



# OCCT14002 *Specialisation in Occupational Therapy*

## Term 2 - 2017

Profile information current as at 10/05/2024 08:56 am

All details in this unit profile for OCCT14002 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.

## Corrections

## General Information

### Overview

This unit builds upon the foundation knowledge and practice experience of students throughout the occupational therapy (OT) course. The focus of this unit is to equip students for autonomous practice in regional Australia. It comprises of various modules which will be offered to students to advance their professional skills for independent practice. Each module will include immersion in a specialised area of clinical practice. Students will complete a small number of modules over the term. The range of topics will be subject to availability of experts to contribute and resources. However, one of the modules will focus on research and evidence based practice in occupational therapy, and students will continue to work on a research project that was introduced in OCCT13006, and then further developed in OCCT13005.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Prerequisites: OCCT13005 and OCCT13006

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 2 - 2017

- 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).

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

### 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. **Group Work**

Weighting: 50%

#### 2. **Written Assessment**

Weighting: 30%

#### 3. **Presentation**

Weighting: 20%

### 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

Examples for assessments were very helpful

##### Recommendation

Continue to provide students with templates to illustrate Research Proposals and Ethics Applications

#### Feedback from Have your say

##### Feedback

Workshops should be placed at the beginning of the Term to aid in managing workload across all Units

##### Recommendation

Work with staff providing workshops to determine if these can be offered earlier in the Term. Unfortunately, the timing of the workshops is dependent on staff availability, and several of these staff were external experts with many commitments.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Demonstrate competency for emerging and specialist occupational therapy practice.
2. Identify professional roles and responsibilities for emerging and specialist occupational therapy practice.
3. Select and apply the skills needed, resources required and intended outcomes in emerging and specialist occupational therapy practice.
4. Identify own learning requirements and develop realistic plans for lifelong learning by using reflective practice.
5. Use specialist occupational therapy approaches at a new graduate level in a range of practice areas.
6. Demonstrate a capacity to undertake a research process that provides evidence to support an emerging or specialist area of occupational therapy practice

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## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Group Work - 50%	•	•	•	•	•	•
2 - Written Assessment - 30%	•	•	•	•	•	•
3 - Presentation - 20%	•	•	•	•	•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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 - Group Work - 50%	•	•	•	•	•	•	•	•		
2 - Written Assessment - 30%	•	•	•	•	•	•	•	•		
3 - Presentation - 20%	•	•	•	•	•	•	•	•		

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

A range of readings will be made available to support student learning relating to the four units of study that make up this unit.

### IT Resources

**You will need access to the following IT resources:**

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

## Referencing Style

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Carolyn Unsworth** Unit Coordinator

[c.unsworth@cqu.edu.au](mailto:c.unsworth@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Research and Evidence based Practice Class 1 Thursday 13 July: Writing a Research Proposal	Portney, L., & Watkins, M. (2015). <i>Writing a research Proposal</i> In Foundations of clinical research (3rd ed.) (pp759-768) Upper Saddle River, NJ: Prentice-Hall Inc.	
	Portney, L., & Watkins, M. (2015). <i>Asking the research question</i> In Foundations of clinical research (3rd ed.) (pp121-138) Upper Saddle River, NJ: Prentice-Hall Inc.	
	Talbot, Lyn, and G. Verrinder. "Turn a stack of papers into a literature review: useful tools for beginners." Focus on Health Professional Education: A Multi-disciplinary Journal 10.1 (2008): 51.	
	Also:	
	Review your own Evidence Review Parts 1 and 2 from last year.	
	Conduct updated literature search on topic and review previous articles included in the review, as well as any new articles.	
	Begin talking with your partner about what research is required in this field.	

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
No Scheduled classes		

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Module 1: Research and Evidence based Practice  
Class 2 Thursday 27 July: Writing an Ethics Application

Portney, L., & Watkins, M. (2015). *Ethical issues in Clinical Research* In Foundations of clinical research (3rd ed.) (pp121-138) Upper Saddle River, NJ: Prentice-Hall Inc.  
Fitzgerald, M. H., Phillips, P. A., & Yule, E. (2006). The research ethics review process and ethics review narratives. *Ethics & Behavior*, 16(4), 377-395.  
DePoy, E., & Gitlin, L. N. (2015). *Research Ethics* Introduction to research: Understanding and applying multiple strategies. Elsevier Health Sciences.

#### Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Dementia Part 1		
Class on Thursday 3rd and Friday 4th August		
· <b>Session 1</b>		
· <b>Introduction to dementia</b>		
o Prevalence, Types, Aetiology, Risks and prevention		
· <b>Effects of dementia on function</b>		
o Communication	<a href="#">Resources available on Moodle</a>	
o Understanding behavioural responses		
o Sensory and processing issues		
o Supporting independence		
· <b>Consumer perspectives/ the lived experience</b>		
· <i>Group discussion: Perspectives and approaches to behavioural responses in dementia.</i>		

#### Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Module 2: Dementia Part 2

Class on Thursday 10th and Friday 11th August

### · **Dementia in the residential care context**

- o Issues and challenges
- o Models of care
- o Engagement and meaningful activity

### · **Dementia care in the community**

- o Facilitating independence
- o The community care system
- o Supporting carers

### · **Dementia in acute care**

- o Issues on the hospital ward
- o Providing optimum care
- o Recognising and responding to delirium
- o Recognising and responding to pain

· *Group discussion: dementia care in different contexts*

[Resources available on Moodle](#)

## Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Advanced Home Modifications Classes: Thursday 17th, Friday 18th and Saturday 19th August Clinical reasoning, technical drawing, working with architects and builders, measurement, reporting, prescribing minor modifications and discussions on major modifications. A full schedule is available on Moodle.	Ainsworth, E. & de Jonge, D. (2011). An occupational therapist's guide to home modification practice. Thorofare, NJ: SLACK Inc. Specific chapters will be nominated on Moodle.  Parts of the following documents as loaded onto Moodle: Standards Australia. (2009). AS 1428.1. Design for access and mobility – General requirements for access – New building work. Standards Australia. (1995). AS 4299 – Adaptable Housing. Standards Australia. (1992). AS 1428.2. Design for access and mobility – Enhanced and additional requirements – Buildings and facilities	

## Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
No Classes		

## Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Research and Evidence Based Practice Class 3. Thursday 31st August: Preparing for Conference	Resources available on moodle	

## Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Module 2: Dementia Part 3  
Classes on the 7th and 8th September

- **The impact of the environment**

- o Designing supportive environments in care settings
- o Community access
- o "Dementia friendly" communities

- **Rights and advocacy**

- **Special populations and issues**

- o Depression
- o Indigenous Australians
- o Culturally and linguistically diverse (CALD) communities
- o Sexuality in care/ LGBTI issues
- o Younger onset dementia

- *Group discussion: issues of access and advocacy*

[Resources available on Moodle](#)

- **Assessment**

- o Cognition/dementia severity
- o Behaviour
- o The physical environment
- o Role plays

- **Specific Interventions**

- o Cognitive retraining, Reminiscence and life story
- o Music, Creative activities, Use of animals and children, "Simple Pleasures", Montessori
- o Other interventions currently under discussion: "Doll therapy", therapeutic robots, Snoezelin®

- **The OT lens:**

- o Supporting occupation
- o Engagement
- *Group discussion: the occupational therapy contribution to dementia care*

## Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Module 3: Pain  
Classes on Monday 11th, Thursday  
14th and Friday 15th September

Scanlan, J.N., & Novak, T. (2015).  
Sensory approaches in mental  
health: A scoping review,  
*Australian Occupational Therapy  
Journal*, 62, 277-285.  
Czyzewski et al (2016)  
Maintenance of pain in children  
with functional abdominal pain,  
*Journal of Pediatric  
Gastroenterology & Nutrition*, 62,  
393-398  
Van Griensven, H., Strong, J., &  
Unruh, A.M. (2014). *Pain, A  
textbook for health professionals,  
Second edition*, Churchill  
Livingstone Elsevier, Edinburgh.  
Chapter 1- Introduction to pain  
pp1-8  
Chapter 6- Neurophysiology of  
pain 77-90  
Chapter 7- Assessing pain 91- 114.

Additional readings will be  
provided

#### Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
No Classes		

#### Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
No Classes		<b>Group Work</b> Due: Week 11 Friday (29 Sept 2017) 11:00 pm AEST

#### Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
No Classes		<b>Written Assessment</b> Due: Week 12 Friday (6 Oct 2017) 11:00 pm AEST

#### Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Conference Presentation. Thursday 12th October		<b>Presentation</b> Due: Review/Exam Week Thursday (12 Oct 2017) 1:00 pm AEST

#### Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Group Work

#### Assessment Type

Group Work

#### Task Description

Writing a Research Proposal. As a clinician, there are many opportunities to undertake research to gather evidence to support practice. This assessment task provides you with an opportunity to write a research proposal in the format typically used in the health care system. The research proposal template used is similar to the templates used for community grant applications that you might apply for in the future.

Students are required to develop a Research Proposal using the template supplied in Moodle. Max. length is 4,000 words.

The Proposal covers the following:

1) Names, 2) Supervisors, 3) Title, 4) Statement of research problem, 5) Statement of the purpose of the study, 6) Define key terms, 7) Literature review, 8) Method, 9) Scope and limitations, 10) Significance and contribution to knowledge, 11) Presentation and References.

#### **Assessment Due Date**

Week 11 Friday (29 Sept 2017) 11:00 pm AEST

#### **Return Date to Students**

Review/Exam Week Friday (13 Oct 2017)

#### **Weighting**

50%

#### **Minimum mark or grade**

25%

#### **Assessment Criteria**

A marking rubric is available on Moodle. The rubric guides the student through the information required for successful completion of each section.

In summary, the Research Proposal is graded out of 80 marks which covers the areas of: Statement of the problem (5 marks), purpose of the study (5 marks), key terms (2.5 marks), literature review (25 marks), method (25 marks), scope and limitations (5 marks), significance and contribution to knowledge (10 marks), presentation and references (2.5 marks).

#### **Referencing Style**

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

#### **Submission**

Online Group

#### **Learning Outcomes Assessed**

- Demonstrate competency for emerging and specialist occupational therapy practice.
- Identify professional roles and responsibilities for emerging and specialist occupational therapy practice.
- Select and apply the skills needed, resources required and intended outcomes in emerging and specialist occupational therapy practice.
- Identify own learning requirements and develop realistic plans for lifelong learning by using reflective practice.
- Use specialist occupational therapy approaches at a new graduate level in a range of practice areas.
- Demonstrate a capacity to undertake a research process that provides evidence to support an emerging or specialist area of occupational therapy practice

#### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## **2 Written Assessment**

#### **Assessment Type**

Written Assessment

#### **Task Description**

Any research undertaken by students and clinicians in the healthcare sector or the university must be carried out following the national guidelines for the ethical conduct of research. In this assessment task, students are required to write an ethics application for their research proposal, using the CQU ethics template. The CQU ethics template is similar to the template used by many universities, and is also similar to the Human Research *Ethics* Application( HREA), which is used in many health care facilities.

The CQU ethics template (modified specifically for the purpose of OCCT14002) is located on the Moodle site. The CQU ethics template application asks students to describe the project, identify the participants, and outline any ethics concerns or risks and how these will be managed.

**Assessment Due Date**

Week 12 Friday (6 Oct 2017) 11:00 pm AEST

**Return Date to Students**

Exam Week Friday (20 Oct 2017)

**Weighting**

30%

**Minimum mark or grade**

15% (15/30 marks)

**Assessment Criteria**

The Ethics Application task is graded out of 30 marks and a grading rubric is available on Moodle. In summary, students are provided marks for their description of the project, risk, participant recruitment, consent process and forms, information protection and dissemination of results.


**Referencing Style**

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

**Submission**

Online Group

**Learning Outcomes Assessed**

- Demonstrate competency for emerging and specialist occupational therapy practice.
- Identify professional roles and responsibilities for emerging and specialist occupational therapy practice.
- Select and apply the skills needed, resources required and intended outcomes in emerging and specialist occupational therapy practice.
- Identify own learning requirements and develop realistic plans for lifelong learning by using reflective practice.
- Use specialist occupational therapy approaches at a new graduate level in a range of practice areas.
- Demonstrate a capacity to undertake a research process that provides evidence to support an emerging or specialist area of occupational therapy practice

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

### 3 Presentation

**Assessment Type**

Presentation

**Task Description**

Disseminating research proposals and findings through conference-style presentations is an important way to ensure cutting-edge research ideas and evidence are translated into practice.

In pairs, students will present their Research Proposal to fellow students, CQUniversity staff and members of the occupational therapy profession.

A conference will be convened to showcase these presentations, and presentations from the Unit OCCT14004.

Students have 15 minutes to present their work and 5 minutes for discussion. The following slide headings are suggested to students (with a total of 10-20 slides): Title of Project – including, student and supervisor names, Background to the study (could be more than one slide), Aims of the study, Literature Review, Methods (a. Research Design, b. Participants & Sampling Strategy, c. Data collection methods and d) Data analysis methods), Significance, Potential Limitations, Ethical considerations and Question.

**Assessment Due Date**

Review/Exam Week Thursday (12 Oct 2017) 1:00 pm AEST

**Return Date to Students**

Exam Week Friday (20 Oct 2017)

Two days after the Conference, feedback will be available on Moodle.

**Weighting**

20%

**Minimum mark or grade**

10% (10/20 marks)

**Assessment Criteria**

The Conference Presentation is graded out of 20 marks, and the grading rubric is available on Moodle. In summary, the conference proposal is graded on the overall structure of the presentation (6 marks) presentation style (8 marks) and the manner in which the students manage and respond to questions about their work (6 marks).

**Referencing Style**

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

**Submission**

Offline

**Submission Instructions**

Conference presentation

**Learning Outcomes Assessed**

- Demonstrate competency for emerging and specialist occupational therapy practice.
- Identify professional roles and responsibilities for emerging and specialist occupational therapy practice.
- Select and apply the skills needed, resources required and intended outcomes in emerging and specialist occupational therapy practice.
- Identify own learning requirements and develop realistic plans for lifelong learning by using reflective practice.
- Use specialist occupational therapy approaches at a new graduate level in a range of practice areas.
- Demonstrate a capacity to undertake a research process that provides evidence to support an emerging or specialist area of occupational therapy practice

**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