

Skill Training Practical

Date due: Friday 12th April 2019 (Week 7) by 5 pm.

Task: Friday 5th April (Week 6): For a mock client with a particular set of limitations that you have identified, conduct a search for an innovative activity designed to improve/maintain skill to facilitate an activity of daily living. You may search the website for ideas relating to the therapy needs of your client.

Demonstration: Friday 12th April in class: Describe and demonstrate, with rationale and reference to the literature, the skill activity identified in Week 6 to the group. You may use one or two ppt slides or video clips if you wish. You should instruct the members of the class to participate (if possible) in the exercise. Small items of equipment (that you provide) may be used to assist the demonstration.

Submission: Short paper (1000 words). The paper should include the following:

Description of the client and their limitations:5 marks

Description of the activities that can be used for this client:.....6 marks

4 marks for the clarity of the description and reproducibility of the activities from the description given (can include pictures)

2 marks for innovation and novelty (to what extent is these activities new rather than a standard activity already used by therapists)

Rationale for each of the chosen activities with support from the literature i.e. what is each activity designed to achieve in terms of developing the client's skill and functional performance. Why would you expect it to be effective?:7 marks

Use of References: Relevance and source – can be scientific literature and web sources (a mix is good)2 marks

TOTAL: 20 Marks (20 % of the mark for the Unit)

Skill Training Project

Date due: Friday 17th May 2019 (Week 11) by 5 pm.

Aim

The skill training project is designed to enable students to experience at first hand the important factors in improving a person's performance given their particular set of limitations. This will be a practical model for a rehabilitation intervention that has as its broad aim the improvement and/or learning of relevant tasks.

Task:

Part 1: Choose a motor disorder and develop a written program designed to ameliorate an individual's motor function to perform relevant tasks required in their daily living. This can be written as a case study of either a fictitious or actual person.

Among (not exhaustive) the motor control and learning principles to be considered:

- Whole versus part learning
- Scheduling of practice
- Instructional strategies – type, amount, and frequency of feedback
- Attentional capacity
- Goal setting, maintaining challenge and motivation
- Positive and negative transfer of learning, contextual interference, variability in learning
- Visualisation and mental practice
- Stages of learning and transitions (in both directions) through cognitive, associative and autonomous stages

Part 2: Produce a video that illustrates the activities, approaches, and specific exercises that a therapist could use as a guide for working to improve the function of individuals with similar medical condition and movement difficulties. This should be presented as a guide to therapists working on this condition.

Guidance on Submission of Training Project

Submission of Skill Training Assignment and Instructional Video

A hard copy of the Skill Training Project should be submitted in the marked drop box in K Block at the Cumberland Campus or, alternatively, handed to the lecturer following the Week 11 lecture. The video should be submitted in Week 12 on a memory stick. These will be compiled and shared so that each of you has the benefit of it as a resource for possible future use. The videos should not be shared beyond your classmates. Informed consent from anyone appearing in the video must be obtained before it can be distributed to others in the group. If participants are willing to be in the video but not for the video to be shared this is OK and there will be no loss of marks.

Late Submission of Assignments

For every working day that your submission date exceeds the due date, 10% of the total possible mark will be deducted from your assessed mark (unless you have sought and been provided with an extension for the assignment - see below). Work submitted 5 working days or later after the due date will not be marked. If you believe you have a valid reason for submitting your work after the set due date you may request an extension from the UoS coordinator, but you will need to do this at least 3 days before the due date for the assignment.

Academic Honesty

- Academic honesty is important to protect your right to receive due credit for work submitted for assessment. It is unfair for students to submit work for assessment that dishonestly represents the work of others as their own and gain marks and degrees which are not based on their own efforts and abilities. Deliberate breaches of academic honesty constitute academic misconduct. These breaches include: plagiarism (failure to acknowledge information sources), fabrication of information / data, recycling assignments previously submitted by yourself or someone else in this or other units of study at or outside the University of Sydney, engaging someone else to complete an assessment on your behalf and submitting the work as your own, and misconduct during supervised assessments. The penalties for academic misconduct include: a mark of zero on

the assessment; a fail grade in the unit of study, additional assessment (including an unseen exam), and/or the matter being referred to the University Registrar.

- According to the Academic Board Policy: Academic Dishonesty and Plagiarism, students should be aware that all work submitted online will be routinely scanned through a plagiarism detection service. It is important that students also understand the rules around academic honesty and plagiarism.

Presentation of Project and Video

Due: Friday 31 May 12.00 Noon.

Aim: The aim of the presentations is to educate the members of the class regarding the approach that could be used in therapy of people with the clinical condition chosen for the project

Mark: Peer and lecturer assessment (Marked out of 15 and scaled to 10% of the unit mark).

Guidelines for Presentation – follow these to ensure a pass is awarded:

- 20 minutes divided among the group plus 5 minutes for questions. The presentation should be structured so that each group member presents a section of it.
- Outline the condition, the considerations in therapy, training strategies you proposed and the MCL principles underpinning them.
- Evaluate the efficacy of the approaches adopted in the proposed treatment of this condition (with reference to the evidence base from the literature) and the short and long term benefits.
- Conclude the presentation with the video that you produced.

In preparing your oral presentation, consider these points:

- Allocate enough time for the task and don't leave it till the last minute.
- Approach it as an interesting story to share with others - find something to be excited about.
- Present information in point form in Powerpoint slides, not as continuous text.
- Do not put too much information on one slide. Instead use additional slides – you may use as many as you like. Use the 7 – 7 principle for slides as a guide: no more than 7 lines per slide, no more than 7 words per line.
- The font style for the slide should be Times New Roman with **24** point font size.
- Speak slowly and conversationally.
- Speak from notes if you need to, but don't be 'note-bound'.
- Clearly determine how much time you wish to devote to each section of your outline and stick to it.
- Practice your presentation in front of another person if possible. Fine-tune what you want to say.
- **Time how long it will take** – or risk having your presentation terminated prematurely. To get the timing right, you need to run through your presentation, check the time, adjust the

content if over or under time, run through your presentation again, and so on until the timing is right.

You should also provide a **handout** on your presentation topic to your fellow students. The handout can be more detailed than the slides, but no more than 2 pages should be sufficient. Ensure that you make enough copies for the whole class (26). The font style for the handout should be Times New Roman with **12** point font size.

Organise your presentation in the following sections:

Background to the topic **3 marks**

- Introduction of the client and their limitations
- Goals of the therapy in terms of improving function in specific ADLs

Approaches to improve the patient's function **7 marks**

- Description of the therapy activities
- Rationale, feasibility and efficacy of the activities

Organise the **Handout** under the same headings as above. It will be marked in terms of

- Usefulness and ease of use as a guide for therapists **3 marks**
- Key references and sources of information that would help practitioners **2 marks**

Assessment by peer and lecturer evaluation:

The assessment of the presentations will be done by both fellow students and the lecturers. Each student will assess the presentations of their peers, with the class average of peer evaluations then combined and averaged with that of the lecturers to produce the final mark.

ATTENDANCE

Failure to attend presentations will incur an automatic penalty of 1% of the total mark for the unit. Failure to attend for your group's presentation without adequate documentation will incur an automatic penalty of 10% of the total mark for the unit. A student unable to attend a presentation must inform their tutor in advance in writing (e.g., by email) and provide any documentation deemed necessary by the lecturer (e.g., Special Consideration).

Presentation Evaluation Form

Each student should complete an evaluation for each presentation for which they are present throughout. Assign the presenter a numeric rating on each of the dimensions below. Note that only a few students achieve an HD/Outstanding standard. Evaluations that score many 25s will be discarded.

Score	Grade Equivalent	Anchor
12.75 -15.0	HD	Outstanding Presentation
11.25 – 12.75	D	Very Good
9.0 – 11.25	CR	Average/Good
7.5 – 9.0	P	Marginal/Below Average
0 – 7.5	F	Unacceptable

Background to the topic **3 marks**

- Clear introduction of the issue/question/problem
- Importance and relevance established

Approaches to improve the patient’s function **7 marks**

- Feasibility and efficacy of the approach
- Clarity of the description
- Use of visual aids/support material
- Enlightening response to questions

Handout **3 marks**

- Clear and well set out
- Useful as a resource

References and Resource Material (as part of handout) **2 marks**

- Depth and quality of readings
- Correct formatting

Total **/15 marks (scaled to 10% of the mark for the unit)**

Resources

Digital video cameras, tripod.

MARKING SCHEMA FOR SKILL TRAINING PROJECT REPORT

SECTION	PASS (50-64%)	CREDIT (65-74%)	DISTINCTION (75-84%)	HIGH DISTINCTION (85-100%)
Patient/trainee description 4 marks	Describes the condition being treated	Same as PASS but includes detail of the limitations and abilities of the patient/trainee	Same as CREDIT but exhibits additional insights into the nature of the condition.	Same as DISTINCTION but includes clear diagrams, plots and imaginatively sourced information
Task analysis 6 marks	Provides a description of task and of environmental context.	Same as PASS but includes a list of essential components in correct movement terminology.	Same as CREDIT but includes additional analysis of the difficulties and challenges with supporting literature	Same as DISTINCTION but includes clear diagrams, plots and exceptional understanding and of the task
Training program 10 marks	Provides a timetable of the training program.	Same as PASS but includes a rationale for methods proposed in program.	Same as CREDIT but incorporates supporting literature.	Same as DISTINCTION and coherently and concisely explained with the aid of diagrams
Discussion 10 marks	Discusses the effectiveness of the program (results expected) and its rationale.	Same as PASS but is well supported by related literature	Same as CREDIT but the discussion reflects reflection and insight of a high order with strong supporting evidence	Same as DISTINCTION but has clear and elegant presentation with exceptional insight and justification

MARKING SCHEMA FOR SKILL TRAINING PROJECT VIDEO

SECTION	PASS (50-64%)	CREDIT (65-74%)	DISTINCTION (75-84%)	HIGH DISTINCTION (85-100%)
Quality of video production 5 marks	Captures the action of interest but lacks quality – e.g. shaky, poorly framed, poor lighting, excessive panning and zooming etc.	Mostly aesthetic and clear, and steady (tripod). Main points of interest are shown effectively	As for CREDIT but with high level of attention to appropriate duration of shots, lighting, focus.	Very attractive in appearance with very well constructed sequencing.
Quality of instructional voice over 5 marks	Main instructional points articulated.	Generally has good sequencing and flow	As for CREDIT but with high quality sound that is temporally well matched to the video clips	As for DISTINCTION but with increased effectiveness of dialogue, tonal quality, pace and emphasis.
Quality of Content 10 marks	Composition of several rehabilitation activities linked to goals and underpinning pedagogical and motor learning principles	As for PASS but with an improved choice of rehab activities and clear instructions for implementation in practice	As for CREDIT but with stronger pedagogical and motor learning rationale.	As for DISTINCTION but shows great insight and novelty of approaches that would impact practice.