

# OCC222 Neurological Causes of Occupational Dysfunction

**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](http://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

This course will consolidate and apply neuroscience and occupational science knowledge to a variety of clinical conditions. This application will result in an understanding of how body structures and functions impact on activities and participation. The course will include clinical reasoning to identify client centred occupational goals.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – Online large group workshop to supplement learning materials. Workshops are recorded.	2hrs	Week 1	13 times
<b>Tutorial/Workshop 2</b> – Face-to-face small group tutorials. Tutorials are not recorded.	2hrs	Week 1	13 times
<b>Learning materials</b> – Online learning materials	2hrs	Week 1	13 times

### 1.3. Course Topics

The nervous system; Multiple sclerosis; The brain and cortical areas: Cerebrovascular accident: The spinal cord and peripheral nerves; Spinal cord injury; Sensation and the limbic system; Traumatic brain injury; Brain stem and cerebellum; Parkinson's disease; Motor control; Motor Neurone Disease; Cerebral palsy; Spina bifida; Autonomic nervous system, neural pathways; Neurocognitive disorders; Substance addiction.

## 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 Knowledge of neuroscience and associated conditions.	Knowledgeable	2, 2.1, 2.6
2 Occupational consequence of neurological conditions.	Knowledgeable Empowered Engaged	2.2, 3.1, 3.2
3 Identify client-centred occupational goals	Knowledgeable Empowered	3.2, 3.3, 3.4, 3.5, 3.10
4 Explain and communicate the role of the occupational therapist in enhancing occupational performance.	Knowledgeable Empowered	3.1, 3.2, 3.13

#### \* Competencies by Professional Body

CODE	COMPETENCY
OCCUPATIONAL THERAPY COUNCIL OF AUSTRALIA LTD	
2	Knowledge and learning
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.
2.6	Maintains and improves currency of knowledge, skills and new evidence for practice by adhering to the requirements for continuing professional development.
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.
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.
3.10	Reviews, evaluates and modifies plans, goals and interventions with the client and relevant others to enhance or achieve client outcomes.
3.13	Uses appropriate assistive technology, devices and/or environmental modifications to achieve client occupational performance outcomes.

### 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 and PSY203 and LFS103 and LFS112 and LFS122 and SPX201 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)

Not applicable

## 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

Task 1 will provide weekly formative feedback for all students from week 2.

### 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	Examination - not Centrally Scheduled	Individual	10%	30 minutes	Week 4	Online Submission
All	2	Examination - not Centrally Scheduled	Individual	50%	60 minutes	Week 8	In Class
All	3	Oral	Individual	40%	10-minute oral exam answering short answer questions	Week 12	In Class

#### All - Assessment Task 1: Assessment task one

<b>GOAL:</b>	This task will enable you to test your knowledge of neuroscience and the occupational impact of conditions.						
<b>PRODUCT:</b>	Examination - not Centrally Scheduled						
<b>FORMAT:</b>	Online MCQ exam						
<b>CRITERIA:</b>	<b>No.</b>						<b>Learning Outcome assessed</b>
	1	Demonstrates knowledge of applied neuroscience and occupational impact of health conditions on activities, participation and occupation.					1 2

#### All - Assessment Task 2: Assessment task two

<b>GOAL:</b>	This task will enable you to demonstrate your knowledge of neuroscience and the occupational impact of conditions.						
<b>PRODUCT:</b>	Examination - not Centrally Scheduled						
<b>FORMAT:</b>	60-minute exam comprised of multiple choice and short answer questions, during class time						
<b>CRITERIA:</b>	<b>No.</b>						<b>Learning Outcome assessed</b>
	1	Demonstrates knowledge of applied neuroscience and occupational impact of health conditions on activities, participation and occupation.					1 2

### All - Assessment Task 3: Assessment task three

<b>GOAL:</b>	This task will enable you to demonstrate your knowledge of neuroscience and occupational impact of conditions.		
<b>PRODUCT:</b>	Oral		
<b>FORMAT:</b>	10-minute oral exam answering short answer questions, as per schedule in week 12 or week 13		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Demonstrates knowledge of applied neuroscience and occupational impact of health conditions on activities, participation and occupation.	1 2 3 4

## 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	Ben Atchison,Diane Dirette	2022	Conditions in Occupational Therapy	sixth	LWW
Required	Sharon A. Gutman	2016	Quick Reference Neuroscience for Rehabilitation Professionals	n/a	Slack

### 8.2. Specific requirements

Students should access CANVAS for all course requirements. Queries regarding assessment will be addressed on CANVAS discussion pages instead of email. Other issues can be discussed with your course coordinator via appointment during designated contact hours as specified on CANVAS. You are advised to wear USC Occupational Therapy uniform if you deliver an oral presentation in class.

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

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety 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

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)