



# OCCT14002 Specialisation in Occupational Therapy

## Term 2 - 2020

Profile information current as at 26/04/2024 06:12 pm

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.

## General Information

### Overview

This unit builds upon the foundation knowledge and practice experience you have built throughout the occupational therapy course. The focus of this unit is to equip you to undertake autonomous, evidence-based practice as a new graduate in regional Australia. It is comprised of various modules which will advance your professional skills for independent practice. Each module will be offered in semi-block mode to enable immersion in a specialised area of clinical practice. The range of modules will be subject to resources including availability of experts to contribute. Depending on the number and scope of modules offered, there may be some choice in which modules you undertake. However, a compulsory module will focus on research and evidence based practice in occupational therapy, and you will work on a research project that follows on from the Evidence Review you undertook 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 - 2020

- 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. **Research Proposal**

Weighting: 50%

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

Weighting: 30%

#### 3. **Presentation**

Weighting: 20%

#### 4. **Case Study**

Weighting: Pass/Fail

### 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**

Students highly valued the knowledge and resources they gained from the specialist intensive modules.

**Recommendation**

It is recommended that we continue to provide specialist intensive modules in the final term of the CB84 course to support student readiness for professional practice.

#### Feedback from Have Your Say

**Feedback**

Students highly valued the approachability, availability and responsiveness of the unit co-ordinator.

**Recommendation**

Support from the lecturer is particularly important in intensive capstone units, and continuing to be available and responsive to student needs will be important to future unit offerings.

#### Feedback from Have Your Say; verbal feedback from students.

**Feedback**

The one week period between due dates of the first two assessment pieces prevented feedback from the first assignment being incorporated into the second assignment.

**Recommendation**

It is recommended that due dates for assignment 1 and 2 be scheduled at least 3 weeks apart to allow feedback from assignment 1 to be incorporated into assignment 2.

#### Feedback from Have Your Say; verbal feedback from students; verbal feedback from industry partners; teaching team and unit co-ordinator reflections.

**Feedback**

The hypothetical nature of the research assignment made this module difficult for some students. Clinicians also indicated that it would be useful for students to have conducted the research rather than just propose it.

**Recommendation**

It is recommended that the honours process in CB84 be reviewed by the occupational therapy team along with wider discussions of curriculum content to determine whether revisions are warranted.

#### Feedback from Have Your Say; verbal feedback from students.

**Feedback**

Students noted an inequity in that most of the modules were presented from the Rockhampton campus, requiring Bundaberg students to travel if they wanted to attend in person.

**Recommendation**

It is recommended that guest lecturers rotate campus each year e.g., the home modifications lecturer might present in Rockhampton one year and in Bundaberg the next. We can aim to schedule two modules to be presented from each campus each term.

## Unit Learning Outcomes

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

1. Develop client-centered, evidence-based intervention plans for clients in specialty areas
2. Prepare research plans (including protocols and ethics applications) for projects that provide evidence to improve occupational therapy practice in specialist areas
3. Communicate evidence orally to a wide range of stakeholders to improve occupational therapy practice in emerging or specialist areas.

Per NPC1301

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Research Proposal - 50%	•	•	
2 - Written Assessment - 30%		•	
3 - Presentation - 20%			•
4 - Case Study - 0%	•		

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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			

**Graduate Attributes****Learning Outcomes****1                      2                      3****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 - Research Proposal - 50%**

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**2 - Written Assessment - 30%**

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**3 - Presentation - 20%**

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**4 - Case Study - 0%**

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## Textbooks and Resources

### Textbooks

OCCT14002

#### Prescribed

##### **The Essential Guide to doing your research project.**

Edition: 3rd ed. (2017)

Authors: O'Leary, Z.

Sage.

Thousand Oaks , CA: , USA

Binding: Paperback

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#### Supplementary

##### **An occupational therapist's guide to home modification practice.**

(2011)

Authors: Ainsworth, E. & de Jonge, D.

SLACK Inc.

Thorofare , NJ , USA

Binding: Paperback

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#### Supplementary

##### **Evidence-based practice across the health professions**

Edition: 3rd ed. ( 2017)

Authors: Hoffmann, T., Bennett, S., & Del Mar, C.

Churchill Livingstone.

Sydney , NSW , Australia

Binding: Paperback

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#### Supplementary

##### **Pain: A Textbook for Health Professionals**

Edition: 2nd Ed. (2013)

Authors: van Griensven, H., Strong, J., & Unruh, A.M.

Elsevier Health Sciences

United Kingdom.

Binding: Paperback

#### Additional Textbook Information

If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code). eBooks are available at the publisher's website.

[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 office suite
- PowerPoint
- Zoom
- Adobe Acrobat Reader (or similar) software for viewing PDF documents.
- Pdf creator/scanner

## 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

**Pamela Meredith** Unit Coordinator

[p.meredith@cqu.edu.au](mailto:p.meredith@cqu.edu.au)

## Schedule

### Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Research & EBP Module - Writing a research proposal - Conducting ethical research	O'Leary, Z. (2017). The Essential Guide to doing your research project (3rd ed). Thousand Oaks CA: Sage. Chapter 3. DePoy, E., & Gitlin, L.N. (2016). Introduction to Research: Understanding and applying multiple strategies (5th ed). New York: Elsevier. Portney, L., & Watkins, M. (2015). Asking the research questions (pp. 121-138) and Writing a Research Proposal (pp. 759-770). In Foundations of clinical research (3rd ed.) Upper Saddle River, NJ: Prentice-Hall Inc. Talbot, L., & Verrinder, G. (2008). Turn a stack of papers into a literature review: Useful tools for beginners. Focus on Health Professional Education: A Multidisciplinary Journal, 10(1), 51.	

### Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Research & EBP Module - Presenting your research - Group meetings	Portney, L., & Watkins, M. (2015). Ethical issues in Clinical Research. In Foundations of clinical research (3rd ed.) (pp. 47-60). 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. In Introduction to research: Understanding and applying multiple strategies. Elsevier Health Sciences.	

### Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Research & EBP Module - Q&A - Group meetings with Pam		

### Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Home Modifications Module	<p>Ainsworth, E., &amp; de Jonge, D. (2nd ed) (2018). An occupational therapist's guide to home modification practice. Thorofare, NJ: SLACK Inc. (Specific chapters will be nominated on Moodle.)</p> <p>Parts of the following documents as loaded onto Moodle:</p> <ul style="list-style-type: none"> <li>• Standards Australia. (2009). AS1428.1. Design for access and mobility - General requirements for access - New building work.</li> <li>• Standards Australia. (1995). AS4299 - Adaptable Housing.</li> <li>• Standards Australia. (1992). AS1428.2. Design for access and mobility - Enhanced and additional requirements - Buildings and facilities.</li> </ul>	

#### Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Home Modifications Module	As for Week 4	Home modifications quiz at end of Home modifications Module.

#### Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
No classes		

#### Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Research & EBP Module - Group sessions - Q&A	See Weeks 1 and 2	50% Research Proposal Assignment due midnight Wednesday 2nd September.

#### Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Dementia Module	A full reading list is available on Moodle.	<b>Research Protocol</b> Due: Week 7 Wednesday (2 Sept 2020) 12:00 am AEST

#### Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Dementia Module	A full reading list is available on Moodle.	Dementia quiz at end of Dementia Module.

#### Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic



Pain Module	<p>Scanlan, J.N., &amp; Novak, T. (2015). Sensory approaches in mental health: A scoping review. <i>Australian Occupational Therapy Journal</i>, 62, 277-285.</p> <p>Czyzewski et al. (2016). Maintenance of pain in children with functional abdominal pain. <i>Journal of Pediatric Gastroenterology &amp; Nutrition</i>, 62, 393-398.</p> <p>Van Griensven, H., Strong, J., &amp; Unruh, A.M. (2014). <i>Pain: A textbook for health professionals</i> (2nd ed.). Churchill Livingstone Elsevier, Edinburgh. (Textbook in OT storerooms):</p> <p>Chapter 1- Introduction to pain pp. 1-8</p> <p>Chapter 6- Neurophysiology of pain pp. 77-90</p> <p>Chapter 7- Assessing pain pp. 91-114.</p>	<p><b>Ethics Application</b> Due: Week 9 Friday (18 Sept 2020) 12:00 am AEST</p>
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### Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Pain Module	See additional readings on Moodle.	Pain quiz at end of pain module. 30% Ethics assessment due midnight Sunday 20th September.

### Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
No classes - Focus on developing presentation		Draft of the PowerPoint presentation slides for coferece presentation due midnight Friday 2nd October.

### Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Research & EBP Module - Feedback provided on PowerPoint and further research discussions.		

### Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Conference Day		<p>PowerPoint presentation slides due before 9.00 am on the day of the Conference.</p> <p>20% Conference Presentation to take place at the scheduled time during the conference, anticipated to be on Friday 11th October.</p> <p><b>Conference Presentation</b> Due: Review/Exam Week Friday (16 Oct 2020) 9:00 am AEST</p>

### Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

As per CQUniversity student correspondence, this Unit will be taught face-to-face via Zoom in Term 2, 2020. If any changes to this initial plan arise as the Term progresses, you *may* be instructed to attend some on-campus requirements. Should this occur, you will be required to complete a self-declaration form regarding your current health status and COVID-19 risk factors prior to attending those sessions. During on-campus sessions, provisions for social distancing and use of PPE will be implemented in accordance with health and government guidelines. Please note that the recommencement of any practical and clinical sessions is subject to State and Federal health guidelines and may change if the situation with COVID-19 should deteriorate.

## Assessment Tasks

### 1 Research Protocol

#### Assessment Type

Research Proposal

#### Task Description

This assignment involves developing a detailed research proposal (or protocol) for your research project. A protocol is a detailed plan for your research project, including a research question and details of the objectives, research design, methodology, and budget to be used. A Research Proposal Template is provided to support development of your protocol. The grades are allocated for the following components:

STATEMENT OF THE RESEARCH PROBLEM [5 marks]

STATEMENT OF THE PURPOSE OF THE STUDY [5 marks]

DEFINITION OF KEY TERMS [2.5 marks]

LITERATURE REVIEW [25 marks]

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METHODS Section [30 marks] (see below)

Statement of design

Subjects

Instruments/Materials

Procedure

Data man/analysis

Timeline

Budget

Budget Justification

SCOPE AND LIMITATIONS [5 marks]

SIGNIFICANCE AND CONTRIBUTION TO KNOWLEDGE [10 marks]

PRESENTATION AND REFERENCES [7.5 marks]

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INDIVIDUAL REFLECTION [10 marks]

#### Assessment Due Date

Week 7 Wednesday (2 Sept 2020) 12:00 am AEST

Submit in Word document via Moodle

#### Return Date to Students

Week 9 Friday (18 Sept 2020)

#### Weighting

50%

#### Minimum mark or grade

50/100 (50%)

#### Assessment Criteria

A detailed marking rubric is provided in Moodle. The assignment is graded out of 100 marks, and is worth 50% of the grade for this Unit. While completed as an assignment in pairs, 10 marks (5%) are allocated to individual reflections.

#### Referencing Style

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

#### Submission

Online Group

### **Submission Instructions**

Each student should submit their own copy of the assignment and include their individual reflection.

### **Learning Outcomes Assessed**

- Develop client-centered, evidence-based intervention plans for clients in specialty areas
- Prepare research plans (including protocols and ethics applications) for projects that provide evidence to improve occupational therapy practice in specialist areas

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Ethical practice

## **2 Ethics Application**

### **Assessment Type**

Written Assessment

### **Task Description**

This assignment involves completion of an ethics application that relates to your research proposal. A template is provided. The application is completed in pairs and must be passed (minimum 50%) to complete the Unit.

### **Assessment Due Date**

Week 9 Friday (18 Sept 2020) 12:00 am AEST

Submit through Moodle. Submission will be accepted without consequence until midnight on Sunday 20th September.

### **Return Date to Students**

Week 12 Friday (9 Oct 2020)

via email

### **Weighting**

30%

### **Minimum mark or grade**

A grade of 50% (15/20) must be achieved to pass this assessment.

### **Assessment Criteria**

A detailed marking rubric is available on Moodle. The assignment is marked out of 30 and is worth 30% of the marks for the Unit in the following sections:

Researchers (0.5 marks)

Project Details (11 marks)

Funding and Finance (1 mark)

Other Approvals (1 mark)

Recruitment of Participants (4 marks)

Consent (6 marks)

Information protection (4 marks)

Dissemination of Results (2 marks)

Declarations (0.5 marks)

### **Referencing Style**

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

### **Submission**

Online Group

### **Learning Outcomes Assessed**

- Prepare research plans (including protocols and ethics applications) for projects that provide evidence to improve occupational therapy practice in specialist areas

### **Graduate Attributes**

- Communication
- Team Work
- Ethical practice

## 3 Conference Presentation

### Assessment Type

Presentation

### Task Description

In your research project team you will develop and deliver a conference presentation on the topic of your research project to a group of your student peers and professional partners during the graduate student conference. You must pass this component of the Unit to pass the Unit overall.

### Assessment Due Date

Review/Exam Week Friday (16 Oct 2020) 9:00 am AEST

The PowerPoint file should be submitted through Moodle before the conference commences.

### Return Date to Students

Results will be released to students upon certification of grades

### Weighting

20%

### Minimum mark or grade

A passing grade is 10/20 (50%) and students must pass this assessment piece to pass the Unit overall.

### Assessment Criteria

The presentation will be graded out of 20% using the following criteria:

Overall Structure and content of presentation [6 marks]
Presentation quality [4 marks]
Questions (N.B. Individual mark)[4 marks]
Presentation Style (N.B. Individual mark) [6 marks]

### Referencing Style

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

### Submission

Online Group

### Submission Instructions

The PowerPoint file should be submitted through Moodle before the conference commences.

### Learning Outcomes Assessed

- Communicate evidence orally to a wide range of stakeholders to improve occupational therapy practice in emerging or specialist areas.

### Graduate Attributes

- Communication
- Critical Thinking
- Team Work
- Information Technology Competence

## 4 Case Studies

### Assessment Type

Case Study

### Task Description

Each of the three (3) specialist modules will be examined using a different case study. This will occur on the final day of each module. Approximately five (5) short answer questions will relate to the content taught in the module, and each of the case studies will be graded out of five (5) marks. You must obtain 7.5 out of 15 marks (50%) to obtain a passing mark for this pass/fail assessment piece.

### Assessment Due Date

### Return Date to Students

### Weighting

Pass/Fail

### Minimum mark or grade

You must obtain 7.5 out of 15 marks (50%) to obtain a passing mark for this pass/fail assessment piece. You must pass

this assessment to obtain a pass for the Unit overall.

**Assessment Criteria**

No Assessment Criteria

**Referencing Style**

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

**Submission**

Offline

**Submission Instructions**

Assessments will be collected at the end of each module. Students can email the completed assessment form to the respective module lecturer.

**Learning Outcomes Assessed**

- Develop client-centered, evidence-based intervention plans for clients in specialty areas

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking

## 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