## UniSC

### C O U R S E   O U T L I N E

# OCC212 Evaluation of Occupational Performance

**School:** School of Health - Occupational Therapy

## 2025 | Semester 2

UniSC Sunshine Coast

**BLENDED LEARNING**

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

*Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

Occupational therapists use a variety of observational, analytical, and measurement tools to understand constraints to occupational performance. This course will provide you with the foundation knowledge and clinical reasoning for evaluating clients, choosing assessments and analysing assessment data. You will learn to use a variety of assessment tools and approaches for evaluating occupational performance across the lifespan. You will also gain experience in synthesising assessment findings into reports.

### 1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|---|---|---|
| **BLENDED LEARNING** | | | |
| **Learning materials** – Online self-paced learning materials including pre-recorded artefacts | 1hr | Week 1 | 13 times |
| **Tutorial/Workshop 1** – Workshop 1 is where practical assessment skills will be taught and practiced. Workshop 1 is not recorded. | 2hrs | Week 1 | 13 times |
| **Tutorial/Workshop 2** – Workshop 2 comprises weekly scheduled online sessions to supplement information presented in self-paced Learning Materials. Workshop 2 is recorded. | 1hr | Week 1 | 13 times |

### 1.3. Course Topics

- Psychometric properties of assessments
- Administering standardised and non-standardised tests
- Evaluation of performance components
- Interpretation of results
- Documentation of findings
- Client-centred goal setting
- Assessment presentation skills
- Clinical reasoning

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

| COURSE LEARNING OUTCOMES<br><br>On successful completion of this course, you should be able to... | GRADUATE QUALITIES MAPPING<br><br>Completing these tasks successfully will contribute to you becoming... | PROFESSIONAL STANDARD MAPPING *<br><br>Occupational Therapy Council of Australia Ltd |
|---|---|---|
| **1** Identify, evaluate and explain potential barriers and enablers to occupational performance | Knowledgeable<br>Empowered | 1.5, 1.10, 2.2, 3.3, 3.5, 4.1, 4.4 |
| **2** Explain the psychometric properties of standardised assessments. | Knowledgeable<br>Communication | 1.10, 1.16, 2.3, 4.2 |
| **3** Demonstrates professional skills. | Communication<br>Organisation | 3.12, 4.1, 4.2, 4.4, 4.5, 4.6, 4.8, 4.9, 4.11 |
| **4** Explain and justify assessment selection and findings using clinical reasoning. | Knowledgeable<br>Empowered<br>Ethical<br>Communication | 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 4.1, 4.2, 4.4, 4.8, 4.11 |
| **5** Explain the clinical utility of standardised and non-standardised assessment tools using clinical reasoning. | Knowledgeable<br>Ethical<br>Communication<br>Problem solving | 1.3, 1.5, 1.13, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 4.11 |

### * Competencies by Professional Body

| CODE | COMPETENCY |
|---|---|
| **OCCUPATIONAL THERAPY COUNCIL OF AUSTRALIA LTD** | |
| 1.3 | Maintains professional boundaries in all client and professional relationships |
| 1.5 | Practices in a culturally responsive and culturally safe manner, with particular respect to culturally diverse client groups. |
| 1.10 | Practices within limits of her/his own level of competence and expertise. |
| 1.13 | Manages resources, time and workload accountably and effectively. |
| 1.16 | Contributes to education and professional practice development of peers and students. |
| 2.1 | Applies current and evidence informed knowledge of occupational therapy and other appropriate and relevant theory in practice. |
| 2.2 | Applies theory and frameworks of occupation to professional practice and decision-making. |
| 2.3 | Identifies and applies best available evidence in professional practice and decision-making. |
| 2.5 | Maintains current knowledge for cultural responsiveness to all groups in the practice setting. |
| 3.1 | Addresses occupational performance and participation of clients, identifying the enablers and barriers to engagement. |
| 3.2 | Performs appropriate information gathering and assessment while identifying a client's status and functioning, strengths, occupational performance and goals. |
| 3.3 | Collaborates with the client and relevant others to determine the priorities and occupational therapy goals. |

| CODE | COMPETENCY |
|------|-----------|
| 3.4 | Develops a plan with the client and relevant others to meet identified occupational therapy goals. |
| 3.5 | Selects and implements culturally responsive and safe practice strategies to suit occupational therapy goals and environment of the client. |
| 3.7 | Reflects on practice to inform and communicate professional reasoning and decision-making. |
| 3.8 | Identifies and uses practice guidelines and protocols suitable to the practice setting or work environment. |
| 3.12 | Uses effective collaborative, multidisciplinary and interprofessional approaches for decision-making and planning. |
| 4.1 | Communicates openly, respectfully and effectively. |
| 4.2 | Adapts written, verbal and non-verbal communication appropriate to the client and practice context. |
| 4.4 | Uses culturally responsive, safe and relevant communication tools and strategies. |
| 4.5 | Complies with legal and procedural requirements for the responsible and accurate documentation, sharing and storage of professional information and records of practice. |
| 4.6 | Maintains contemporaneous, accurate and complete records of practice. |
| 4.8 | Maintains professional collaborative relationships with clients, health professionals and relevant others. |
| 4.9 | Uses effective communication skills to initiate and end relationships with clients and relevant others. |
| 4.11 | Identifies and articulates the rationale for practice to clients and relevant others. |

## 5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

### 5.1. Pre-requisites

Pre: OCC102; (PSY101 or OCC100); SPX201, OCC202; and enrolled in SC440

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Students will have foundational knowledge in anatomy and physiology and will be expected to be able to apply that knowledge in this course.

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Students will have the opportunity to receive ongoing feedback on their skills during the in-class Workshops.

## 6.3. Assessment tasks

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT | INDIVIDUAL OR GROUP | WEIGHTING % | WHAT IS THE DURATION / LENGTH? | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT? |
|---|---|---|---|---|---|---|---|
| All | 1 | Practical / Laboratory Skills | Individual | 20% | Maximum of 10 minutes per video. | Week 3 | Online Submission |
| All | 2a | Written Piece | Group | 10% | 500 words | Week 5 | Online Assignment Submission with plagiarism check |
| All | 2b | Oral | Group | 20% | 10 minutes (8 min presentation, 2 min Q&A) | Week 6 | Online Assignment Submission with plagiarism check |
| All | 3 | Report | Individual | 50% | Assessment report 2500 words | Week 13 | Online Assignment Submission with plagiarism check |

### All - Assessment Task 1:  Viva - Goniometry

| | |
|---|---|
| **GOAL:** | Demonstrate your ability to accurately measure range of motion (ROM) of the upper extremity using a goniometer. |
| **PRODUCT:** | Practical / Laboratory Skills |
| **FORMAT:** | Video submissions via Canvas. |

| CRITERIA: | No. | | Learning Outcome assessed |
|---|---|---|---|
| | 1 | Viva - Goniometry | 1  4 |

| | |
|---|---|
| **GENERIC SKILLS:** | Communication, Applying technologies |

### All - Assessment Task 2a:  Assessment Tool Overview of Psychometric Properties

| | |
|---|---|
| **GOAL:** | Demonstrate your understanding of the psychometric properties of a standardised assessment tool. |
| **PRODUCT:** | Written Piece |
| **FORMAT:** | Written piece |

| CRITERIA: | No. | | Learning Outcome assessed |
|---|---|---|---|
| | 1 | Demonstrates knowledge of the assessment tool | 2  5 |
| | 2 | Demonstrates understanding of the assessment tool and practice application | 2 |
| | 3 | Applies evidence and clinical reasoning to explain the clinical utility of the tool. | 4 |
| | 4 | Clear written communication. | 3 |

| | |
|---|---|
| **GENERIC SKILLS:** | Information literacy |

**All - Assessment Task 2b:** Assessment Tool Overview Presentation

| GOAL: | Present the psychometric properties and clinical utility of a standardised assessment tool to your peers. Demonstrate your understanding by using clinical reasoning to explain its relevance and application in practice. Be prepared to respond to questions from your marker. |
|---|---|
| PRODUCT: | Oral |
| FORMAT: | Presentation slides and notes/script are due in week 6 (See Canvas for due time). Presentations will be conducted in class time in weeks 6 to 9. See Canvas for the randomly assigned presentation schedule. |

| CRITERIA: | No. | | Learning Outcome assessed |
|---|---|---|---|
| | 1 | Demonstrates basic and coherent knowledge of assessment tool, utility, psychometric properties, methods of administration, and special recommendations. | ② ④ |
| | 2 | Expressive, fluent and engaging presentation skills. | ③ |
| | 3 | Responds to questions clearly and concisely. Uses logic and evidence to explain clinical reasoning. | ② ③ ④ |
| | 4 | Uses time effectively | ③ |
| GENERIC SKILLS: | Communication, Collaboration, Organisation, Applying technologies, Information literacy | | |

**All - Assessment Task 3:** Client Assessment Report

| GOAL: | Demonstrate professional communication and clinical reasoning in a report that summarises and synthesises findings from assessments completed in class in weeks 1 to 9. |
|---|---|
| PRODUCT: | Report |
| FORMAT: | Submit via Canvas |

| CRITERIA: | No. | | Learning Outcome assessed |
|---|---|---|---|
| | 1 | Demonstrate knowledge of assessment tool, client condition, and OP concerns. | ① ② |
| | 2 | Demonstrates understanding of psychometric properties of assessment tool and application of tool using clinical reasoning. | ② ④ |
| | 3 | Demonstrates clinical reasoning in the assessment findings. | ④ |
| | 4 | Demonstrates professional communication. | ③ |
| GENERIC SKILLS: | Communication, Problem solving, Organisation, Information literacy | | |

## 7.   Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8.   What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

| REQUIRED? | AUTHOR | YEAR | TITLE | EDITION | PUBLISHER |
|---|---|---|---|---|---|
| Required | Powers & Gutman | 2020 | Occupational Therapy for Physical Dysfunction | 8th edition | LWW |

### 8.2. Specific requirements

Students should access Canvas for all course requirements. Queries regarding assessment will be addressed on Canvas discussion boards instead of email. Other issues can be discussed with your Course Coordinators via appointment during designed contact hours as specified on Canvas. Students will be expected to wear their UniSC Occupational Therapy uniform for in-class presentations and practice education activities throughout their degree.

## 9. How are risks managed in this course?

Risk assessments have been performed for all studio and laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

**Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

## 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

**In person:**

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:**  +61 7 5430 2890

**Email:**  studentcentral@usc.edu.au