



OCCT13001 *Enabling Work Participation*

Term 1 - 2024

Profile information current as at 19/05/2024 06:24 am

All details in this unit profile for OCCT13001 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 explore the role of occupational therapy in assisting clients to engage in work, considering historical perspectives as well as contemporary legislative and professional frameworks that guide practice. Building on your emerging task analysis skills, you will identify enablers and barriers to work participation, for use in creating appropriate client-centred goals. You will engage in simulations using occupational therapy tools to evaluate work environments and clients' functional capacity for work. Learning activities provide you with the opportunity to develop case management and return to work plans for clients with a range of physical and psychosocial conditions.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

The following unit is an essential co-requisite: OCCT13007 Successful completion of the following units as essential pre-requisites: OCCT12002 OCCT12004 OCCT12006 BMSC12007 HLTH12028

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. **Presentation**

Weighting: 25%

2. **Written Assessment**

Weighting: 35%

3. **Case Study**

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 feedback

Feedback

Students appreciated the authentic assessment tasks, but expressed a need for more guidance.

Recommendation

It is recommended that the authentic assessment tasks be retained, with the inclusion of further guidance to ensure students are well prepared to complete them.

Feedback from SUTE feedback Staff observation

Feedback

Having an educator in person on each campus facilitated learning in the weekly workshops.

Recommendation

It is recommended that the teaching team continue to include an educator for each campus to facilitate workshops.

Feedback from SUTE feedback

Feedback

Students experienced some challenges navigating the Moodle site.

Recommendation

It is recommended the Moodle site be reviewed and revised as necessary for ease of access.

Unit Learning Outcomes

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

1. Describe occupational therapy roles for enabling work participation
2. Use selected occupational therapy assessment tools to identify barriers to work participation
3. Synthesise information from clients and stakeholders to set appropriate work participation goals
4. Develop work-based interventions using contemporary evidence and clearly communicated professional reasoning
5. Integrate principles from the legislation and occupational justice when planning inclusive occupational therapy interventions that promote work participation.

OCCT13001 learning outcomes link directly to the following professional standards from the [Australian Occupational Therapy Competency Standards \(2018\)](#):

1. *Professionalism*: Standards 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.15, 1.17
2. *Knowledge and Learning*: Standards 2.1, 2.2, 2.3, 2.5, 2.6, 2.8
3. *Occupational Therapy Process and Practice*: Standards 3.1, 3.2, 3.3, 3.4, 3.7, 3.8
4. *Communication*: Standards 4.1, 4.2, 4.4, 4.5, 4.10, 4.11

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 - Presentation - 25%	•				•
2 - Written Assessment - 35%		•	•	•	•
3 - Case Study - 40%	•	•	•	•	

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					

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 - Written Assessment - 35%	•	•	•	•		•	•	•	•	
3 - Case Study - 40%		•	•	•			•	•		

Textbooks and Resources

Textbooks

OCCT13001

Prescribed

Work : Promoting Participation and Productivity Through Occupational Therapy.

Edition: 1st (2012)

Authors: Braveman, B., & Page, J.

F.A. Davis

Philadelphia , PA , USA

ISBN: 9780803600164. 9780803629950.

Binding: eBook

OCCT13001

Supplementary

Occupational Therapy and Vocational Rehabilitation.

Edition: 1 (2013)

Authors: Ross, J.

John Wiley & Sons Ltd.

Chichester , West Sussex , England

ISBN: 978-1-118-70976-4

Binding: eBook

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft office or similar word processing, spreadsheeting and presentation software
- PowerPoint

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

Jayne Thomson Unit Coordinator

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Schedule

Week 1 Legislation and models for practice - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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- A history of work enablement in occupational therapy
- Legislation important to consider
- Occupational therapy and other models for practice
- A hierarchy for return to work

See the Week 1 e-Reading list.

a) Braveman, B., & Page, J.J. (2012). [Work: Promoting Participation and Productivity Through Occupational Therapy](#). F.A. Davis

- Chapter 1, history of work **pp. 3-6**
- Chapter 1, work as an area of occupation **p. 9**

• MOHO **pp.40-42, 82-83**

• Section 2, areas of occupational therapy work related practice **p.117**

b) Boyt Schell, B. & Gillen, G. (2018). [Willard & Spackman's Occupational Therapy](#). (13th ed.). Lippincott, Williams and Wilkins.

- Chapter 52, Work, **pp. 1477-1480**

c) [WHS Act 2011](#), **p. 26**

- Please use Microsoft Teams for questions to teaching staff.
- Ensure your group has made a topic choice in Moodle for Assessment 1.

Week 2 Musculoskeletal conditions - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
	See the Week 2 e-Reading list.	
	<p>a) Boyt Schell, B. & Gillen, G. (2019). Willard & Spackman's Occupational Therapy. (13th ed.). Wolters Kluwer.</p> <ul style="list-style-type: none"> • Risk factors for musculoskeletal injury, pp. 1493-1495 • Rationale for work evaluation, pp. 1486-1487 	
	<p>b) Curtin, M., Egan, M. & Adams, J. (2017). Occupational therapy for people experiencing illness, injury or impairment (7th ed.). Elsevier.</p> <ul style="list-style-type: none"> • Reasoning underpinning assessments for people experiencing musculoskeletal conditions pp. 273-278. 	
	<p>c) Evicore Healthcare (2019). Clinical guidelines for medical necessity review of physical and occupational therapy services. (v.1.0.2019). American Medical Association.</p>	
	<p>d) McHugh-Pendleton, H., & Schulz-Krohn, W. (2018). Pedretti's Occupational Therapy. Elsevier.</p> <ul style="list-style-type: none"> • ROM assessment pp. 484, 493-508 	
	<p>e) Se Won Lee, M. (2017). Musculoskeletal Injuries and Conditions: Assessment and Management. Demos Medical.</p> <ul style="list-style-type: none"> • Selected pages for non-operative management of MSK conditions-available in Library e-Reading list. 	
<ul style="list-style-type: none"> • Soft tissue injuries (STI) • Chronic pain and recovery mechanisms • Types of common MSK injuries • Tools for measuring pain levels • Range of Motion testing 		<ul style="list-style-type: none"> • Wear singlet top, closed in joggers and shorts to Tutorial this week-suitable for goniometry and physical activity.

Week 3 Evaluating the worker and the job - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• The purpose of evaluating the worker• Evaluating Job Demands• Using job dictionaries• Classifications of Work and task frequency• Functional Capacity Evaluation• Functional hand grasps relevant to using work equipment• Dynamic Performance Analysis	<p>See the Week 3 e-Reading list.</p> <p>a) Braveman, B., & Page, J.J. (2012). Work: Promoting Participation and Productivity Through Occupational Therapy. F.A. Davis</p> <ul style="list-style-type: none">• Chapter 12, Functional Capacity Evaluation pp. 263-281• Chapter 15, Job Demands and Work Task analysis pp. 276, 331-333 <p>b) Curtin, M., Egan, M. & Adams, J. (2017) Occupational therapy for people experiencing illness, injury or impairment. (7th ed.). Elsevier.</p> <ul style="list-style-type: none">• Chapter 15, Dynamic Performance Analysis pp. 207-215 <p>c) Boyt Schell, B. & Gillen, G. (2019). Willard & Spackman's Occupational Therapy. (13th ed.). Wolters Kluwer.</p> <ul style="list-style-type: none">• Job Analysis pp.1486-1487 including Table 52-1• Gathering data pp.1491-1492 including Table 52-3• Functional Capacity Evaluation, pp. 1511-1512 <p>d) Corlett, & McAtamney, L. (2019). <i>RULA - Rapid Upper Limb Assessment</i>. Osmond Ergonomics. https://www.rula.co.uk/index.html</p> <p>e) Hedge, A. (2000). <i>REBA Employee Assessment Worksheet</i>. ErgoPlus. http://ergo-plus.com/wp-content/uploads/REBA.pdf</p>	<p>Wear singlet top, closed in joggers and shorts to class this week- suitable for performing functional capacity and manual handling tasks.</p>

Week 4 In class presentations - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• Student group presentations this week.• Please see the Presentation Schedule in Moodle.	<p>No prescribed readings this week.</p> <p>Tips for your presentation:</p> <ul style="list-style-type: none">• UTS Sydney Student resources- Presentation Skills	<p>Post your Annotated Bibliography to the Microsoft Teams Channel and Moodle.</p> <p>Submit your presentation slides to Moodle.</p> <p>Roles and Legislation presentation Due: Week 4 Wednesday (27 Mar 2024) 8:00 am AEST</p>

Week 5 Workplace Assessment - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• Processes and purposes of workplace assessment• Job Analysis practice	<p>See the Week 5 e-Reading list.</p> <p>a) Boyt Schell, B. & Gillen, G. (2019). Willard & Spackman's Occupational Therapy. (13th ed.). Wolters Kluwer.</p> <ul style="list-style-type: none">• Workplace modifications pp.1498-1500 <p>Work hardening and Work conditioning pp.1510-1511</p> <p>b) Braveman, B., & Page, J.J. (2012). Work: Promoting Participation and Productivity Through Occupational Therapy. F.A. Davis</p> <ul style="list-style-type: none">• Chapter 15, Workplace Based Assessment pp. 326-327	<p>Simulated Workplace Evaluation. A pre-briefing will occur during the Workshop before the on-campus visits.</p> <p>The locations to meet DFM staff are to be advised for each campus. Please take a clipboard, pen, blank paper and your own printed copy of the Job Analysis template. We will reconvene in the classroom after the worksite evaluation.</p>

Week 6 Return to Work plans - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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See the Week 6 e-Reading list.

a) Commonwealth of Australia. (2019). [National Return to Work Strategy 2020-2030](#). Safe Work Australia.

b) Russo, D. & Innes, E. (2002). [An organizational case study of the case manager's role in a client's return-to-work programme in Australia](#). *Occupational Therapy International*, 9(1), 57. <https://doi.org/10.1002/oti.156>

c) Abedi, M., Aplin, T., Gane, E., & Johnston, V. (2022). ["No Man's Land": the experiences of persons injured in a road traffic crash wanting to return to work in Queensland, Australia.](#), *Disability and Rehabilitation*, DOI:10.1080/09638288.2022.2153178

- Grading of work tasks for the Suitable Duties Plan
- Case example of grading job tasks to match functional limitations

Week 7 Ergonomics and office work station evaluation - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
	See the Week 7 e-Reading list.	
	<p>a) Braveman, B., & Page, J.J. (2012). Work: Promoting Participation and Productivity Through Occupational Therapy. F.A. Davis</p> <ul style="list-style-type: none">• Chapter 14, Preventing Injuries in the Workplace: Ergonomics pp. 304-306• Body mechanics for manual handling and repetitive tasks pp. 306-311• Anthropometrics p. 311	Simulated Office Workstation Evaluation. <ul style="list-style-type: none">• Small groups will visit an on-campus staff member to evaluate their office workstation using the CQUniversity Workstation Checklist.
<ul style="list-style-type: none">•Ergonomics and anthropometrics•Body mechanics and leverage principles•Best practice for workstation assessment and set up•Common equipment for office workstations•Practice evaluating and adjusting a simulated client's office workstation	<p>b) Woo, E. H. C , White, P., & Lai, C. W. K. (2016). Ergonomics standards and guidelines for computer workstation design and the impact on users' health - a review. <i>Ergonomics</i> (59) 464-475.</p> <p>c) Ergonomic guide to computer based workstations</p> <p>d) Setting up your workstation</p> <p>e) CQUniversity Workstation Checklist (available on Moodle)</p>	Assessment 3. Ensure you have made a complex case choice in Moodle for Assessment 3.

Week 8 Work focused mental health interventions - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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See the Week 8 e-Reading list.

a) Braveman, B., & Page, J.J. (2012). [Work: Promoting Participation and Productivity Through Occupational Therapy](#). F.A. Davis
• Negative assumptions about workers with mental illness **pp. 203-205**
• Case of Don, **pp. 204-205,**

- Negative assumptions at workplaces about mental health
- Stigma about mental health at workplaces
- Occupational therapy interventions for Depression/Anxiety at work: *Case of Don*
- Definitions of stress
- Symptoms of PTSD: *Case of Mark*
- Chronic stressors

b) Bhui, K. S., Dinos, S., Stansfeld, S. A., & White, P. D. (2012). [A synthesis of the evidence for managing stress at work: a review of the reviews reporting on anxiety, depression, and absenteeism](#). *Journal Of Environmental & Public Health*, 515874. doi:10.1155/2012/515874

Ensure that you upload draft documents for your Suitable Duties Plan to Turnitin to obtain information for your CB84 Assignment Coversheet before final submission to Moodle.

c) Buck, R., Barnes, M., Cohen, D., & Aylward, M. (2010). [Common health problems, yellow flags and functioning in a community setting](#). *Journal Of Occupational Rehabilitation*, 20(2), **235-246**

d) Sharma, E. (2015). [A Study of the Factors That Cause Occupational Stress Among Blue-Collar Employees](#). *IUP Journal Of Organizational Behavior*. 14(4), **52-65**.

Week 9 Complex cases and alternative employment - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
	See the Week 9 e-Reading list.	
	a) Braveman, B., & Page, J.J. (2012). Work: Promoting Participation and Productivity Through Occupational Therapy . F.A. Davis • Chapter 13, case of Stan pp. 283, 298-300 Chapter 2, worker roles pp. 29-37, occupational identity, pp. 40-46	
	b) Lundqvist, A., & Samuelsson, K. (2012). Return to work after acquired brain injury: A patient perspective . <i>Brain Injury</i> , 26(13/14), 1574-1585	
	c) Sandqvist, J., Lee, J., & Kielhofner, G. (2010). A user's manual for Assessment of Work Performance (AWP). University of Illinois at Chicago.(available in classroom resources) • Case of Mike, pp. 32-40 Assessment and summary forms, pp. 20-29	
	d) Coakley, K., & Bryze, K. (2018). The Distinct Value of Occupational Therapy in Supported Employment of Adults with Intellectual Disabilities . <i>Open Journal of Occupational Therapy</i> , 6(2).	
<ul style="list-style-type: none">• Successful return to work for people with Acquired Brain Injury and CVA• Occupational therapy interventions: Case of Stan• Assessment of Work Performance tool (AWP): Case of Mike• Vocational development across the lifespan and worker identity.• Alternative employment options for people with residual disability preventing return to previous work roles.		Suitable Duties Plan Due: Week 9 Monday (6 May 2024) 8:00 am AEST

Week 10 First Nations lived experiences of work - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• "Closing the Gap" policies• Authentic voices of Indigenous and First Nation peoples discussing work• "Yarnsafe" principles• Actively participate in a yarning circle to share understanding and stories about work and racism	<p>See the Week 10 e-Reading list.</p> <p>a) Biddle, N., Hunter, B., Yap, M., & Gray, M. (2016). Eight ways we can improve Indigenous employment.</p> <p>b) Ewing, B. F., Sarra, G., Price, R. A., O'Brien, G., & Priddle, C. (2017). Access to sustainable employment and productive training: Workplace participation strategies for Indigenous employees. <i>Australian Aboriginal Studies</i>, (2), 27-42.</p> <p>c) headspace (2020). Clinical Tips: Working with Aboriginal and Torres Strait Islander Young People.</p> <p>d) Lin, I., Green, C., & Bessarab, D. (2016). 'Yarn with me': applying clinical yarning to improve clinician-patient communication in Aboriginal health care. <i>Australian Journal of Primary Health</i>, 22 (5), 377-382. https://doi.org/10.1071/PY16051</p>	<p>Video recording of past students engaging in yarning circle with Guest speaker from First Nations people, Mr Daniel Hamill, if available.</p>

Week 11 Funding of work enabling services - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• Insurer payment for work enabling practice tasks (Work Cover and NDIS)• Case Study Service Agreement questions.	<p>Review OCCT13001 resources and prepare your "Case Study Service Agreement" assessment. You may be directed to access several websites during class.</p>	<p>Guest speaker (to be confirmed).</p>

Week 12 No class- time to finalise your Case Study - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
	<p>No required readings this week.</p>	<p>Case Study Service Agreement Due: Week 12 Friday (31 May 2024) 11:59 pm AEST</p>

Term Specific Information

Practical Learning Activities: The tutorials will contain more of the "hands on" type of learning activities. The workshops will contain learning activities where you will critically examine and apply information from the weekly readings. It is planned that students will be supported by on campus teaching staff in both Rockhampton and Bundaberg.

Assessment Weightings: All assessment task instructions and components have been revised for 2024. Instructions include guidelines for the word count required to indicate the student workload and ensure weightings of tasks are appropriate.

Assessment instructions and timing: Feedback from teaching staff has been implemented to clarify all assessment task requirements, and most task details have been provided in the Unit Profile. More time has been allocated for students to complete Assessment 2 by scheduling Assessment 1 in Week 4.

Student study workload: Students should be aware that their fulltime study workload (4 units x 150 hours) for this term will at times require concurrent work on multiple assessment tasks for different units. Occupational therapy teaching staff have communicated and made some adjustments to due dates where possible. In some instances, to align with the flow of each unit content there may be tasks with due dates close together. It is good practice to plan and map out your study time carefully so all assessment tasks are achievable.

Assessment 2 client: This task will no longer require the students to interact with a client actor. Instead, students will use the Week 5 on campus worksite visit to gather information relevant to the client case.

Assessment Tasks

1 Roles and Legislation presentation

Assessment Type

Presentation

Task Description

Overview and Purpose:

In a small group, you will prepare and deliver a professional presentation about legislation influencing occupational therapy and multidisciplinary team roles in work enablement. The task will show your understanding and ability to apply principles from legislation and occupational justice pertinent to selected contexts for enabling work participation practice as an occupational therapist. You will also gain knowledge from engaging with the presentations delivered by your peers. It is expected you will demonstrate effective and professional presentation skills, building on the skills you have already used in Year 1 & 2.

This assessment reflects common oral presentation formats for many professional conferences, in-service and training opportunities and contains the following parts:

Group Part A:

A 15-minute oral presentation using PowerPoint for a specific legislative and population context. You are provided with choices for the legislation and population context in Moodle to use for your group presentation. You will design a specific case scenario and apply an occupational therapy practice model to help you contextualise your explanations for the work enabling roles of the occupational therapist and team. You will use appropriate research evidence to prepare the content of your presentation. As part of the professional presentation format, your group will facilitate a class discussion time for your student peers at the end of your oral presentation.

Individual Part B:

A verbal explanation of one source per student from an individually prepared annotated bibliography of two key sources that you will provide to your peers in digital form. Your personal professional verbal and nonverbal communication will be evaluated during the presentation.

Preparation for your Assessment task:

You will be allocated to a group before term starts. Your group will have access to a Moodle Choice activity listing the campus-based topic options for the population context and legislation that you will discuss in your presentation. Groups will select and save one choice for your campus of enrolment, then that choice will be unavailable to other groups. In your group, you will independently research professional literature and relevant legislation to identify factors that influence practice as an occupational therapist in your chosen legislative and population context. You will use professionally prepared PowerPoint slides to support your oral presentation and class discussion time. You will provide a digital copy of your individually prepared annotated bibliography to your peers in the OCCT13001 Microsoft Teams chat before the due date. You will submit your group PowerPoint slides and individual Annotated Bibliography to Moodle for marking before the due date.

Filenames for Submission

Name your Moodle file submissions as follows to expedite marking:

- *Annotated Bibliography:* FirstnameLastname_AB e.g. SueJones_AB
- *PowerPoint slides:* Campusgroupnumber_PP e.g. BDG1_PP

Schedule of Presentation Topics:

The schedule for the presentation order is fixed by your group choice of legislative and population context. For example, the Bundaberg group that selects Moodle Choice 3 will present 3rd and so on. The draft and final Presentation Schedule will be available on Moodle.

Group Part A: Oral Presentation Content

1. For your context, use a case scenario and practice model to explain the role of occupational therapy and give an overview of multidisciplinary team member roles: (suggest 4-6 slides)

- Develop a case scenario for a client within the legislative and population context chosen. An ideal case scenario will be realistic for the population context, with clearly identified client occupational needs and consistently linked to work enabling principles and interventions discussed throughout the presentation.
- Research evidence from professional literature and current Australian occupational therapy practitioners to clearly outline the role of the occupational therapist in your allocated area of work enabling practice. Give examples of expected work enabling duties for an occupational therapist helping your case scenario client.
- Select an appropriate occupational therapy practice model (CMOP-E, MOHO, KAWA, or PEO) and use it to support occupational therapy interventions for your case scenario client. State who would pay for occupational therapy interventions in this context.
- Describe other professionals and stakeholders who would potentially be part of the multidisciplinary team working with the client. Provide a summary about what each of the other key professionals and stakeholders in the team contribute to the process of enabling the case scenario client's work participation.
- Use in-text citations on your slides to provide appropriate professional evidence to support your explanations.

2. Explain how principles from the legislation can help you advocate for occupational justice with your case scenario client: (suggest 3-4 slides)

- Discuss 4 key principles from your legislation. Explain their relationship to the occupational justice framework relevant to your case scenario client's context.
- Explain how you would use all four principles to promote occupational justice for your case scenario client to engage in a work role.
- Use in-text citations on your slides to provide appropriate professional evidence to support your explanations.

3. Engage your audience.

- Use multimedia to enhance the appearance of your slides, referencing image sources appropriately. Deliver within the time limits set (minimum 12-maximum 17 minutes) for the 15-minute presentation and maximum 5 minutes' question time.

4. Facilitate a Class Discussion: (suggest 1-3 slides)

- Develop 2 questions to ask your audience to facilitate peer engagement in the 5-minute class discussion time after your presentation.
- Please do not prepare any new information to present during the class discussion time.
- Ensure your questions are open ended and easily able to be answered by your peers in relation to what you have already presented. (Suggest 1-3 slides)
- NB: Any student with an approved extension who is not able to present in class on the scheduled day cannot facilitate a class discussion time and will be set an alternative task as part of the presentation assessment.

5. Provide a reference list: (suggest 1-3 slides, not directly marked)

- Use APA 7 style to provide the full references for all your cited sources as the last section of your PowerPoint presentation, including your Legislative Act.

Individual Part B: Annotated Bibliography Content

6. Share key resources: (suggest 1-2 slides for 1 key source)

- Use the occupational therapy assignment coversheet (Word document) as the first page of your Annotated Bibliography document, and ensure you complete all relevant sections.
- The CQUniversity library has an information sheet about [Academic Writing for Annotated Bibliographies](#), that guides inclusions for the Coverage, Currency, Authority, Objectivity and Relevance of your sources.

i) Provide peers with Annotated Bibliography document

- You will individually select two key sources to annotate in your Word document. Use APA 7 style to list the full reference and write 200 words about each source. In your Annotated Bibliography Word document, present detail about the *Coverage* and *Relevance* of each source. Please provide minimal information about the Currency, Authority and Objectivity of each source.
- Provide the Word document as a digital resource for your peers via the OCCT13001 Microsoft Teams chat before your presentation. It is expected that group members will select different sources to include in the Annotated Bibliography so that your peers will be provided with a broad range of key sources about the legislative and population context.
- The Annotated Bibliography will NOT include your allocated Legislative Act.
- If you do not share your Annotated Bibliography in Microsoft Teams with your peers before the presentation you will not obtain any marks for this component.

ii) Oral presentation of one key Annotated source

- Each group member will orally present one key professional literature source (not a website) from your individual Annotated Bibliography of 2 sources. Provide an oral explanation of the source's
 - *Coverage*: explain the main points, argument, and level of content
 - *Relevance*: why you found the key source useful in your topic preparation, new information you learned and how it shaped your presentation and/or your case scenario.
- Use in-text citations for sources on your other slides.
- Provide the full source APA 7 style citation when you discuss your key source- include a few key points on your slide that outlines the main aim, content, or recommendations of the source.
- Deliver your presentation using professional verbal and non-verbal communication. You will be individually marked on all of your oral delivery including your annotated source.

Tips for preparing your content:

See the Task instruction document on Moodle for tips on designing your slides and facilitating the class discussion.

Word count:

Research has found that on average we can clearly present up to 150 spoken words per minute of presentation time, less if there are a lot of complex words of more than three syllables. Your group's prepared presentation script, including individual annotations, should therefore be approximately 2250-2500 words (you do not need to submit your script). Ensure that you present your information as concisely as possible while covering all key elements required.

Assessment Due Date

Week 4 Wednesday (27 Mar 2024) 8:00 am AEST

Return Date to Students

Week 6 Wednesday (17 Apr 2024)

Moodle Gradebook

Weighting

25%

Minimum mark or grade

Minimum 50% (i.e. 12.5 out of 25 marks) to pass.

Assessment Criteria

See the Marking Rubric 2024 for points available for each section of the assignment. Your total points score out of 100 will be weighted at 25% of your OCCT13001 grade.

1. *Develops a case scenario that relates to key interventions for the work enabling context. (10 points)*
2. *Describes the duties performed by an occupational therapist in the work enabling context (10 points)*
3. *Selects and applies an appropriate occupational therapy practice model and explains a payment source. (10 points)*
4. *Describes the contribution of key team members to client care. (10 points)*
5. *Applies principles from occupational justice and contextually relevant legislation to concepts for client advocacy (10 points)*
6. *Facilitates peer engagement in class discussion time that relates to presented content. (10 points)*
7. *Uses multimedia and organisation of content to maximise available time within set limits. (10 points)*
8. *Explains why the key source was relevant to the case study and topic. (10 points)*
9. *Provides peers with an APA7 style Annotated Bibliography for 2 relevant sources. (10 points)*
10. *Uses professional verbal and nonverbal communication. (use of eye contact, body language, speech volume, pace, pronunciation & enthusiasm). (10 points)*

Referencing Style

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

Submission

Offline Online Group

Submission Instructions

One group member to submit PowerPoint to Moodle using the Filename structure in the Task Description. All students to submit Annotated Bibliography to Moodle and to Teams to share with peers.

Learning Outcomes Assessed

- Describe occupational therapy roles for enabling work participation
- Integrate principles from the legislation and occupational justice when planning inclusive occupational therapy

interventions that promote work participation.

Graduate Attributes

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

2 Suitable Duties Plan

Assessment Type

Written Assessment

Task Description

Overview and Purpose:

As occupational therapists, we can give advice regarding a client's occupational performance needs for work. In this assignment you will address the needs of a client at Level 1 of the Return-to-Work Hierarchy who is likely to return to the same job with the same employer. You will highlight principles related to section 228 of the Workers' Compensation and Rehabilitation Act 2003 when discussing the obligations of the client's employer. You will generate a realistic graded "Suitable Duties" plan for the worker observed during the in-class worksite evaluation.

Scenario: You are the occupational therapist who has received the WorkCover referral for the university maintenance employee who has had a Grade 2 neck and (right) shoulder strain from lifting heavy objects at work. The worker is keen to return to work in some capacity, however the supervisor has previously mentioned that he wants the worker to be fully fit before resuming work. You will need to explain the benefits of the "Suitable Duties" program and selected key points from the "Guideline for standard for rehabilitation" (2nd ed., 2023) to the supervisor so he agrees to participate. This will enable you to facilitate the worker's return to work as a key part of an effective vocational rehabilitation program.

Your task:

You will document information in the "Job Analysis Template" after the workplace evaluation of one of the worker's colleagues, to consider how to grade the usual work duties. You will interpret information from the workplace evaluation to help determine essential functional capacities for all usual work duties and to guide your recommended interventions. You will have access to additional information about the client from a written referral, the DASH and Work Capacity Capabilities Form for the worker's job type.

Synthesising the information that you gather, you will develop tables for each of the four MOHO components: volition, habituation, performance capacity and the environment in the "Intervention planning template". You will identify barriers and set goals for the client before developing an evidence-based range of work enabling interventions. Use in-text citations of references containing best practice evidence to support all your recommended interventions.

One of your intervention strategies will be to create a graded "Suitable Duties Plan" for your client using an industry standard template. You will discuss how this intervention will be negotiated with the worker, the supervisor and WorkCover Rehabilitation Counsellor and how it addresses principles from the "[Guidelines for standard for rehabilitation](#)". You will provide a clearly documented schedule of hours and duties to gradually upgrade to all usual work duties over the 4-week period of the Suitable Duties Plan.

Use the Word document settings that are contained within the templates. You will submit the following files to Moodle:

- Job Analysis Template (**available on Moodle, 600 words ±10%**)
- Intervention Planning Template (**available on Moodle, 2600 words ±10%**)
- WorkCover Queensland Suitable Duties template (**available on Moodle, 150 words ±10%**)
- Completed CB84 Assignment coversheet.

Filenames for submission:

Name your Moodle file submissions as follows to expedite marking:

- *Occupational therapy coversheet* FirstnameLastname_CS e.g. SueJones_CS
- *Job Analysis Template*: FirstnameLastname_JA e.g. SueJones_JA
- *Intervention Planning Template*: FirstnameLastname_Ix e.g. SueJones_Ix
- *WorkCover Queensland Suitable Duties Template*: FirstnameLastname_SD e.g. SueJones_SD

Use of professional language and medicolegal writing style is expected for this report:

Correct tense

- Use third person past tense for history, assessment (e.g., client was referred, Assessments were carried out)
- Use third person present tense for job analysis, identification of barriers (e.g., can, uses both hands)
- Use third person future tense for Goals and intervention strategies (e.g., In 3 weeks, client will..., occupational therapist to provide...)

Be professional and accurate

- Use professional terminology as discussed in OCCT13001 classes (e.g., workplace assessment, task modification, home exercise program)
- Maintain an objective and factual tone with your content. Make sure you are cautious about information the client has reported but may not have any evidence for.
- Avoid value judgements not based on fact (e.g., could barely drive, has a great family, is really wanting to work)
- Carefully choose words that precisely reflect the intended meaning.

Be careful with the following

- Do not use colloquial phrases unless it is presented as a “direct quote” from a client (e.g., it was “okay”, “took it easy”, “smokos”, etc.)
- Do not use abbreviations or acronyms unless you have clearly defined what they mean first
- Do not attribute blame to any person, this is not our role.

Communicate clearly:

- Keep your sentences short and succinct. Do not include long sentences if you can use dot points.
- This type of document can be subpoenaed to a court of law. It could be read by lawyers, judges, the client, and/or employer(s). Keep this in mind as you write your information.

Word count:

Overall, we expect this assignment will take 3350 words \pm 10% to complete as per the suggested word counts for each document. In real world practice, the time taken to prepare long wordy reports may not be fully funded. Efficient production of written reports to meet industry standards is a critical professional skill to master.

Assessment Due Date

Week 9 Monday (6 May 2024) 8:00 am AEST

Using filename structures outlined in the Task Description, submit all four documents to Moodle by due date.

Return Date to Students

Week 11 Wednesday (22 May 2024)

Moodle Gradebook

Weighting

35%

Minimum mark or grade

Minimum 50% (i.e. 17.5 out of 35 marks) to pass

Assessment Criteria

Marking Criteria:

See the Marking Rubric 2024 for points available for each section of the assignment. Your total points score out of 100 will be weighted at 35% of your OCCT13001 grade.

1. Documents observations from the simulated worksite visit in the Job Analysis template. **(10 points)**
2. Potential MOHO component barriers to desired outcomes are identified. **(10 points)**
3. Work related goals for each barrier are presented. **(10 points)**
4. Interventions to address volition and habituation goals are discussed. **(10 points)**
5. Interventions to address performance capacity and environmental goals are discussed. **(10 points)**
6. Outlines how the Suitable Duties plan will be negotiated with worker, supervisor, doctor, and insurer. **(10 points)**
7. Presents a graded schedule of work hours and restrictions for a 4-week Suitable Duties plan. **(10 points)**
8. Uses templates to record information about the client's capabilities for work. **(10 points)**
9. Word choices, language structure and style used is chosen to communicate intended meaning. **(10 points)**
10. Evidence to support best practice is cited and referenced in APA 7 style. **(10 points)**

Referencing Style

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

Submission

Online

Submission Instructions

Submit your assignment coversheet, job analysis, intervention planning and suitable duties plan as separate files to Moodle.

Learning Outcomes Assessed

- Use selected occupational therapy assessment tools to identify barriers to work participation
- Synthesise information from clients and stakeholders to set appropriate work participation goals
- Develop work-based interventions using contemporary evidence and clearly communicated professional reasoning
- Integrate principles from the legislation and occupational justice when planning inclusive occupational therapy interventions that promote work participation.

Graduate Attributes

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

3 Case Study Service Agreement

Assessment Type

Case Study

Task Description

Overview and Purpose:

This assessment requires you to apply the work enabling skills and knowledge you have developed throughout this unit of study. You will generate a realistic evidence-based Service Agreement for a complex case scenario at Level 6 of the return-to-work hierarchy where the worker is looking for a different job with a new employer.

Scenario:

You are the occupational therapist who has received a referral for a client from the rehabilitation funding provider. They are asking you to provide case management for a worker. You will select from one of the five complex case study choices in Moodle as your referred client. You will seek written approval from the funding body before services commence. You will write a cover letter in response to the rehabilitation funding provider to request approval of payment for your Service Agreement, as well as to flag any other referrals you are recommending.

You will develop a comprehensive Service Agreement document (of around 4000 words \pm 10%) for the case study client that outlines a complex occupational therapy assessment and intervention plan using the Canadian Practice Process Framework. You will use professional reasoning to clearly explain and justify the range of appropriate work enabling interventions that you recommend, detailing the duration and frequency of interventions. Considering the client's complex comorbidities, you will outline any best practice physical or psychological referrals for interventions that should occur in conjunction with occupational therapy. You will provide an APA 7 style reference list at the end of your Service Agreement.

Task components:

The Case Study Service Agreement contains the following parts of the Canadian Practice Process Framework:

1. *Standardised tools:* A list of the clinical assessment tools that you hope to carry out with the worker. A clinical assessment suite will usually be approved if there is a maximum of 5 tools required with minimal overlap or repetition of the information provided by each tool. Ensure that you include at least one occupation centred tool. **(100 words)**
2. *Occupational needs and expectations:* For each assessment tool you list, use professional reasoning to explain how long it will take, what information it provides and how it will inform the work enabling interventions for the client using evidence to support your statements. **(700 words)**

3. *Impairments, limitations, and restrictions*: Relevant to the client case scenario, discuss at least one of each type of barrier for work participation: physical, symptomatic, psychosocial and job demand related. You will need to broadly research the client's comorbidities and cite evidence for a range of potential barriers that would be experienced. You are permitted to add pertinent appropriate information to the client case scenario if necessary, so that the barriers discussed can be contextualised. **(900 words)**
4. *Objectives and plan*: To address each type of identified barrier, create four short term functional improvement goals (these can be to improve client function in preparation for work) and one long term work focused goal for the client. (This plan will not achieve the long-term goal but will focus on achieving short term goals that make progress towards the long-term goal). Write all goals in the behavioural objective style. Assume the client has collaborated with you to set these goals. **(100 words)**
5. *Implement plan*: Develop evidence-based recommendations for occupational therapy interventions to address your four short term goals. You will research the evidence for the best occupational therapy or other management strategy and provide an in-text citation for the source/s that support your recommendations. Cite primary clinical research or systematic review/meta-analysis evidence where possible. **(900 words)**
6. *Monitor/Modify*: Provide a summary of the type, timeframe, and frequency of interventions and how many hours of funding you will need to deliver them. **(100 words)**
7. *Conclude/Exit*: Request approval for payment of your plan by writing a professional cover letter to your funding contact. Highlight any additional referrals to other professionals that need to be made for the client. **(100 words)**
8. *References*: Your APA 7 style reference list will include 5-10 contemporary primary research or systematic review/meta-analysis evidence as a priority. These should be published within the last 10 years where possible and be relevant to best practice interventions appropriate for the client's comorbidities. **(No word limit)**

Formatting your Case Study Service Agreement

- Include a separate completed occupational therapy coversheet with your assignment documents.
- Use the following filename structures to expedite marking:
 - *Case study document*: Firstnamelastname_ClientScenarioFirstname **e.g. SueJones Julia**
 - *CB84 coversheet*: Firstnamelastname_CS **e.g.SueJones_CS**
- Use a nonserif font either Arial or Calibri of at least 12pt size, with bottom right of the page number footers (i.e. Page 1 of 12, Page 2 of 12...) and 1.15 or 1.5 line spacing.
- Use the same language and style guidelines as stated for your Suitable Duties Plan.
- You can choose how to format your document layout, margins, headings, use of tables, dot points and paragraphs of text as you need.
- Consider how to present your information so it is organised, logical and easy to follow for your insurer, who would be reading it to approve funding for your recommendations.

Writing your Cover Letter

- Use a formal letter writing layout with correct spelling, grammar, and word choice.
- You may add fictitious information for the contact person and client if it is not already provided.
- Provide contact details for yourself including telephone and email at the top of the letter.
- Include the date your letter was written.
- Thank the contact for their referral and indicate your client's name, brief history, and contact details.
- Clearly state the purpose of your letter.

Assessment Due Date

Week 12 Friday (31 May 2024) 11:59 pm AEST

Using filename structures outlined in the Task Description, submit your coversheet and case study documents to Moodle by due date.

Return Date to Students

Exam Week Friday (14 June 2024)

Moodle Gradebook

Weighting

40%

Minimum mark or grade

Minimum 50% (i.e. 20 out of 40 marks) to pass

Assessment Criteria

See the Marking Rubric 2024 for points available for each section of the assignment. Your total points score out of 80 will be divided by 2 to calculate your Assessment 3 grade.

1. *Selects an appropriate clinical assessment suite of up to five relevant tools.* **(5 points)**
2. *Provides professional reasoning for each clinical assessment tool selected.* **(10 points)**

3. *Discusses physical, psychological, symptomatic, and job demand barriers to work. (20 points)*
4. *Writes work focused goals for key selected barriers that were identified. (10 points)*
5. *Justifies interventions to address the nominated goals. (20 points)*
6. *Provides an outline of appropriate hours to be funded for assessment and intervention. (5 points)*
7. *Writes a cover letter to communicate with funding organisation. (5 points)*
8. *Cites best practice evidence to support recommended interventions and provides an APA7 style reference list. (5 points)*

Referencing Style

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

Submission

Online

Submission Instructions

Submit your assignment coversheet and case study as separate files to Moodle.

Learning Outcomes Assessed

- Describe occupational therapy roles for enabling work participation
- Use selected occupational therapy assessment tools to identify barriers to work participation
- Synthesise information from clients and stakeholders to set appropriate work participation goals
- Develop work-based interventions using contemporary evidence and clearly communicated professional reasoning

Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy
- 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