OCCT13002 *Enabling Strategies in Neurological Rehabilitation*

Term 1 - 2024

Profile information current as at 13/05/2024 10:53 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

Prerequisites: BMSC 12007 Neurological Physiology and Measurement and OCCT 12004 Occupational Performance across the Lifespan 2 and OCCT 12002 Occupational Justice: Local and Global 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 - 2024

- 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. **Online Quiz(zes)**
Weighting: 40%
3. **Objective Structured Clinical Examinations (OSCEs)**
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 In-class student feedback, Term 1 2023 SUTE feedback, and unit coordinator and sessional educator reflection.

Feedback

The majority of feedback around the inclusion of an examination as part of the assessment schedule was positive (e.g., "the content included in the exam was highly relevant"; "the exam forced me to review my learning and understanding"; and "studying for the exam reinforced my knowledge and retainment of information"). However, there was general consensus amongst students that an in-class test created additional stress as it was a less familiar assessment format for them.

Recommendation

It is recommended that an examination be retained an an assessment task for Term 1 2024, but that it be converted to an In-Class Online Quiz(es) in format which is more familiar to the students.

Feedback from Informal student feedback, Term 1 2023 SUTE feedback, and unit coordinator observation and reflection.

Feedback

Students expressed positive feedback in relation to Assessment 3 including a paired component, and also related to the introduction of 'mini due dates' as a way to break the task down into manageable sized components and known timeframes which helped to keep pairs on track even when individual approaches to assignment completion differed between pairs.

Recommendation

It is recommended that the 'mini due by dates' strategy for managing Assessment 3 be retained for Term 1 2024.

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 - Online Quiz(zes) - 40%		•	•	
3 - Objective Structured Clinical Examinations (OSCEs) - 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		•	•	•

Textbooks and Resources

Textbooks

OCCT13002

Prescribed

Quick Reference Neuroscience for Rehabilitation Professionals: The Essential Neurologic Principles Underlying Rehabilitation Practice, Third Edition
Third Edition
Authors: Sharon A. Gutman, PhD, OTR, FAOTA
Slack Incorporated
ISBN: ISBN 10: 1630911526 ISBN 13: 9781630911522
Binding: Paperback
OCCT13002

Supplementary

Neuropsychology for Occupational Therapists: Cognition in Occupational Performance
Fourth Edition
Authors: Linda Maskill; Stephanie Tempest
Wiley Blackwell
Binding: eBook

Additional Textbook Information
Both the **prescribed text** (Quick Reference Neuroscience for Rehabilitation Professionals: The Essential Neurologic Principles Underlying Rehabilitation Practice) and **supplementary text** (Neuropsychology for Occupational Therapists: Cognition in Occupational Performance) will be available as e-books for access through the library. These e-book copies should be sufficient for your term needs. Should you wish to purchase your own text, the prescribed text (in paperback copy) will also be available for purchase from the bookshop. It will not be necessary to purchase your own copy of the supplementary text as only small sections of this text will be referred to during term.

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 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic

Introduction to OCCT13002 Enabling Strategies in Neurological Rehabilitation Review of Professional and Clinical Reasoning as it Refers to Neurological Rehabilitation Review of the ICF (International Classification of Functioning, Disability and Health) An Occupational Therapy Approach to Neurological Rehabilitation and Introduction to an Occupational Therapy Initial Neurological Screen Review of the Anatomy of the CNS and PNS	Preston, J., & Edmans, J. (2016). *Occupational therapy and neurological conditions*. John Wiley & Sons. **Chapter 4** (p.p. 93-96) 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., **chapter e32** p.p. e1-e17). Elsevier/Mosby. Unsworth, C. A. (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 participation* (7th ed.). Elsevier. **Chapter 7** (pp. 90 - 104) ** *Please attend this session having reviewed your neuroanatomy. The following texts are great sources for review:* 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	The **Assessment 1** journal article will be uploaded to the Assessment Moodle Tile by **5.00pm Monday 04/03/2024** (Week 1).

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic

	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). 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)	
Disorders of the Motor Unit Disorders of the Spinal Cord (Spinal Cord Injury) Disorders of the CNS Observation and Analysis of Movement Assessing Upper Limb Motor Structures and Functions Assessing Motor Coordination	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) 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) 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)	

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Tone and Spasticity Shoulder Subluxation Assessing Motor Control Assessing Pain	Anderson Preston, L. (2018). Evaluation of motor control. In H. McHugh Pendleton & W. Schultz-Krohn (Eds.), *Pedretti's occupational therapy: Practice skills for physical dysfunction* (8th ed.). Elsevier. **Chapter 19** (pp. 453-469) Gutman, S.A. (2017). *Quick reference neuroscience for rehabilitation professionals: The essential neurologic principles underlying rehabilitation practice* (3rd ed.). Slack Incorporated. **Section 15** (p.p. 156-169), **Section 21** (p.p. 246-255), **Section 22** (p.p. 256-280) Physiopedia. (n.d.). ***Hemiplegic shoulder subluxation***. https://www.physio-pedia.com/Hemiplegic_Shoulder_Subluxation Physiopedia (n.d.) ***Spasticity***. https://www.physio-pedia.com/Spasticity	A client with a lived experience of a **SCI** will be attending campus. Please be sure to present to this session in your student uniform. **Appraisal of a Systematic Review** Due: Week 3 Friday (22 Mar 2024) 5:00 pm AEST

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic

Acquired Brain Injury (ABI): Traumatic Brain Injury (TBI) and Stroke (Cerebrovascular Accident/CVA) Assessing Consciousness and Post traumatic Amnesia (PTA) Following TBI Screening Cognition Following ABI	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 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)	

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Assessing Motor Dysfunction Through Observation Intervention for Motor Dysfunction (Motor Learning)	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)	A client with a lived experience of a **degenerative neurological condition** will be attending campus. Please be sure to present to this session in your student uniform.

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Interventions for Motor Dysfunction (Motor Learning Techniques) e-STIM and Functional Electrical Stimulation (FES)	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).	There will be an optional intensive **preparatory skills workshop** being held on **Monday 15/04/2024**, between **8.00am and 5.00pm**. It is strongly recommended that you attend this session for your own learning and preparation for your upcoming OCCT13009 Professional Occupational Therapy Practice 1. The session will also address skills that may be assessed in your OCCT13002 OSCE. We will be joining with the third year physiotherapy students (PSIO13001 Neurological Physiotherapy 2) to participate in an **IPE session** between **12.00pm and 2.00pm**. Please be sure to present to this session in your student uniform.

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
No classes this week due to the Anzac Day Public Holiday Thursday 25/04/2024.		

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Cognition and Perception Memory, Attention and Executive Functions Assessing Cognition and Perception Assessing Attention Assessing Memory	Gutman, S.A. (2017). *Quick reference neuroscience for rehabilitation professionals: The essential neurologic principles underlying rehabilitation practic*e (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. (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. 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)	

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic

Unilateral Neglect Assessing Visual Dysfunction	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) 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. 118-122)	A client with a lived experience of **stroke** will be attending campus. Please be sure to present to this session in your student uniform.

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Apraxia and Agnosia Assessing Apraxia and Agnosia Functional Neurological Disorder (FND) Recording Observations Hypothesis Testing Writing a Behavioural Objective	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)	

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Implementing an Initial Neurological Screen		A client with a lived experience of a **neurological condition** will be attending campus. Please be sure to present to this session in your student uniform. **In-Class On-Line Quiz** Due: Week 11 Thursday (23 May 2024) 8:00 am AEST

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
OCCT13002 Unit Review OSCE Practice		There will be an optional intensive **preparatory skills workshop** being held on **Monday 27/05/2024**, between **8.00am and 5.00pm**. It is strongly recommended that you attend this session for your own learning and preparation for your upcoming OCCT13009 Professional Occupational Therapy Practice 1. The session will also address skills that may be assessed in your OCCT13002 OSCE.

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Neurological Rehabilitation OSCE Due: Review/Exam Week Thursday (6 June 2024) 8:30 am AEST

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

OCCT13002 requires **on-campus attendance** for lectures, tutorials, workshops, the in-class on-line quiz (Assessment 2), and the OSCE's (Assessment 3), 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 arrange a meeting 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
You will be required to read an assigned systematic review (you are not required to find your own article - article details will be provided in Week 1) of an occupational therapy specific intervention used in neurological rehabilitation. Using the provided 'Appraisal of a Systematic Review Proforma' you are required to analyse the assigned systematic review and meta-analysis, addressing each section of the proforma in turn:

- What is the review about?

  Provide a description of the review (PICO) including the research question, the population (P), the neurological interventions compared (I and C) and outcomes addressed (O).

- Can I trust this review?

  Provide a robust appraisal of the review (this requires the identification of appropriate information in the article as well as your interpretation of the information) through identifying recency (search dates), rigour of research (level(s) of evidence), relevance/reproducibility (search strategy), selection bias/transparency (inclusion/exclusion criteria/article selection process), and methodological quality (evaluation of the quality of the studies included).

- What are the results?

  Articulate the results of the review: study and participant numbers; method(s) of combining study results; statistical analysis/meta-analysis of the results; and findings related to statistical significance, in order to identify clinical relevance, that is, whether or not the review findings are of sufficient quality to be applied to practice. Provide conclusive current and future statements.

Please refer to the OCCT13002 Assessment Tile on Moodle for further details.

Assessment Due Date
Week 3 Friday (22 Mar 2024) 5:00 pm AEST
The completed 'Appraisal of a Systematic Review Proforma' needs to be uploaded to Moodle by the due date and time for marking without penalty (5% or 2 marks of the total 40 marks will be deducted for each 24-hour period, or part thereof, that an assignment is submitted late).

Return Date to Students

Weighting
20%

Minimum mark or grade
You must achieve a minimum mark of 50% (20/40) to pass this assessment task.

Assessment Criteria

- Professional Communication (5 marks): Report is professional, clear, and concise; grammar, spelling, and punctuation conventions are adhered to.
- APA 7th formatting (5 marks): APA 7th formatting adhered to both in-text, for the article's reference, and the reference list (if included).
- What is the review about? (10 marks): Identification and description of the review's research question, population, neurological intervention(s) and comparison(s), and outcome(s).
- Can I trust this review? (10 marks): Identification and interpretation of the review's recency, rigour of research, relevance/reproducibility, selection bias/transparency, and methodological quality of the included studies.
- What are the results? (10 marks): Identification and interpretation of the review's study and participant numbers, method of combining study results, statistical analysis/meta-analysis of the results, and statistical significance of the results in order to reach a valid conclusion as to whether or not the included studies and review outcome(s) are of sufficient quality to apply the intervention in clinical practice. Conclusive current and future statements.

Referencing Style

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

Submission
Online

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

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.

2 In-Class On-Line Quiz

Assessment Type
Online Quiz(zes)

Task Description
You will undertake an in-class online quiz of 150 minutes (2.5 hours) duration, with 15 minutes perusal time included. The quiz will cover the content (lecture, tutorial, and workshop) from Weeks 1-10 inclusive. The in-class on-line quiz 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 your laptop computer is prohibited (e.g. books, notes, phones, etc.). The in-class on-line quiz will consist of a variety of question types, including short answer questions. There will be no essay questions. All questions will be marked numerically, and an overall percentage mark awarded.
Please refer to the OCCT13002 Assessment Tile on Moodle for further details.

Number of Quizzes

Frequency of Quizzes

Assessment Due Date
Week 11 Thursday (23 May 2024) 8:00 am AEST
Please arrive by 7.45am so that you are settled in the room prior to the 8.00am starting time. Students will not be permitted to enter the room from 8.00am onwards.

Return Date to Students

Weighting
40%

Minimum mark or grade
You must achieve a minimum mark of 50% in order to pass this assessment piece.

Assessment Criteria
There is no available marking criteria for this assessment.

Referencing Style

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

Submission
Online

Submission Instructions
You must be in-attendance on-campus to complete this quiz.

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.

3 Neurological Rehabilitation OSCE

Assessment Type
Objective Structured Clinical Examinations (OSCEs)

Task Description
There are two (2) components to this assessment:
Task 1: This practical assessment will be in the format of an Objective Structured Clinical Examination (OSCE). It is intended to assess the theoretical knowledge and practical assessment and treatment skills gained from OCCT13002 lectures, tutorials, workshops, client tutors and independent research, as well as that from prerequisite units.

The OSCE will take 40 minutes:

- 10-minute preparation
- 30-minute practical exam

The OSCE will include a case study on which you will base your responses in the practical component. The practical component will include 6 stations covering some of the following areas:

- Cognitive Assessment and Intervention
- Motor Coordination Intervention
- Pain Assessment
- Perceptual Assessment and Intervention
- UL Motor Assessment and Intervention
- UL Motor Control Assessment and Intervention
- UL Somatosensation Assessment and Intervention
- Visual Dysfunction Assessment and Intervention

You will have 5 minutes allocated for responding at each station.
At each station you will be required to:

1. answer all knowledge questions correctly using appropriate terminology
2. position the client optimally for safe, efficient, and effective implementation of an assessment and/or intervention
3. position yourself optimally for safe, efficient, and effective implementation of an assessment and/or intervention
4. implement the assessment and/or intervention safely, efficiently, and effectively
5. provide professional reasoning to support the implementation of the assessment and/or intervention

Task 2: You will be required to act as the client for the next students OSCE. This will require you to be available for 30 minutes following your own OSCE.
Please refer to the OCCT13002 Assessment Tile on Moodle for further details.

Assessment Due Date
Review/Exam Week Thursday (6 June 2024) 8:30 am AEST
The unit coordinator will randomly allocate you an assessment time between 8.30am-3.00pm (finishing at 3.40pm) on either Thursday 06/06/2024 or Friday 07/06/2023 (Review/Exam Week).

Return Date to Students

Weighting
40%

Minimum mark or grade
You must achieve a minimum mark of 50% in order to pass this assessment task.

Assessment Criteria
There is no available marking criteria for this assessment.

Referencing Style

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

Submission
Offline

Submission Instructions
You must attend your allocated session (Task 1) and the following 30 minute session (Task 2) for marking without penalty.

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.

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