



OCCT12004 Occupational Performance Across the Lifespan 2

Term 2 - 2024

Profile information current as at 12/07/2025 11:36 am

All details in this unit profile for OCCT12004 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 continues the analysis of the lifespan through an occupational lens. You will build on foundation knowledge of lifespan development to understand the occupational roles of adults from young adulthood to end of life. Selected issues impacting upon occupational performance during these periods of development will be explored using an overarching health framework (International Classification of Functioning, Disability and Health, also known as ICF) and occupational therapy practice models. The potential contribution of the occupational therapist during each phase will be highlighted, and the role of the occupational therapist in the facilitation of occupationally-inclusive interventions will be explored. You will be introduced to professional reasoning and evidence-based practice in the context of working with adults and older people. You will also attend a series of fieldwork sessions, working with older people in the community, which will enhance learning and provide the opportunity to practice application of the occupational therapy process in a real-world situation.

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

Pre-requisites: OCCT12003 OCCT12006

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. **Presentation**

Weighting: 25%

2. **Research Assignment**

Weighting: 35%

3. **Portfolio**

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 SUTE responses, informal student feedback, staff observation

Feedback

Work Integrated Learning (WIL) was identified as an enjoyable and valuable learning experience. However, a review of falls prevention and manual handling processes before WIL would benefit students throughout their WIL experience.

Recommendation

It is recommended that a refresher session of falls prevention and manual handling be included in the WIL preparatory workshops.

Feedback from SUTE responses, informal student feedback, staff observation

Feedback

Students stated that the assessment tasks were appropriate and easy to understand, though some students felt that more guidance would have been beneficial with respect to the additional required documentation as part of the professional practice portfolio assessment.

Recommendation

It is recommended that a template be provided to students to ensure all necessary documents are submitted in their professional practice portfolio.

Unit Learning Outcomes

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

1. Analyse the cultural and developmental expectations and relevant environmental supports and barriers related to occupational performance from early adulthood to older age and end of life.
2. Analyse the implications for selected impairments commonly seen by occupational therapists in terms of activity limitations and participation in society.
3. Select appropriate assessment tools to understand the impact of impairment on occupational performance and identify how the occupational therapist might intervene.
4. Set client-centred goals based on information obtained from clients and their significant others.
5. Plan an evidence-based intervention with appropriate clinical justification for a person from young adulthood through to older age.
6. Describe the occupational therapist role in promoting occupationally inclusive opportunities for people across the lifespan.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Presentation - 25%	•	•	•			•
2 - Research Assignment - 35%	•	•			•	•

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
3 - Portfolio - 40%			•	•	•	

Alignment of Graduate Attributes to Learning Outcomes

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

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Presentation - 25%	•	•	•	•	•	•	•	•		
2 - Research Assignment - 35%	•	•	•	•			•	•		
3 - Portfolio - 40%	•	•	•		•		•	•		

Textbooks and Resources

Textbooks

OCCT12004

Prescribed

Life Span Human Development

Edition: 4th (2022)

Authors: Siegman, C.K., de George, L., Cunial, K., Kohler, M., Ballam, N., & Rider, E.A.

Cengage

Australia

ISBN: 9780170452816

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)

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 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Lecture & Tutorial Sessions (Tuesday 9.00am-2.00pm): Introduction to OCCT12004 Introduction to Developmental Science	Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). <i>Life span human development: Australia and New Zealand</i> (4th ed.). Cengage.	Assessment 1 group allocations to be finalised by 5.00pm Friday 12/07/2024.
Practical Session (Wednesday 9.00am-1.00pm): Introduction to Work-Integrated Learning (WIL)	Chapter 1: pp. 3-20. Chapter 2: pp. 47-85.	WIL group allocations to be finalised by 5.00pm Thursday 11/07/2024.

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Lecture and Tutorial Sessions

(Tuesday):

Physical Development Across the Life Span

Practical (Wednesday):

Preparation for WIL

Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). *Life span human development: Australia and New Zealand* (4th ed.). Cengage. Chapter 4: pp. 149-153 & 177-197.

Week 3 - 22 Jul 2024

Module/Topic

Lecture and Tutorial Sessions

(Tuesday):

Cognitive Development Across the Life Span

Practical (Wednesday):

9.00am-10.00am: Onsite induction: Catholic Care CQ

10.30am-1.00pm: Preparation for WIL (on campus)

Chapter

Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). *Life span human development: Australia and New Zealand* (4th ed.). Cengage. Chapter 5: pp. 209-224 & pp. 236-246.

Events and Submissions/Topic

All necessary pre-clinical documentation (as outlined in the WIL Handbook) must be printed for submission at the CatholicCare CQ induction session on Wednesday 24/07/2024.

Assessment 1 Presentation

Schedule published on Moodle Friday 26/07/2024.

Week 4 - 29 Jul 2024

Module/Topic

In preparation for your group presentations on Wednesday there are no classes on Tuesday this week.

Group Symposium (Wednesday)

8.30am-4pm:
Please be sure to arrive by 8.15am.

Chapter

There are no required readings this week.

Events and Submissions/Topic

The Occupational Therapy Role in Promoting Occupationally Inclusive Opportunities for Adolescents Experiencing Developmental Challenge Due: Week 4 Tuesday (30 July 2024) 5:00 pm AEST

Week 5 - 05 Aug 2024

Module/Topic

Lecture and Tutorial Sessions (Tuesday):

Intelligence and Creativity Across the Life Span
Language, Literacy & Learning Development Across the Life Span
Preparation for IPE sessions Week 6 & 8

Work-Integrated Learning:

BDG Group A
ROK Group A

Chapter

Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). *Life span human development: Australia and New Zealand* (4th ed.). Cengage. Chapter 7: pp. 311-328 & pp. 334-351.
Chapter 8: pp. 361-367 & pp. 389-397

Events and Submissions/Topic

Group A students will be attending WIL at Catholic Care CQ in either Bundaberg or Rockhampton.
Group B students will be planning and preparing for WIL.

Vacation Week - 12 Aug 2024

Module/Topic

Chapter

Events and Submissions/Topic

Week 6 - 19 Aug 2024

Module/Topic

Lecture and Tutorial Sessions (Tuesday):

Sensory Perception, Attention & Memory Development Across the Life Span

Work-Integrated Learning

(Wednesday):
BDG Group B
ROK Group B

Chapter

Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). *Life span human development: Australia and New Zealand* (4th ed.). Cengage. Chapter 6: pp. 254-260 & pp. 285-300.

Events and Submissions/Topic

Group B students will be attending WIL at Catholic Care CQ in either Bundaberg or Rockhampton.
Group A students will be planning and preparing for WIL.

IPE Meeting #1: Please refer to the IPE Moodle Tile for group and session allocations.

Week 7 - 26 Aug 2024

Module/Topic

Chapter

Events and Submissions/Topic

**Lecture and Tutorial Sessions
(Tuesday):**

Self & Personality Development
Across the Life Span

**Work-Integrated Learning
(Wednesday):**

BDG Group A
ROK Group A

Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). *Life span human development: Australia and New Zealand* (4th ed.). Cengage. Chapter 9: pp. 406-410, pp. 429-431, pp. 437-443 & pp. 446-449.

Group A students will be attending WIL at Catholic Care CQ in either Bundaberg or Rockhampton.
Group B students will be planning and preparing for WIL.

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Lecture and Tutorial Sessions (Tuesday): Gender & Sexuality Development Across the Life Span	Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). <i>Life span human development: Australia and New Zealand</i> (4th ed.). Cengage. Chapter 9: pp. 411-414, pp. 431-437 & pp. 443-446.	Group B students will be attending WIL at Catholic Care CQ in either Bundaberg or Rockhampton. Group A students will be planning and preparing for WIL.
Work-Integrated Learning (Wednesday): BDG Group B ROK Group B		IPE Meeting #2: Please refer to the IPE Moodle Tile for group and session allocations. Do Occupational Therapy Interventions Positively Impact the Occupational Participation and Performance of People in Middle Adulthood Experiencing the Developmental Challenge of a Chronic Condition? Due: Week 8 Friday (6 Sept 2024) 11:45 pm AEST

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Lecture and Tutorial Sessions (Tuesday): Social Cognition and Moral Development Across the Life Span Emotions, Attachment & Social Relationships Across the Life Span	Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). <i>Life span human development: Australia and New Zealand</i> (4th ed.). Cengage. Chapter 10: pp. 461-478 & pp. 487-500. Chapter 11: pp. 510-519 & pp. 540-553.	Group A students will be attending WIL at Catholic Care CQ in either Bundaberg or Rockhampton. Group B students will be planning and preparing for WIL.
Work-Integrated Learning: BDG Group A ROK Group A		

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Lecture and Tutorial Sessions (Tuesday): Developmental Psychopathology Across the Life Span	Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). <i>Life span human development: Australia and New Zealand</i> (4th ed.). Cengage. Chapter 12: pp. 566-572 & pp. 589-600.	Group B students will be attending WIL at Catholic Care CQ in either Bundaberg or Rockhampton. Group A students will be planning and preparing for WIL.
Work-Integrated Learning (Wednesday): BDG Group B ROK Group B		

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Lecture and Tutorial Sessions (Tuesday): Developmental Psychopathology Across the Life Span	Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). <i>Life span human development: Australia and New Zealand</i> (4th ed.). Cengage. Chapter 12: pp. 566-572 & pp. 601-607.	All students will be attending WIL at Catholic Care CQ in either Bundaberg or Rockhampton.
Work-Integrated Learning (Wednesday): <i>All students will be attending WIL</i>		

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Lecture and Tutorial Sessions (Tuesday): Death & Dying, Grief & Grieving Across the Life Span	Sigelman, C.K., de George, L., Cunial, K., Ballam, N. & Rider, E.A. (2022). <i>Life span human development: Australia and New Zealand</i> (4th ed.). Cengage. Chapter 13: pp. 619-636 & pp. 643-659.	
Practical (Wednesday): Debrief and Synopsis of WIL Experiences Reflection on Student Learning and Development Q & A for Assessment 3		

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Work-Integrated Learning (WIL) (Professional Practice Portfolio) Due: Review/Exam Week Tuesday (8 Oct 2024) 8:00 am AEST

Exam Week - 14 Oct 2024

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

OCCT12004 requires on-campus attendance for lecture, tutorial and presentation sessions, unless otherwise notified by the unit coordinator. You will be required to sign in for each of these sessions (it will be your responsibility to ensure that you have signed the attendance sheet for each session). Watching recordings (if available) will not count as in-person attendance. If you are unable to attend a session, please be sure to notify your unit coordinator regarding this as soon as possible (m.oreilly@cqu.edu.au). It will be your responsibility to catch up on any missed content as repeat sessions are not offered as part of this unit.

The time spent in Work-Integrated Learning (WIL) as part of OCCT12004 contributes to your overall Professional Practice accumulated hours (total 1000 hours for the course), which is a requirement for successful graduation from CB84 and registration with AHPRA. As such, in-person attendance at all WIL related sessions, including preparatory workshops, induction, and WIL sessions, is mandatory. Should you be unable to attend a session, please be sure to contact your fieldwork supervisor regarding this as soon as possible (m.oreilly@cqu.edu.au; j.stanley@cqu.edu.au). *It will be your responsibility to arrange a 'make up' session for any time missed.*

Please note, that due to occasional scheduling requirements from our host organisation (CatholicCare CQ), the WIL schedule may need to be modified. You will be informed of any changes during the WIL briefing in Week 1. Please ensure you keep Wednesday mornings free, regardless of group allocation, to enable attendance and participation in all required WIL sessions and preparatory workshops.

Assessment Tasks

1 The Occupational Therapy Role in Promoting Occupationally Inclusive Opportunities for Adolescents Experiencing Developmental Challenge

Assessment Type

Presentation

Task Description

This assessment is designed to allow you to present the knowledge you have gained in class and via independent research regarding the occupational therapist's role with adolescents (12-18 years) experiencing developmental challenge. Presenting to colleagues, peers and clients is an important professional skill for you to master over the course of your degree, and this task is designed to further develop your presentation skills already obtained in Term 1.

This assessment has three (3) component parts:

Task 1 (Group Task):

Working in groups of 3 or 4, you will develop a **15-minute (groups of 3)** or **20-minute (groups of 4)** professional presentation for delivery in Week 4 of term.

Your primary task as a group is to select a **physical, cognitive, or psychosocial developmental challenge** that impacts upon an adolescent's (12-18 years) occupational participation and performance and to identify and discuss interventions that occupational therapists might use with this population, as evidenced in relevant, recent (i.e., published between 2015 and 2024), peer-reviewed literature (i.e., academic texts or journals).

Your presentation should include the following elements:

1. Background

Based on at least 5 sources, describe the developmental challenge, and identify the person and environment factors that impact occupational participation and performance (using either the PEO or CMOP-E). Make sure the audience clearly understands the nature of the developmental challenge, what causes it, and how it impacts occupational performance. You should also comment on the usual or potential occupational therapy role with individuals and groups impacted by the developmental challenge described.

2. Best evidence

Each member of the group must choose a recent article discussing an occupational therapy intervention addressing the chosen developmental challenge, and present a brief summary of their article within the presentation, which should:

- describe the intervention and any assessments used or recommended by the authors,
- identify the model or likely model (if not articulated) used by the authors,
- comment on the success (or otherwise) of the intervention,
- comment on the quality of the article (can you trust the results?)

3. Conclusion

Integrate your research and tell the audience what it all means. For example:

- What does your research tell us about the current occupational therapy role and practices with adolescents experiencing the chosen developmental challenge?
- Which article reviewed offered the most promising intervention and why?
- Are there any gaps that require further research or interventions that require further development?

4. Class discussion

Five minutes will be allocated for class discussion at the end of each presentation. To facilitate this discussion, please **prepare two questions** to pose to the audience.

Presentation Guidelines:

- the time allocated for each group presentation will be:
 - 15 minutes (\pm 2 minutes) for groups of 3.
 - 20 minutes (\pm 2 minutes) for groups of 4.
 - 5 minutes (irrespective of group size) to foster discussion with your peers.
- each member of the group is expected to prepare and deliver an equal part of the presentation.

Task 2 (Group Task):

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 APA 7th formatting.

Task 3 (Individual Task):

You are required to complete an **individual reflection** (500 words maximum) of your experience and learning around the selected developmental challenge and occupational therapy role. Please be sure to follow academic reflection guidelines by including:

- a **description** (i.e., the who, what, when, where and why) of the experience,

- an **analysis** (e.g., which component made you think the most; what was particularly challenging or interesting; did anything challenge or reinforce your prior understanding or past learning; are there any theories that help to explain what happened; etc.?) of the experience, and
- an **evaluation** (e.g., what did you learn; has it changed what you think? Will it change what you do; etc.?) of the experience.

Please refer to the Assessment Tile on Moodle for further details.

Assessment Due Date

Week 4 Tuesday (30 July 2024) 5:00 pm AEST

Tasks 2 & 3 must be uploaded to Moodle by the due date and time. Task 1 will be assessed between 8.30am and 4.00pm Wednesday 01/08/2024.

Return Date to Students

Week 6 Tuesday (20 Aug 2024)

Weighting

25%

Minimum mark or grade

You must achieve a minimum mark of 50% (12.5/25) for Tasks 1, 2 & 3 combined in order to pass this assessment piece.

Assessment Criteria

Tasks 1 & 2:

- accurate and thorough description of the physical, cognitive or psychosocial developmental challenge, including potential personal and environmental impacts on occupational participation and performance **(10 marks)**,
- accurate and detailed discussion of each article, clearly identifying the purpose, the OT model and/or frame of reference, the assessment tools, and the intervention process, including discussion about success/appropriateness of same **(25 marks)**, and
- facilitation and participation in class discussion in Q & A session **(5 marks)**.

Task 3:

- ability to self-evaluate participation in learning process and to identify plan for improving areas of challenge going forward **(10 marks)**.

Total Marks: 40 (group) & 10 (individual) = 25%

Please refer to the Assessment Tile on Moodle for further details.

Referencing Style

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

Submission

Offline Online Group

Submission Instructions

Your PowerPoint slides should be uploaded to Moodle as a group. Your personal reflection is to be independently uploaded. Should you have any difficulty uploading either your PowerPoint slides or reflection to Moodle, please be sure to email a copy directly to the unit coordinator (m.oreilly@cqu.edu.au) with an explanation of the difficulty in uploading.

Learning Outcomes Assessed

- Analyse the cultural and developmental expectations and relevant environmental supports and barriers related to occupational performance from early adulthood to older age and end of life.
- Analyse the implications for selected impairments commonly seen by occupational therapists in terms of activity limitations and participation in society.
- Select appropriate assessment tools to understand the impact of impairment on occupational performance and identify how the occupational therapist might intervene.
- Describe the occupational therapist role in promoting occupationally inclusive opportunities for people across the lifespan.

Graduate Attributes

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

2 Do Occupational Therapy Interventions Positively Impact the Occupational Participation and Performance of People in Middle Adulthood Experiencing the Developmental Challenge of a Chronic Condition?

Assessment Type

Research Assignment

Task Description

This **2000 word academic essay** will allow you to identify, review and analyse the current literature on the benefits (or otherwise) of occupational therapy interventions with people in middle adulthood (aged 40-65 years) experiencing occupational participation and performance challenges due to a chronic condition.

The primary goal of this task is to **persuade readers of an opinion** (i.e., that occupational therapy intervention is beneficial or otherwise) **based on evidence**.

The task requires you to **use between 10-15 peer-reviewed sources** (i.e., academic texts or scientific journals), at least 7 of which must be specifically sourced from occupational therapy authors, published within the last 10 years (i.e., published between 2015 & 2024) in order to:

1. describe the associated physical, cognitive and psychosocial **developmental expectations** of people in middle adulthood (40-65 years),
2. select and describe a **specific chronic condition** that may pose a developmental challenge and how it may influence a person's occupational participation and performance abilities (identify and use an OT model for this),
3. establish a **thesis statement** (advising what you plan to argue and how you plan to support your claim),
4. identify, describe, discuss and analyse at least **3 separate occupational therapy interventions** reported in the literature as evidence (or otherwise) for your thesis statement (be sure to use your professional reasoning in identifying both the potential pro's and con's of the intervention for your selected chronic condition, and
5. provide a '**future statement**' (i.e., recommendations for where to from here) using the evidence provided to direct future research and/or your recommendations for appropriate future clinical practice.

Format the paper as an academic essay, using APA 7th formatting, citation, and referencing style. Include a **Reference List** and an Appendix illustrating your **search strategy** at the end of your essay. Your search strategy must be clearly described, using PICO format, and it must be replicable.

Please refer to the Assessment Tile on Moodle for further details.

Assessment Due Date

Week 8 Friday (6 Sept 2024) 11:45 pm AEST

Your essay must be uploaded to Moodle by the due time and date for marking without penalty.

Return Date to Students

Week 11 Monday (23 Sept 2024)

Weighting

35%

Minimum mark or grade

You must achieve a minimum mark of 50% (17.5/35) in order to pass this assessment piece.

Assessment Criteria

- theoretical knowledge and interpretation of developmental expectations for middle adulthood (**10 marks**)
- theoretical knowledge and interpretation of the chronic condition and its potential impact on occupational participation and performance (**10 marks**)
- identification, investigation and interpretation of OT interventions currently implemented with people experiencing developmental and occupational challenge due to the specified chronic condition (**25 marks**)
- identification and explanation of the thesis and future statements (**10 marks**)
- professional communication (**5 marks**)
- resources and referencing (**5 marks**)

- search strategy **(5 marks)**

Total Marks: 70 = 35%

Please refer to the Assessment Tile on Moodle for further detail.

Referencing Style

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

Submission

Online

Submission Instructions

Should you have any difficulty uploading your essay to Moodle, please be sure to email a copy directly to the unit coordinator (m.oreilly@cqu.edu.au) with an explanation of the difficulty in uploading.

Learning Outcomes Assessed

- Analyse the cultural and developmental expectations and relevant environmental supports and barriers related to occupational performance from early adulthood to older age and end of life.
- Analyse the implications for selected impairments commonly seen by occupational therapists in terms of activity limitations and participation in society.
- Plan an evidence-based intervention with appropriate clinical justification for a person from young adulthood through to older age.
- Describe the occupational therapist role in promoting occupationally inclusive opportunities for people across the lifespan.

Graduate Attributes

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

3 Work-Integrated Learning (WIL) (Professional Practice Portfolio)

Assessment Type

Portfolio

Task Description

Over the course of your professional practice (WIL) experiences, you will generate a professional practice portfolio using an occupational therapy practice process model, CMOP-E and the Canadian Practice Process Framework (CPPF), as your guide. The portfolio will document your interactions with individual clients, as well as your group-based activities, and your interprofessional education (IPE) experience. This document should be built on as you progress through the term and should include the following sections:

Section 1: Context/background for the intervention sessions (600 words):

- a discussion about social isolation in older people and its implications for their health and wellbeing (you will need to refer to peer reviewed research for this part), and
- a description of the service (CatholicCare CQ) and the clients who use it.

Section 2: The occupational therapy practice process, based on the CPPF:

This section should demonstrate a step-by-step enactment of your engagement with the CPPF, using your professional practice sessions to evidence your work. You need to include Action Points 3, 4, 5, & 7, as outlined below:

Action Point 3: Assess/Evaluate (Individual Task)

- list and briefly describe each assessment used with the client (**<100 words for each assessment**), and
- a synopsis of your assessment results (**500 words**), including:
 - your client's demographics (age/generation, gender identity, ethnicity, marital status, living situation, etc), and
 - your client's occupational profile, including occupational history and experiences, patterns of daily living, occupational strengths, occupational challenges, interests, values, hopes/aspirations.

Action Point 4: Agree on Objectives and Plan (Individual Task)

- identify 3-5 overall aims for your client/client group that can be achieved in the context of the 'Ageing Well Morning Tea' sessions (this should be linked to the activity you have chosen),
- document a single goal in the format of a SMART goal.

Action Point 5: Implement the Plan (Group Task)

- the activity plan developed as part of your group session, including the rationale for choice of activity, and
- your completed Risk Assessment (using the template provided) for the activity.

Action Point 7: Evaluate Outcome

- **(Paired Task)** progress notes for each individual client session, following the SOAP format, and
- **(Group Task)** progress note documenting your group session (i.e., the session facilitated by you), written in SOAP format, and
- **(Individual Task)** your personal reflection/s **(600 words)** about the group session that you implemented, as well about as the program as a whole. Include reflection and comment on your commitment to ethical and professional behaviour.

Section 3: Inter-professional perspectives

- documentation from your IPE meetings (inter-professional assessment plan, and intervention plan).
- a **personal reflection (300 words)** of the process.

Section 4: A Reference List of readings and resources used to support your learning, in APA 7th format.

More information about the portfolio components and expectations can be found in the WIL Guide and on the Assessment Tile on Moodle.

Assessment Due Date

Review/Exam Week Tuesday (8 Oct 2024) 8:00 am AEST

Please upload your completed Portfolio and any additional supporting documents to Moodle by the due day and time for marking without penalty.

Return Date to Students

Feedback returned via Moodle prior to Certification of Grades.

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

- theoretical knowledge and interpretation of the challenges facing older adults in the community **(10 marks)**
- enactment of the OT practice process (Action Point's 3, 4 & 5) **(20 marks)**
- enactment of the OT practice process (Action Point 7) **(15 Marks)**
- ethical practice and professional behaviour **(5 marks)**
- reflection on performance and learning needs **(10 marks)**
- professional communication **(5 marks)**
- resources and referencing **(5 marks)**
- mandatory attendance **(10 marks)**

Total Marks: 80 = 40%

Please refer to the **Assessment Tile** on Moodle for more information.

Referencing Style

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

Submission

Online

Submission Instructions

Your portfolio needs to be uploaded to Moodle by the due date and time for marking without penalty. Should you have any difficulty uploading your Portfolio, or supporting documents, 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.

Learning Outcomes Assessed

- Select appropriate assessment tools to understand the impact of impairment on occupational performance and identify how the occupational therapist might intervene.
- Set client-centred goals based on information obtained from clients and their significant others.
- Plan an evidence-based intervention with appropriate clinical justification for a person from young adulthood through to older age.

Graduate Attributes

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

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem