



# OCCT12003 Occupational Performance across the Lifespan 1

## Term 1 - 2024

Profile information current as at 19/05/2024 03:22 am

All details in this unit profile for OCCT12003 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this unit you will be introduced to professional reasoning, evidence based and culturally sensitive practice for occupational therapy in the paediatric context from birth to middle childhood. You will learn to plan occupational therapy evaluations, measurable goals and interventions for children, applying an occupational therapy practice process, evidence based frames of reference and occupational therapy practice models. You will explore key elements of realistic occupational therapy service delivery, using case studies of children with a range of impairments and occupational profiles. You will be coached to take part in interprofessional case discussions that simulate collaboration in a paediatric allied health team. Specific paediatric skills and knowledge will be enhanced through work integrated learning within the term, during which you will gain practical experience working with children.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Students must have successfully completed the following Essential

Prerequisites: OCCT11002 OCCT11001 PSYC11010 ALLH11001 ALLH11004 or BMSC11008 ALLH11005 or BMSC11007 ALLH11006 ALLH12007 or ALLH11009

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2024

- Bundaberg
- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Online Quiz(zes)**

Weighting: 40%

#### 2. **Portfolio**

Weighting: 60%

#### 3. **Online resource/s**

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 SUTE feedback

**Feedback**

Students perceived the content to be important and relevant, but they were challenged by the unit structure.

**Recommendation**

It is recommended that the content be retained, but the structure and format of the unit be reviewed to improve clarity and engagement.

#### Feedback from SUTE feedback Submitted student reflections

**Feedback**

The interprofessional education (IPE) module was considered highly valuable by students.

**Recommendation**

It is recommended the IPE module be retained as an integral part of the unit.

#### Feedback from SUTE feedback Staff experience and reflections

**Feedback**

The very large portfolio assessment at the end of term was difficult for students to navigate and for educators to mark in a timely manner.

**Recommendation**

It is recommended that the portfolio assessment be reviewed and revised to reduce assessment and marking burden.

#### Feedback from SUTE feedback Staff reflections

**Feedback**

Students required "hands-on" learning to consolidate content.

**Recommendation**

It is recommended that practical experiences be incorporated into weekly classes, and that the clinical intensives be continued as an important part of the unit.

## Unit Learning Outcomes

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

1. Identify key cultural, developmental and environmental factors influencing the occupational performance of infants and children
2. Demonstrate professional and ethical behaviours consistent with a paediatric occupational therapy practitioner.
3. Explain and demonstrate the use of allocated evaluation tools for children with specific impairments
4. Create occupation-focused goals and recommendations for assigned paediatric contexts.
5. Apply professional reasoning to present evidence-based occupational therapy interventions for paediatric cases.

The unit overview, unit learning outcomes, and assessment pieces are aligned with requirements in the Australian Occupational Therapy Competency Standards (AOTCS, 2018). These competency standards acknowledge the diversity of roles and contexts that currently exist in occupational therapy practice.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Online resource/s - 0%		•			
2 - Online Quiz(zes) - 40%	•		•	•	•
3 - Portfolio - 60%	•		•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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

OCCT12003

#### Prescribed

##### **Case Smith's Occupational Therapy for Children and Adolescents.**

Edition: 8th (2020)

Authors: O'Brien, J. C. & Kuhaneck, H.

Elsevier Mosby

St. Louis , MO , USA

ISBN: eBook ISBN: 9780323512626

Binding: eBook

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#### Supplementary

##### **Occupation Centred Practice with Children : A Practical Guide for Occupational Therapists**

Edition: 2nd (2017)

Authors: Rodger, S. & Kennedy-Behr, A.

Wiley-Blackwell

Chichester , West Sussex , United Kingdom

ISBN: ISBN: 978-1-119-05776-5

Binding: eBook

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#### Supplementary

##### **Play in Occupational Therapy for Children**

Edition: 2nd (2008)

Authors: Parham, L. D., & Fazio, L.S.

Mosby Elsevier

St. Louis , MO , USA

ISBN: 9780323062565

Binding: eBook

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft Office
- Video and audio equipment to join online tutorials
- Microsoft Teams
- Google Docs
- SONIA (Online)
- Video and Audio Recording Device (Camcorder, Digital Camera, Smartphone, etc.)

## 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

**Sharon Lowe** Unit Coordinator

[s.lowe@cqu.edu.au](mailto:s.lowe@cqu.edu.au)

## Schedule

### Week 1 Introduction to paediatric occupational therapy - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
	AOTA (2020). <a href="#">Occupational therapy practice framework: Domain and process (4th ed.)</a> . <i>American Journal of Occupational Therapy</i> , 74(Sup2), 1-87. <a href="https://doi.org/10.5014/ajot.2020.74S2001">https://doi.org/10.5014/ajot.2020.74S2001</a>	
<b>Module 1.1</b>	O'Brien, J. & Kuhaneck, H. (2020). <i>Occupational therapy with children and adolescents</i> (8th ed.), Elsevier. What is a Frame of Reference (FoR)? pp.19-23; FoR concepts in detail pp. 33-42, examples of OT models applied to paediatric practice pp. 25-30.  Case scenarios for Gavin, Matt and Janella (available on Moodle)	<p><b>Tutorial</b></p> <ul style="list-style-type: none"> <li>• 1A Conditions of early childhood</li> </ul> <p><b>Workshop</b></p> <ul style="list-style-type: none"> <li>• 1B Models for practice in paediatric OT, Evaluation purposes, Participation-what is it?</li> </ul>

### Week 2 Occupational therapy specific evaluation - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
	Imms, C., Froude, E., Adair, B. & Shields, N. (2016). <a href="#">A descriptive study of the participation of children and adolescents in activities outside school</a> . <i>BMC Pediatrics</i> , 16. <a href="https://doi.org/10.1186/s12887-016-0623-9">https://doi.org/10.1186/s12887-016-0623-9</a>	
<b>Module 1.2</b>	O'Brien, J. & Kuhaneck, H. (2020). <i>Occupational therapy with children and adolescents</i> (8th ed.), Elsevier. Top down and bottom up p.5, Standardised tests pp. 165-168, Motor performance, pp397-402, Motor learning pp.404-410  Case scenarios of Adam and Luke (available on Moodle)	<p><b>Tutorial</b></p> <ul style="list-style-type: none"> <li>• 2A Introducing motor performance</li> </ul> <p><b>Workshop</b></p> <ul style="list-style-type: none"> <li>• 2B Participation evaluation tools- PEGS-2, CAPE PAC</li> </ul>

### Week 3 Childhood motor skills and occupations - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
	AOTA (2020). <a href="#">Occupational therapy practice framework: Domain and process (4th ed.)</a> . <i>American Journal of Occupational Therapy</i> , 74(Sup2), 1-87. <a href="https://doi.org/10.5014/ajot.2020.74S2001">https://doi.org/10.5014/ajot.2020.74S2001</a>	
<b>Module 1.3</b>	<a href="#">AOTA (2020). Occupational Profile template</a>  O'Brien, J. & Kuhaneck, H. (2020). <i>Occupational therapy with children and adolescents</i> (8th ed.), Elsevier. Occupational profiling, p.186; Occupational trajectories, pp.114-121	<p><b>Tutorial</b></p> <ul style="list-style-type: none"> <li>• 3A Occupational profiles and occupational trajectories</li> </ul> <p><b>Workshop</b></p> <ul style="list-style-type: none"> <li>• 3B Motor evaluation tools MABC 2, BOT 2</li> </ul>

### Week 4 General evaluation and child management - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Hemmingsson, H., Egilson, S., Hoffman, O., & Kielhofner, G. (2005). *School setting interview*, version 3.0. Swedish Association of Occupational Therapists. Case of Lilja (Available from classroom resources)

**Module 1.4**

O'Brien, J. & Kuhaneck, H. (2020). *Occupational therapy with children and adolescents* (8th ed.), Elsevier. Functions of challenging behaviours pp. 550-560, Social stories pp. 352-353, Cueing and prompting Table 12.4 pp. 279-280

**Tutorial**

- 4A Managing children's behaviour, prompts and cues., planning for intensive and Module 1 Quiz

**Workshop**

- 4B General evaluation tools, Child occupational profile, SSI, ASQ3

**Week 5 Evaluation Intensive - 01 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Evaluation intensive</b>	Gateley, C. & Borcharding, S. (2017). <a href="#">Documentation manual for occupational therapy: writing SOAP notes</a> , (4th ed.). SLACK Incorporated. Focus on pp. 73-76 Writing the "S" subjective, pp. 81-88 Writing the "O" objective.	<b>Intensive 9am-3pm</b> <ul style="list-style-type: none"> <li>• Evaluation intensive with children</li> <li>• 5A Scoring &amp; interpreting evaluations. Writing SOAP style progress notes</li> </ul>

**Vacation Week - 08 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 Intensive and Module 1 quiz - 15 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1 Quiz</b>  <b>Module 2.1</b>	O'Brien, J. & Kuhaneck, H. (2020). <i>Occupational therapy with children and adolescents</i> (8th ed.), Elsevier. Ethnic background, pp. 47-48, Family subsystems, pp. 54-55. Goal writing and components pp.194-196, goal examples pp. 200, 205, Table 12.4 on pp. 279-280, Case of Sarah p. 443, steps to use CO-OP pp. 438-442	<b>Module 1 Quiz:</b> Week 6 Tuesday (16 April 2024) 9.00 -11.00 am AEST  <b>Introduction to Module 2</b> <ul style="list-style-type: none"> <li>• Inter-professional (IPE) case evaluation preparation</li> <li>• 6A Goal setting,</li> </ul>

**Week 7 IPE meeting #1; CO-OP approach & DPA - 22 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 2.2</b>	Rodger, S., & Kennedy-Behr, A. (Eds.). (2017). <a href="#">Occupation-centred practice with children: A practical guide for occupational therapists</a> . John Wiley & Sons, Incorporated. Case of Charlie, pp.85-87, Making Connections framework, p. 77, Introducing the Cognitive Orientation to Occupational Performance (CO-OP approach), pp. 165-167, CO-OP features, pp. 168-169	<b>• IPE Team meeting #1: Day and Time to be confirmed</b>  • 7B CO-OP approach & DPA  <b>Portfolio Part A Due:</b> Week 7 Friday (26 April 2024) 11.45 pm AEST

**Week 8 IPE case preparation; Session plans - 29 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment results for IPE case (available on Moodle)

O'Brien, J., & Kuhaneck, H. (2020). *Case Smith's Occupational Therapy for Children and Adolescents*. (8th ed.). Elsevier. Modifying activities and environments pp.7-9; Ani's occupational analysis pp. 141-143; Self dressing trajectory pp. 119, Dressing interventions 292-293; Cue and prompt hierarchy p.279; Zones of regulation pp. 748-751

### Module 2.3

Watling R. (2011). Occupational therapy practice guidelines for children and adolescents with challenges in sensory processing and sensory integration. In P. L. Davies, K. P. Koenig, & R.C. Schaaf (Eds.), *Occupational therapy practice guidelines for children and adolescents with challenges in sensory processing and sensory integration* (1st edition.). American Occupational Therapy Association. ([Available as CRO](#))

#### Tutorial

- 8B IPE case interventions preparation

#### Workshop

- 8A Session plan construction and scaffolding children's learning

## Week 9 Play - 06 May 2024

### Module/Topic

### Chapter

### Events and Submissions/Topic

### Module 2.4

O'Brien, J., & Kuhaneck, H. (2020). *Case Smith's Occupational Therapy for Children and Adolescents*. (8th ed.). Elsevier. Play as an occupation, pp. 242-243; Assessment of play, pp. 253-254; Play in intervention, pp. 255-259; children with ASD and play, pp.789-790.

#### IPE Team meeting #2: Day and Time to be confirmed

#### Workshop

- 9A Play features. Play evaluation using PPE-DC

## Week 10 Intensive and Module 2 Quiz - 13 May 2024

### Module/Topic

### Chapter

### Events and Submissions/Topic

### Module 2 Quiz

### Infant simulation intensive

Gateley, C. & Borcharding, S. (2017). [Documentation manual for occupational therapy: writing SOAP notes](#), (4th ed.). SLACK Incorporated. Focus on pp. 99-104, Writing the "A" assessment, pp. 115-119 Writing the "P" plan.

O'Brien, J. & Kuhaneck, H. (2020). *Occupational therapy with children and adolescents* (8th ed.), Elsevier. Supportive handling, p. 587.

Case of Kiano and ASK-TRAK 25 months (available on Moodle)

**Module 2 Quiz** Week 10 Tuesday (14 May 2024) 9.00 -11.00 am AEST

#### Infant Simulation intensive- (11am-3pm)

- 10A Kiano & Baby handling (11am-12pm)
- 10B Writing SOAPIE style progress notes.

## Week 11 Threshold concepts and reflection; Deadly Ears - 20 May 2024

### Module/Topic

### Chapter

### Events and Submissions/Topic



Nicola-Richmond, K., Pépin, G., Larkin, H. & Mohebbi, M. (2019). [Threshold concept acquisition in occupational therapy: A mixed methods study of students and clinicians](#). *Australian Occupational Therapy Journal*, 66: 568-580.

O'Brien, J. & Kuhaneck, H. (2020). *Occupational therapy with children and adolescents* (8th ed.), Elsevier. Therapeutic use of self, p. 4, Reflective practice p. 596.

#### Tutorial

- Guest presentation from Deadly Ears

#### Workshop

- 11A Understanding threshold concepts and a framework for deeper reflective practice

### Week 12 Handwriting - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
	<p>Cahill, S. M., &amp; Beisbier, S. (2020). <a href="#">Occupational therapy practice guidelines for children and youth ages 5-21 years</a>. <i>American Journal of Occupational Therapy</i>, 74(4), 1-48.  <a href="https://doi.org/10.5014/ajot.2020.744001">https://doi.org/10.5014/ajot.2020.744001</a></p> <p>O'Brien, J. &amp; Kuhaneck, H. (2020). <i>Occupational therapy with children and adolescents</i> (8th ed.), Elsevier. Handwriting pp. 384-388, Intervention strategies Table 15.8, p. 386.</p>	<p><b>Tutorial</b></p> <ul style="list-style-type: none"> <li>• 12A Common occupational therapy handwriting evaluations and interventions for children</li> </ul> <p><b>Workshop</b></p> <ul style="list-style-type: none"> <li>• 12B Health literacy and writing style for Portfolio report</li> <li>• Portfolio preparation</li> </ul> <p><b>Portfolio Part B</b> Due: Week 12 Friday (31 May 2024) 11.45 pm AEST</p>

### Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
		<p><b>Hurdle Task: WIL Hours Log</b> Due: Review/Exam Week Tuesday (4 June 2024) 11:45 pm AEST</p>

### Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

## Term Specific Information

**Prescribed text:** The library has been unable to supply the prescribed text O'Brien & Kuhaneck (2020, 8th ed.) as an EBook. Instead, the selected readings from this text will be digitised into a Course Resource Online (CRO) available in the unit E-reading list.

**Campus support:** Classes have been scheduled to ensure on campus teaching support in both Rockhampton and Bundaberg.

**Evaluation Intensive:** Plans for the Week 5 intensive may be subject to change depending on the COVID situation. There may remain a level of uncertainty regarding students having direct and close interactions with children, therefore completion of your mandated immunisations is ESSENTIAL before you take part in this valuable learning activity. You should also ensure that you have arranged your Blue Card by this date. Previous occupational therapy students have commented how useful this experience is, to be able to put theory and concepts learned in class into practice with real children.

**WIL Hours:** If the Week 5 intensive cannot include real children due to situations beyond our control, the minimum of 25 hours of WIL for this unit can still be obtained via a range of simulated paediatric clinical learning experiences embedded in your Portfolio assessment and the class schedule.

**Student workload:** As for all 6 credit point units, you are expected to devote up to 150 hours of study to this unit. Assessment tasks and weekly readings have been revised in 2024 to ensure your study commitment fits within this timeframe. It is strongly recommended that you commence work on the Learning Artefacts Portfolio early so that you do not leave yourself a large amount of work to do at the end of term.

## Assessment Tasks

### 1 Module 1 and 2 Quizzes

#### Assessment Type

Online Quiz(zes)

#### Task Description

##### Overview and Purpose:

This assessment will measure your knowledge of essential content for novice level paediatric occupational therapy. To ensure academic integrity, all students will be supervised in class to complete two 90-minute Quizzes. Students will be permitted to bring relevant class handouts and one hard copy textbook into the quizzes. No online browsing or searching will be permitted for the Quizzes.

The Module 1 Quiz will cover topics from Weeks 1-4 of the unit. The Module 2 Quiz will cover topics from Weeks 6-9 of the unit. Each quiz is worth 20% with the overall assessment worth 40%. There is a must pass mark of 50% for the whole task. This means that you must obtain at least 20/40 marks for both quizzes to pass the task.

##### Academic Integrity:

It is common knowledge among academic staff that frequently students get together in groups to perform online quizzes that are intended to be individual assessment tasks. Although some students have admitted doing quizzes in groups, it is a blatant breach of academic integrity that needs to be addressed.

- To ensure fairness and authenticity of assessment for all students, both the Module 1 and Module 2 Quizzes for OCCT12003 will be supervised in the classroom from 9am-11am in Week 6 and Week 10.
- There will be a 15-minute arrival and set up time from 9.00am- 9.15am.
- Only students attending in person on campus with their student ID card will have access to the Quiz.
- You will be supervised and be given from 9.15am-10.45pm to complete each Module Quiz.
- Latecomers after 9.10am will not be admitted. You will need to apply for an extension and arrange another time to be supervised by staff to do the Quiz. If you are visibly unwell you will be asked to leave the Quiz room. You will also need to apply for an extension if you are sick on the day (please provide a medical certificate to the Assessment Extension System).
- If any student is caught browsing online during either Quiz, they will be reported to the Deputy Dean of Learning and Teaching for academic misconduct.

##### Essential content:

Class handouts will have essential content that is part of the quiz tagged with an Asterix \*. This means that **the topic on the slide and its associated readings** will form at least one question within the quiz for that Module. Not all information needed for the quiz questions will be on the slide- you will need to take notes from the oral content delivered as well. The system of highlighting topics for quiz content will help you to focus your revision and to select material to bring into each quiz.

##### Limited open book:

As there is a concurrent user limit for the e-books in the library, it is not equitable for students to access any online readings to complete the quiz. However, students will be permitted to bring the prescribed textbook as a hard copy into the quiz. Students will also be permitted to bring class handouts or paper copies of journal articles to refer to in order to respond to the Quiz questions.

##### Types of Quiz questions included:

There are only a few traditional multiple-choice questions in the online quizzes as it is statistically highly likely that a student can guess the correct answer without really understanding it. Therefore, to better evaluate how well you have been able to take in and apply the knowledge you have been taught, there are a variety of other question types that have been included. Partially correct responses will be given a portion of the total mark. The question types include:

- Drag and drop text onto an image
- Drag and drop words into text
- Matching items from a list to a description or statement
- True and False matrices
- Short answers (only correct spelling will be marked correct)
- Multiple selection of correct responses from a list
- Select all correct missing words from a list
- Read a short case scenario and choose the best response from a list

- Combined question types

**Tip:** Students who have done the self-directed learning tasks on Moodle for goal setting will find they are well prepared for this topic in the Module 2 quiz.

**Number of Quizzes**

2

**Frequency of Quizzes**

Other

**Assessment Due Date**

Module 1 Quiz will be held in Week 6, Module 2 Quiz will be held in Week 10.

**Return Date to Students**

To be fair to all students, results will be released once ALL students (including any with extensions) have completed each quiz. This may be anywhere from two days to two weeks after each scheduled quiz.

**Weighting**

40%

**Minimum mark or grade**

Minimum pass mark of 20/40 for both quizzes.

**Assessment Criteria****Module 1 Quiz topics, number of questions and distribution of marks available:**

- Diagnostic information (2 x 1-mark Questions, 3 X 0.5-mark Questions)
- Evaluation tools (2 X 1.5-mark Questions, 3 X 1-mark Questions)
- Models for practice (3 X 2-mark Questions)
- Prompts, cues and managing children's behaviour (4 X 1-mark Questions, 1 x 0.5-mark Question)

**Module 2 Quiz topics, number of questions and distribution of marks available:**

- The CO-OP approach (3 x 1-mark Questions, 2 X 0.5-mark Questions)
- Goal setting (2 X 2-mark Questions, 3 x 1-mark Questions, 1 X 0.5-mark Question)
- Session plans (1 x 1-mark Question, 6 X 0.5 marks Questions)
- Play (1 X 2-mark Question, 2 x 1-mark Questions, 1 X 0.5-mark Question)

**There is no marking rubric for this Assessment task.**

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Please bring a fully charged internet capable laptop and your student ID to class on the day of the quiz.

**Learning Outcomes Assessed**

- Identify key cultural, developmental and environmental factors influencing the occupational performance of infants and children
- Explain and demonstrate the use of allocated evaluation tools for children with specific impairments
- Create occupation-focused goals and recommendations for assigned paediatric contexts.
- Apply professional reasoning to present evidence-based occupational therapy interventions for paediatric cases.

## 2 Learning Artefacts

**Assessment Type**

Portfolio

**Task Description****Overview and Purpose:**

In this two-part portfolio, you will prepare, create and submit a collection of artefacts that represent your learning and

application of the Occupational Therapy Process Framework (4th ed.) (OTPF-4) and inter-professional practice to paediatric occupational therapy cases across the term. The learning artefacts represent the process that a paediatric occupational therapist would typically follow when planning and carrying out therapy.

**Part A** will include a video of yourself carrying out an evaluation with a real child, along with copies of your completed evaluation tool and a written reflection on your own performance.

In **Part B**, you will construct a written report using information from the case scenario used during the term, and an example clinical intervention session for the case scenario child. You will submit your records from the interprofessional education team meetings and learning achievements that inspire your future knowledge goals for paediatric occupational therapy.

The activities that generate your learning artefacts are all simulated clinical practice tasks and can be counted in your Work Integrated Learning (WIL) hours Wiki for OCCT12003.

### **List of required Portfolio documents.**

Please ensure that you submit all required documents to Moodle, as you cannot obtain any marks for work that is not submitted. Here is a checklist and word count for all the documents you need to submit:

#### **PART A (due Week 7):**

1. Occupational Therapy Academic Coversheet
2. Child evaluation using the ASQ-3 (Video URL)
3. Evaluation records from child evaluation (no word limit)
4. Written reflection on using the ASQ-3 (800 words  $\pm$  10%)

#### **PART B (due Week 12):**

1. Occupational Therapy Academic Coversheet
2. Occupational profile report from IPE case study (800 words  $\pm$  10%)
3. Clinical session plan from the IPE case study (2000 words  $\pm$  10%)
4. IPE documents: Meeting #1 and #2 action plan templates and Meeting #1 and #2 observation templates (Action plans no word limit, Meeting observations suggest around 500 words each)
5. Paediatric learning goals and strategies (no word limit - suggestion of 600 words total)

#### **Please note:**

- Detailed instructions for preparing the required content of each artefact are available in Moodle in the Assessment Tile.
- Templates and examples are available in the Assessment Resources folder.
- Required filename structures in the A2 Portfolio Instructions 2024 must be used so your work will download automatically from Moodle for marking.

#### **Assessment Due Date**

Submit all files with required filename structure to Moodle by due date. Part A is due Friday 26 April (Week 7), 11.45pm; Part B is due Friday 31 May (Week 12), 11.45pm.

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

Feedback returned via Moodle Gradebook: Part A, Monday Week 10; Part B, prior to Certification of Grades.

#### **Weighting**

60%

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

Minimum pass mark of 50% i.e. 30/60 marks combined over Part A and Part B to pass this task.

#### **Assessment Criteria**

#### **Grade calculation**

The total of 120 marks will be divided by 2 to obtain your final Portfolio Assessment grade out of 60. Marks will be distributed, as per below:

## Part A (50 marks)

### Video (15 marks)

- Provides a video of self and child during the evaluation session

### Evaluation Tool (15 marks)

- Evaluation tool pages and summary are presented using medicolegal standards for documentation.

### Professional Learning (10 marks)

- Demonstrates insight into own performance evaluating the child: **5 marks**
- Communicates an appropriate level of critical reflection on threshold concepts and paediatric occupational therapy: **5 marks**

### References and use of APA 7 (10 marks)

- At least five references are from high quality sources and cited in APA 7 style

## Part B (70 marks)

### Occupational Profile Report (15 marks)

- Provides a meaningful narrative flow of the child's patterns of engagement, occupational strengths, interests, values, supports and barriers: **5 marks**
- Explains reasoning for follow up actions that link to priority occupational performance needs: **5 marks**
- Readability and flow of the report demonstrates health literacy principles: **5 marks**

### Clinical Session Plan (20 marks)

- Behavioural objectives for each activity contribute towards the child achieving the overall session goal: **5 marks**
- Session duration and sequence of activities is optimal for child's age and expected attention span: **2.5 marks**
- Activity can be carried out by an unfamiliar person: **2.5 marks**
- Activities selected use occupation creatively to engage the child: **2.5 marks**
- Scaffolding includes fading and adding of appropriate cues, prompts and grading: **2.5 marks**
- Rationales for session activities provide professional reasoning and evidence to support inclusion: **5 marks**

### IPE Records (10 marks)

- Complete IPE records for Meetings #1 and #2 are professionally documented using medicolegal guidelines: **5 marks**
- Provides responses to all questions for Meeting #1 observations: **2.5 marks**
- Provides responses to all questions for Meeting #2 observations: **2.5 marks**

### Professional Learning (25 marks)

- Communicates an appropriate level of critical reflection on threshold concepts and paediatric occupational therapy: **10 marks**
- Paediatric occupational therapy learning goals are written using the behavioural objective style and link to the identified knowledge gaps: **5 marks**
- Strategy provides achievable methods of meeting learning goal #1: **2.5 marks**
- Strategy provides achievable methods of meeting learning goal #2: **2.5 marks**
- At least five references are from high quality sources and cited in APA 7 style: **5 marks**

## Referencing Style

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

## Submission

Online

### Submission Instructions

Ensure your video URL is set for public view or sharing. You will not be contacted if your video is not immediately accessible to your marker.

## Learning Outcomes Assessed

- Identify key cultural, developmental and environmental factors influencing the occupational performance of infants and children
- Explain and demonstrate the use of allocated evaluation tools for children with specific impairments
- Create occupation-focused goals and recommendations for assigned paediatric contexts.
- Apply professional reasoning to present evidence-based occupational therapy interventions for paediatric cases.

## 3 Hurdle Task: WIL Hours Log

### Assessment Type

Online resource/s

### Task Description

#### Overview and Purpose

The purpose of this task is to ensure you are meeting your Work Integrated Learning (WIL) requirements, as mandated by the World Federation of Occupational Therapy (WFOT).

You will complete a Moodle Wiki to specify the WIL hours you have completed across the term. **All students must complete a minimum of 25 WIL hours.** Your hours must be signed off by the Unit coordinator by the due date.

**Note:** To ensure you can participate in the Evaluation Intensive WIL experience (Week 5), you must upload all evidence to SONIA online as per the "Mandatory Checks Guide- Occupational Therapy (Honours)" document. This will be monitored by the WIL team ([wil-hmas@cqu.edu.au](mailto:wil-hmas@cqu.edu.au)), who will notify the unit coordinator in Week 3 about any student not compliant with their mandatory checks, as listed below:

- Immunisations and Vaccines
- Student Declaration & Confidentiality pledge
- Working with Children Check (QLD Blue Card)
- National Criminal Record check
- First Aid and CPR
- CQUniversity Compliance

If you have incomplete SONIA checks you will not be able to participate in the evaluation intensive, which may impact your progression in the CB84 course.

**Important:** For Year 2, you do not need to complete the Queensland Health Requirements and Compliance checks as these must be completed in Term 1 Year 3 before you start professional practice placements in OCCT13009.

### Instructions for competing the WIL hours log

You will complete the **OCCT12003 Moodle Wiki** (located in the Assessment Tile) detailing your individual hours of Work Integrated Learning (WIL) associated with your intensive and simulation learning for sign off by the Unit Coordinator. You must document and have signed by the Unit coordinator a **minimum of 25 WIL hours** for this unit. The WIL hours do not form part of your summative grade however the 25 WIL hours minimum requirement ensures that you meet the total 1000 hours of professional practice required to graduate.

**Important:** If you have recorded fewer than the 25 minimum WIL hours you may need to perform additional simulated learning tasks to meet the minimum hours requirement. It is important that you regularly attend classes, the intensives and IPE meetings to ensure that you will meet the minimum hours requirement.

### What can I include in my WIL Hours log Moodle Wiki?

You can include:

- The Week 5 and 10 intensives- up to 12 hours
- The IPE case meetings and preparation- up to 6 hours
- Portfolio tasks- up to 7 hours
- Anything else that you have checked with the unit coordinator is eligible to be counted as WIL.

### How do I record my WIL hours in the Moodle Wiki?

Here is an example WIL hours log Wiki entry:

Week	Date	Activities	Time spent	UC signature
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5	4/4/23	<ul style="list-style-type: none"> <li>• In class preparation for evaluating children- theory of participation and use for children with disability</li> <li>• Practice using the evaluation tools PEGS CAPEPAC and SSI with visiting children</li> </ul>	<ul style="list-style-type: none"> <li>◦ 3.75hrs</li> <li>◦ 1.5hrs</li> </ul> TOTAL= 5.25hrs	leave blank
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- Please include the actual dates, time spent, using a minimum increment of 0.25 hours, and a brief description of the type of WIL activity undertaken.
- Please leave the UC signature column blank for checking. If you change the log once a row has been signed by the UC, please delete the signature to indicate that it needs to be rechecked.
- Please ensure that the total hours for each week are calculated and shown- do not include a total that represents cumulative hours as this makes it harder to check your calculation.
- Detailed instructions for editing your individual WIL hours Wiki page are available on Moodle.
- We will check your Wiki during the term, usually around Week 6, to troubleshoot any issues you may have with entering your details, and again at the end of the term for final marking.

### Assessment Due Date

Review/Exam Week Tuesday (4 June 2024) 11:45 pm AEST

### Return Date to Students

### Weighting

Pass/Fail

### Minimum mark or grade

This is a Must Pass task.

### Assessment Criteria

There are three possible outcomes from this Pass/Fail task:

#### 1. Pass:

- When we have checked your WIL hours Wiki and signed off that you have completed the required 25 hours minimum, your Hurdle Task will be marked as a Pass in Moodle Gradebook.

#### 2. Interim PO Grade:

- Offered for a limited time for incomplete hours: Students will receive a message via email advising them to follow up their WIL hours log Wiki that shows less than 25 WIL hours and complete it by a strict deadline (to be advised).

#### 3. Fail:

- If you do not complete your Wiki to show evidence of completing a minimum of 25 WIL hours within 2 weeks of the Hurdle Task due date, at Certification of Grades you will receive a Fail for this Hurdle task and subsequently for the OCCT12003 unit.

**There is no marking rubric associated with this Pass/Fail task.**

### Referencing Style

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

### Submission

Online

### Submission Instructions

Use SONIA online for your Mandatory checks. Use the Moodle Wiki for your WIL hours.

### Learning Outcomes Assessed

- Demonstrate professional and ethical behaviours consistent with a paediatric occupational therapy practitioner.

## 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