



COURSE OUTLINE

OCC222 Neurological Causes of Occupational Dysfunction

Course Coordinator: Laine Chilman (lchilman@usc.edu.au) **School:** School of Health and Behavioural Sciences

2021 | Semester 2

USC Sunshine Coast

ON CAMPUS

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

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

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
ON CAMPUS			
Tutorial/Workshop 1	2hrs	Not applicable	Not Yet Determined
Lecture	3hrs	Not applicable	Not Yet Determined

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
<p>1 Knowledge of neuroscience and associated conditions.</p>	<p>Knowledgeable</p>	<p>2 - Knowledge and learning 2.1 - Applies current and evidence informed knowledge of occupational therapy and other appropriate and relevant theory in practice. 2.6 - Maintains and improves currency of knowledge, skills and new evidence for practice by adhering to the requirements for continuing professional development.</p>
<p>2 Occupational consequence of neurological conditions.</p>	<p>Knowledgeable Empowered Engaged</p>	<p>2.2 - Applies theory and frameworks of occupation to professional practice and decision-making. 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.</p>
<p>3 Identify client-centred occupational goals</p>	<p>Knowledgeable Empowered</p>	<p>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.</p>
<p>4 Explain and communicate the role of the occupational therapist in enhancing occupational performance.</p>	<p>Knowledgeable Empowered</p>	<p>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. 3.13 - Uses appropriate assistive technology, devices and/or environmental modifications to achieve client occupational performance outcomes.</p>

5. Am I eligible to enrol in this course?

Refer to the [USC 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	Quiz/zes	Individual	0%	1-10 Questions for weeks 1-5 in class	Throughout teaching period (refer to Format)	Online Assignment Submission
All	2	Examination	Individual	50%	MCQs 90 minute	Week 7	In Class
All	3	Oral	Individual	50%	10-15-minute oral exam comprised of short answer questions	Week 12	In Class

All - Assessment Task 1: Quiz

GOAL:	This task will enable you to test your knowledge of neuroscience and occupational impact of conditions.	
PRODUCT:	Quiz/zes	
FORMAT:	1-10 Questions for weeks 1-5 in class	
CRITERIA:	No.	Learning Outcome assessed
	1	Demonstrates knowledge of applied neuroscience and occupational impact of health conditions on activities, participation and occupation. 1 2

All - Assessment Task 2: In class exam

GOAL:	This task will enable you to demonstrate your knowledge of neuroscience and occupational impact of conditions.		
PRODUCT:	Examination		
FORMAT:	90-minute exam comprised of multiple choice questions		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrates knowledge of applied neuroscience and occupational impact of health conditions on activities, participation and occupation.	1 2

All - Assessment Task 3: VIVA

GOAL:	This task will enable you to demonstrate your knowledge of neuroscience and occupational impact of conditions.		
PRODUCT:	Oral		
FORMAT:	10-15-minute oral exam comprised of short answer questions		
CRITERIA:	No.		Learning Outcome assessed
	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. Directed study hours may vary by location. 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 Blackboard 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	PUBLISHER
Required	Atchison, B.J. & Dirette, D.K.	2017	Conditions in occupational therapy: Effect on occupational performance	Wolters Kluwer
Required	Gutman, S.	0	Quick reference: Neuroscience for rehabilitation professionals	Slack Incorporated

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 coordinator via appointment during designated contact hours as specified on Blackboard. 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 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:

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. 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.

10.5. 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.

10.6. 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.

10.7. 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>

10.8. 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