# OCCT14002 *Specialisation in Occupational Therapy*
## Term 2 - 2022

Profile information current as at 14/12/2025 08:09 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.

## 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 OCCT13008, and then further developed in OCCT14006.

## 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: OCCT13008 (or OCC13005 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 - 2022

- 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: 30%
2. **Research Proposal**
Weighting: 50%
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"; informal student feedback; staff observation.

**Feedback**
Students found the specialist modules useful and engaging.

**Recommendation**
It is recommended the specialist modules continue in their current form.

### Feedback from "Have your say"

**Feedback**
Students felt underprepared for the research assessments.

**Recommendation**
It is recommended that the research component be reviewed and revised to ensure students are provided with sufficient structure and content to manage the assessment requirements; this should include a change in assessment structure to incorporate a formative assessment task aimed at facilitating the development of the research proposal.

### Feedback from "Have your say"; staff observation.

**Feedback**
Students required more timely return of assessment tasks.

**Recommendation**
It is also recommended that the assessment tasks be reviewed and revised as required to ensure a smooth transition between assessment tasks.

### Feedback from "Have your say"; staff reflection.

**Feedback**
Students did not adequately understand the purpose and requirements of the quizzes.

**Recommendation**
It is recommended that all assessment items, including the quizzes, be clearly described to students, including expectations for level of detail required.

# 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

| — 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** |
| **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** | | | |
| **10 - Aboriginal and Torres Strait Islander Cultures** | | | |

## Textbooks and Resources

## Textbooks
OCCT14002

**Prescribed**

**Evidence-Based Practice Across the Health Professions**
Edition: 3rd ed (2017)
Authors: Tammy Hoffman, Sally Bennett, Chris Del Mar
Elsevier
ISBN: 9780729542555
Binding: Paperback
OCCT14002

**Supplementary**

**An occupational therapist's guide to home modification practice.**
Edition: 2nd (2018)
Authors: Ainsworth, E., & de Jonge, D.
SLACK Inc.
Thorofare , NJ , USA
Binding: Paperback
OCCT14002

**Supplementary**

**Introduction to Research: Understanding and applying multiple strategies**
Edition: 5th ed (2016)
Authors: DePoy, E., & Gitlin, L.N.
Elsevier
New York , New York , USA
Binding: Paperback
OCCT14002

**Supplementary**

**Pain: A textbook for health professionals**
Edition: 2nd ed. (2014)
Authors: Van Griensven, H., Strong, J., & Unruh, A.M.
Churchill Livingstone Elsevier
Edinburgh , Scotland
Binding: Paperback

**View textbooks at the CQUniversity Bookshop**

## IT Resources

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

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

**Maria O'Reilly** Unit Coordinator
m.oreilly@cqu.edu.au

## Schedule

### Week 1 - 11 Jul 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Research & EBP Module 1<br>- Writing a research proposal<br>- Conducting ethical research | **Writing a proposal**<br>O'Leary, Z. (2017). *The Essential Guide to doing your research project* (3rd ed). Sage. Chapter 3.<br><br>DePoy, E., & Gitlin, L.N. (2016). *Introduction to Research: Understanding and applying multiple strategies* (5th ed). Elsevier.<br><br>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.) Prentice-Hall Inc.<br><br>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.<br><br>**Research Ethics**<br>DePoy, E., & Gitlin, L.N. (2015). Research Ethics. In *Introduction to research: Understanding and applying multiple strategies.* Elsevier Health Sciences.<br><br>**Fitzgerald, M.H., Phillips, P.A., & Yule, E. (2006). The research ethics review process and ethics review narratives. *Ethics & Behavior, 16*(4), 377-395.**<br><br>**Portney, L., & Watkins, M. (2015). Ethical issues in Clinical Research. In *Foundations of clinical research* (3rd ed.) (pp. 47-60). Prentice-Hall Inc.** | |

### Week 2 - 18 Jul 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Research & EBP Module 2<br>- Methodology and data analysis<br>- Group meetings | See Moodle for readings | Meeting schedule to be posted on Moodle |

### Week 3 - 25 Jul 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Research & EBP Module 3<br>- Q&A<br>- Group meetings with Maria | | Meeting schedule to be posted on Moodle |

### Week 4 - 01 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Advanced Home Modifications Module 1 | Ainsworth, E., & de Jonge, D. (2nd ed) (2018). *An occupational therapist's guide to home modification practice*. SLACK Inc. (Specific chapters will be nominated on Moodle.)<br><br>Parts of the following documents; available through the library:<br>• Standards Australia. (2009). AS1428.1. Design for access and mobility – General requirements for access – New building work.<br><br>• Standards Australia. (1995). AS4299 – Adaptable Housing.<br><br>• Standards Australia. (1992). AS1428.2. Design for access and mobility – Enhanced and additional requirements – Buildings and facilities. | |

**Week 5 - 08 Aug 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Advanced Home Modifications Module 2 | As for Week 4 | Home modifications quiz at end of Home Modifications Module. |

**Vacation Week - 15 Aug 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| No classes | | |

**Week 6 - 22 Aug 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Pain Module 1 | Scanlan, J.N., & Novak, T. (2015). Sensory approaches in mental health: A scoping review. *Australian Occupational Therapy Journal, 62*, 277-285.<br><br>Czyzewski et al. (2016). Maintenance of pain in children with functional abdominal pain. *Journal of Pediatric Gastroenterolgy & Nutrition, 62*, 393-398.<br><br>Van Griensven, H., Strong, J., & Unruh, A.M. (2014). *Pain: A textbook for health professionals* (2nd ed.). Churchill Livingstone Elsevier. (Textbook in OT storerooms and on e-reading list):<br>**Chapter 1**- Introduction to pain pp. 1-8<br>**Chapter 6**- Neurophysiology of pain pp. 77-90<br>**Chapter 7**- Assessing pain pp. 91-114. | |

**Week 7 - 29 Aug 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Dementia Module 1 | A full reading list is available on Moodle. | **Draft Methodology** Due: Week 7 Monday (29 Aug 2022) 8:00 am AEST |

**Week 8 - 05 Sep 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Pain Module 2 | See additional readings on Moodle. | Pain quiz at end of Pain Module. |

**Week 9 - 12 Sep 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Dementia Module 2 | See additional readings on Moodle. | Dementia quiz at end of Dementia Module. |

**Week 10 - 19 Sep 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Research & EBP Module 4<br>- Self-directed group work<br>- Meetings with Maria | | Meeting schedule to be posted on Moodle |

**Week 11 - 26 Sep 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Research & EBP Module 5<br>- Presenting your research<br>- Preparing slide presentations | See Moodle for additional readings and resources. | .<br><br>**Research Proposal** Due: Week 11 Monday (26 Sept 2022) 8:00 am AEST |

**Week 12 - 03 Oct 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Research & EBP Module 6<br>- Feedback provided on PowerPoint slides and presentation (group meetings). | | Meeting schedule to be posted on Moodle<br>Draft PowerPoint presentation due for comment during meeting |

**Review/Exam Week - 10 Oct 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Conference Day**: Wednesday 12 October | | PowerPoint presentation slides due by 8.00 am on the day of the Conference. 20% Conference Presentation to take place at the scheduled time during the conference.<br><br>**Conference Presentation** Due: Review/Exam Week Wednesday (12 Oct 2022) 8:00 am AEST |

## Term Specific Information

OCCT14002 requires **on-campus attendance** for all workshops unless otherwise notified by the unit coordinator. You will sign in for every OCCT14002 class using a QR code or sign-in sheet only available when you attend in person on campus.
Watching a recording will not count as in person attendance. To **pass attendance requirements you must attend at least 80% of all workshops.**

## Assessment Tasks

## 1 Draft Methodology

**Assessment Type**
Written Assessment

**Task Description**
This assignment represents **30%** of the marks for this Unit; there is no set pass mark, feedback should be used to inform your final research proposal.
For this assignment, you will submit a draft methodology for your proposed research. This will give you the opportunity to describe the methods and approach you propose to use for your research project and enable the use of feedback in its ongoing development. As it is a formative opportunity, there is no minimum mark set for this assessment piece; however, your mark will contribute to your overall grade. Please use the template provided with the task sheet on Moodle when formatting your proposed methodology.

**Requirements:**

1. Please use the Assignment Cover sheet.
2. Submit your assignment in Word, using the provided template. Number all pages.
3. Name your file using the following format: **[surname][initial]]_[unit code]_[assessment task]_[year]**
   (e.g. "oreillym_simpsond_OCCT14002_methodology_2022")
4. Use 11-point Calibri, 1.5 line spaced throughout, with moderate margins.
5. Ensure new paragraphs are distinguishable: use and extra space and/or a first-line indent
6. Use APA 7 for all referencing.
7. When submitting using the template, ensure all instructional text in *italics* has been removed.
8. Do not exceed maximum word limits for each section.
9. Provide a word count for each section in [brackets] next to the heading.

**Assessment Due Date**
Week 7 Monday (29 Aug 2022) 8:00 am AEST

Submit through Moodle.

**Return Date to Students**
Week 9 Monday (12 Sept 2022)

**Weighting**
30%

**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:
Statement of the research problem (5 marks)
Statement of the purpose of the study (5marks)
Methods (20 marks)
- Statement of design
- Participants
- Instruments/ Materials
- Procedure
- Data management/ analysis

**Referencing Style**

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

**Submission**
Online Group

**Submission Instructions**
Submit as a Word file (no PDF or Image files)

**Learning Outcomes Assessed**

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

# 2 Research Proposal

**Assessment Type**
Research Proposal

**Task Description**
This assignment represents **50%** of the marks for this Unit and a passing mark must be obtained.

This assignment involves developing a detailed research proposal (or protocol) for your proposed research project. A protocol is detailed plan for a research project, including a research question and details of the objectives, research design, methodology, procedures and ethical implications. A **Research Proposal Template** is provided to support development of your protocol and should be used when formatting the proposal.  Use your prior work on your literature review and draft methodology to form the foundation of the proposal.  Ensure you reflect on and respond to any feedback received to date.

Each group member must also submit an individual reflection about the process of developing the research protocol. This should be submitted separately to the proposal.

**Requirements**:

1. Please use the Assignment Cover sheet.
2. Submit your assignment in Word, using this template. **Number all pages**.
3. Name your file using the following format: *[surname][initial]_[unit code]_[assessment task]_[year]*
   (e.g. "oreillym_simpsond_OCCT14002_proposal_2022")

4. Use 11-point Calibri, 1.5 line spaced throughout, with moderate margins.
5. Ensure new paragraphs are distinguishable: use and extra space and/or a first-line indent
6. Use APA 7 for all referencing.
7. When submitting using this template, ensure all text in *italics* has been removed.
8. Do not exceed maximum word limits for each section.
9. Provide a word count for each section in [brackets] next to the heading.

**Assessment Due Date**
Week 11 Monday (26 Sept 2022) 8:00 am AEST

Submit in Word document via Moodle

**Return Date to Students**

**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 a group project, 10 marks (5%) are allocated to individual reflections.
Marks will be allocated as per below:

    Title and statement of the research problem (10 marks)
    Statement of the purpose of the study (5 marks)
    Definition of key terms (2.5 marks)
    Literature review (15 marks)
    Methods (30 marks)
        - Statement of design
        - Participants
        - Instruments/Materials
        - Procedure
        - Data man/analysis
        - Timeline
        - Resources
        - Ethical implications
    Scope and limitations (5 marks)
    Significance and contribution to knowledge (15 marks)
    Presentation and references (7.5 marks)
    Individual reflection (10 marks)

**Referencing Style**

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

**Submission**
Online Group

**Submission Instructions**
One proposal should be submitted per group. Each student should submit their own 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

# 3 Conference Presentation

**Assessment Type**
Presentation

**Task Description**
This assessment involves developing and delivering a conference presentation on the topic of your proposed project, to a group of your student peers and professional partners during the graduate student conference. You will also be required to submit an abstract of no more than 300 words for the conference booklet.
You will be allocated 30 minutes for each presentation to ensure you have time to present your work and receive questions from the audience. You will, therefore, have 15 minutes for your presentation and up to 10 minutes for

discussion.

**Assessment Due Date**
Review/Exam Week Wednesday (12 Oct 2022) 8:00 am AEST

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

**Return Date to Students**

Results will be released to students prior to certification of grades

**Weighting**
20%

**Minimum mark or grade**
10/20 (50%)

**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 (Individual mark) (2 marks)
      Presentation Style (Individual mark) (4 marks)
      Attendance and professional behaviour (Individual mark) (4 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.

# 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%) overall to obtain a passing mark for this pass/fail assessment piece.
**Note**: these quizzes are short answer and will be conducted in-class. You can consult your notes but there is no need to cite references.

**Assessment Due Date**

Quizzes will be completed in class at the end of each specialist module.

**Return Date to Students**

Individual quizzes won't be returned with feedback. Group feedback will be provided once all marking is complete.

**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, in person or via Moodle.

**Learning Outcomes Assessed**

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

# 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