



Course Outline

Code: OCC212

Title: Evaluation of Occupational Performance

School:	Health & Sport Sciences
Teaching Session:	Semester 2
Year:	2020
Course Coordinator:	Asmita Mudholkar Email: Amudholkar@usc.edu.au
Course Moderator:	Jessica Levick Email: jlevick@usc.edu.au

Please go to the USC website 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 and case discussions.

1.2 Course topics

- Occupational analysis
- Activity analysis
- Task analysis
- Evaluation of performance components
- Environmental Assessment
- Administering standardised tests
- Interpretation of results
- Report writing
- Case conference presentation skills

2. What level is this course?

200 level Developing - Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd year of an undergraduate program

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Identify and analyse the physical, cognitive and sensory factors underpinning occupational performance	Task 1, Task 2, Task 3	Knowledgeable
Identify and explain potential barriers to occupational performance	Task 2, Task 3	Empowered. Knowledgeable.
Evaluate and describe essential client performance characteristics	Task 2	Empowered.
Prioritise and justify areas for occupational therapy intervention.	Task 2, Task 3	Knowledgeable. Empowered.

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and antirequisites”.

5.1 Enrolment restrictions

Students must be enrolled in SC440, AB101, UU301, UU302 or XU301

5.2 Pre-requisites

OCC102

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

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

6.2 Details of early feedback on progress

Students will have opportunity to receive feedback on their skills during tutorial sessions

6.3 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Viva – Goniometry	Individual	20%	10 minutes	Weeks 4	Online via Zoom
2	Client Assessment Report	Individual	40%	Assessment report 2000 words	Week 10 Friday by 4:00pm	Blackboard (Safe Assign)
3	Exam	Individual	40%	90 minutes	Week 13	Blackboard Quiz
			100%			

Assessment Task 1: Viva- Goniometry

Goal:	Demonstrate your ability to accurately measure range of motion (ROM) of the upper extremity using a goniometer
Product:	Measuring ROM using a goniometer
Format:	You will individually attend a 10-minute viva via zoom to measure ROM using a goniometer
Criteria:	A marking rubric for each component of this task is available on Blackboard in the Assessments folder

Assessment Task 2: Assessment Report

Goal:	Complete a range of occupational therapy assessments during class in weeks 1 to 710. Write an assessment report that summarises and synthesises findings from six of these assessments.
Product:	Production of an assessment report.
Format:	You will work in pairs in tutorials to undertake learning activities. You will work individually to prepare your own assessment report.
Criteria:	A marking rubric for this task is available in Blackboard in the Assessments folder

Assessment Task 3: Examination

Goal:	This task will enable you to demonstrate your knowledge of a variety of observational, standardised and non-standardised tools to understand constraints to occupational performance and evaluate functions.
Product:	Examination
Format:	Individual, 90 minutes, multiple choice and short answers
Criteria:	You will be assessed on your ability to apply your knowledge of: <ul style="list-style-type: none"> • Neuroscience and occupational science as the theoretical basis of occupational therapy assessments • A variety of observational, standardised and non-standardised assessment tools • Interpreting assessment data

7. What are the course activities?

7.1 Directed study hours

The directed study hours listed here are a portion of the workload for this course. 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.

Location: Specific Campus(es) or online:	Directed study hours for location:
USC Sunshine Coast	52 hours (4 hours per week of online, technology enabled lectures and tutorial/week). This course will be delivered via technology-enabled learning and teaching. All lectures will remain in this mode for Semester 2 2020. When government guidelines allow, students will be advised when on campus tutorials and practical sessions will resume.

7.2 Course content

Week # / Module #	What key concepts/content will I learn?
1	Course overview and introduction to documentation. A systematic and evidence-based approach to assessment. Completing an Occupational Profile
2	Evaluating Motor Performance – Lower limb
3	Evaluating Motor Performance – Upper limb
4	Preparing – Task 1
5	Evaluating Sensory Profile - Adults and Paediatrics
6	Evaluating Cognition
7	Evaluating Dyspraxia, Executive Function and Perception
8	Evaluating Home Environment
9	Evaluating Activities of Daily Living and IADLs
10	Preparing - Task 2
11	Evaluating Sensory Perception, pain and impact of pain
12	Evaluating Muscle Strength
13	Preparing – Task 3

Please note that the course content may be subject to variation.

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

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

8.1 Prescribed text(s)

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
Radomski, M. V., & Latham, C. A. T. OR	2014	<i>Occupational therapy for physical dysfunction</i> (7 th ed.).	Philadelphia: Lippincott Williams & Wilkins
Powers Durette, D. & Gutman, S.	2020	<i>Occupational therapy for physical dysfunction</i> (8 th ed.).	Philadelphia: Lippincott Williams & Wilkins

8.2 Specific requirements

Students should access Blackboard for all course requirements. Queries regarding assessment will be addressed on Blackboard discussion boards instead of email. Other issues can be discussed with your Course Coordinators via appointment during designed contact hours as specified on Blackboard

9. Risk management

Risk assessments have been performed for all laboratory classes and a low level of health and safety risk exists. Some risks concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to research 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.

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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

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%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will 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 and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to [Student Hub](#), email studentwellbeing@usc.edu.au or accessability@usc.edu.au or call 07 5430 1226

10.6 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.7 General Enquiries

In person:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au