



# OCCT11001 *Introduction to Activity and Occupation*

## Term 2 - 2024

Profile information current as at 03/07/2025 02:51 pm

All details in this unit profile for OCCT11001 have been officially approved by CQUUniversity 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 will build on knowledge and skills gained in OCCT11002 (Introduction to Occupational Therapy Theory and Practice) through exploration of occupational therapy assessment and intervention processes involving activity and occupation as core concepts. You will become familiar with a range of common meaningful occupations and learn how to undertake an occupational therapy activity analysis. Concepts of participation limitations at the person level will be introduced. You will engage in a variety of workshop activities that link key theoretical concepts to occupational therapy practice contexts for activity analysis. You will explore ways of grading and adapting activities to enable client participation.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Pre-requisite: OCCT11002 Co-requisite: BMSC11008

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 - 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. **Practical Assessment**

Weighting: 20%

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

Weighting: 40%

#### 3. **Group Work**

Weighting: 40%

### Assessment Grading

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

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

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

#### Feedback from Informal student feedback, staff observation.

##### Feedback

Students responded well to class discussions and interactive content.

##### Recommendation

It is recommended student engagement in class and forum discussions continue.

#### Feedback from SUTE responses, informal student feedback.

##### Feedback

Students reported that the unit content was effective in developing their understanding of the role and practice of occupational therapy, and in linking content and learning between this and other units of study.

##### Recommendation

It is recommended that the unit content and structure remain the same for the unit offering in T2, 2024.

## Unit Learning Outcomes

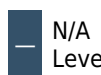
### On successful completion of this unit, you will be able to:

1. Use relevant terminology to define and classify concepts related to human performance in activity and occupation
2. Choose suitable methods for grading common meaningful occupations
3. Reflect on personal participation in meaningful occupations to integrate theoretical and practical knowledge
4. Use occupational therapy processes for comprehensive activity analysis.

This unit feeds directly into Occupational Therapy Australia Competencies for unit accreditation requirements:

- 1.4 Promotes and facilitates occupation through application of knowledge, skills, attitudes and evidence appropriate to the practice context.
- 2.1 Performs relevant, comprehensive assessment of occupational performance
- 3.2 Promotes client occupational performance and participation
- 4.2 Demonstrates ability to understand and conduct multiple evaluation methods and techniques

## 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 - Practical Assessment - 20%	•		•	
2 - Written Assessment - 40%	•	•	•	•
3 - Group Work - 40%		•		•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work		•	•	•
6 - Information Technology Competence		•		•
7 - Cross Cultural Competence		•		•
8 - Ethical practice	•	•		•
9 - Social Innovation		•		
10 - Aboriginal and Torres Strait Islander Cultures				

## Alignment of Assessment Tasks to Graduate Attributes

[illegible]

## Textbooks and Resources

### Textbooks

OCCT11001

#### Prescribed

##### **Occupational and Activity Analysis**

Edition: 3rd (2022)

Authors: Heather Thomas

Slack

Thorofare , NJ , USA

ISBN: 9781630918903

Binding: Paperback

OCCT11001

#### Prescribed

##### **Willard and Spackman's Occupational Therapy**

Edition: 14th (2023)

Authors: Glen Gillen, Catana Brown

Wolters Kluwer

Baltimore , MD , USA

ISBN: 9781975174880

Binding: Hardcover

[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](mailto:j.stanley@cqu.edu.au)

## Schedule

### Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to OCCT11001	<b>Required Reading:</b> Ikiugu, M. N. (2024). <b>Group process and group intervention</b> . In G. Gillen & C. Brown (Eds.), <i>Willard and Spackman's occupational therapy</i> (14th ed., pp. 481-495). Wolters Kluwer.	
Frameworks used in Occupational Therapy	<b>Recommended Reading:</b> Boop, C., Cahill, S., Davis, C., Dorsey, J., Gibbs, V., Herr, B., Kearney, K., Lannigan, E.G., Metzger, L., Miller, J., Owens, A., Rives, K., Synovec, C., Winistorfer, W.L., & Lieberman, D. (2020). <b>Occupational Therapy Practice Framework: Domain and process (4th ed.)</b> . <i>The American Journal of Occupational Therapy</i> , 74(S2), p.1-7412410010p.87.	<b>Michelle Broad</b> , Associate Lecturer, School of Access Education (ALC) will be attending to present a tutorial on search strategies and APA referencing. Please attend this session in your Occupational Therapy Clinical uniform.
Group Work as an Assessment and Intervention	World Health Organisation. (2002). <b>Towards a common language for functioning, disability and health - ICF: The International Classification of Functioning, Disability and Health</b> . <a href="https://www.who.int/publications/m/item/icf-beginner-s-guide-towards-a-common-language-for-functioning-disability-and-health">https://www.who.int/publications/m/item/icf-beginner-s-guide-towards-a-common-language-for-functioning-disability-and-health</a>	

**Week 2 - 15 Jul 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Activity and Occupation	<b>Required Reading:</b> Thomas, H. (2023). <i>Occupational and activity analysis (3rd ed.)</i> . Slack Incorporated. Chapter 1 (p. 1-13), Chapter 2 (p. 15-50), Chapter 3 (53-69).	<b>Michelle Broad</b> , Associate Lecturer, School of Access Education (ALC) will be attending to present a tutorial on academic self-reflection. Please attend this session in your Occupational Therapy Clinical uniform.
Activity Analysis		
Observation as an Assessment Tool		

**Week 3 - 22 Jul 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Determining Object, Space, & social Demands	<b>Required Reading:</b> Thomas, H. (2023). <i>Occupational and activity analysis (3rd ed.)</i> . Slack Incorporated. Chapter 4 (p. 71-82), Chapter 5 (p. 85-95).	
Determining Sequencing & Timing Demands		

**Week 4 - 29 Jul 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Determining Required Body Functions: Mental Functions	<b>Required Reading:</b> Thomas, H. (2023). <i>Occupational and activity analysis (3rd ed.)</i> . Slack Incorporated. Chapter 6 (p. 97-115).	The unit coordinator will upload <b>student group allocation</b> to the <b>Assessment 3</b> Moodle Tile by <b>5pm Friday 2 August 2024</b> .

**Week 5 - 05 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Determining Required Body Functions: Sensory Functions	<b>Required Reading:</b> Thomas, H. (2023). <i>Occupational and activity analysis (3rd ed.)</i> . Slack Incorporated. Chapter 6 (p. 115-123).	The unit coordinator will upload the <b>allocated condition category</b> to the <b>Assessment 3</b> Moodle Tile by <b>5pm Friday 9 August 2024</b> .
		The unit coordinator will upload the <b>allocated activity</b> to the <b>Assessment 3</b> Moodle Tile by <b>5pm Friday 9 August 2024</b> .  <b>Occupational Therapy: Activity and Occupation as Evaluation, Intervention, Planning and Outcome Measures (Educational Poster)</b> Due: Week 5 Wednesday (7 Aug 2024) 5:00 pm AEST

**Vacation Week - 12 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 19 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Determining Required Body Functions: Neuromusculoskeletal and Movement-Related Functions	<b>Required Reading:</b> Thomas, H. (2023). <i>Occupational and activity analysis (3rd ed.)</i> . Slack Incorporated. Chapter 6 (p. 123-137).	Student groups must notify the unit coordinator of the <b>selected condition</b> to be researched for <b>Assessment 3</b> by <b>5pm Wednesday 21 August 2024</b> .

**Week 7 - 26 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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Determining Required Performance Skills

**Required Reading:**

Thomas, H. (2023). **Occupational and activity analysis (3rd ed.)**. Slack Incorporated. Chapter 8 (p. 173-196).

**Week 8 - 02 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<p>** Please note that this session will be held on <b>Tuesday 03/09/2024</b>. There will be no Lecture or Workshop on Monday 02/09/2024.</p> <p><b>Inter-Professional Education (IPE): Functional Deprivation and Facilitation</b></p>	<p><b>No required readings this week.</b></p>	<p><b>Inter-Professional Education (IPE): Functional Deprivation and Facilitation</b></p> <p>You must attend this session in your Occupational Therapy Clinical Uniform.</p>

**Week 9 - 09 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<p>Occupational &amp; Activity Analysis for Evaluation, Intervention, Planning, &amp; outcomes</p> <p>Activity Gradation and Adaptation</p>	<p><b>Required Reading:</b></p> <p>Thomas, H. (2023). <b>Occupational and activity analysis (3rd ed.)</b>. Slack Incorporated. Chapter 9 (p. 197-213).</p>	<p><b>Activity Analysis Report</b> Due: Week 9 Wednesday (11 Sept 2024) 5:00 pm AEST</p>

**Week 10 - 16 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<p>Occupational Participation and Engagement</p>	<p><b>Required Reading:</b></p> <p>Hocking, C. &amp; Sutton, D. (2024). <b>Contribution of occupation to health and well-being</b>. In G. Gillen &amp; C. Brown (Eds.), <i>Willard and Spackman's occupational therapy</i> (14th ed., pp. 111-122). Wolters Kluwer.</p>	

**Week 11 - 23 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<p>Occupational Deprivation</p>	<p><b>Required Reading:</b></p> <p>Bailliard, A. (2024). <b>Occupational justice</b>. In G. Gillen &amp; C. Brown (Eds.), <i>Willard and Spackman's occupational therapy</i> (14th ed., pp. 139-160). Wolters Kluwer.</p> <p>Occupational Therapy Australia. (2016). <b>OT Australia position statement: Occupational deprivation</b>. <i>Australian Occupational Therapy Journal</i>, 63, 445-447.</p> <p><b>Recommended Reading:</b></p> <p>Reitz, S.M. &amp; DeLany, J.V. (2024). <b>Health promotion theories</b>. In G. Gillen &amp; C. Brown (Eds.), <i>Willard and Spackman's occupational therapy</i> (14th ed., pp. 647-666). Wolters Kluwer.</p>	<p>The unit coordinator will upload the <b>presentation schedule</b> for <b>Assessment 3</b> by <b>5pm Friday 27 September 2024</b>.</p>

**Week 12 - 30 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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## Overview of OCCT11001

### Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
All students <b>must attend</b> the Student Seminar (Professional Group Presentation) <b>Tuesday 08 October, 2024</b> , from <b>8.30am-5.00pm</b> .		<b>Occupational Therapy and Occupational Analysis Symposium (Professional Presentation)</b> Due: Review/Exam Week Monday (7 Oct 2024) 5:00 pm AEST

### Exam Week - 14 Oct 2024

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

OCCT11001 requires **on-campus attendance** unless otherwise notified by the unit coordinator. **80% attendance of the total assigned contact hours for the workshops and IPE session** and **100% attendance at the student seminar** is the **minimum standard to be met**.

The attendance requirement in CB84 has been introduced to **facilitate your development of the criteria in Standard 4 of the Australian Occupational Therapy Competency Standards (AOTCS 2018)**, specifically criteria 8, 9, 10 and 11. The optimum way to facilitate the development and refinement of these skills essential to high-quality occupational therapy practice is in the interactive classroom environment. Attendance at lectures/workshops/IPE sessions/assessment sessions will be required and monitored.

There will be consideration of legitimate requests for absence such as those outlined in the **Assessment Policy and Procedure (5.21 and 5.22)** (e.g. medical or allied health, compassionate, misadventure and exceptional circumstances) - please contact your unit coordinator (j.stanley@cqu.edu.au) in advance if you will be absent. If you require a prolonged absence (>2 sessions) for a health-related condition, or you are not meeting the attendance requirement during term, you will be required to meet with the unit coordinator (+/-) head of course to discuss your progression in the unit. You are **strongly discouraged from missing lectures**, and we ask that you organise your schedule around your timetabled on-campus commitments.

You will be required to sign in for every OCCT11001 class when you attend in-person on campus (it will be your responsibility to ensure that you have signed the attendance sheet for each session). Watching a recording (if available) will not count as in-person attendance.

## Assessment Tasks

### 1 Occupational Therapy: Activity and Occupation as Evaluation, Intervention, Planning and Outcome Measures (Educational Poster)

#### Assessment Type

Practical Assessment

#### Task Description

This assessment has two (2) component tasks:

#### Task 1:

You are required to **design a poster** that could be used as an educational and promotional tool at CQUni's Open Days (held in late August each year). The poster needs to include:

- a **definition of occupational therapy** (including our central focus on occupation),
- definitions of, and comparisons between, **activity and occupation**,
- a definition of **activity analysis**, explanation of **how and why it is used** in the practice of occupational therapy, and an **example** of a basic activity analysis.

You can be as creative as you wish with your poster design but must also be mindful that it contains useful information, and that it is readable from a distance of 3-4 metres.



## Instructions:

1. Use computer software (such as Canva, PowerPoint or Publisher) to create the poster
2. Set up your page dimensions according to international paper sizes; your poster should be formatted as either **A1 (594 x 841mm)** or **A2 (420 x 594mm)**. See this website for information about international paper sizes: <https://www.papersizes.org/a-paper-sizes.htm>
3. You can use images as well as text to create an appealing poster but be sure to include picture credits when the images are not your own and ensure these are sourced from the creative commons. This can be done by using the "insert online pictures" command on Microsoft programs or by using the "free to modify share and use" license filter on Bing image search.
4. Once you have created a poster you are happy with, save and upload it in **PDF format** using standardised naming conventions.

## Task 2: You are required to compile a **Bibliography using APA 7<sup>th</sup> formatting**.

Whilst it is not expected that you include in-text citations on your poster, it is expected that you will use a minimum of **five (5) peer-reviewed literature resources** to inform your content. This can include resources such as textbooks, journal articles, government or professional association websites, etc. Please be mindful to limit your resources to those that have been published within the last 10 years (2015-2024). Picture credits are additional to the minimum of five (5) literature resources required. Your completed Bibliography should be submitted as a standalone document in **Word format**, using standardised naming conventions.

**\*\* It is NOT expected that you will produce a professionally printed poster for this task, however, you will need to create a poster that has the *potential* to be printed.**

Please refer to the **Assessment Tile** on OCCT11001's Moodle site for further detail.

### Assessment Due Date

Week 5 Wednesday (7 Aug 2024) 5:00 pm AEST

Tasks 1 & 2 need to be uploaded to Moodle by the due date and time for marking without penalty (5% of the total marks (i.e., 1 mark) will be deducted for each 24-hour period, or part thereof, that an assignment is submitted late).

### Return Date to Students

Week 7 Wednesday (28 Aug 2024)

### Weighting

20%

### Minimum mark or grade

You must achieve a minimum mark of 50% (i.e., 10/20) for Tasks 1 & 2 combined in order to pass this assessment.

### Assessment Criteria

- definitions of occupational therapy, activity, occupation and activity analysis (9 marks)
- identification of how OT's may use activity analysis clinically, including provision of an appropriate example (4 marks)
- literature sources are relevant and peer reviewed, APA 7th formatting adhered to, professional composition (3 marks)
- poster designed according to message, layout, readability/accessibility, and attracting interest (4 marks)

Total Marks: 20

Please refer to the **Assessment Tile** on OCCT11001's Moodle site for further detail.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Please upload your poster and bibliography as separate documents. Should you have any difficulty uploading your documents to Moodle, please be sure to email a copy directly to the unit coordinator ([j.stanley@cqu.edu.au](mailto:j.stanley@cqu.edu.au)) with an explanation of the difficulty in uploading. In order to avoid the application of a penalty for late submission, it is essential that the unit coordinator be notified of this difficulty by email prior to the due time and day.

## Learning Outcomes Assessed

- Use relevant terminology to define and classify concepts related to human performance in activity and occupation
- Reflect on personal participation in meaningful occupations to integrate theoretical and practical knowledge

## Graduate Attributes

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

## 2 Activity Analysis Report

### Assessment Type

Written Assessment

### Task Description

You are required to **choose one (1) of the five (5) activities you participated in during the weekly workshops in weeks 3-7**. For your selected activity, you are required to complete the following five (5) sections as part of your Activity Analysis Report:

**Part 1: Introduce the activity (250 words).** In your introduction include:

- a brief **description** of the activity,
- a brief **history** of the activity, and
- information about **when, where and by whom** the activity is **typically performed** in the 21<sup>st</sup> century.

You will be required to cite relevant literature in support of your statements. These resources need to be included in your Reference List (see Part 5), using APA 7<sup>th</sup> formatting.

**Part 2:** Using the **Activity Analysis Form** found in **Appendix A** of your textbook (Thomas, 2023, pp. 215-226) **complete an activity analysis** from the perspective of how the activity would be **typically performed** (i.e., how someone without any significant health condition would usually perform the activity). There is no prescribed word length for this section, however, the following should be adhered to:

### Instructions:

1. Analyse the activity as it was performed during the workshop, i.e., in a group environment.
2. Complete #'s 1-5 (**Activity, Relevance & Importance, Objects Used and their Properties, Space Demands, Social Demands**) in dot point.
3. When completing #6 (**Sequencing and Timing Demands**) be sure to include images which illustrate at least some of the identified activity steps (e.g., resources required, yourself engaged in the activity, the finished product, etc.).
4. When completing #7 (**Body Functions Required**), complete each function subsection with the following limitations applied:
  - complete **5** of the 8 specific mental functions listed,
  - complete all **6** of the global mental functions listed,
  - complete **6** of the 10 sensory functions listed,
  - complete both of the **2** functions of joints and bones listed,
  - complete all **3** of the muscle functions listed,
  - complete all **4** of the movement functions listed,
  - **omit cardiovascular, haematological, immunological, and respiratory system functions,**
  - **omit voice and speech, digestive, metabolic and endocrine systems, and genitourinary and reproductive systems functions, and**
  - **omit skin and related structures functions.**
5. Complete #8 (**Muscular Analysis of Movement Required**) in it's entirety.
6. **Omit #9 (Body Structures Required).**
7. When completing #10 (**Performance Skills Required**), complete each function subsection with the following limitations applied:
  - complete **8** of the 16 motor skills listed,

- complete **10** of the 20 process skills listed, and
- complete **15** of the 27 social interaction skills listed.

Remember that Appendix C is available as a guide to completing the Activity Analysis Form, but that it should **NOT** be considered as an exemplar guide.

As a general guide:

- it is preferable to select and complete functions that are moderately or greatly challenged, or skills that have a moderate or high requirement,
- for functions that are greatly challenged, or skills that have a high requirement, provide 5 examples of how the skill is used, and
- for functions that are moderately challenged, or skills that have a moderate requirement, provide 4 examples of how the skill is used.

You will be required to cite the reference for this template in your Reference List (see Part 5), using APA 7<sup>th</sup> formatting.

**Part 3:** Include a **brief academic reflection (250 words)** covering the following questions:

- What were your **thoughts and feelings** prior to, during and after participating in the activity?
- What **meaning** did this activity have for you?
- Was there anything that **surprised** you about your participation?

**Part 4:** Describe the **potential therapeutic application/s** of this activity (**300 words**). Base this upon the activity properties and information from peer reviewed occupational therapy literature (i.e., textbooks, journal articles, government websites, etc.), using a minimum of 3 resources. Include the resources in your Reference List (see Part 5) using APA 7<sup>th</sup> formatting.

**Part 5:** Include in-text citations and a **Reference List** using APA 7<sup>th</sup> formatting.

Please refer to the **Assessment Tile** on OCCT11001's Moodle site for further detail.

#### **Assessment Due Date**

Week 9 Wednesday (11 Sept 2024) 5:00 pm AEST

Your completed report must be uploaded to Moodle by the due date and time for marking without penalty (5% of the total marks (i.e., 2 marks) will be deducted for each 24-hour period, or part thereof, that an assignment is submitted late).

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

Week 11 Friday (27 Sept 2024)

#### **Weighting**

40%

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

You must achieve a minimum mark of 50% (20/40) in order to pass this assessment piece.

#### **Assessment Criteria**

- description of activity, including historical and modern applications (when, where & by whom) (5 marks)
- identification of occupation, objects used, space demands, social demands, & sequencing and timing demands (7.5 marks)
- identification of, and examples for, body functions, muscular analysis of movements, and performance skills (15 marks)
- personal reflection (5 marks)
- therapeutic application of selected activity (5 marks)
- relevant literature sources, APA 7th formatting, and professional communication (7.5 marks)

Total Marks: 40

Please refer to the **Assessment Tile** on OCCT11001's Moodle site for further detail.

#### **Referencing Style**

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

#### **Submission**

Online

### Submission Instructions

Should you have any difficulty uploading your Activity Analysis Report to Moodle, please be sure to email a copy directly to the unit coordinator (j.stanley@cqu.edu.au) with an explanation of the difficulty in uploading. In order to avoid the application of a penalty for late submission, it is essential that the unit coordinator be notified of this difficulty by email prior to the due time and day.

### Learning Outcomes Assessed

- Use relevant terminology to define and classify concepts related to human performance in activity and occupation
- Choose suitable methods for grading common meaningful occupations
- Reflect on personal participation in meaningful occupations to integrate theoretical and practical knowledge
- Use occupational therapy processes for comprehensive activity analysis.

### Graduate Attributes

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

## 3 Occupational Therapy and Occupational Analysis Symposium (Professional Presentation)

### Assessment Type

Group Work

### Task Description

This assessment has three (3) tasks:

**Task 1:** In assigned groups of 3 or 4, you will develop a 20-minute professional presentation for delivery during the **OCCT11001 Occupational Therapy and Occupational Analysis Symposium** at the end of term (Week 13).

In your presentation, you are required to deliver an **occupational analysis** of either an Activity of Daily Living (ADL) or Instrumental Activity of Daily Living (IADL) task (as assigned by the unit coordinator) for a person with a condition (as assigned by the unit coordinator) that would likely be referred to an occupational therapist.

Example Conditions:

- congenital disorder (e.g., cerebral palsy (CP), Down syndrome, spina bifida)
- degenerative condition (e.g., rheumatoid arthritis)
- neurological condition (e.g., Motor Neuron Disease (MND), MS (Multiple Sclerosis), PD (Parkinson Disease), stroke (CVA))
- orthopaedic condition (e.g., hip, knee or shoulder arthroplasty)
- sensory/processing impairments (e.g., dementia, low vision)
- traumatic injury (e.g., amputation, spinal cord injury, traumatic brain injury)

Example Tasks:

- ADL Tasks: bathing/showering; dressing/undressing; eating/drinking; grooming/personal hygiene; or toileting
- IADL Tasks: community access; meal preparation/cooking; money management; or shopping

### Presentation Guidelines:

- the maximum time allocated for each group presentation will be **20 minutes (± 2 minutes)**. Marks will be deducted if your presentation is less than 18 minutes or more than 22 minutes in length (5% of the 24 allocated marks (i.e., 1.2 marks) for every minute, or part thereof, outside the ± 2 minutes).
- there will be **5 minutes** of additional time allocated to the end of each group's presentation.

This will allow for the asking and answering of any questions.

- each member of the group is expected to deliver an equal part of the presentation.
- your presentation should include:
  - a brief **description of the condition**.
  - an explanation of the **likely impact the condition may have on the person's occupational participation and performance**. You will need to create and present a brief **client case study** to contextualise this.
  - a detailed description of the task.
  - an **occupational analysis of the task as relevant to your client**. Use Appendix B (Occupation-Based Activity Analysis Form) from your Thomas text (2023) as a guide for your analysis, highlighting the aspects of the task that will be manageable for your client, and those aspects that will be challenging for them. **Omit #10: Body Structures Required**.
  - identify and describe **3 ways you could adapt the task** to facilitate participation, and **3 ways you could grade the task** to either increase or decrease (whichever may be more appropriate for the client's condition) the challenge for your client.

It is recommended that you use a **minimum of 5** peer reviewed, evidence-based sources (published within the last 10 years) to inform your presentation.

**Task 2:** Your group will compile a **PowerPoint resource** to support and accompany your presentation. The resource must include on-slide citations and a reference list using APA7th formatting. You will need to upload the PowerPoint in **PDF format** to Moodle using standardised naming conventions.

**Task 3:** You are required to complete an **individual academic reflection (300 words)** of your experience and learning in the group process. Use Gibb's Reflective Cycle to guide you through exploration of your experience, i.e.:

1. Description of the experience (context)
2. Feelings and thoughts about the experience
3. Evaluation of the experience (select at least one positive and one challenging aspect to explore)
4. Analysis to make sense of the situation
5. Conclusion about what you learned about yourself and/or the process and what you could have done differently
6. Action plan for how you would deal with similar situations in the future, or general changes you might find appropriate

Your completed individual reflection should be submitted to Moodle as a standalone document in **Word format**, using standardised naming conventions.

Please refer to the **Assessment Tile** on OCCT11001's Moodle site for further detail.

#### **Assessment Due Date**

Review/Exam Week Monday (7 Oct 2024) 5:00 pm AEST

You must upload both the group's PowerPoint resource in PDF format (Task 2) and your individual reflection in Word format (Task 3) by 5.00pm Monday 7 October 2024, for marking without penalty (5% of the allocated marks (i.e., 1.2 marks for Task 2 and 0.4 marks for Task 3) will be deducted for each 24-hour period, or part thereof, that your documents are submitted late). Your group presentation Task 1) will occur on Tuesday 08/10/2024 at an allocated time between 8.30am and 5.00pm.

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

Your grade will be uploaded to the Gradebook on Moodle by Friday 25/10/2024.

#### **Weighting**

40%

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

You must achieve a minimum mark of 50% (20/40) for Tasks 1, 2 & 3 combined in order to pass this assessment.

## Assessment Criteria

- evidence based and accurate description of the condition; development of the client case study; identification of the likely impact on the client's occupational participation and performance (4 marks)
- occupational analysis of the task (ADL or IADL) relative to the client, highlighting potential strengths and challenges (8 marks)
- appropriate and realistic adaptations to facilitate participation; grading to either increase or decrease challenge (8 marks)
- quality of visual material with evidence of good design principles (4 marks)
- professional presentation skills and ability to participate in Q & A (4 marks)
- personal reflection about the group process (8 marks)
- attendance at compulsory sessions (4 marks)

Total Marks: 40

Please refer to the **Assessment Tile** on OCCT12006's Moodle site for further detail.

## Referencing Style

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

## Submission

Online Group

### Submission Instructions

Tasks 2 & 3 must be uploaded to Moodle by the due date and time for marking without penalty. Should you have any difficulty uploading your PDF version of your PowerPoint slides or personal reflection to Moodle, please be sure to email a copy directly to the unit coordinator (j.stanley@cqu.edu.au) with an explanation of the difficulty in uploading. In order to avoid the application of a penalty for late submission, it is essential that the unit coordinator be notified of this difficulty by email prior to the due time and day. Task 1 will be assessed at an allocated time during the seminar on Tuesday 8 October 2024.

## Learning Outcomes Assessed

- Choose suitable methods for grading common meaningful occupations
- Use occupational therapy processes for comprehensive activity analysis.

## Graduate Attributes

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

## 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