



OCCT12002 Occupational Justice: Local and Global

Term 2 - 2021

Profile information current as at 29/04/2024 06:23 pm

All details in this unit profile for OCCT12002 have been officially approved by CQUUniversity 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

In this unit, you will be introduced to the evolving concept of occupational justice and explore situations where people are deprived of meaningful occupation. You will use an occupational justice lens to look from a local and global perspective at situations where people are experiencing challenges with occupational participation and engagement. The role of the occupational therapist as a facilitator of occupational justice will be examined, using both an occupational justice framework and also occupational therapy practice models. You will develop an understanding of how occupational justice sits with social justice concepts and considerations, including concepts such as social innovation.

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 the following units as essential pre-requisites: OCCT11002 OCCT12006

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 - 2021

- Bundaberg
- Rockhampton

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. **Presentation**

Weighting: 20%

2. **Written Assessment**

Weighting: 35%

3. **Report**

Weighting: 45%

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 Have Your Say

Feedback

The final assessment piece helps students to explore services within their local communities (Wide Bay or Central Queensland) that are providing services consistent with occupational justice concepts. Students enjoyed engaging with this assessment.

Recommendation

It is recommended that this assessment item remain and that list of available agencies across both communities be updated in preparation for the 2021 offering.

Feedback from Have Your Say

Feedback

A number of students reported that they felt the volume of required readings was a challenge.

Recommendation

It is recommended that this be discussed at the occupational therapy curriculum planning day in December 2020 in order to confirm what is expected of CB84 students in their second term of second year.

Unit Learning Outcomes

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

1. Articulate the concept of occupational justice at a local and global level.
2. Identify and describe situations where people are deprived of meaningful occupation and explore the causes.
3. Articulate the role of the occupational therapy in promoting occupational justice.
4. Identify and describe occupational injustice occurring in a local community and the programs and measures being taken to address those injustice issues.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Presentation - 20%		•	•	
2 - Written Assessment - 35%	•	•		
3 - Report - 45%	•	•	•	•

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 - Presentation - 20%	•		•	•	•	•				
2 - Written Assessment - 35%	•	•	•	•			•	•		
3 - Report - 45%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Full licenced version of Microsoft Office 2013 or Office 2016 (including Word, Excel and Powerpoint) or Microsoft Office 2011 for Mac.

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Desley Simpson Unit Coordinator

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Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Occupational Justice part 1	Gupta, J. (2016). Mapping the evolving ideas of occupational justice A critical analysis. <i>OTJR Occupation, Participation, and Health</i> , 36(4), 179-194. doi: 10.1177/1539449216672171.	
Links to Social Innovation - becoming a changemaker	Maltifano, A.P.S., de Souza, R.G., & Lopes, R.E. (2016). Occupational justice and its related concepts: An historical and thematic scoping review. <i>OTJR: Occupation, Participation and Health</i> , 36(4), 167-178.	

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Occupational Justice part 2	Hocking, C. (2017). Occupational justice as social justice: The moral claim for inclusion. <i>Journal of Occupational Science</i> , 24(1), 29-42. doi: 10.1080/14427591.2017.1294016.	
	Occupational Therapy Australia (2016). OT Australia Position Statement: Occupational Deprivation. https://doi.org/10.1111/1440-1630.12347	

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Applying models and frameworks for occupational justice in everyday occupational therapy practice	Pereira, R. B., Whiteford, G., Hyett, N., Weekes, G., Di Tommaso, A., & Naismith, J. (2020). Capabilities, Opportunities, Resources and Environments (CORE): Using the CORE approach for inclusive, occupation-centred practice. <i>Australian Occupational Therapy Journal</i> , 67(2), 162-171. https://doi.org/10.1111/1440-1630.12642	
	Whiteford, G., Jones, K., Rahal, C., & Suleman, A. (2018). The Participatory Occupational Justice Framework as a tool for change: Three contrasting case narratives. <i>Journal of Occupational Science</i> , 25(4), 497-508. https://doi.org/10.1080/14427591.2018.1504607	

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Exploring occupation beyond the individual - considering family and collective occupations	Kantartzis, S., & Molineux, M. (2017). Collective occupation in public spaces and the construction of the social fabric. <i>Canadian Journal of Occupational Therapy</i> , 84(3), 168-177. doi: 10.177/0008417417701936.	
	Lauckner, H., Leclair, L. & Yamamoto, C. (2019). Moving beyond the individual: Occupational therapists' multi-layered work with communities. <i>British Journal of Occupational Therapy</i> , 82(2), 101-111. doi: 10.1177/03080222618797249	

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Students will focus on one of the below readings for the week 5 assessment presentations as allocated by the unit coordinator:
The papers are:

Ballan, M. S., & Freyer, M. (2020). Occupational Deprivation Among Female Survivors of Intimate Partner Violence Who Have Physical Disabilities. *American Journal Occupational Therapy*, 74(4), 7404345010p7404345011-7404345010p7404345017. <https://doi.org/10.5014/ajot.2020.038398>

Bryant, W., Cordingley, K., Adomako, E., & Birken, M. (2019). Making activism a participatory, inclusive and developmental process: a research programme involving mental health service users. *Disability & Society*, 34(7-8), 1264-1288. <https://doi.org/10.1080/09687599.2019.1613963>

Dowers, E., White, C., Kingsley, J., & Swenson, R. (2019). Transgender experiences of occupation and the environment: A scoping review. *Journal of Occupational Science*, 26(4), 496-510. <https://doi.org/10.1080/14427591.2018.1561382>

Du Toit, S. H. J., Casteleijn, D., Adams, F., & Morgan-Brown, M. (2019). Occupational justice within residential aged care settings – Time to focus on a collective approach. *British Journal of Occupational Therapy*, 82(9), 578-581. <https://doi.org/10.1177/0308022619840180>

Du Toit, S. H. J., Shen, X., & McGrath, M. (2019). Meaningful engagement and person-centered residential dementia care: A critical interpretive synthesis. *Scandinavian Journal Occupational Therapy*, 26(5), 343-355. <https://doi.org/10.1080/11038128.2018.1441323>

Dubuc, É., Gagnon-Roy, M., Couture, M., & Bottari, C. (2020). Integration in the community following a severe traumatic brain injury: A qualitative study exploring the presence of occupational rights violations over a lifetime experience. *Journal of Occupational Science*, 1(14). <https://doi.org/10.1080/14427591.2020.1803953>

Fieldhouse, J., & Greateorex, H. (2020). Evaluation of a financial skills training programme for vulnerable young people at risk of homelessness. *British Journal of Occupational Therapy*, 83(12), 761-772. <https://doi.org/10.1177/0308022620905530>

George, E., & Stanley, M. (2018). Exploring the occupational injustices of human trafficking. *Journal of Occupational Science*, 26(3), 394-407. <https://doi.org/10.1080/14427591.2018.1515104>

Knecht-Sabres, L. J., Del Rosario, E. P., Erb, A. K., Rozko, M., & Guzman, R. (2019). Are the Leisure and Social Needs of Older Adults Residing in Assisted Living Facilities Being Met? *Physical & Occupational Therapy In Geriatrics*, 38(2), 107-128. <https://doi.org/10.1080/02703181.2019.1702134>

Liu, Y., Zemke, R., Liang, L., & Gray, J. M. (2021). Occupational harmony: Embracing the complexity of occupational balance. *Journal of Occupational Science*, 1(15). <https://doi.org/10.1080/14427591.2021.1881592>

Marshall, C. A., Bolland, L., Westover, L. A., Wickett, S., Roy, L., Mace, J., Gewurtz, R., Barbic, S., & Kirsh, B. (2020). Occupational experiences of homelessness: A systematic review and meta-aggregation. *Scandinavian Journal Occupational Therapy*, 27(6), 394-407. <https://doi.org/10.1080/11038128.2019.1689292>

Mayne-Davis, J., Wilson, J., & Lowrie, D. (2020). Refugees and asylum seekers in Australian print media: A critical discourse analysis. *Journal of Occupational Science*, 27(3), 342-358. <https://doi.org/10.1080/14427591.2020.1754279>

Menéndez Álvarez, N., Díez, E., & Arberas, E. J. (2021). Analysis of daily occupations and engagement in Sahrawi refugee camps. *Journal of Occupational Science*, 28(1), 173-184. <https://doi.org/10.1080/14427591.2021.1897964>

Steber, A. W., Skubik-Peplaski, C., Causey-Upton, R., & Custer, M. (2017). The Impact of Caring for Persons with Stroke on the Leisure Occupations of Female Caregivers. *Physical & Occupational Therapy In Geriatrics*, 35(3-4), 169-181. <https://doi.org/10.1080/02703181.2017.1350778>

Application of occupational justice concepts in practice. A range of occupational justice topic areas will be covered, for example, community integration following acquired injury, occupational rights for refugees/asylum seekers, homelessness, and social participation for older persons.

20% Presentation assessment - Application of Occupational Justice concepts to occupational therapy practice Due: Week 5 Thursday (12 Aug 2021) 8:00 am AEST

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Individuals with disability	<p>Tomar, N., & Bailliard, A.L. (2019). Understanding the moral economics of occupational engagement. <i>Journal of Occupational Science</i>, doi: 10.1080/14427591.2019.1591297.</p> <p>Ravindran, S., Brentnall, J., & Gilroy, J. (2017). Conceptualising disability: A critical comparison between Indigenous people in Australia and New South Wales disability service agencies. <i>Australian Journal of Social Issues</i>, 52(4), 367-387. https://doi.org/10.1002/ajs4.25</p>	Classroom debate on hot topics informed by the occupational justice literature

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Human-Centred Design Approach - an approach to socially innovate with complex problems	<p>Henderson, C. & Gronholm, P.C. (2018). Mental health related stigma as a 'wicked problem': The need to address stigma and consider the consequences. <i>International Journal of Environmental Research and Public Health</i>, 15, 1158, doi: 10.3390/ijerph15061158.</p> <p>Whiteford, G. E. (2019). Sylvia docker memorial lecture: Together we go further-Service co-design, knowledge co-production and radical solidarity. <i>Australian Occupational Therapy Journal</i>, 66(6), 682-689. https://doi.org/10.1111/1440-1630.12628</p>	Attend classes on campus in the assigned rooms for OCCT12002

Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Acquired injuries Poverty circumstances	<p>Ekelman, B.A., et.al. (2017). A wellness program for men with spinal cord injury: Participation and meaning. <i>OTJR: Occupation, Participation and Health</i>, 37(1), 30-39. doi: 10.1177/1539449216672170</p> <p>Sofo, F., & Wicks, A. (2017). An occupational perspective of poverty and poverty reduction. <i>Journal of Occupational Science</i>, 24(2), 244-249. https://doi.org/10.1080/14427591.2017.1314223</p>	

Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Addressing Occupational Injustices by applying perspectives from life course, social justice and anthropology

Bailliard, A. (2016). Justice, difference and the capability to function. *Journal of Occupational Science*, 23(1), 3-16. doi: 10.1080/14427591.2014.957886

Chapman, H. J., & Veras-Estévez, B. A. (2020). Strengthening global health content in health professions curricula. *Health Education Journal*, 79(7), 839-850. <https://doi.org/10.1177/0017896920915231>

Yang, C., Schorpp, K., Boen, C., Johnson, M., & Harris, K.M. (2020). Socioeconomic status and biological risks for health and illness across the life course. *The Journals of Gerontology*, 75(3), 613-624. doi: 10.1093/geronb/gby108.

35% Written Assessment occupational justice at the collective level Due: Week 9

Thursday (16 Sept 2021) 11:45 pm AEST

Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Crawford, E., Aplin, T & Rodger, S. (2017). Human rights in occupational therapy education: A step towards a more occupationally just global society. <i>Australian Occupational Therapy Journal</i> , 64(2), 129-136. doi: 10.1111/1440-1630.12321.	
Occupational Rights & Justice in Action	Hammell, K. W. (2021). Securing occupational rights by addressing capabilities: A professional obligation. <i>Scandinavian Journal Occupational Therapy</i> , 1-12. https://doi.org/10.1080/11038128.2021.1895308	
	Hammell, K. & Began, B. (2017). Occupational injustice: A critique. <i>Canadian Journal of Occupational Therapy</i> , 84(1), 58-68. doi: 10.1177/0008417416638858.	

Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Bringing it all together in occupational therapy practice	Reitz, S. (2020). Occupational therapy in the promotion of health and well-being. <i>The American Journal of Occupational Therapy</i> , 74(3), doi:10.5014/ajot.2020.743003	

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Wicked problems, co-design and occupational therapy	Laliberte Rudman, D. (2019). Engaging the occupational imagination: Meeting in diversity. <i>Journal of Occupational Science</i> , 26(2), 165-172. https://doi.org/10.1080/14427591.2019.1577443	45% Report (with summary presentation) - Advocacy, Change-making and Social Innovation through an Occupational Justice Lens Due: Week 12 Thursday (7 Oct 2021) 8:00 am AEST

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 18 Oct 2021		
Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Classes for OCCT12002 will be offered via Zoom. Students may attend via a Zoom link from home or the Huddle Spaces that have been arranged within the OCCT12002 timetabling process. The exception for this arrangement is week 7. All students are required to attend on-campus for week 7 due to the practical nature of learning activities for that week.

Assessment Tasks

1 20% Presentation assessment - Application of Occupational Justice concepts to occupational therapy practice

Assessment Type

Presentation

Task Description

This assessment requires you to prepare and deliver a Presentation in student pairs based on an analysis of a piece of occupational justice literature. This assessment is designed to facilitate early engagement in the unit material. You are required to present on one journal paper as allocated in week 1 by the unit coordinator. The list of papers to be covered is supplied in your Unit Profile and will also be available on Moodle. Your one allocated paper is separate to the weekly reading list. Use of power-point or similar to prepare the key points is recommended for effective communication of your content to the audience. Individual marks will be allocated to students based on presentation skills and ability to respond to peer and examiner questions. These may occur throughout the presentation or at the conclusion of the presentation, dependent on the flow of the content. All sources must be acknowledged using APA referencing style.

Use the following as a guide to prepare your presentation slides:

1. Study title & aim of the paper (1 slide)
 2. Background – key literature that provides justification for the paper (2 slides max)
 3. The occupational justice issues raised (2-4 slides)
 4. Your appraisal – what are the implications for occupational therapy *practice*? What are the possible implications for future occupational therapy *research*? (up to 6 slides)
 5. Identification of questions or key take-home messages you have as a result of this article (up to 6 slides). How has this article enhanced your knowledge? What more do you need to know? What were you surprised by? How has this impacted your worldview? (Individuals must each contribute to this as there will be a corresponding assessment criterion where each is allocated an individual mark).
- You will not be able to effectively complete steps 3, 4 and 5 in the guide above without drawing on literature from the OCCT12002 reading list and other relevant references. In order for a thorough analysis and reflection to be presented, it is recommended that you draw upon approximately five pieces of literature, which must be included in your reference list.

The presentation is required to be for a length of 15 minutes. Penalties will be applied if the presentation is less than 13 minutes and if it exceeds 17 minutes. There must be time to allow for individuals to respond to questions from the peer cohort and assessor.

Assessment Due Date

Week 5 Thursday (12 Aug 2021) 8:00 am AEST

Upload your presentation to Moodle prior to attending class

Return Date to Students

Week 7 Thursday (2 Sept 2021)

Weighting

20%

Minimum mark or grade

Students must achieve 50% of the total available marks for this assessment piece to pass the unit overall

Assessment Criteria

1. identification and explanation of the relevant occupational justice issue/s (10 marks)
2. analysis of the injustices and translation to occupational therapy practice and future research opportunities (10 marks)
3. professionalism in presentation style (5 marks)
4. use of evidence-based literature to support content, inclusive of correct APA 7th in-slide citations and reference list (5 marks)

marks)

5. individual presentation style - reflection skills, insights on knowledge of occupational justice concepts, responsiveness to audience questions (10 marks)

The full rubric is available on Moodle.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

One individual is responsible for uploading the completed presentation to Moodle on behalf of their paired grouping.

Learning Outcomes Assessed

- Identify and describe situations where people are deprived of meaningful occupation and explore the causes.
- Articulate the role of the occupational therapy in promoting occupational justice.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

2 35% Written Assessment occupational justice at the collective level

Assessment Type

Written Assessment

Task Description

You are required to complete a 1800 word written essay on 'Occupational Justice at the Collective Level'. This task is designed to give you understanding and perspective of occupational injustices affecting groups. It develops your consideration of moving beyond the individual and identifying collective occupations and working with groups/communities. It will assist you to develop skills in reflection, analysis, professional reasoning and report-writing, particularly in relation to occupational justice. Your research must include journal articles and text book sources as provided in the unit materials and you must demonstrate evidence of wider reading of the professional, peer-reviewed literature. Please select 10-15 contemporary papers to make your work as up-to-date as possible and to obtain the best possible mark. Your essay must include the following:

- a description of the issues including a summary of any relevant and contemporary media coverage
- identification of any advocacy groups who work to present facts, raise awareness and move people to action on this issue
- presentation and explanation of occupational injustices featured in this collective issue
- explanation of how you would apply the POJF and/or the CORE approach to address the occupational injustices and enact change on this issue

You have two global/collective topics from which to choose. They are:

1. occupational injustices experienced by a minority group of your choosing based upon our readings in weeks 1-8 this term (you may choose which minority group you would like to focus on)
2. occupational injustices experienced by Australian indigenous populations (health, incarceration rates, housing, education)

Please note the following additional details:

- as a guideline, the length of the main body of your essay should be approximately 1800 words excluding references. Submissions that are substantially longer (e.g. 2300 words) or shorter than this (1300 words) are unlikely to score as highly as those that make the best use of the 1800 word length. Marks will not be deducted based on word count.
- you are required to use APA 7th edition guidelines for style and formatting. This includes your font size, spacing, indents and any use of headings and tables. Please refer to your CQUniversity APA 7th edition style guide.
- please save and upload your file in a Word format (.doc or .docx) rather than PDF

Assessment Due Date

Week 9 Thursday (16 Sept 2021) 11:45 pm AEST

Return Date to Students

Week 11 Thursday (30 Sept 2021)

Weighting

35%

Minimum mark or grade

Students must achieve 50% of the total available marks for this assessment piece to pass the unit overall

Assessment Criteria

1. quality of description and quality of analysis of the global/collective issue (15 marks)
2. ability to draw on the literature to relate the challenges to occupational justice concepts (15 marks)
3. research and analysis about the role of occupational therapy (10 marks)
4. application of the POJF or CORE to analyse the issue (10 marks)
5. written communication skills (10 marks)
6. application of APA 7th throughout (10 marks)

The full rubric will be available to you on Moodle.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Please upload your document to Moodle by the due date and time.

Learning Outcomes Assessed

- Articulate the concept of occupational justice at a local and global level.
- Identify and describe situations where people are deprived of meaningful occupation and explore the causes.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

3 45% Report (with summary presentation) - Advocacy, Change-making and Social Innovation through an Occupational Justice Lens

Assessment Type

Report

Task Description

This final assessment piece has two components, both due the same week. Both must be completed in order to pass the assessment. The first component is a 2500 word written report submitted prior to class in the allocated assessment week. The second component is a 5-minute professional oral presentation summary to your assessor and peers during class time in the allocated week of assessment. You are required to draw upon the co-design literature and occupational therapy/disability/technology/health professions' literature to investigate one example of a 'wicked problem' and how it is being addressed. You will use your knowledge from CQ University's Social Innovation i-Change module which you have already completed in your studies. That knowledge will inform you to consider what a 'wicked problem' or 'grand challenge' is and to understand that many of the solutions in the occupational therapy/disability/technology/health professions' literature address a 'direct service' approach to those problems.

There are a range of examples in contemporary literature, some of which include: virtual/remote home visiting; co-design in the manufacture of customised assistive technology for hand injuries; co-design for people with dementia and their carers; co-design of social networking platforms for adolescents with ASD; self-management apps for people with spinal cord injury....to name a few.

The written report of 2500 words must cover the following, with each section supported by relevant and appropriate peer-reviewed references from the OCCT12002 reading list and your own literature search:

- identify and describe the 'wicked problem'/'grand challenge' targeted by the initiative
- present the solution being proposed/trialled/implemented
- analyse how the solution may be an example of advocacy and/or change-making and/or social innovation
- articulate which occupational injustices the solution is attempting to address and in what way
- explain how the solution proposed or being provided promotes occupational engagement and participation

The five minute oral presentation summary will be a synopsis of the key points in your written report, accompanied by a visual presentation to support learner engagement. You may use Powerpoint or Prezi or have a PDF poster document generated to accompany your presentation. Screen share will occur while you are presenting. Students will be allocated a time slot within the class schedule for their five minute presentation. All students are required to attend for the duration of the allocated class time for the entire scheduled Zoom class.

Please note the following additional details:

- as a guideline, the length of the main body of your report should be 2500 words excluding references. Report that are substantially longer (e.g. 3000 words) or shorter than this (2000 words) are unlikely to score as highly as those that make the best use of the 2500 word length. Marks will not be deducted based on word count.
- you may use headings to structure your report
- you are required to use APA 7th edition guidelines for style and formatting. This includes your font size, spacing, indents and any use of headings and tables. Please refer to your CQUniversity APA 7th edition style guide.
- please save and upload your file in a Word format (.doc or .docx) rather than PDF

Assessment Due Date

Week 12 Thursday (7 Oct 2021) 8:00 am AEST

Return Date to Students

Results for this final piece will be returned at Certification of Grades

Weighting

45%

Minimum mark or grade

Students must achieve 50% of the total available marks for this assessment piece to pass the unit overall

Assessment Criteria

1. description and analysis of the 'wicked problem' as it relates to relevant literature from the social innovation, human-centred design and sustainable development goals fields (15 marks)
2. clear description of the solution referenced with sources from the co-design literature (10 marks)
3. analysis of how the solution exemplifies advocacy and/or change-making and/or social innovation (15 marks)
4. articulation and analysis of the relevant occupational justices being addressed (10 marks)
5. identification and analysis of how the solution fosters occupational engagement and participation (10 marks)
5. oral presentation skills - concise, professional, engaging, ability to synthesise key concepts (10 marks)
6. written communication skills (10 marks)
7. application of APA in written report (10 marks)

The full rubric will be available to you on Moodle.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Upload only the 1500 word written report to Moodle.

Learning Outcomes Assessed

- Articulate the concept of occupational justice at a local and global level.
- Identify and describe situations where people are deprived of meaningful occupation and explore the causes.
- Articulate the role of the occupational therapy in promoting occupational justice.
- Identify and describe occupational injustice occurring in a local community and the programs and measures being taken to address those injustice issues.

Graduate Attributes

- Communication

- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- 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