School of Health Sciences

OCCT4172: Researching and Developing an Occupational Therapy Intervention

Callaghan
Semester 1 - 2024

OVERVIEW

Course Description	This course requires students to review a selected area of Occupational Therapy (OT) practice to identify gaps in service provision or unfulfilled client needs that require development of an OT intervention. In some cases the intervention will be linked directly to the needs of the professional community. This intervention development requires the student to perform an international literature review that researches and critically evaluates the available literature relating to the identified need and possible current uses of the proposed intervention. It also requires the students to apply relevant OT theory linking the theoretical assumptions and evidence with the proposed intervention.
Academic Progress Requirements	Nil
Requisites	This course is only available to students enrolled in the Bachelor of Occupational Therapy (Honours) program. Pre-requisite - successful completion of STAT1070 and HLSC4120
Contact Hours	**Callaghan** **Lecture** Face to Face On Campus 2 hour(s) per week(s) for 10 week(s) **Tutorial** Face to Face On Campus 2 hour(s) per week(s) for 10 week(s)
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.

CONTACTS

Course Coordinator

Callaghan
A/Pr Samantha Ashby
Samantha.Ashby@newcastle.edu.au
(02) 4921 6341
Consultation: Please email me for an appointment

Teaching Staff

Other teaching staff will be advised on the course Canvas site.

School Office

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SYLLABUS

Course Content

The course content reflects the course objectives and focuses on the knowledge, skills and attitudes required to plan an effective and relevant OT intervention. The course will cover:
• how to identify needs and gaps in OT service delivery;
• how to use occupation to meet the identified gap/needs;
• how to develop a literature review and critical analysis of relevant literature;
• application of occupation-focused models of practice and frame/s of reference to evaluate, design and deliver an intervention;
• developing and expressing aims and objectives,
• understanding and expressing ethical issues related to OT practice, and the use of instruments for the evaluation of the intervention outcomes.

Course Learning Outcomes

On successful completion of this course, students will be able to:
1. Identify a particular gap and/or need within current OT practice.

2. Identify the most appropriate OT model to apply to and possibly a frame of reference to guide the design and content of the intervention.

3. Propose an intervention relevant to the identified gap or need.

4. Analyse and synthesise relevant literature as a foundation to provide a clear rationale for the choice of the proposed intervention design, content and delivery.

5. Present a clear rationale, purpose, aim and objectives, well organised outline and the ethical implications for a proposed intervention (or outcome) relating to the identified needs

6. Indicate methods of evaluating the intervention objectives using both standardised and non-standardised instruments.

Course Materials

- Please note that there many resources in the Canvas site, and in course reserves. There are no set text books because your reading will depend on the focus of your program design. Remember Willard and Spackman's Occupational Therapy is a good source of generic information on planning, goal setting, and theoretical application in practice.

- Resource section of CANVAS has links to multiple websites
- For Assignment 2 you can utilise the websites of professional organisations to locate items such as Fact Sheets, and Resources for Health Professionals. Examples of this type of website are Headway UK, Stroke Association. Occupational Therapy Associations: American Association of Occupational Therapists, Occupational Therapy Australia, Royal College of Occupational Therapy

SCHEDULE

Week	Week Begins	Lecture	Tutorial	Learning Activity
				Download Endnote or similar databases to your computer Review how to use CINAHL to locate articles Come to class with a list of potential program ideas and send to Sam for feedback
1	26 Feb	**Lecture:** Introduction to the Course and How to complete your needs analysis	**Tutorial**: Choosing your topic and designing your literature review using mind maps Download Endnote or similar databases to your computer	Reading the literature to identify how it supports your program idea. Refining your program – target population, aims and objectives for participants
2	4 Mar	Literature Review and Critical Reviews: What is expected in a literature review – and revision of how to use key words in data bases.	Guidance on what to include in your literature review	Ongoing search for literature and identify your two critical appraisal articles
3	11 Mar	Types of intervention and goal setting	Choosing your 2 critical appraisal articles and defining the overall goals of your program (COAST or SMART formats)	Complete your search for literature and bring your two critical appraisal articles to class
4	18 Mar	Using Occupation-focused models (OFM) in program design and goal setting	Work on your 2 critical appraisals in class – or refining your choice	Developing assignment 1
5	25 Mar	Using a frame of reference to design your program	Assistance with assignment 1 i.e. lit review planning	Writing assignment 1
6	1 Apr	No lecture – Easter Monday Public Holiday	Tutorial content - Initial planning for designing your sessions and design of your content table for assignment 2. Remainder of time ongoing individual Q and A about assignment or working on the assignment. *Monday 3-5 tutorial group: plan to attend other groups this week due to Easter Monday*	
7	8 Apr	Review of assignment 2 requirements.	No tutorials – use time to work on your assignment. Q and A times will be posted on	Assignment due Saturday 13th April

		Putting the occupation into program design - Evidence base for occupation-based practice Plus revision of life span considerations for program design (focus on paediatrics)	Canvas for anyone needing assistance from Sam	
Mid-Semester Recess work on assignment 2				
Mid-Semester Recess work on assignment 2				
8	29 Apr	Outcome measurement - using standardised assessments and non-standardised assessments Pre-record: Tips on how to structure your 3 hours of content so it reflects your professional reasoning and a review of program goals for the 3 hours of content	How to choose what outcome measures to use to evaluate your program outcomes Plus how to structure your 3 hours of content so it reflects your professional reasoning and a review of program goals for the 3 hours of content	This week you need to consider the flow of your program i.e. if it's a skills based program what needs to be learnt first Watch the mini video on how to select your 3 hours of content which will be in your assignment 2 section of Canvas.
9	6 May	Rural and remote program planning - factors to consider in planning and delivery - our UON Rural Health Colleagues	Peer review of content tables And assistance with assignment 2.	Refining assignment
10	13 May	Q and A about assignment 2	Assistance with assignment 2	
11	20 May	No classes	No tutorials but there will be zoom drop in sessions posted in Canvas	Assessment Due: Sunday 26 May at 11.59pm
12	27 May	No classes		
13	3 Jun	No classes		
Examination Period				
Examination Period				

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	Essay / Written Assignments No 1 - Providing Evidence	Saturday 13th April at 14.00 pm (end of week 7)	Individual	50%	1, 2, 3, 4, 5, 6
2	Essay / Written Assignments No 2 - Describing the intervention (using the Cadmus template option)	Sunday 26th May at 11.59pm at 11.59pm (end of week 11)	Individual	50%	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.

Assessment 1 - Essay / Written Assignments No 1 - Providing Evidence

Assessment Type Description   Written Assignment
See Assignment Guide for details and Rubric on Canvas. Purpose of the assignment is for you to develop your skills in developing occupational therapy programs using the available literature. You will identify the program's target group, location, and develop a literature review that supports the proposed program content. This includes a critical review of two research articles which you will select because they best support your program idea.

Weighting   50%
Length   2000 words
Due Date   Saturday 13th April at 14.00 pm
Submission Method   Word or PDF Online
Assessment Criteria   Rubric is in Canvas
Return Method   Online
Feedback Provided   Online - 3 weeks following submission.
Opportunity to Reattempt   Students WILL NOT be given the opportunity to reattempt this assessment.

Assessment 2 - Essay / Written Assignments No 2 - Describing the intervention

Assessment Type Description   Written Assignment

See Assignment Guideline for OCCT4172.
Purpose: To develop an occupational therapy program with support from a literature to support the program's target group, demonstrate the application of theoretical knowledge and how the proposed content will meet the identified occupational needs, aims and objectives for the target group. Please note that you expected to use the references which you included in assignment 1.

Weighting   50%
Length   3000 words
Due Date   Sunday 26 May at 11.59pm
Submission Method   Online using the CADMUS template
Assessment Criteria   Rubric is in Canvas
Return Method   Online

Feedback Provided	Online - 3 weeks after submission date.
Opportunity to	Students WILL NOT be given the opportunity to reattempt this assessment.
Reattempt	

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: Unlike other courses majority of correspondence will be using student emails to Sam – always ensure OCCT4172 is in the subject for the email. If Sam hasn't replied within 3 working days resend. Discussion Board forums can be used for general questions about the assignments In class discussion
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/respect-at-uni/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.

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