



# HLTH12031 *Community Engaged Learning*

## Term 2 - 2019

Profile information current as at 19/05/2022 09:08 pm

All details in this unit profile for HLTH12031 have been officially approved by CQUiversity 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 2 - 2019

- Mixed Mode

#### 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



### 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

[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

**Dale Trott** Unit Coordinator

[d.trott@cqu.edu.au](mailto:d.trott@cqu.edu.au)

## Schedule

### Week 1 - 15 Jul 2019

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: <b>1.2</b> (p.13), <b>2.1</b> (p.20), <b>2.3</b> (p.24), <b>2.4</b> (p.26), <b>2.5</b> (p.26), <b>3.3</b> (40), <b>3.5</b> (p.45)

### Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Volunteer placement negotiation</b> Due: Week 2 Monday (22 July 2019) 11:59 pm AEST

### Week 3 - 29 Jul 2019

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: <b>4.1</b> (p.52), <b>4.4</b> (p.58), <b>4.5</b> (p.59), <b>5.1</b> (p.79), <b>5.3</b> (p.82), <b>5.5</b> (p.87).

### Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 5 - 12 Aug 2019		
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: <b>6.1</b> (p.100), <b>7.1</b> (p.117), <b>8.2</b> (p.125), <b>8.5</b> (p.132), <b>9.3</b> (p.145), <b>10.5</b> (p.159). <b>Formative Portfolio</b> Due: Week 5 Monday (12 Aug 2019) 11:59 pm AEST
Vacation Week - 19 Aug 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 26 Aug 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Week 7 - 02 Sep 2019		
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: <b>11.3</b> (p.170), <b>13.2</b> (p.193), <b>14.3</b> (p.14.3)
Week 8 - 09 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Week 9 - 16 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
		<b>Essay</b> Due: Week 9 Monday (16 Sept 2019) 11:59 pm AEST
Week 10 - 23 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Week 11 - 30 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Week 12 - 07 Oct 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Review/Exam Week - 14 Oct 2019		
Module/Topic	Chapter	Events and Submissions/Topic
		<b>Portfolio</b> Due: Review/Exam Week Monday (14 Oct 2019) 11:59 pm AEST
Exam Week - 21 Oct 2019		
Module/Topic	Chapter	Events and Submissions/Topic

## 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 2 Monday (22 July 2019) 11:59 pm AEST

**Return Date to Students**

Week 3 Monday (29 July 2019)

**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 5 Monday (12 Aug 2019) 11:59 pm AEST

**Return Date to Students**

Week 7 Monday (2 Sept 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 (16 Sept 2019) 11:59 pm AEST

### Return Date to Students

Week 11 Monday (30 Sept 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**

Review/Exam Week Monday (14 Oct 2019) 11:59 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