

OCCT2253: Communication for Occupational Therapy Practice

Callaghan

Semester 2 - 2023



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description	This course will assist in developing effective communication or interpersonal skills, including the four macro skills: speaking, listening, writing and reading in the context of inter-professional teams, groups and individuals. It forms foundational knowledge, skills and attitudes for occupational therapy practice.
Requisites	This course is only available to students enrolled in the Bachelor of Occupational Therapy (Honours) program. Pre-requisite - successful completion of OCCT1242
Contact Hours	Callaghan Lecture Face to Face On Campus 2 hour(s) per Week for 6 Weeks starting Week 1 Workshop Face to Face On Campus 4 hour(s) per Week for 7 Weeks starting Week 1 The Writing Workshops consist of 2 hours per week for 7 weeks The Communication Workshops consist of 2 hours per week for 7 weeks
Unit Weighting Workload	10 Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

CONTACTS

Course Coordinator **Callaghan**
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Consultation:

1. Discussions on Canvas - please subscribe to notifications
2. For more personal matters please email to arrange an appointment to discuss by emailing karen.ray@newcastle.edu.au. Allow 2 business days for return email.

Teaching Staff Dr Karen Ray
Mr Matt Sproats
Guest lecturers as advised on Canvas and in course outline.

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SYLLABUS

Course Content	<p>All content explored within an interactive and experiential context including:</p> <ul style="list-style-type: none">• Ways of interacting while practicing as an occupational therapist that ensure person/family-centred practice.• Reflection leading to greater self-awareness about personal communication styles• Ensuring understanding and appropriate interaction while interacting as an occupational therapist.• The effect of non-verbal communication when interacting as an occupational therapist.• Communicating with Aboriginal and Torres Strait Islander Peoples.• Presentation and other factors influencing effective occupational therapy interaction
Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Explore and reflect upon the strengths and weakness of their personal communication style in both face-to-face and non face-to-face contexts.2. Examine and respond to the needs associated with various factors influencing effective communication during occupational therapy practice, including Aboriginal and Torres Strait Islander Peoples.3. Use the various components of spoken and written communicative skills to achieve effective occupational therapy practice, including Aboriginal and Torres Strait Islander Peoples.4. Interpret and respond to spoken and written communication in ways that reflect effective occupational therapy practice, including Aboriginal and Torres Strait Islander Peoples.
Course Materials	<p>Lecture Materials:</p> <p>- Lectures for this course will be live on campus. You should plan to attend the lectures in person, however for occasions where this is not possible and for revision, you can access the recordings via Panopto. PDFs of the PowerPoint for the lectures will be available in the weekly folders in course materials on the Canvas site.</p>

Required Text:

- There is no required text for this course.

Required Reading:

- Required reading will be identified each week in the weekly folder in course materials on the Canvas site. Any prescribed readings will be available via the Course Readings tab in the Canvas site.

Recommended Reading:

- Recommended readings will be drawn from some of the following texts:

Dirrette, D.P., Gutman, S.A., Radomski, M.V., & Latham, C.A.T. (Eds.). (2021). *Occupational therapy for physical dysfunction* (8th ed.). Wolters Kluwer.

Enemark Larsen, A., Rasmaussen, B., & Christensen, J. R. (2018). Enhancing a client-centred practice with the Canadian Occupational Performance Measure. *Occupational Therapy International*, 2018. doi.org/10.1155/2018/5956301

Higgs, J., Ajjawi, R., McAllistar, L., Trede, F., & Loftus, S., (2012). *Communicating in the health sciences* (3rd ed.). Oxford University Press.

O'Toole, G. (2020). *Communication: Core interpersonal skills for healthcare professionals* (4 ed.). Elsevier.

O'Toole, G. & Ramagondo, E., (2018). Occupational therapy and spiritual care. In L.B. Carey, B.A. Mathesen, & H. Koenig (Eds.), *Spiritual care for allied health practice. A person-centred approach*. (pp. 66-93) Jessica Kingsley.

Relevant articles on use of the Canadian Occupational Performance Measure (Law, M., Baptiste, S., Carswell, A., McColl, M-A., Polatajko, H., & Pollock, N., 2014).

Schell, B. A., & Gillen, G. (Eds.). (2019). *Willard and Spackman's occupational therapy* (13th ed.). Wolters Kluwer/Lippincott Williams & Wilkins.

Whalley Hammell, K. R. (2012). Client-centred practice in occupational therapy: Critical reflections. *Scandinavian Journal of Occupational Therapy*, 20(3), 174-181.

Other Sources:

- Links to online resources discussed in class will be provided via Canvas. Additional recommended readings will be provided via Course Readings.

SCHEDULE

Week	Week Begins	Lecture	Laboratory/Workshop	Assessment Due
1	17 Jul	Introduction to OCCT2253 The purpose of communication in occupational therapy practice. Family/person centred practice through effective communication.	Professional Writing: Exploring the importance of professional writing and factors affecting it. Exploring and practicing aspects of writing reports for occupational therapy practice, 1. Conversation/ Communication Skills Exploring elements of effective communication for occupational therapists using the COPM, with family/person centred practice as a foundation.	Required readings to be advised through Canvas
2	24 Jul	Part 1 Person-centred listening in occupational therapy practice. Part 2 Documentation principles	Professional Writing: Exploring and practicing aspects of writing reports in occupational therapy practice, 2. Conversation/ Communication Skills: Employing elements of family/person centred practice to achieve effective listening.	Required readings to be advised through Canvas
3	31 Jul	Developing skills when working with people who experience difficulty with communication. Subject spotlight – speech and language disorders. Guest lecturer Dr Gwendalyn Webb, Lecturer, Speech Pathology, School of Health Sciences, UON	Professional Writing: Exploring characteristics of and practicing professional writing for occupational therapy practice, 1. Conversation/ Communication Skills: Understanding and using non-verbal communication to achieve family/person centred practice.	Required readings to be advised through Canvas
4	7 Aug	Communicating with Aboriginal Torres Strait Islander Peoples to achieve family/person centred practice. Guest lecturer Dr. Karen Nicholls, Senior Lecturer, Thurru Unit, University of Newcastle	Professional Writing: Exploring characteristics of and practicing professional writing for occupational therapy, 2. Conversation/ Communication Skills: Exploring ways of communicating: Aboriginal and Torres Strait Islander Peoples perspectives. Guest tutor Dr	Required readings to be advised through Canvas

			<p>Karen Nicholls, Senior Lecturer, Thurru Unit, UON</p> <p>PLEASE NOTE: Your writing and communication classes will swap times this week – ie communication will occur in writing time, writing will occur in communication time.</p>	
5	14 Aug	<p>Developing skills for working with people who experience difficulty with communication.</p> <p>Part 1 Reflective practice</p> <p>Part 2 Subject spotlight – working with interpreters. Guest lecturer Nafi Ghafournia.</p>	<p>Professional Writing: Exploring characteristics of and practicing professional writing for occupational therapy practice, 3.</p> <p>Conversation/ Communication Skills: Exploring personal biases and assumptions by using reflections to increase self-awareness. Explorations of biases and assumptions of family/person centred practice.</p>	<p>Assessment 1 Submit COPM report to Turnitin by 8am Monday 21st August (start of week 6). Worth 41%</p>
6	21 Aug	<p>Batyr guest lecture 3-4pm mental health:</p> <ul style="list-style-type: none"> What is mental health, mental ill-health and stigma The signs and symptoms of mental ill-health batyr's 5 tips for supporting yourself and others <p>You will also hear from a lived experience speaker who will share their story of mental health.</p>	<p>Students will be allocated an interview time during Week 6 or 7 class times. You may not be scheduled during your timetabled class. Only students with approved adverse circumstances may reschedule their interview assessment.</p>	<p>Assessment 2 10-minute timetabled interview, individual times TBC via roster on Canvas. Worth 41%</p>
7	28 Aug	No lecture	<p>Students will be allocated an interview time during Week 6 or 7 class times. You may not be scheduled during your timetabled class. Only students with approved adverse circumstances may reschedule their interview assessment.</p>	<p>Assessment 2 10-minute timetabled interview, individual times TBC via roster on Canvas. Worth 41%</p> <p>Assessment 3 60-minute online MCQ exam in week 7. Worth 18%</p>

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Quiz: Online 1-hour multiple choice	Week 7 online via Canvas. Date and time of quiz will be announced on Canvas	Individual	18%	2
2	COPM Report: 2-page written assignment	8 am Monday 21 st August, Week 6, via Turnitin on Canvas.	Individual	41%	1, 2, 3, 4
3	Effective communication viva	These interviews will be during the timetabled workshop classes in Weeks 6 & 7. See Canvas	Individual	41%	1, 2, 3, 4

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days. Any content that exceeds the word limit will not be marked.

Assessment 1 - Quiz

Assessment Type	In Term Test
Purpose	To consolidate and synthesise understanding of course content and readings for this course. Test instructions will be posted on Canvas by end of Week 5.
Description	This 50 question Multiple Choice test aims to assess knowledge of required reading and content delivered in class. It will be administered online and you will be allowed 60 minutes to complete the test within a designated window (TBC).
Weighting	18%
Length	60 minutes
Due Date	Week 7
Submission Method	Online Exam will be open for a set window during Week 7 (TBC) and must be completed in one sitting during this time.
Assessment Criteria	Test is 50 multiple choice questions.
Return Method	Online
Feedback Provided	Online - Students will receive immediate feedback upon completion of the MCQ. Via Canvas.

Assessment 2 – COPM Report

Assessment Type	Written Assignment
Purpose	To demonstrate effective use of verbal and written communication skills to conduct and report on a semi-structured interview-based occupational therapy assessment. There are three parts to this assessment that will enable you to demonstrate effective use of verbal and written communication skills that are relevant to occupational therapy practice.
Description	<p>Part 1. Conduct COPM interview with chosen client. You will conduct a semi structured interview, using the Canadian Occupational Performance Measure (COPM), with a person in your network who consents to participate. After the interview, the interviewee will complete an evaluation form about the experience.</p> <p>Part 2. Write one (1) page occupational therapy report based upon COPM interview Using the information gathered during the COPM interview in Part 1, you will write a one-page occupational therapy report. This report will demonstrate your skills in translating the information you gain from the interview into areas of demographic information, functional abilities, occupational performance issues, occupational therapy goals and an action plan.</p> <p>Part 3. Write one (1) page rationale, using research literature to support the content of your COPM report. You will write a one page, referenced, rationale of the information that you included in your report. The rationale should be included after your report and submitted in the same document. The rationale will be your opportunity to highlight your knowledge of the elements of effective occupational therapy communication, both written and verbal, that you have learnt</p>

	about in this course. Please refer to the Assessment 2 guide on Canvas (in the assignments sections) for further details.
Weighting	41%
Length	2 pages
Due Date	8 am Monday 21 st August, Week 6, via Turnitin on Canvas.
Submission Method	Online via Canvas
Assessment Criteria	Your performance in this assessment will be marked according to the marking criteria set out in the marking rubric on Canvas. Please see Assessment 2 guide on Canvas for further details. You should submit the following sections (report, rationale and appendices) in one combined file to Turnitin via Canvas.

1-page occupational therapy report based upon COPM interview

Please include the following sections in your COPM report:

- *Client details and background (approx. 100 words)*

Please note that as part of obtaining consent you are required to ensure personal details and identifying information are not included in your report and client details in your report must not include actual names, dates of birth etc. Please use a pseudonym agreed to by your interviewee.

- *Summary of functional status (approx. 100-200 words)*

Presenting issues to inform identification of occupational performance issues. This section should contain a clear statement about the presenting problems and issues from the client's perspective. This section should reflect your knowledge of person-centred care.

- *Occupational performance issues (maximum of 5)*

List the key occupational performance issues that you have identified through your interview.

- *Related goals (maximum of 3)*

Include at least two goals that relate to the occupational issues identified. Goals must be in COAST format.

- *Occupational therapy action plan (maximum of 5 actions)*

Include a short summary statement or list, detailing the immediate occupational therapy plans related to the goals. This can be in dot point or full sentences.

1- page rationale using research literature to support the content of your COPM report.

Write a one page, referenced, rationale of the information that you included in your report. The rationale should be included after your report and submitted in the same document. The rationale will be your opportunity to highlight your knowledge of the elements of effective occupational therapy communication, both written and verbal, that you have learnt about in this course. The one-page rationale should be written to clearly explain the basis for your report, considering what you have learnt in your course regarding client centred practice, and the features of effective communication and documentation. The rationale should include reference to literature in support of your report content to demonstrate understanding of family/person centred practice and appropriate report writing. References (minimum of four quality academic sources) are required to support your rationale. Please include in-text citations and a reference list in your appendices. APA 7th referencing style is required – please see library guide (<https://libguides.newcastle.edu.au/apa-7th>).

Appendices

Three appendices are required to be submitted with your report/rationale document:

1. Signed consent form to participate in the interview – the form you need to use is in the assessment folder on Canvas. If you are conducting your interview by zoom you need to read the content of the consent form, obtain verbal consent and document on the consent form

that the interviewee was unable to sign in person, and that verbal consent was obtained. This statement needs to be signed and dated by you. You also need to ensure you offer to send the consent form to your interviewee via email.

2. A completed evaluation form of the interview (available on Canvas). You need to complete this evaluation with your interviewee at the conclusion of your interview.

3. A reference list for your in-text citations included in the rationale for your report – APA 7th style is required. Please see the UON library guide for assistance with using this style

Presentation

Your report/rationale must be presented as a professional document, using all features of professional writing. Your report/rationale should be supported by at least 4 quality academic sources*. Your report/rationale must be submitted in 11-point Times New Roman font with 2.5cm margins, single-sided, with 1.5 line-spacing, using all features of a professional writing style. The marking criteria will include adherence to the report formatting requirements.

* Quality academic sources include peer reviewed journal articles and textbooks. You may also cite reports from organisations such as the Australian Bureau of Statistics, Australian Institute of Health and Welfare, and government policy and reports. Fact sheets, websites, Wikipedia etc., are not acceptable references.

Return Method

Online

Feedback Provided

Online via Canvas within three weeks of submission

Assessment 3 - Effective communication viva

Assessment Type

Viva Voce

Purpose

To demonstrate appropriate communication style consistent with professional practice and reflect on own personal communication style in relation to the COPM assessment.

Description

Each student will attend a 10-minute interview to discuss their experience of completing the COPM Interview for assessment 2.

Weighting

41%

Length

10 minutes

Due Date

These interviews will be during the timetabled workshop classes in Weeks 6 & 7. See Canvas

Submission Method

In Class

Assessment Criteria

Attendance at the interview is required to successfully complete the assessment.

Please see Assessment 3 guide and rubric on Canvas. Students should be prepared to discuss the following;

- their administration of the COPM and its relationship to person centred care and occupational therapy.
- the identification of relevant occupational issues, goals and possible changes in function.
- the strengths and limitations of the COPM noted in the literature.
- reflections on own use of communication skills in the COPM interview, and

Students should be able to reflect on their use of communication skills in the interview and consider strategies for to address identified needs for further development. Students are required to bring a hard copy of their COPM assessment to the interview.

Your performance in this assessment will be marked according to the marking criteria set out in the marking rubric on Canvas.

Return Method

Online

Feedback Provided

Online - 3 weeks after completion. Online feedback - marks will be available on Canvas.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of

		a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

