HLTH12031 *Community Engaged Learning*
Term 3 - 2018

Profile information current as at 26/04/2024 09:24 pm

All details in this unit profile for HLTH12031 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview
Volunteering provides an opportunity to develop civic awareness and participation as well as developing personal skills of self-understanding, discretion and learning to work with others.This unit allows students to engage with communities in a way that encourages them to use their volunteering experiences to promote a deeper understanding of community as well as their role within their communities as professionals upon graduation. It encourages students to understand the theory that underpins volunteering activities and to apply this thinking to their own experiences. Students are expected to volunteer for a minimum of 25 hours with a community agency.

Details
Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
Successful completion of 48 credit points.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 3 - 2018

- Distance

Attendance Requirements
All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website
This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**
Weighting: Pass/Fail
2. **Portfolio**
Weighting: 10%
3. **Written Assessment**
Weighting: 25%
4. **Portfolio**
Weighting: 65%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Email from T3 Unit Coordinator

Feedback

Up to half of the students in T3 experienced transformative moments as a result of the volunteering and critical reflection they undertook throughout the term. Finding ways to encourage others to more deeply engage with the content of the unit remains a challenge.

Recommendation

Continue to engage with the students in the discussion forums.

Feedback from Personal feedback from T2 Unit Coordinator

Feedback

Some students continue to have difficulty completing exercise 4.4 as it refers to work previously completed for exercise 2.7. The problem is that exercise 2.7 is not set in module 1.

Recommendation

Exercise 2.7 to be added to module 1.

Feedback from Personal feedback from T2 Unit Coordinator

Feedback

Some students tend to pick volunteer experiences that suit their future employment.

Recommendation

Exercise 2.8 is to be added to module 1 as it sets the students the task of reflecting upon the type of community-based learning that suits them personally. This will encourage students to reflect on what they hope to learn from the experience with the partner organisation’s perspective included.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Evaluate the role volunteering plays in building communities.
2. Apply the theory associated with volunteering in a community setting.
3. Realistically reflect on learning resulting from volunteering experiences.
4. Demonstrate communication and culturally competent skills and knowledge appropriate to the volunteer experience.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level | • Introductory Level | • Intermediate Level | • Graduate Level | ◦ Professional Level | ◦ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 0%		•		
2 - Portfolio - 10%	•	•	•	•

Assessment Tasks	Learning Outcomes			
	1	2	3	4
3 - Written Assessment - 25%	•			
4 - Portfolio - 65%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving		•		
3 - Critical Thinking	•	•	•	•
4 - Information Literacy				
5 - Team Work		•		•
6 - Information Technology Competence				
7 - Cross Cultural Competence	•	•		•
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 0%	•					•		•		
2 - Portfolio - 10%	•			•			•	•		
3 - Written Assessment - 25%	•		•				•	•		
4 - Portfolio - 65%	•	•	•		•		•	•		

Textbooks and Resources

Textbooks

HLTH12031

Prescribed

Learning through serving
Edition: 2nd (2013)
Authors: Cress, CM, Collier, PJ & Reitenauer, VL
Stylus
Sterling , VA , USA
ISBN: 9780729537995
Binding: Paperback

Additional Textbook Information
Learning through serving: This textbook is also available as a free eBook via CQUniversity Library However, access is limited to three users in one session.
Paper copies are available at the CQUniversity Bookshop here: http://lbookshop.cqu.edu.au (search on the Unit code)

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

Lisa Bricknell Unit Coordinator
l.bricknell@cqu.edu.au

Schedule

Week 1 - 05 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Preparation for your community experience (Weeks 1-2)	Cress et al. (2013) Chapters 1-3 (pp. 9-47)	Compulsory Textbook activities: **1.2** (p.13), **2.1** (p.20), **2.3** (p.24), **2.4** (p.26), **2.5** (p.26), **3.3** (40), **3.5** (p.45)

Week 2 - 12 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 3 - 19 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic

Module 2: Establishing your community experience (Weeks 3-4)	Cress et al. (2013) Chapters 4-5 (pp. 51-91).	Compulsory Textbook activities: **4.1** (p.52)., **4.4** (p.58), **4.5** (p.59), **5.1** (p.79), **5.3** (p.82), **5.5** (p.87). **Volunteer placement negotiation** Due: Week 3 Monday (19 Nov 2018) 11:45 pm AEST
Week 4 - 26 Nov 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Vacation Week - 03 Dec 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Week 5 - 10 Dec 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Module 3: Learning from your community experience (Weeks 5-6)	Cress et al. (2013) Chapter 6-10 (pp. 95-159)	Compulsory Textbook activities: **6.1** (p.100), **7.1** (p.117), **8.2** (p.125), **8.5** (p.132), **9.3** (p.145), **10.5** (p.159).
Week 6 - 17 Dec 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Formative Portfolio Due: Week 6 Monday (17 Dec 2018) 11:45 pm AEST
Week 7 - 31 Dec 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Module 4: Reflecting on and evaluating your community experience (Weeks 7-12)	Cress et al. (2013) Chapters 11-14 (pp. 163-205).	Compulsory Textbook activities: **11.3** (p.170), **13.2** (p.193), **14.3** (p.14.3)
Week 8 - 07 Jan 2019		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Week 9 - 14 Jan 2019		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Essay Due: Week 9 Monday (14 Jan 2019) 11:45 pm AEST
Week 10 - 21 Jan 2019		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Week 11 - 28 Jan 2019		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Week 12 - 04 Feb 2019		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Exam Week - 11 Feb 2019		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Portfolio Due: Exam Week Monday (11 Feb 2019) 11:45 pm AEST

Assessment Tasks

1 Volunteer placement negotiation

Assessment Type
Written Assessment

Task Description
For this assessment, you will need to negotiate at least 25 hours of volunteer experience with a community-based organisation. The 25 hours can be undertaken in any format, for example, an hour/week, hour/day etc. The negotiation will involve you completing a Volunteer Experience Negotiation form, available on the Moodle site, in collaboration with your community organisation. As well, you will also need to complete a CQUniversity Risk Assessment form, also available on the Moodle site. Please note, University Insurance cover will not be valid unless your negotiation and risk assessment forms have been completed and approved by your Unit Coordinator.

You must achieve a Pass for this task PRIOR to commencing your volunteer experience.

Assessment Due Date
Week 3 Monday (19 Nov 2018) 11:45 pm AEST

Return Date to Students
Week 4 Monday (26 Nov 2018)

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
This assessment has no weighting, but must be completed before you commence your volunteer experience which forms the basis of your other assessments.

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Apply the theory associated with volunteering in a community setting.

Graduate Attributes

- Communication
- Information Technology Competence
- Ethical practice

2 Formative Portfolio

Assessment Type
Portfolio

Task Description
You are required to undertake a number of prescribed activities allocated from your textbook for Modules 1 and 2. You must complete these and submit them as short answers.
Prescribed activities include:
- Module 1: Activities 1.2, 2.1, 2.3, 2.4, 2.5, 3.3, 3.5;
- Module 2: Activities 4.1, 4.4, 4.5, 5.1, 5.3, 5.5.
Please note, these activities will be part of your final portfolio assessment worth 65% of your overall grade. Submitting the activities from Modules 1 and 2 allows you to receive feedback to ensure you are on the right track. You will have an opportunity to change your answers to Modules 1 and 2 activities based on this feedback.

Assessment Due Date
Week 6 Monday (17 Dec 2018) 11:45 pm AEST

Return Date to Students
Week 8 Monday (7 Jan 2019)

Weighting
10%

Assessment Criteria
You will be assessed according to the following:
High Distinction: Evidence of deep reflection and/or comprehensive application of topic to own experiences.
Distinction: Evidence of considered and consistent reflection and/or application of topic to own experiences.
Credit: Evidence of broad reflection and/or application of topic to own experiences.
Pass: Evidence of some, but inconsistent, reflection and/or application of topic to own experiences.
Fail: Little or no evidence or reflection or application of topic to own experiences.

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Evaluate the role volunteering plays in building communities.
- Apply the theory associated with volunteering in a community setting.
- Realistically reflect on learning resulting from volunteering experiences.
- Demonstrate communication and culturally competent skills and knowledge appropriate to the volunteer experience.

Graduate Attributes

- Communication
- Information Literacy
- Cross Cultural Competence
- Ethical practice

3 Essay

Assessment Type
Written Assessment

Task Description
Write a 1500 word essay that evaluates the role of volunteering in building communities. Contrast the benefits and risks associated with service learning units for undergraduate students.

Assessment Due Date
Week 9 Monday (14 Jan 2019) 11:45 pm AEST

Return Date to Students
Week 11 Monday (28 Jan 2019)

Weighting
25%

Assessment Criteria
Your essay will be marked according to: 1) consistency with academic writing protocols (5%); exploration of benefits (5%); exploration of risks (5%); tightness of argument (5%); quality of evidence (5%).
Please see the detailed marking rubric found on the Moodle site for a breakdown of the criteria according to grades.

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Evaluate the role volunteering plays in building communities.

Graduate Attributes

- Communication
- Critical Thinking
- Cross Cultural Competence
- Ethical practice

4 Portfolio

Assessment Type
Portfolio

Task Description
The portfolio provides an overview of your key learning for the term related to your voluntary experience. Your portfolio must include:
1) A critical reflection - a first person reflection on your volunteer experience. Your reflection should refer to your civic engagement in the context of all the prescribed activities from the textbook, connecting these activities with your volunteer experience. Your reflection can be in a written paper (2000 words), a video or audio production (15-20 minutes) or another negotiated format;
2) An appendix - including all prescribed activities from Modules 1-4 in short answer format (revised responses to Module 1 and 2 activities; and completed activities for Modules 3 and 4).

Assessment Due Date
Exam Week Monday (11 Feb 2019) 11:45 pm AEST

Return Date to Students

Results for final assessment are released following Certification of grades.

Weighting
65%

Assessment Criteria
Your portfolio will be marked according to the following criteria: 1) Application of learning to community setting (25%); 2) Reflection on experiences (20%); 3) Communication and cultural competence (20%).
Please see the detailed marking rubric found on the Moodle site for a breakdown of the criteria according to grades.

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Evaluate the role volunteering plays in building communities.
- Apply the theory associated with volunteering in a community setting.
- Realistically reflect on learning resulting from volunteering experiences.
- Demonstrate communication and culturally competent skills and knowledge appropriate to the volunteer experience.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem