Students

Grades will be uploaded to Moodle:OCCT13002

Weighting
40%

Minimum mark or grade
40/80 (50%)

Assessment Criteria

1. Conceptual Knowledge: Theoretical understanding of the client's neurological condition and the identification of impairments, activity limitations (disabilities), capacities and activity strengths as a result of the neurological condition for the client (**10 marks**)
2. Conceptual Knowledge: Theoretical understanding of neurological assessments and purpose (**10 marks**)
3. Professional Knowledge (application of theory to practice): Identification of potential deficits and hypothesis testing through observation of a client with a neurological condition performing an occupational activity (**15 marks**)
4. Professional Knowledge (application of theory to practice): Determine 2 appropriate Long-Term Goals and 2 Behavioural Objectives for each Long Term Goal (4 Behavioural Objectives in total) and subsequent occupation-focused neurological intervention. Demonstrated consideration of grading relative to task, therapist and environment (**20 marks**)
5. Professional Knowledge (application of theory to practice): Ability to show evidence of Monitoring, Modifying Interventions, and evaluation of outcomes. Ability to determine appropriate referrals and discharge planning. (**10 marks**)
6. Procedural knowledge: written communication skills (**10 marks**)
7. Procedural Knowledge: APA 7th referencing (**5 marks**)

For further detail, please refer to the rubric available on Moodle: OCCT13002 (2023).

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online Group

Submission Instructions
Completed 'CPPF Proforma' to be submitted online via Moodle. Please save/upload your file in Word format (.doc).

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
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem