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Brisbane Convention  
and Exhibition Centre,  
Queensland



## Practise Area Descriptions

While we've aimed to use inclusive and accessible language, we recognise we may fall short and welcome your feedback so we can improve.

### Older Persons

*Approaches that support older people to experience positive ageing through initiatives that focus on promoting quality of life, enhance functional ability and address health and age-related changes that impact on engagement in meaningful occupation.*

### Disability

*Initiatives that support members of the disability community to enable them to engage in meaningful roles, activities, and social interactions, develop informed and inclusive communities and support the attainment of quality of life.*

### Knowledge Translation

*Actions that connect the "what we know" from the evidence, practice, and experience, with "what we do" to better integrate best evidence into clinical practice across a variety of contexts including academic research, community projects, quality improvement initiatives, student projects and participatory action research.*

### Paediatrics

*Works in partnership with parents, caregivers, and significant others to support the quality of life, safety, and participation performance of children and adolescents (0–18 years) with physical, developmental, sensory, genetic, and neurological disorders.*

### Assistive Technology

*Novel and tailored approaches with assistive technology and environmental modifications that overcome barriers to participation in meaningful activities and enhance independence and quality of life.*

## Practise Area Key Words

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Older Persons</b>         | Care arrangements, including respite, palliative, and residential care<br>Cognition and cognitive rehabilitation<br>Dementia<br>Carers<br>Chronic disease management<br>Continence<br>Elder care and elder abuse<br>End of life and palliative care<br>Falls prevention and safety<br>Functional cognition<br>Healthy ageing and positive ageing<br>Home-based aged care and community care<br>Home modifications<br>Home safety<br>Pressure care<br>Residential aged care<br>Restorative care<br>Symptom management                                                                        |
| <b>Disability</b>            | Care planning<br>Carers<br>Continence<br>Falls prevention and safety<br>Home and environmental modifications<br>Chronic disease management, including medication<br>Functional independence<br>Mobility<br>NDIS<br>Vocational support<br>Wound care, including pressure care                                                                                                                                                                                                                                                                                                                |
| <b>Knowledge Translation</b> | Education, including undergraduate and postgraduate course design<br>Evidence-based practice<br>Implementation science<br>Innovation and role-emerging practice<br>Knowledge exchange, mobilisation, and transfer<br>Partnering with consumers in practice and research (e.g., translational research, consumer co-design)<br>Policy<br>Practice challenges and future directions<br>Quality improvement projects, including student-driven programs<br>Student and clinical placement<br>Coaching<br>Mentoring<br>Supervision<br>Measurement and evaluation<br>Working in dynamic settings |

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| <b>Paediatrics</b>          | Neurodevelopment, including autism, ID, and LD<br>Behaviour modification, including self-regulation<br>Children and families<br>Development, including performance skills (visual-motor, fine-motor, cognitive)<br>Displaced children and young people<br>Early intervention<br>School, including school readiness and embedded services<br>Sensory processing, modulation, and integration<br>Vision impairment<br>Youth and adolescence                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Assistive Technology</b> | Home and environmental modifications<br>Seating and positioning<br>Wheelchairs and mobility aids<br>Transfer aids and hoists<br>Pressure care and skin integrity<br>Activities of daily living aids<br>Toileting and continence aids<br>Augmentative and alternative communication (AAC)<br>Hearing assistance and assistive listening devices<br>Vision assistance and low-vision technologies<br>Cognitive support and memory aids<br>Computer access and alternative input<br>Vehicle access and transport modifications<br>Workplace accommodations and ergonomics<br>Education access technologies<br>AT assessment and goal setting<br>Device trial and prescription<br>Policy, funding, and access<br>Telehealth and remote AT services<br>Wearables, sensors, and digital health apps<br>Robotics, exoskeletons, and emerging technologies |
| <b>Other Generic</b>        | Activities of daily living (ADLs)<br>Advocacy and promotion of occupational therapy<br>Clinical placement<br>Diversity and inclusion<br>Equipment prescription<br>Meaningful activities<br>Mental health and wellbeing<br>Occupational justice, human rights, equity, and social inclusion<br>Student experiences and projects<br>Trauma-informed practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |