



Course Outline

Code: OCC312

Title: Enabling Occupation: The Older Person

School:	Health & Sport Sciences
Teaching Session:	Session 5
Year:	2019
Course Coordinator:	Dr Rosie Bruce Email: rbruce@usc.edu.au
Course Moderator:	Laine Chilman

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 covers complex knowledge of enablers and barriers to occupational performance for older persons. Function and occupational adaptation will be explored with consideration of typical changes with ageing, and conditions which may be experienced in older adulthood. You will apply learning from this and previous courses, to effectively address issues experienced in older adulthood. These include, life transitions, maintenance of skills, the use of adaptive equipment, changing occupational roles and coping with changes in functional capacity.

1.2 Course topics

- The context of the older person in contemporary Australian society
- The role of occupational therapy in services for older persons
- Normal ageing: physical and functional change
- The influence of mental health issues and cognitive function on occupation
- Occupations of older adulthood
- Prevalent physical and neurological conditions in older persons
- Enabling occupation through: home visits, falls prevention, positioning and pressure care
- Health promotion and wellness

2. What level is this course?

300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th 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 outcome in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Explain and describe relevant social-emotional, neurological, physiological and physical changes that occur with natural ageing and age-related conditions and influence the occupational performance of older clients.	Task 1	Knowledgeable. Creative and critical thinkers.
Demonstrate an understanding of the importance of environment (home, community, culture, aged care and healthcare contexts) for health and well-being and the role of occupational therapists in facilitating safe and accessible environments.	Task 2	Creative and critical thinkers.
Understand and analyse the occupational needs of older adults to enable access to meaningful occupations, explore implications of age-related changes and use of occupation to facilitate better health and well-being.	Task 3	Empowered.
Explain the role of occupational therapy in addressing barriers to occupational performance and demonstrate the application of occupational therapy interventions to enable function and occupational adaptation when working with older adults.	Task 3	Sustainability-focussed.

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 Enrolment restrictions

Students must be enrolled in SC372 or SC440 or UU301 or XU301

5.2 Pre-requisites

OCC201 and OCC212 and OCC232 and OCC222

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 Specific assumed prior knowledge and skills (where applicable)

You will have a sound knowledge of occupational therapy theory, occupation and society and causes of occupational dysfunction.

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

This course has been designed so that the workshops will provide you with opportunities to practice skills and applying knowledge relevant to every assessment. The learning activities within the workshops have been constructively aligned with both Tasks 2 and Task 3. Workshop B will provide you with opportunities to apply content learned to client scenario Case Studies and questions that relate to the Viva case analysis of Task 3.

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	Online Exam	Individual	20%	40 minutes Online Quiz	Friday of Week 2	Online
2	Viva case analysis interview	Individual	45%	10 minutes	Week 4 Workshop & Lecture sessions	In-Class
3	Environmental assessment and minor home modifications professional report with video analysis	Individual	35%	Equivalent to 2,500 words	Friday of Week 4	Blackboard (Safe Assign)
			100%			

Assessment Task 1: Online Exam

Goal:	To consolidate your knowledge and understanding of the social-emotional, neurological, physiological, and physical changes associated with the natural processes of ageing and their influence on occupations, occupational identity, occupational adaptation and occupational performance. .
Product:	For Task 1 you will complete a short online exam to consolidate core content knowledge and learning from the first half of the course.
Format:	Online
Criteria:	<p>Complete the tasks online.</p> <p>The exam will assess your knowledge of:</p> <ul style="list-style-type: none"> – Contemporary Australian context – Theories of ageing – Neuromuscular and skeletal changes with ageing – Cardiovascular and pulmonary changes with ageing – Areas of leisure and self-care to consider for occupational therapy with the older adult – Elder abuse and advocacy – Sensory changes with ageing and considerations for occupational therapy <p>An Exam Blueprint and rubric will be available in the Assessments folder on Blackboard.</p>

Assessment Task 2: Viva Case Analysis Interview and Simulated Learning Module

Goal:	Through a Viva presentation, demonstrate application of knowledge to a case study
Product:	A comprehensive 10 minute case study analysis presented in a viva interview
Format:	For Task 2 you will engage in a Viva assessment where you will be provided with a case study to analyse for 10 minutes, before presenting your viva analysis of the case and response to a set of questions. In your viva interview question responses, you will consider occupational therapy concepts, alongside learned knowledge of the natural processes of ageing and typical conditions in the older adulthood life stage. Your viva interview will demonstrate a deep understanding of the occupational implications of the natural changes and processes of ageing as related to the case study client. You will provide recommendations on assessment, interventions and evaluation of intervention outcomes. You will explain this using the structure of an occupational therapy model of your choice and apply relevant frames of reference from your second year of occupational therapy theory studies alongside skills and knowledge learnt in third year.
Criteria:	<p>Knowledge of occupation and occupational performance in older adulthood</p> <p>Knowledge of the service needs of the older adult</p> <p>Knowledge of common intervention approaches used with older people</p> <p>Application of intervention approaches to clinical cases</p> <p>Formulation of intervention plans for clinical cases</p> <p>Rationale for intervention recommendations</p>

Assessment Task 3: Environmental assessment and professional report with video analysis

Goal:	<p>You will work individually with a case study client. You will undertake an evaluation of all aspects of the internal and external home environment. You will prepare a professional report that will describe the person, environment and occupations and evaluate areas of risk to occupational performance for your case study client. After the evaluation you will make recommendations to maintain/ improve safety and usability, in order to facilitate participation in occupations within the environment. Recommendations will be practical.</p> <p>You will develop a 10-minute video analysis of the internal home environment and on the video, show the home areas recommended for modifications and provide audio explanation of your reasoning and justification for the recommendations made</p>
Product:	A professional occupational therapy report, along with a 10 minute video file.
Format:	<p>You will write a report that is equivalent to 2,500 words (tables, figures, pictures, diagrams and models can be used and are not included in the word count). You will draw on occupational therapy theory to frame your evaluation and report. You will explore person, environment, occupation and participation. You will use relevant literature, including referring to the Australian Standards and at least one minor home modification drawing, to support your recommendations. Your report will include reference to local community resources, where relevant, for the case study client.</p> <p>Use numbered referencing in the report with APA 6th edition formatting of the reference list.</p>
Criteria:	<p>Evidence of knowledge of key occupational therapy theories</p> <p>Evidence of knowledge of the natural process of ageing and the impact of pathology on physical, cognitive and emotional well-being</p> <p>Evidence of application of knowledge about usability principles.</p> <p>Evidence of an ability to create a well-structured report based on a thorough investigation of the factors impacting occupational performance in preferred occupations.</p> <p>Uses numbered references and APA 6th edition format for reference list.</p>

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. Directed study hours may vary by location. 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	3 x 2-hour Workshops per day, and three days per week (Weeks 1-4)

7.2 Course content

Week # / Module #	What key concepts/content will I learn?
1	1) The context of the older person in contemporary Australian society 2) Health services for older persons 3) Theories of ageing 4) Elder abuse and advocacy 5) Normal ageing: physical and functional changes: (Cardiovascular, respiratory, sensory, genitourinary & musculoskeletal)
2	1) The influence of mental health issues and cognitive function of occupation in older persons 2) Prevalent physical and neurological conditions in older persons 3) Activities and participation: Self-care; leisure; work retirement and volunteering; community mobility including driving and relationships and intimacy. 4) Health promotions and wellness
3	1) Home visits (modification and assessment). 2) Falls risk assessment and prevention 3) Occupational therapy considerations for: Parkinson's Disease, cerebrovascular accident (stroke) and dementia 3) Positioning and Pressure care 4) Mobility considerations and equipment safety and use Long-term care considerations 5) End of life and palliative care
4	Viva Case Analysis

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
Bonder, B. R. & Dal Bello-Haas, V.	2018	Functional Performance in Older Adults (4 th edition)	Philadelphia, PA: F.A. Davis Company.

8.3 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

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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:

- 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 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>

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC South Bank** - 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