

OCCT3262: Enabling Occupation in Productivity

Callaghan

Semester 2 - 2023



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

Productivity includes the paid and unpaid occupations that humans do to produce goods or services, provide sense of belonging in a community, and contribute to meeting the needs of others in society.

This course addresses: 1) the meaning of productive occupations for all individuals, inclusive of health status, identity, disability, employability, employment status, and age and 2) the diverse roles occupational therapists' hold within the practice of enabling productive occupation.

Course content includes: a) evidence-informed models of practice, clinical reasoning, assessment, communication, and intervention skills needed for creating ergonomically and psychologically safe paid and unpaid productive occupation and b) how to enable productive occupations for individuals who are neurodiverse, aging, and/or experience mental health issues, occupational injustice and/or intellectual disabilities.

Requisites

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

Pre-requisite - successful completion of OCCT2150, OCCT2151, OCCT2252 and HUBS2103.

Assumed Knowledge

Prior successful completion of OCCT2150, OCCT2151, OCCT2252 and HUBS2103.

Contact Hours

Callaghan

Lecture

Face to Face On Campus

2 hour(s) per Week for 13 Weeks

Lecture for 2 Hours per Week for 13 Weeks

Laboratory

Face to Face On Campus

1.5 hour(s) per Week for 12 Weeks

Laboratory for 1.5 Hours per Week

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 Dr Elysa Roberts Elysa.Roberts@newcastle.edu.au (02) 4921 6663 Consultation: By appointment via zoom or on campus.
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Health Sciences Room 302, ICT Building Callaghan SchoolHealthSciences@newcastle.edu.au +61 2 4921 7053

SYLLABUS

Course Content	<p>This course will focus on diverse groups of individuals who are seeking to enhance their possibilities to become productive citizens. This participation in occupation may be through formal paid employment or other related productive areas according to the needs and abilities of individuals.</p> <p>Students will learn content related to the practice area of occupational rehabilitation, a key employer of occupational therapists locally, through lectures, discussion and laboratory activities. Students will conduct a worker/workplace assessment. Another portion of the class is related to practical strategies to assist all persons, with and without disabilities to engage in paid or non-paid work as productive occupation. Such activities are also reflected in current practice. Many class sessions and laboratories will be led by clinical specialists. Students will also demonstrate ability to integrate research evidence into their practice reasoning.</p>
Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Explain how occupational therapists practice across the field of work rehabilitation and in enabling participation in productive occupation.2. Analyse the relationship between a worker, work and the environment and that of a person, their productive occupation and their environments.3. Evaluate a client's capacity to work and return to work.4. Formulate a viable plan to enable transition within or re-entry into work/productive occupation.5. Justify the role of occupational therapy for enabling productive occupation within traditional and non-traditional/emerging practice.6. Communicate and collaborate effectively, in both oral and written form, independently and within a group, using the appropriate conventions of the discipline.
Course Materials	<p>Required Readings are assessable:</p> <ul style="list-style-type: none">- See Course Readings for Week-by-Week list of readings and to download readings <p>Lecture Materials are assessable:</p> <ul style="list-style-type: none">- Posted in weekly folder in Canvas Modules- Lectures are in-person. Plan to attend on campus to optimize learning and preparation for assessments and have questions answered. To help you attend, a Zoom link for Lecture is available on the Home page/Introduction.- Lectures are scheduled to be recorded and available in Panopto; however, that option should be reserved for revision and review. <p>Laboratory (Lab) Resources are assessable:</p> <ul style="list-style-type: none">- Posted in weekly folder in canvas Modules- Labs are in-person and on-campus. There are no zoom options or recordings.
Helpful To Review	HUBS 1105 Anatomy, HLSC 1000 Manual Handling, OCCT1201 Functional Movement OCCT2151 assessment of strength, OCCT2252 assessment of functional range of UL motion, your <i>Occupational Therapy for Physical Dysfunction</i> text and content in Week 1

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	17 Jul	Intro to Productivity as Occupation, Participative Ergonomics, PEO Model applied to Productivity + Foundation of posture matters for work-related tasks	Posture, Movement & Lifting Analysis	
2	24 Jul	Work Rehabilitation Introduction – MSD, Risk Factors, Controls (learn use of PERforM Risk Assessment Tool needed for WWPA Report – Assessment 1)	Recognizing & Analyzing Ergonomic Risk Factors	
3	31 Jul	Job Analysis FCE, Office Ergonomics Work, & Workplace Assessment (review example for WWPA Report – Assessment 1)	Applying Hierarchy of Controls to Risk Factors	
4	7 Aug	Work Rehabilitation Process and OT Roles continued	Risk Factor Analysis & Controls in the Office	
5	14 Aug	Clinical Reasoning and Biomechanical Frame of Reference for Injured Workers	No Lab, use time to complete WWPA Report	INDIVIDUAL ASSIGNMENT DUE: WORKER - WORKPLACE ASSESSMENT (WWPA) REPORT <u>SUN Aug 20 by 11:59p</u>
6	21 Aug	OT with the Injured Worker in Pain	Case Analysis based on Lectures Weeks 5 & 6	
7	28 Aug	Return to Work (RTW) Report and Intervention (informs – Assessment 2)	Generating RTW Report: Case Analysis – <i>Part 1 for Assessment 2</i>	GROUP ASSIGNMENT STARTED DURING LAB Lab groups assigned during labs; plan to attend
8	4 Sep	Considering Psychological Injuries in workplace	Case Analysis – Considerations for Psychological Workplace Injury	
9	11 Sep	Disclosure at Work and Emerging Topics in Enabling Occupation for Productivity (complete Assessment 2)	Presenting RTW Plan Case Conference – <i>Part 2 for Assessment 2</i>	GROUP ASSIGNMENT DUE: RTW PLAN PRESENT “CASE CONFERENCE” Written submission for group due <u>Monday Sep 11, by 11:59pm</u> Present during your enrolled lab on Wed or Thu
10	18 Sep	Applying Disability Discrimination Act & Non-Paid Productivity in Practice	Case Analysis – Perceptions of Disability in Workplace + Non-Paid Productivity	
Mid Term Break				
Mid Term Break				

11	9 Oct	Work Productivity for Aging Worker	Practical Application Case Analysis – Aging Worker	
12	16 Oct	Productive Activity for Clients with Intellectual Impairment	Practical Application Productive Activity for Clients with Intellectual Impairment	
13	23 Oct	Final Test – online, use of downloaded required readings and course materials permitted	-----	INDIVIDUAL ASSIGNMENT DUE: Final Examination Online test will be open between 11am and 1pm AEST, Wed October 25. You must start by 11:45am to have the full 75 minutes to complete the test

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	Worker/Workplace Assessment Report	Sunday August 20, 11:59pm	Individual	35%	1, 2, 3, 5, 6
2	Return to Work Plan Case Conference	Written submission due: Monday September 11 by 11.59 pm AEST Presentation in Lab	Group – in Labs Week 7 and 9	23%	1, 2, 5, 6
3	Final Examination – online, open note	Week 13, Wednesday October 25, between 11:00am - 1:00pm	Individual	42%	1, 2, 3, 4, 5, 6

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.

Reminder

Reusing one's own work, or part thereof, that has been submitted previously and counted towards another course without permission from the relevant course coordinator is considered a form of Academic Fraud within the [Student Conduct Rule](#). This information is located in the policy [glossary](#), the [Academic Integrity Module](#) and/or details in HLSC1000 content on Academic Integrity for more information.

Request

Please email Course Coordinator in advance (as feasible) or upon your application for special consideration due to adverse circumstances.

Assessment 1 - Worker/Workplace Assessment (WWPA) Report

Assessment Type	Report
Purpose	To demonstrate your ability to report on your analysis of a person-work-workplace fit in accordance with principles of ergonomics and task analysis, decipher risks of injury and apply evidence-informed controls to mitigate risk, as applicable.
Description	Use information gathered during your observation of a worker and completed <i>PERforM Risk Assessment Form</i> to complete the WWPA report template. Full instructions on Canvas assignments. Exercises completed in Lectures Weeks 2, 3, 4 and Labs Weeks 1 – 4 correspond to this topic.
Weighting	35%
Length	Page limits described in the instructions and template on Canvas, content beyond page limits will not be marked
Format	Format instructions, template for submission and content instructions provided on Canvas
Due Date	Sunday August 20, 11:59pm to CANVAS
Submission Method	Online
Assessment Criteria	Rubric posted on Canvas
Return Method	Online by Sept 13
Feedback Provided	Online

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.

Assessment 2 – Return to Work Plan + ‘Case Conference’ Presentation

Assessment Type	Group Presentation with written supplement
Purpose	1) Formulate an evidence-informed and clinically reasoned written graded return to work and life report for an injured worker and 2) Collaborate and communicate findings using conventions of occupational therapy practice.
Description	<p>Working in an assigned small group, use information provided in a Case Study to prepare an evidence-informed Graded Return to Work (RTW) Plan using a template provided. Then present your group's Graded RTW plan during Lab as if you were at a multi-disciplinary case conference. Full instructions on Canvas assignments. Exercises completed in Lecture Weeks 4 – 7 correspond to this topic.</p> <p>Labs Week 7 (Aug 30, 31) provide time to start this assignment with your assigned group and instructor support. Final version is presented by all group members during Labs in Week 9 (Sept 13,14), written submission due earlier in the week, regardless of your lab day.</p> <p>Students who do not attend Lab in Week 7 can complete the assignment on their own; consideration for inclusion in a group will be made on a case-by-case basis for students who miss Lab Week 7 due to adverse circumstances.</p>
Weighting	23%
Length	Page limits described in the instructions and template on Canvas, content beyond page limits will not be marked
Format	Format instructions, template for submission and content instructions provided on Canvas
Due Date	Written RTW Report template due by Monday Sept 11, 11:59pm to CANVAS Presentation by all in group due during your Lab on Wed, Sep 13 or Thu, Sep 14
Submission Method	Online
Assessment Criteria	Rubric posted on Canvas
Return Method	Online by Oct 5
Feedback Provided	Online

Assessment 3 - Final Examination

Assessment Type	In Term Test – online
Purpose	To assess your consolidated understanding and application of all class topics in a comprehensive manner.
Description	Multiple-choice questions (MCQ) randomly drawn from pools of questions. Questions designed to assess your knowledge and capacity for analysis and application of course content in case-based scenarios. You may use your own notes and downloaded required readings and class materials. You are expected to work independently; evidence suggesting colluding or collaborating with others in an unauthorized manner could result in zero (0) marks.
Weighting	42%
Length	42 MCQ, 75 minutes, which includes time for reading case-based questions and use of pre-downloaded required readings and course materials.
Due Date	Week 13, Wednesday October 25, between 11:00am - 1:00pm AEST; you must start the test by 11:45am to have the full 75 minutes.
Submission Method	Online via Canvas.
Assessment Criteria	Exam format and preparation advice discussed in lecture after Recess and once Guest Instructor schedule is confirmed.
Return Method	Online by Nov 10
Feedback Provided	Online; 5% of class and/or anyone whose work raises concern about the authenticity of independent completion of test may be required to participate in an Oral Interview (Viva).

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.

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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 is strongly recommended to gain the most from learning activities and to complete assessments most easily; however, is not compulsory. Attendance is recorded for informational and student-support purposes in the following manner:

- Lecture: roll call or sign-in sheet (depending on turnout) and Panopto statistics
- Laboratory: roll call or sign-in sheet (depending on turnout)

Communication Methods

Communication methods used in this course include:

- **Face to Face:** Lectures and Labs offer best time for discussion about course content and/or assessments and request 1:1 or small group consultation time via email.
- **Canvas Course Site:** Students receive communications via posting of content or announcements on Canvas course site. Dedicated **Discussion Boards** for class content, logistics and/or assignments are available; subscribing is recommended.
- **Email:** Students send and receive communications via their student email account.

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.

As a result of student feedback from 2013-2022, the following features have been retained:

- Inclusion of Clinical Specialists active in the field as guest lecturers and Lab Tutors. Many Clinical Tutors are UON Alumni who have completed this course.
- Incorporate practical, case-based exercises and discussion into lecture and labs that link to assessment tasks.
- Provision of a sample of a Worker/Workplace Assessment Report from a previous cohort to give a general idea of the scope of the assessment. Assessment instructions are updated annually; thus, you must follow current instructions.
- Use of polls in applicable classes to encourage engagement in low-risk manner, stimulate critical thinking, and integrate content for learning and assessments.
- Assign weekly required readings from chapters, research studies and non-research articles for practical relevance and in a limited quantity. No textbook is required.
- Design assessments to be clinically relevant with submission or presentation formats closely resembling documentation in practice, e.g., RTW Plan and Case Conference, and case-based questions on final test.
- Format multiple choice test questions to encourage consolidation and application of knowledge for clinical reasoning in practice.

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	<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">1. the assessment item is a major assessment item; or2. 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; or4. the course has a compulsory attendance requirement. <p>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</p>
Important Policy Information	<p>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.</p>

OCCT 3262 – Required Reading List

Links to readings below are in Course Readings on Canvas unless otherwise indicated.

Week 1

Shaw, L., & Strong, S. (2008). A Client-Centered Framework for Therapist in Ergonomics. In K. Jacobs (Ed.), *Ergonomics for Therapists* (3rd.ed.) (pp. 17-36). Mosby Elsevier: Missouri. – [Pages 17 – 21, 29 – 33](#)

Unruh, A. M. (2004). Reflections on: “So... what do you do?” Occupation and the construction of identity. *Canadian Journal of Occupational Therapy*, 71(5), 290-295.

Biomechanics and Kinesiology of a Squat – **See Required Reading PDF in Week 1 Folder**

Helpful Review – HUBS 1105 Anatomy, HLSC 1000 Manual Handling content, OCCT1201 Functional Movement content, OCCT2151 labs on assessment of strength, OCCT2252 assessment of functional range of motion and/or related content from your textbook *Occupational Therapy for Physical Dysfunction*. **Week 1 Folder includes supports to review anatomical landmarks and general anatomy and physiology.**

Week 2

Cook, C & Lukersmith, S. (2010). Work rehabilitation. In M. Curtin, M., Molineux & J. Supyk-Mellson (Eds). *Occupational Therapy and Physical Dysfunction: Enabling Occupation*, (6th ed.) (pp. 391-408). Churchill Livingstone: Edinburgh. – [Pages 391 – 394](#)

Office of Industrial Relations, Queensland. (2013). *Participative Ergonomics for Manual Tasks (PERforM) Handbook*. – [this reading is also a resource for Labs in Weeks 2, 3, 4 and used for Assessments 1 and 3](#)

Week 3

Cook, C & Lukersmith, S. (2010). Work rehabilitation. In M. Curtin, M., Molineux & J. Supyk-Mellson (Eds). *Occupational Therapy and Physical Dysfunction: Enabling Occupation*, (6th ed.) (pp. 391-408). Churchill Livingstone: Edinburgh. – [Pages 394 – 396](#)

Dwyer et al ... (2014). *Occupational Therapy Australia's Clinical Reasoning Pathway for Job Analysis and Return to Work*. – [only pgs. 65 – 67 and example of 'job analysis' for RN Case Study on p 76](#)

Office Ergonomics – **see required PDF in Week 4 folder**; this reading is not available in Course Readings.

Sanders, M. J., Eich, A., Porte, A., & Haversat, M. (2014). Older workers in manufacturing: Hand pain and other challenges of aging workers and aging equipment. *OT Practice*, 19(8), 7-13. – [Read as an example of a variation on the WWPA Report you'll do for Assessment 1](#)

Week 4

Cook, C & Lukersmith, S. (2010). Work rehabilitation. In M. Curtin, M., Molineux & J. Supyk-Mellson (Eds). *Occupational Therapy and Physical Dysfunction: Enabling Occupation*, (6th ed.) (pp. 391-408). Churchill Livingstone: Edinburgh. – [Pages 396 – 399](#)

Office of Industrial Relations, Queensland. (2013). *Participative Ergonomics for Manual Tasks (PERforM) Handbook*. – [this reading is a resource for Labs in Weeks 2, 3, 4 and Assessments 1 and 3](#)

Shaw, L., & Strong, S. (2008). A Client-Centered Framework for Therapist in Ergonomics. In K. Jacobs (Ed.), *Ergonomics for Therapists* (3rd.ed.) (pp. 17-36). Mosby Elsevier: Missouri. – [Pages 21 – 28](#)

Week 5 Lecture (and Lab in Week 6)

Cook, C & Lukersmith, S. (2010). Work rehabilitation. In M. Curtin, M., Molineux & J. Supyk-Mellson (Eds). *Occupational Therapy and Physical Dysfunction: Enabling Occupation*, (6th ed.) (pp. 391-408). Churchill Livingstone: Edinburgh. – [Pages 397 – 405 and any other part of chapter you find helpful](#)

Week 6

Chan, C., & Sung, C. (2010). Occupational therapy for chronic pain: enhancement of the role of productivity and return to work. S. L. Tsui, P. P. Chen, & K. F. J. Ng (Eds.), *Pain Medicine* (pp. 573–580). Hong Kong University Press, HKU.

Dwyer et al ... (2014). *Occupational Therapy Australia's Clinical Reasoning Pathway for Job Analysis and Return to Work*. – [Pages 42-44, 55 – 57, review Low Back Pain and Epicondylitis](#)

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Week 7

Cook, C & Lukersmith, S. (2010). Work rehabilitation. In M. Curtin, M., Molineux & J. Supyk-Mellson (Eds). *Occupational Therapy and Physical Dysfunction: Enabling Occupation*, (6th ed.) (pp. 391-408). Churchill Livingstone: Edinburgh. – Pages 405 – 407 and any other part of chapter you find helpful

Dwyer et al ... (2014). *Occupational Therapy Australia's Clinical Reasoning Pathway for Job Analysis and Return to Work*. – Pages 62 – 64 & examples on pages 69 – 78

Week 8

Safe Work Australia. (2014). [Preventing Psychological Injury Under Work Health and Safety Laws](#). Canberra: Safe Work Australia. – see PDF in Week 9 folder if link does not work

Week 9 and 10

Saunders, S. L. and B. Nedele C. (2013). What work means to people with work disability: A scoping review. *Journal of Occupational Rehabilitation*, 24(1)100-110. – Focus on implications of research

Fossey, E., & Scanlan, J. N. (2022). Line Managers and Workplace Accommodations. In *Handbook on Management and Employment Practices* (pp. 133-155). Cham: Springer International Publishing. – Pages 133 – 149

Case Excerpt from: Gupta, J. (2012). An issue of occupational (In)justice: A case study. *Disabilities Studies Quarterly*, 32(3). – see required PDF in Week 10 folder

Week 11

Snodgrass, J. (2015). Ergonomics and the Older Person. In Wolverson, C., & Hunt, L. A. (Eds). *Work and the Older Person: Increasing Longevity and Well-Being*. Slack. p. 75-88.

Week 12

Lysaght, R., Ouellette-Kuntz, H. Morrison, C. (2009) Meaning and value of productivity to adults with Intellectual Disabilities. *Intellectual and Developmental Disabilities*, 47(6), 413-424.