

## OCCT3160: Environmental Contexts of Occupational Therapy Practice

Callaghan

Semester 2 - 2023



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

### Course Description

In Australia, a key role of occupational therapists is adapting environmental contexts. This may include modifying individual homes, schools, transport facilities, and other local amenities and buildings which people with disabling conditions need to access during their daily routines. This breadth of perspective also requires an awareness of how physical and sensory issues impact on an individual. It also requires an understanding of their social and cultural environment and the occupational concept of "place."

When integrating theory and practice to adapt environmental contexts an occupational therapist requires an advanced level of technical skills and appropriate professional reasoning incorporating consideration of the needs of the person and significant others.

### Requisites

This course is only available to students enrolled in the Bachelor of Occupational Therapy (Honours) program.

Pre-requisite - successful completion of OCCT2151.

### Contact Hours

#### Callaghan Laboratory

Face to Face On Campus

2 hour(s) per Week for 12 Weeks

#### Lecture

Face to Face On Campus

2 hour(s) per Week for 12 Weeks

Course materials complement the lectures

### 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](http://www.newcastle.edu.au)

CRICOS Provider 00109J

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# CONTACTS

<b>Course Coordinator</b>	<b>Callaghan</b> Dr Kirsti Haracz Kirsti.Haracz@newcastle.edu.au (02) 4921 6338 Consultation: By appointment
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.
<b>School Office</b>	<b>School of Health Sciences</b> Room 302, ICT Building Callaghan SchoolHealthSciences@newcastle.edu.au +61 2 4921 7053

# SYLLABUS

<b>Course Content</b>	This course has been designed to provide students with the knowledge and skills to competently adapt the environment of a Person/client to safely meet their functional needs. Students will learn the technical skills required and the importance of practice reasoning in providing recommendations for their clients. Although there is a focus on how to modify the 'physical' environment, as the social, cultural, and political environments of any person affect any proposed modification they are also discussed in this course.
<b>Course Learning Outcomes</b>	<b>On successful completion of this course, students will be able to:</b> <ol style="list-style-type: none"><li>1. Assess and analyse the impact of the environment (home/community/social/political/cultural) on a person's occupational task performance.</li><li>2. Select domestic and community activities appropriate to the needs and abilities of the client.</li><li>3. Evaluate a client's home or community environment, determining necessary modification according to AS1428.1 and National Construction Codes, for improved occupational performance.</li><li>4. Accurately measure specific relevant dimensions of the home of relevant Persons/clients</li><li>5. Draw clear sketches &amp; technical drawings of modifications and positions for rails in bathrooms and toilets, according to AS1428.1 and National Construction Codes.</li><li>6. Critically appraise the modification for improving the quality of life of the person/family and relevant others.</li><li>7. Clearly describe practice reasoning for all proposed recommendations.</li></ol>
<b>Course Materials</b>	<b>Other Resources:</b> <ul style="list-style-type: none"><li>- Students will require access to a builder's tape measure, scale ruler 1:20 and grid paper. These will be available during labs but students will require their own for completion of the assignment.</li></ul> <b>Required Text:</b> <ul style="list-style-type: none"><li>- Students will need to access the Australian Standards (1428.1 (2021) via the university library. This will be linked via the CANVAS site.</li></ul> <b>Recommended Reading:</b> <ul style="list-style-type: none"><li>- Further recommended readings are advised and linked in the course modules</li></ul> <b>Recommended Text:</b> <ul style="list-style-type: none"><li>- Ainsworth, E., &amp; de Jonge, D. (2018). <i>An occupational therapists guide to home modification practice (2nd ed.)</i>. SLACK. <b>This text is available as an e-book</b></li></ul>

# SCHEDULE

Week	Week Begins	Topic	Reading	Assessment Due
1	17 Jul	Course introduction and discharge home visiting	<p>Fukumoto, M., et al. (2019). Home visits by occupational therapists in acute hospital care: a systematic review. <i>International Journal of Rehabilitation Research</i> 42(3), 205-210.</p> <p>Keglovitis, M., et al. (2020). A scoping review of falls hazards in the homes of older adults and development of a framework for assessment and intervention. <i>Australian Occupational Therapy Journal</i>, 67(5), 470-478.</p> <p>Romil, M.H. et al., (2018). The clinimetric properties of instruments measuring home hazards for older people at risk of falling: a systematic review. <i>Evaluation and the Health Professions</i>, 41(1), 82-128.</p>	
2	24 Jul	Universal design, building code and drawing to scale	<p>Ainsworth, E., &amp; de Jonge, D. (2018). Drawing the built environment. In E. Ainsworth &amp; D. de Jonge (Eds.), <i>An occupational therapists guide to home modifications practice</i> (pp. 175-194). SLACK Incorporated.</p> <p>Young, L.C. et al., (2010). Toward universal design. In C.M. Molineux &amp; J.A. Webb. (Eds.), <i>Occupational therapy and physical dysfunction: Enabling occupation</i> (pp. 431-452). Churchill Livingstone Elsevier.</p>	
3	31 Jul	Funding, integrating person environment fit, grab rails	AS 1428.1 (2021) – see link in CANVAS	
4	7 Aug	Modifying Access Ramps	AS 1428.1 (2021) – see link in CANVAS	
5	14 Aug	Doorways & Bathrooms	AS 1428.1 (2021) – see link in CANVAS	Online Exam Open 9am Monday 14 – 12pm Friday 18
6	21 Aug	Kitchens /stair lifts	AS 1428.1 (2021) – see link in CANVAS	
7	28 Aug	Major Bathrooms	AS 1428.1 (2021) – see link in CANVAS	
8	4 Sep	Clinical Reasoning, home modification reports & recap		Recommendation for a home modification A: Minor Modifications Due: 2 pm 7 Sept
9	11 Sep	Cultural sensitivity, competency and respecting a persons home environment		
10	18 Sep	Cultural sensitivity, competency and respecting a persons home environment		
Mid Term Break				
Mid Term Break				

11	9 Oct	Adaptive Technology, equipment and person environment fit	National Disability Insurance Agency. (2021) Assistive Technology Explained. Retrieved from <a href="https://www.ndis.gov.au/participants/assistive-technology-explained">https://www.ndis.gov.au/participants/assistive-technology-explained</a>	
12	16 Oct	Dementia friendly environments, ageing in place & falls prevention	Clemson, L., et al. (2004). The effectiveness of a community-based program for reducing the incidence of falls in the elderly: a randomised trial. <i>Journal of American Geriatric Society</i> , 52(9), 1487-1494. Clemson, L., et al. (2012). Integration of balance and strength training into daily life activity to reduce rate of falls in older people (the LiFE study); randomised parallel trial. <i>BMJ</i> 345, e4547.	
13	23 Oct			Recommendation for a home modification B: Major Modifications Due: 2 pm 23 Oct
<b>Examination Period</b>				
<b>Examination Period</b>				

## ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Online Exam	The exam will be opened for a set window in week 5 (9am 14th August until 12pm Friday 18th August) and must be completed in one sitting during this time.	Individual	18%	1, 2, 3,
2	Recommendation for a home modification A: Minor Modifications	2pm Thursday 7 September	Individual	37%	3, 4, 5, 6, 7
3	Recommendation for a home modification B: Minor Modifications	2pm Monday 23 October	Individual	45%	3, 4, 5, 6, 7

### 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.

### Formatting for Written Assignments

Written assignments must be formatted according to the requirements outlined below.

- Font: Times New Roman 12pt
- Margins: 2.5 top, bottom, left and right
- Line spacing: Minimum 1.5

### Page Limit for Written Assessment Items

Markers will stop marking when they reach the page limit set for an assignment. Any material outside that page limit will not be marked. N.B. The reference list and appendices are not included in the page limit.

## Assessment 1 – Online Exam

<b>Assessment Type</b>	In Term Test
<b>Purpose</b>	The purpose of the exam is to help consolidate and synthesise understanding of course content (including readings) for this course (weeks 1-4). Test instructions will be posted onto canvas by the end of week 3.
<b>Description</b>	This 25-question multiple choice test aims to assess knowledge of required content (including readings) delivered in class. The test will be administered online and you will be allowed 60 minutes to complete the test within a designated test window (i.e. between 9am 14th August until 12pm Friday 18th August).
<b>Weighting</b>	18%
<b>Length</b>	60 minutes
<b>Due Date</b>	The exam will be opened for a set window in week 5 (9am 14th August until 12pm Friday 18th August) and must be completed in one sitting during this time.
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	25 multiple choice questions
<b>Return Method</b>	Not Returned
<b>Feedback Provided</b>	Online - mark only

## Assessment 2 –

### Recommendation for a home modification A: Minor Modifications

<b>Assessment Type</b>	Written Assignment
<b>Purpose</b>	To demonstrate knowledge of the AS1428.1 (2021) in reference to a case study and the application of minor home modifications.
<b>Description</b>	<p><b>Section 1</b></p> <p><b>Scale Drawing of Recommendations (3 pages in total. 1 page for your sketch, 1 page for the elevation view the toilet and 1 page elevation view of the front access)</b></p> <ul style="list-style-type: none"><li>• Provide a “rough sketch” of Cheryl’s toilet (elevation view only of toilet) and Cheryl’s front access (elevation view of the stairs).</li><li>• Include in your drawing:<ul style="list-style-type: none"><li>○ Accurate location of fixtures in the room (relevant to toilet and stairs)</li></ul></li><li>• Complete a scale drawing of your proposed modifications (elevation view only of toilet and front access) with a scale 1:20.<ul style="list-style-type: none"><li>○ Drawings may be hand drawn or computer generated –just be careful you check the scale of your drawings is accurate when you print out the computer-generated diagrams, sometimes the scale is changed after printing.</li><li>○ Measurements in ‘mm’</li><li>○ Include all required fixtures</li></ul></li><li>• Your modifications should consider the Australian Standards and the anthropometrics and needs of Cheryl – you will use the anthropometric data you collect in class.</li></ul> <p><b>Section 2</b></p> <p><b>Specifications (maximum 1 page)</b></p> <ul style="list-style-type: none"><li>• Written specifications are a clear and accurate description of scaled drawing of all recommendations.</li></ul> <p><b>Section 3</b></p> <p><b>Professional reasoning (Maximum 1 page)</b></p> <ul style="list-style-type: none"><li>• Recommend and justify environmental modifications (at least one adaptation to the toilet and stairs) to enable Cheryl to be discharged home independently.</li></ul> <p><b>Formatting for section 2 &amp; 3</b></p> <p>Written assignments must be formatted according to the requirements outlined below.</p> <ul style="list-style-type: none"><li>• Font: Times New Roman 12pt</li><li>• Margins: 2.5 top, bottom, left and right</li><li>• Line spacing: Minimum 1.5</li></ul>
<b>Weighting</b>	37%
<b>Length</b>	5 pages
<b>Due Date</b>	2pm Thursday 7 September
<b>Submission Method</b>	Assignment Boxes

**Assessment Criteria**  
**Return Method**  
**Feedback Provided**

Students may submit their assignments during their lab sessions in week 8 or via the assignment boxes in the Foyer of the HERB (ICT) Building by 2pm on 7 September.

See rubric  
In Person

Online - 3 October. Marks and comments on rubric

## Assessment 3 –

### Recommendation for a home modification B: Major Modifications

**Assessment Type**  
**Purpose**

Written Assignment

To demonstrate knowledge of the AS1428.1 (2021) in reference to a case study and the application of major home modifications.

**Description**

#### Section 1

##### Scale Drawing of existing bathroom/toilet and recommendations (maximum 3 pages)

- Provide a scale drawing of Bob's current bathroom (plan view only – remember this is your home bathroom. If you have multiple bathrooms, choose one).
- Include in your drawing:
  - Accurate location of fixtures in the room
  - Measurements in 'mm'
  - Show window location, power outlets, light switches, and floor wastes.
  - Clear opening of doorway and adjoining hallway width
  - (For the purpose of this assignment assume house is on piers – \_this means you can move the plumbing!)
  - Toilet location in the home and proximity to bedroom of the person/client
  - Legible drawing and measurements
  - Drawings may be hand drawn or computer generated –just be careful you check the scale of your drawings is accurate when you print out the computer-generated diagrams, sometimes the scale is changed after printing.
- Submit a scale drawing (**plan view only**, 1:20) of your proposed major bathroom modification (1 page only).
  - Measurements in 'mm'
  - Pen (if hand drawn)
  - Include all required fixtures

#### Section 2

##### Specifications (maximum 2 pages)

- Provide written specifications for bathroom modifications. The specifications should state in written form what your scaled drawing of the proposed modifications is displaying.
- Your modifications should be in reference to the Australian Standards and also in reference to the anthropometrics and needs of Bob – \_you will use the anthropometric data you collect in class.

#### Section 3

##### Professional reasoning (maximum 2 pages)

- Provide your reasoning (maximum 2 pages). Clearly and succinctly discuss the design of the bathroom and falls prevention recommendations.
  - You are required to justify the design of the bathroom – \_why you have chosen each of the locations for the fixtures and your recommended changes in the bathroom (provide rationale for your choices). Consider the environment, the Australian Standards, Person/client and carer needs and information about major modifications provided in your workbook.
- Provide recommendations related to falls prevention that meet Bob's needs and compliment the environmental modifications you have chosen. These recommendations could include program referrals, equipment and other occupational therapy interventions.

### Formatting for section 2 & 3

Written assignments must be formatted according to the requirements outlined below.

- Font: Times New Roman 12pt
- Margins: 2.5 top, bottom, left and right
- Line spacing: Minimum 1.5

#### Weighting

45%

#### Length

7 pages

#### Due Date

2pm Monday 23 October

#### Submission Method

Assignment Boxes

Students may submit their assignments during their lab sessions in week 12 or via the assignment boxes in the Foyer of the HERB (ICT) Building by 2pm on 23 October.

#### Assessment Criteria

See rubric

#### Return Method

In Class

#### Feedback Provided

Online - 13 November. Marks and comments on rubric

## 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).

#### Attendance

Attendance/participation will be recorded in the following components:

- Laboratory (Method of recording: Students are required to attend at least 80% of lab classes. Attendance will be recorded via a class register in the lab sessions.)

#### Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Face to Face: Communication will be provided via face to face meetings or supervision.

#### 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.

<b>Oral Interviews (Vivas)</b>	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 <a href="#">Oral Examination (viva) Procedure</a> . 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 <a href="#">Student Conduct Rule</a> .
<b>Academic Misconduct</b>	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 <a href="https://policies.newcastle.edu.au/document/view-current.php?id=35">https://policies.newcastle.edu.au/document/view-current.php?id=35</a> .
<b>Adverse Circumstances</b>	<p>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:</p> <ol style="list-style-type: none"><li>1. the assessment item is a major assessment item; or</li><li>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;</li><li>3. you are requesting a change of placement; or</li><li>4. the course has a compulsory attendance requirement.</li></ol> <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: <a href="https://policies.newcastle.edu.au/document/view-current.php?id=236">https://policies.newcastle.edu.au/document/view-current.php?id=236</a></p>
<b>Important Policy Information</b>	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 <a href="https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures">https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures</a> 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.*

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