

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	Physical and Cognitive-Neurological Determinants of Occupation
<b>Unit ID:</b>	NHPOT2015
<b>Credit Points:</b>	30.00
<b>Prerequisite(s):</b>	(NHPBM1032 and NPHPS1003 and NPHPS1401 and NHPOT1012 and NHPRH1004)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	061703

## Description of the Unit:

This unit will provide students with a thorough understanding of the physical and cognitive-neurological factors of human performance and how they influence engagement in occupation. The role of occupational therapists in empowering engagement in occupation through addressing physical and cognitive-neurological factors will be the focus of this unit through assessment and enabling strategies. The unit will further establish the practical application of anatomy and physiology, and lifespan development content taught in Year 1. The purpose of this unit is for students to develop professional skills and competencies in assessment, measurement, intervention planning and implementation of enabling strategies to address physical and cognitive-neurological factors that impact on engagement in occupation.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience

**Placement Component:** Yes - 2 days

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory						
Intermediate				✓		
Advanced						

**Learning Outcomes:**
**Knowledge:**

- K1.** Identify appropriate enabling strategies to address issues of physical and cognitive-neurological dysfunction through use of evidence-based practice.

**Skills:**

- S1.** Develop competence in measurement, assessment and analysis of physical and cognitive-neurological factors impacting on engagement in occupation.
- S2.** Acquire competence in professional behaviour, thinking and documentation relating to the physical and cognitive-neurological determinants of occupation.

**Application of knowledge and skills:**

- A1.** Apply anatomy and physiology knowledge to analyse physical and cognitive-neurological factors impacting on engagement in occupation.
- A2.** Utilise knowledge of life span development to analyse physical and cognitive-neurological factors impacting on engagement in occupation.
- A3.** Evaluate appropriate enabling strategies to address issues of physical and cognitive-neurological dysfunction through use of evidence-based practice.

**Unit Content:**

The Ahpra and National Boards' Shared Code of Conduct (2022); Australian Occupational Therapy Competency Standards (2018) and National Safety and Quality Health Service (NSQHS) Standards (2017) Aged Care Quality Standards (2021); National Digital Health Framework (2021); and the Aboriginal and Torres Strait Islander Health Curriculum Framework (2020) have substantially informed the syllabus/content of this unit.

Topics may include:

- Theory in occupational therapy
- Professional reasoning, assessment, intervention
- Assistive technology
- Biomedical frame of reference and treatment approaches
- Structure and analysis concepts for movement
- Seating and posture

- Mobility and gait
- Biomechanics of lifting
- Work and play as an occupational performance area
- Biomechanical risk factors
- Motor and sensory systems
- Special senses, sensory approaches and processing
- The role of occupational therapy in adults and paediatrics
- Cognitive determinants in adults and paediatrics

### FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate high-level skills to effectively communicate, interact and work with others both individually and in groups Students will be required to display (in person and/or online) high-level skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Effective verbal and non-verbal communication via a range of synchronous and asynchronous methods</li> <li>• Active listening for meaning and influencing</li> <li>• High-level empathy for others</li> <li>• Negotiating and demonstrating extended conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams</li> </ul>	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply leadership skills and behaviours Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating, contributing to, and enabling collegial environments</li> <li>• Showing self-awareness and the ability to self-reflect for personal growth</li> <li>• Inspiring and enabling others</li> <li>• Making informed and evidence-based decisions through consultation with others</li> <li>• Displaying initiative and ability to solve problems</li> </ul>	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complex and ambiguous environments, using their imagination to create new ideas Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically on complex problems</li> <li>• Synthesising, evaluating ideas, concepts and information</li> <li>• Proposing alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts through deep inquiry</li> <li>• Proposing creative solutions in problem solving</li> </ul>	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work proficiently across a range of tools, platforms and applications to achieve a range of tasks Students will be required to display high-level skills in: <ul style="list-style-type: none"> <li>• Finding, accessing, collating, evaluating, managing, curating, organising and appropriately and securely sharing complex digital information at a high-level</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Using digital tools appropriately to conduct research</li> <li>• Contributing proficiently to digital teams and working groups</li> <li>• Participating in and utilising digital learning opportunities</li> </ul>	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to think ethically and sustainably. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• The responsible conduct of research</li> <li>• Making informed judgments that consider the impact of devising solutions in multiple global economic environmental and societal contexts</li> <li>• Demonstrating commitment to social responsibility as a professional and a citizen</li> <li>• Generating research solutions which are sustainable, ethical, socially responsible and/or sustainable</li> <li>• Extending lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Demonstrate extended actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S1, A1, A2	Online quiz covering topics from weeks 1-4	Mini quiz	S/U
K1, S1, A1	Attendance and participation in at least 80% of Workshops	Attendance and participation	S/U
K1, S1, S2, A1, A2, A3	Focus on topics from weeks 1-6	In class test	10-20%
K1, S1, S2, A1, A3	Developing an occupational profile and intervention plan for a client with a physical and/or cognitive condition.	Written assignment	20-30%
K1, S1, S2, A1, A2, A3	All topics covered in class and self-directed blended learning	Written examination (Must pass assessment task)	35-45%
K1, S1, S2, A1, A2	Case study provided for students to formulate a problem statement and identify appropriate assessments	Oral viva	15-25%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S1, S2, A1, A2, A3	Achieving a pass result for written examination	Written examination	S/U Hurdle

**Adopted Reference Style:**

APA ()

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