

OCC212 Evaluation of Occupational Performance

School: School of Health - Occupational Therapy

2023 | Semester 2

UniSC Sunshine Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

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 the foundation for evaluating clients and analysing assessment data. You will learn to use a variety of observational, standardised and non-standardised procedures for evaluating function. You will also gain experience in synthesising assessment data into reports.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – small groups face to face workshops to administer “clinical assessments”	2hrs	Week 1	13 times
Learning materials – Online self-paced learning materials including pre-recorded artefacts	1hr	Week 1	13 times
Tutorial/Workshop 2 – Entire class to attend the scheduled Zoom Q & A to supplement learnings from the pre-recorded artefacts	1hr	Week 1	13 times

1.3. Course Topics

Evaluation of performance components
 Psychometric properties of assessments
 Administering standardised and non-standardised tests
 Interpretation of results
 Writing SMART goals and documentation
 Report writing
 Ax presentation skills

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	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Occupational Therapy Council of Australia Ltd
1 Identify and analyse the physical, cognitive and sensory factors underpinning occupational performance	Knowledgeable Creative and critical thinker Empowered	2.1, 2.2, 2.3, 2.5, 2.9, 2.10, 3.1, 3.2, 3.3, 3.4, 4.1, 4.4, 4.5
2 Identify and explain potential barriers to occupational performance	Knowledgeable Empowered	2.1, 2.2, 2.3, 2.4, 2.5, 2.8, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 4.4
3 Evaluate and describe essential client performance characteristics	Empowered	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4
4 Assess and justify areas for occupational therapy intervention.	Knowledgeable Empowered	1.1, 1.3, 2.3, 2.5, 2.9, 3.7, 3.8, 4.1, 4.4
5 Structure an assessment report based on occupational performance and client performance characteristics.	Knowledgeable Creative and critical thinker	1.1, 1.2, 2.1, 2.2, 2.3, 3.12, 4.1, 4.2, 4.4, 4.5, 4.6, 4.8, 4.9, 4.11
6 Understand the psychometric properties and clinical utility of standardised assessment tools	Knowledgeable	

* Competencies by Professional Body

CODE	COMPETENCY
OCCUPATIONAL THERAPY COUNCIL OF AUSTRALIA LTD	
1.1	Complies with the OTBA standards, guidelines and code of conduct
1.2	Adheres to legislation relevant to practice.
1.3	Maintains professional boundaries in all client and professional relationships
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.
2.4	Understands and responds to Aboriginal and Torres Strait Islander health philosophies, leadership, research and practices.
2.5	Maintains current knowledge for cultural responsiveness to all groups in the practice setting.
2.8	Reflects on practice to inform current and future reasoning and decision-making and the integration of theory and evidence into practice.
2.9	Maintains knowledge of relevant resources and technologies.
2.10	Maintains digital literacy for practice.
3.1	Addresses occupational performance and participation of clients, identifying the enablers and barriers to engagement.

CODE	COMPETENCY
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.
3.4	Develops a plan with the client and relevant others to meet identified occupational therapy goals.
3.6	Seeks to understand and incorporate Aboriginal and Torres Strait Islander Peoples' experiences of health, wellbeing and occupations encompassing cultural connections.
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

OCC102, PSY101, SPX201, OCC202 and enrolled in Program 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 foundation 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

In the Week 2 tutorial, you will receive peer feedback on your documentation skills. Students will have the opportunity to receive feedback on their skills during the tutorials.

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%	10-15 minutes	Throughout teaching period (refer to Format)	Online Submission
All	2	Oral and Written Piece	Group	30%	1500 words using template	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:	Due in week 4. Video submission via Canvas. You will individually record a 10-15 minute video to measure ROM using a goniometer. You will be assigned 3-4 joints and will be graded one randomly chosen joint by the examiner.								
CRITERIA:	<table><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr><tr><td>1</td><td>A marking rubric for each component of the task is available on Canvas.</td><td>1 3</td></tr></table>			No.		Learning Outcome assessed	1	A marking rubric for each component of the task is available on Canvas.	1 3
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All - Assessment Task 2: Assessment Tool Overview

GOAL:	Demonstrate your understanding the psychometric properties and clinical utility of a standardised assessment tool.		
PRODUCT:	Oral and Written Piece		
FORMAT:	<p>Submit parts a and b in Week 6 Monday by 4:00 pm.</p> <p>Part b) Presentations in class Weeks 6-10 (inclusive).</p> <p>a) You will be allocated an assessment tool to review with a peer. You will produce a 1500-word overview of the assessment tool using the template provided on Canvas. APA 7th or Vancouver format.</p> <p>b) You and your peer will present your Assessment Tool Overview to your peers in class in weeks 6-10.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	A marking rubric for each component of this task is available on Canvas in the Assignments folder.	6

All - Assessment Task 3: Client Assessment Report

GOAL:	Complete a range of occupational therapy assessments during class in weeks 1 to 12. Write an assessment report that summarises and synthesises findings from these assessments.					
PRODUCT:	Report					
FORMAT:	<p>Submit Week 13 Friday by 4:00 pm</p> <p>You will work in pairs in tutorials to undertake assessments. You will work individually to prepare your own assessment report.</p>					

CRITERIA:	No.	Learning Outcome assessed
	1 A marking rubric for this task is available on Canvas in the Assignment folder	1 2 3 4 5

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	Diane Dirette	2020	Occupational Therapy for Physical Dysfunction	(8th ed.).	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

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:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

To request an extension you must contact your course coordinator to negotiate an outcome.

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](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) 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](tel:0754301226) 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