



OCCT14004 *Developing Occupation-Centred Community Programs*

Term 2 - 2019

Profile information current as at 10/04/2024 02:52 pm

All details in this unit profile for OCCT14004 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

This capstone unit will prepare you to use your evolving skills and knowledge to evaluate, design and implement occupational therapy programs that will address the complex needs of clients in a variety of community settings. You will work in small groups on projects identified by local clinicians that will take you into the field to develop, enhance or evaluate programs using an occupational justice lens. Supervision and mentoring will be provided by academic staff in collaboration with community based stakeholders. You will accrue a minimum of 150 hours of professional practice fieldwork during this unit. It will culminate in a student led professional conference. This capstone unit integrates the learning experiences of the entire course.

Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 12

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.25

Pre-requisites or Co-requisites

OCCT13006 Professional Practice I and Prereq OCCT13005 Professional Practice II Prereq

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

- 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).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

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 12-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 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. **Portfolio**

Weighting: 30%

2. **Practical and Written Assessment**

Weighting: 30%

3. **Presentation and Written Assessment**

Weighting: 40%

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

Students loved the real-world nature of the projects and engaging with practitioners in a way that prepared them for transition into work.

Recommendation

Continue to source applied projects from community services, and to support students to interact meaningfully with as many stakeholders as possible.

Feedback from Have your say; student verbal and emailed feedback

Feedback

A small number of students reported difficulties in their group processes, and wanted more opportunity for student grades to be distinguished based on real contribution rather than all group members receiving the same grade.

Recommendation

It is recommended that Assessment 1, which is completed as a group, incorporates a SPA (Self and Peer Assessment) component within the assessment (there is already a SPA in the final assessment piece). It is also recommended that group dynamics be considered in more depth in the lecture content.

Feedback from Have your say; lecturer perceptions and reflections

Feedback

Students requested that rubrics be revised as they found them confusing and difficult to interpret expectations.

Recommendation

Rubrics will be reviewed and revised. To support this recommendation, staff will attend training regarding how to write rubrics.

Feedback from Have your say; lecturer perceptions and reflections

Feedback

Students requested that the final assessment piece, consisting of the conference presentation and the final report, should be separated into two separate assessment pieces with different marking rubrics. Students also requested that the reflection assessment piece, while valuable, might be better evaluated as a pass/fail assignment.

Recommendation

It is recommended that the structure of assessment in this unit be reviewed for 2019. Preliminary discussions support separation of the two components of the final assessment piece into two separate assessments with different rubrics, and changing the action learning reflections to pass/fail.

Feedback from Have your say; lecturer perceptions and reflections

Feedback

Students found some of the lecture content little "basic" given the advanced level of the unit.

Recommendation

There is room in this unit to enrich and extend the scope of the content provided. It is recommended that additional lectures be developed in keeping with a large capstone unit. This can be further discussed in staff planning meetings and considered by the unit co-ordination team.

Unit Learning Outcomes

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

1. Select appropriate theoretical approaches to underpin the development of a program for clients with complex needs using evidence based practice principles.
2. Utilise a range of professional communication strategies including interviews, advocacy roles, problem solving, conflict management and negotiation to facilitate program development in community settings.
3. Demonstrate skills of prioritisation, networking, time and project management to manage a community based project.
4. Exhibit professional and ethical behaviours as reflects a new health professional in all actions.
5. Display capacity to operate as an effective team member understanding own role and roles of others during the completion of a complex project.
6. Prepare a project plan with a clear rationale and a robust evaluation strategy.
7. Evaluate self and others throughout the unit and during final conference presentation.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Portfolio - 30%	•	•	•	•	•		•
2 - Practical and Written Assessment - 30%	•	•	•	•	•	•	
3 - Presentation and Written Assessment - 40%			•		•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Communication		•	•	•	•	•	•
2 - Problem Solving	•	•	•	•	•	•	•
3 - Critical Thinking	•	•	•	•		•	•
4 - Information Literacy	•	•	•	•			
5 - Team Work			•	•	•		
6 - Information Technology Competence	•	•	•	•			
7 - Cross Cultural Competence	•	•		•	•	•	

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
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 - Portfolio - 30%	•	•	•	•	•	•	•	•		
2 - Practical and Written Assessment - 30%	•	•	•	•	•	•	•	•		
3 - Presentation and Written Assessment - 40%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks

OCCT14004

Prescribed

Developing Occupation-Centred Programs with the Community

Edition: 3rd ed. (2017)

Authors: Fazio, L.S.

Slack Incorporated

Thorofare , NJ , USA

ISBN: 978-1-63091-259-8

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)
- Access to a spreadsheet program such as Excel
- PowerPoint
- Zoom

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Narelle Henwood Unit Coordinator
n.henwood@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> 1: What is "community" and why are we doing this unit? 2: Program design and development 	<p>Fazio, L. (2017) OCCT14004 Prescribed Text.</p> <ul style="list-style-type: none"> Understanding Community, pp. 3-18 Practicing occupation in the community, pp. 21-34 Program design and development, pp. 41-58 <p>Gilbert Hunt, S. (2017). Partnership, inclusion and innovation in occupational therapy: Essential or optional ingredients to flourish in a changing environment? <i>Australian Occupational Therapy Journal</i>, 64(6), 477-485.</p>	<p>Please familiarise yourselves with all assessment materials, and form project groups of 4 students. Selection of project group topics will be addressed.</p>

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> 3: Program planning, needs assessment and program evaluation 4: Time management 	<p>Fazio (2017)</p> <ul style="list-style-type: none"> Logic models, pp. 70-72 Planning, pp. 91-96 Needs Assessment, pp. 97-106 <p>Scaffa & Reitz (2014, evaluation pp. 96-112)</p> <p>Owen & Rogers (1999, pp. 40-54, 86-101)</p>	<p>Finalisation of project topics. Confirm selection of Evaluation tools for Assessment 1.</p> <p>Weekly fieldwork - 12 hours</p> <p>Class time to discuss Action Learning Cycle reflections.</p>

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> 5: Needs assessment processes, evaluation methodologies, timelines for implementation 6: Guiding theories and goals for program development 	<p>Fazio (2017)</p> <ul style="list-style-type: none"> Continuing needs assessment, pp. 119-133 Goals & theories pp. 149-168 <p>Scaffa & Reitz (2014, pp.61-77, pp. 80-93).</p>	<p>Weekly fieldwork - 12 hours</p> <p>Class time to discuss Action Learning Cycle reflections.</p>

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Project based learning and group work focus	Consider earlier and related readings	<p>Project-related weekly fieldwork - 12 hours</p> <p>Zoom consults with teaching staff by appointment.</p>

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Project based learning and group work focus	Consider earlier and related readings	<p>Weekly fieldwork - 12 hours</p> <p>Zoom consults with teaching staff by appointment.</p>

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Project based learning and group work focus.

Consider earlier and related readings

Zoom consults with teaching staff by appointment.

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Project team consults regarding Evaluation Tools Assessment.	Project team related reading and research	On campus consults to occur for individual teams during Wednesday class time at 9am, 11am and 1pm. Practice SPA to be completed.

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> 7: Leadership models, entrepreneurship and innovation. 	<ul style="list-style-type: none"> Scaffa & Reitz (2014) pp. 114-131. Sweetman (2016). Brown, Williams & Jolliffe (2014). 	<p>Weekly fieldwork - 12 hours Class time to discuss Action Learning Cycle reflections.</p> <p>30% Evaluation Tools Analysis Report Due: Week 7 Monday (2 Sept 2019) 9:00 am AEST</p>

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> 8: Developing evidence-based programs 9: Conflict management 	<p>Fazio, L. (2017)</p> <ul style="list-style-type: none"> Evidence based planning, pp. 107-116 <p>Landa-Gonzalez, B. (2008). To Assert or Not to Assert: Conflict Management and Occupational Therapy Students. <i>Occupational Therapy In Health Care</i>, 22(4), 54-70.</p>	<p>Weekly fieldwork - 12 hours Class time to discuss Action Learning Cycle reflections.</p>

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> 10: Your development of competencies for occupational therapy practice. 	<p>Prescribed reading: Occupational Therapy Board of Australia (2018). Australian Occupational Therapy Competency Standards. AHPRA: Melbourne</p> <p>Optional Readings:</p> <ul style="list-style-type: none"> Clarke et al. (2014). Gat & Ratzon (2014). Moore & Fitzgerald (2017). 	<p>Weekly fieldwork - 12 hours Class time to discuss Action Learning Cycle reflections.</p>

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> 11: Progression of project team tasks and KPIs. 	Additional specific project related readings to be completed as recommended by project supervisor.	<p>Weekly fieldwork - 12 hours Class time to discuss Action Learning Cycle reflections.</p> <p>30% Action Learning Cycle Due: Week 10 Friday (27 Sept 2019) 9:00 am AEST</p>

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> Project task completion activities Consults for group presentations Making recommendations for community projects 	Additional specific project related readings to be completed as recommended by project supervisor.	<p>Weekly fieldwork - 12 hours Class time to discuss Action Learning Cycle reflections.</p>

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Student Conference week
Zoom consults with teaching staff by appointment.

Group Presentation slides due for submission to Moodle by 9.00am day of presentation (1 copy per group).
Project Team presentations on day TBC.
Student conference attendance is expected all day.

Review/Exam Week - 14 Oct 2019

Module/Topic

Chapter

Events and Submissions/Topic

Final SPA due with report submission. Each SPA numerical rating **MUST** include a narrative justification in order to be marked.

40% Project Progress Report Due: Review/Exam Week Wednesday (16 Oct 2019) 9:00 am AEST

Term Specific Information

NB: Weeks 1-3 of OCCT14004 classes will be taught intensively over 2 days per week to allow for your 14002 Week 4-5 specialisations workshops. OCCT14004 classes will cover topics more quickly if all students have done the weekly readings *before class*.

- Students will not have scheduled OCCT14004 classes in weeks 4-5 to allow for your OCCT14002 Specialisations intensives in those weeks. Students will be able to arrange Zoom appointments with OCCT14004 teaching staff regarding their project and are still expected to have project research work to complete with/for your partner organisations in weeks 4-5.
- In Week 6, to allow time for your OCCT14003 OSCE, OCCT14004 project teams will have 90 minute individual consults during class time on Wednesday with teaching staff regarding their Evaluation Tools portfolio assessment. Allocated times for each group will be posted on Moodle.

Assessment Tasks

1 30% Evaluation Tools Analysis Report

Assessment Type

Portfolio

Task Description

Overview:

Evaluation is a vital process for the development and sustainability of community-based programs. Throughout this unit you will need to become familiar with a range of different evaluation theories, frameworks and evaluation tools for use in developing community projects.

Your task and rationale for inclusion:

Your project team will produce a professional portfolio collating information for 5 evaluation tools that *could* be suitable to use with your project. Preparing this information will help inform your project plan and will help you develop your knowledge for understanding how evaluation is critical to successful project management. It will also help prepare your team to be able to carry out planned evaluation/s during your project.

What is to be included in the Portfolio?

At the beginning of the Portfolio, your team will provide a brief introduction to your project context and the general purpose of evaluation in project work (500 words).

Authors: Each student is expected to individually author one evaluation tool chapter. The remaining tool should be collectively authored by all members of the team. Please list your name/s as author after the chapter title so your individual marks can be allocated correctly. All tools should be complementary and appropriate for potential use in the project, even if they are not all actually used during the timeframe of your project.

For each evaluation tool your team will generate a comprehensively researched and written chapter (1200 words) that provides a clear and detailed explanation of the tool. See below for the essential content to be included in each chapter.

Your team will select 5 relevant evaluation tools from the following list of options:

- Focus groups
- Survey/Questionnaire
- Semi-structured interview
- Mapping/environmental scan
- Stakeholder analysis
- Storytelling
- Participant observation
- Audit or frequency count
- Problem/solution tree analysis
- Time tracking

All project teams must consult with the supervisor in Week 2 to ensure their selection of tools are appropriate and obtain approval from the Unit Coordinator.

In addition, all teams MUST collectively produce a sixth chapter containing

- Project Key Performance Indicators to be evaluated and the priority of importance for each KPI within the project. (500 words)
- Project Risk identification using SWOT (500 words)
- Risk management strategies for all weaknesses and threats identified across the duration of the project. (500 words)

Your portfolio will adhere to strict professional formatting guidelines. This set of analyses will form an important resource for your future professional practice as you prepare for graduation.

Essential Content of each Evaluation tool chapter:

Description of the tool will include but is not limited to:

- Accurate description of the features of the tool
- Methods or processes that the tool uses to evaluate
- Objectives and aims of the tool

The analysis will include:

- Any theoretical underpinnings of the tool
- A description of the type of data gathered
- Your informed opinion and justification of the tool strengths and limitations
- Any ethical considerations for using the tool.

Rationale will include:

- How and why the tool is suitable to use with the population or context of your project
- The potential or actual timing of application of the tool use during your project

References: For each evaluation tool, KPIs and Risk management chapters you will source at least five high quality references from peer reviewed professional literature to support your statements and decisions.

Formatting: You will prepare this assignment as a professional report.

- Create one continuous Word or .pdf document with each evaluation tool in a distinct chapter.
- Include the KPIs, Risk identification and Risk management in an additional chapter.
- Use a table of contents with headings and sub-headings to organise the structure of your work.
- Each chapter will start on a new page.
- Provide a reference list after each chapter.
- References may be repeated in different chapters.
- Report formatting guidelines are provided on Moodle.

Marking of group and individual work:

While this is a group assignment, each student is expected to author one chapter for which they will receive an individual mark. You will be marked on the quality of your description, analysis and rationale as per the marking rubric. You will receive the same marks as a group for the collectively authored chapter, the KPIs, risk management and any other co-authored components of the assessment.

Self and Peer Assessment (SPA):

This is a formative assessment that you must complete by the Assessment 1 deadline. It is a practice for the final SPA which will be graded. It is also to help teaching staff identify and assist you with any project team functioning issues. Students must provide a brief narrative feedback statement along with the numerical ratings to justify each of your scores for self and peers. Any score (including positive, negative and neutral ratings) that is not justified will be followed up by teaching staff to ask for your explanation.

This is a "must pass" Assessment. You must obtain at least 50% to pass. Late penalties as per university policy will be applied for submissions without an approved extension.

Assessment Due Date

Week 7 Monday (2 Sept 2019) 9:00 am AEST

Online

Return Date to Students

Week 9 Monday (16 Sept 2019)

Via Moodle

Weighting

30%

Minimum mark or grade

50% (a minimum of 50/100 marks must be achieved for this assessment task in order to pass the unit)

Assessment Criteria

- Portfolio presentation & organisation: cover page, table of contents, spacing, introduction, headings, page breaks, font size and type, page margin/numbering meets standards provided. **5 marks**
- Description of each tool: Accurately and clearly describes features of the tool, evaluation procedures used, expected outcomes and objectives measured. **2 X 10 = 20 marks**
- Analysis of each tool: Accurately and clearly synthesises theoretical underpinnings, ethical considerations, data type gathered, models, frameworks, strengths and limitations. **2 X 10 = 20 marks**
- Rationale for selection of evaluation tools highly relevant to project needs and timing for completion. **2 X 10 = 20 marks**
- KPIs are justified, relevant, measurable, clearly prioritised and linked to project timeline tasks **10 marks**
- Risks identified are stated objectively and professionally with appropriate management strategies planned for project duration **10 marks**
- Use of relevant evidence from a broad range of high-quality sources including evidence based occupational therapy literature and appropriate sources **5 marks**
- Referencing adheres to APA 6 style for in-text citations and reference list. **5 marks**
- Written work meets professional standards for terminology use, articulation and flow of ideas, spelling & grammatical conventions. **5 marks**

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online Group

Submission Instructions

One team member to submit complete document via Moodle

Learning Outcomes Assessed

- Select appropriate theoretical approaches to underpin the development of a program for clients with complex needs using evidence based practice principles.
- Utilise a range of professional communication strategies including interviews, advocacy roles, problem solving, conflict management and negotiation to facilitate program development in community settings.
- Demonstrate skills of prioritisation, networking, time and project management to manage a community based project.
- Exhibit professional and ethical behaviours as reflects a new health professional in all actions.
- Display capacity to operate as an effective team member understanding own role and roles of others during the completion of a complex project.
- Evaluate self and others throughout the unit and during final conference presentation.

Graduate Attributes

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

2 30% Action Learning Cycle

Assessment Type

Practical and Written Assessment

Task Description

Overview:

This assessment is designed to help you make the shift from student to independent occupational therapy practitioner. Important features of independent practitioners are that they

- understand that occupational therapy is a fluid and responsive process that requires constant adaptation to change
- are comfortable with a level of uncertainty that engages our collaborative problem solving and higher-level thinking capacities
- independently prepare, reflect, plan and act with staged support rather than direct instruction.

Context for learning cycle reflections:

You will be participating in practical peer and supervisor mediated workshops where you will utilise the Action Learning Cycle to present back your weekly feedback and updates regarding your team's project progress. These workshops may be carried out on campus or by video conference after negotiation with supervisors. The aim of the workshops is to learn independently and together with peers and supervisors. *Reflection* is generally understood as the process of internally examining and exploring an issue of concern, triggered by an experience.

The supervisor will facilitate discussion through staged sharing of your weekly reflections at these workshops. You and your team are responsible for preparing your individual and group topics/experiences for discussion with peers and supervisors. Workshop discussion topics may regularly include

- research you have done that will help inform your project
- planning you are doing with your project team, including your timelines and Gantt chart
- communication and meetings with stakeholders
- evaluations you have carried out and the data obtained
- issues that have arisen or areas where you are finding expected/unexpected challenges
- solutions you have discovered
- *learning needs* you have identified for yourself or your team
- planning required for the Week 12 student conference where you will present your project progress to stakeholders
- anything else relevant to the successful achievement of your project aims

How do I complete the weekly workshops?

It is important to establish a regular habit of contributing something to your reflections and remember to date each entry, on a daily or at least weekly basis. This is critical, as you will be asked to informally present in class at least three versions of the Action Learning Cycle template, before the final submission of your 5 templates for grading. This is to allow you to get supervisor feedback on your plans for solution implementation.

To keep up with your reflections, for example, you might want to allocate an hour every Friday, at the end of the week, to reflecting on what went well, how you are progressing toward your goals, what your goals for the following week are, comments from community partners, and what you thought of the project and your week, as well as other matters.

What do I submit for marking?

As part of the Action Learning Cycle, you will use a template to individually self-reflect and document outcomes from each of the workshops you participate in. You will submit 5 of these for marking. You must ensure the 5 reflections chosen are cumulative and representative of all different stages of your learning journey, for example early, midway and later in the project timeline. Ideally, these would be from Weeks 2, 5, 7, 9, 10 remembering that the templates you submit for marking remain your choice. It is better if at least two of the reflections are from consecutive weeks in order to demonstrate the outcomes from solutions you have implemented during the project. Each reflection should also formally reference evidence (using APA style) to support your statements. Appropriate types of evidence may include but not be limited to: excerpts from your other weekly reflections, in text citations of professional literature or resources, dates of meetings and minutes, online resources you found useful, emails, surveys or stakeholder/consumer feedback.

What is the Word count?

There is no set word count for this task as reflections are highly individual. Reflections from participants in the same team may be quite different for very valid reasons. An ideal cumulative series of five written reflections will record your journey of being actively engaged in the seminars as part of your team project and accepting responsibility for your own learning, motivated by a desire to achieve the project outcomes. It is expected that you will need between 2-5 pages for each reflection template. The total maximum number of pages anticipated is 25.

What would the templates ideally contain?

Reflective documents are highly individual. Remember, there is no right or wrong way to reflect; you will not be marked specifically on your opinions or experiences but rather on the *depth and insight of reflection* given.

An ideal assessment would present a picture of someone actively engaged in learning motivated by the desire to serve

the community and occupational therapy profession. Your written reflections in the templates will indicate that you accept responsibility to maximise the development of appropriate knowledge, skills and attitudes through participation in the unit project, aspire to become accurate in the self-evaluation fundamental to effective, lifelong, self-directed learning, are deriving useful information from feedback available in teaching and learning activities, are committed to the ideals of compassionate and ethical professional behaviour, and are accepting responsibility for contributing to the professional development of peers through collaborative work in teams.

Please note:

The focus for the Action Learning Template is on **your learning** through a real experience. This means that some events you reflect on may not happen in the timeframe that you would like. While teaching staff do their best to brief project partners and set up meetings to support the project timelines for students, partners will need regular communication from your team and advance notice of any meeting or feedback your team wishes to arrange. Please do not use the reflection template (or other tasks) to criticise your partner organisation who has kindly offered to provide this opportunity for you in addition to their existing workload.

This is a "must pass" Assessment. You must obtain at least 50% to pass. Late penalties as per university policy will be applied for submissions without an approved extension.

Assessment Due Date

Week 10 Friday (27 Sept 2019) 9:00 am AEST

Submit assignment via Moodle

Return Date to Students

Week 11 Monday (30 Sept 2019)

Electronic return via Moodle

Weighting

30%

Minimum mark or grade

50% (a minimum of 50/100 marks must be achieved for this assessment task in order to pass the unit)

Assessment Criteria

- Professional standard of written communication, organisation and presentation of each submitted reflection **10 marks**
- Identifies several realistic and appropriate learning needs and goals using independent and original thinking **20 marks**
- Achievement of identified learning improvements clearly explained **20 marks**
- Use of wide range of documentary evidence for seminar content and participation that clearly supports reflections **10 marks**
- Deep level of critical reflection for significant events, using the Action Learning Cycle model across the whole timeline of the project **5 X 8 marks = 40 marks**

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Moodle submission for individual self reflections.

Learning Outcomes Assessed

- Select appropriate theoretical approaches to underpin the development of a program for clients with complex needs using evidence based practice principles.
- Utilise a range of professional communication strategies including interviews, advocacy roles, problem solving, conflict management and negotiation to facilitate program development in community settings.
- Demonstrate skills of prioritisation, networking, time and project management to manage a community based project.
- Exhibit professional and ethical behaviours as reflects a new health professional in all actions.
- Display capacity to operate as an effective team member understanding own role and roles of others during the completion of a complex project.
- Prepare a project plan with a clear rationale and a robust evaluation strategy.

Graduate Attributes

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

3 40% Project Progress Report

Assessment Type

Presentation and Written Assessment

Task Description

Part 1:

Conference Presentation

Your project team will prepare a 20 minute presentation (plus 5 minutes discussion time) for a professional audience including your project stakeholders, invited guests, multidisciplinary student peers and teaching staff that outlines the key stages in your project development. *All members* of the project team must demonstrate their involvement in the preparation and oral presentation of material for the conference.

While each project and each presentation will be different, you are expected to briefly address the following information:

- Purpose and introduction
- Description of partner organisations and needs analysis processes
- Project scoping
- Evaluation methodology, data collected and ethical considerations
- Project Key Performance Indicators and achievement status
- Any changes to original project scoping
- Future developments and recommendations
- Reference List

Each project team can nominate one member to submit your slides to Moodle by 9.00am on the day of the Conference.

Part 2:

Project Progress Report.

A written report is the final deliverable of your capstone project for this unit.

In your project team, you will produce a project progress report covering all of the details summarised in your conference presentation. You will include all documents generated and sourced to support your project. You will adhere strictly to the report formatting guidelines to prepare the written document ready for sharing with the external partner organisation.

Important note about the report writing style required:

Please write the report from the perspective that your team has been acting as advocates for your partner organisation. Do not include your personal perspective as students in this report, which is inappropriate. Refer to yourselves collectively as the project team, and not as students. It is expected you will use a consistent third person past tense throughout the report, and use professional rather than colloquial terminology. Use referencing and careful stating of any claims made in the report so there is objective and non-emotive presentation of facts and events relating to the project. If in doubt, please consult your supervisor for ideas on how to present sensitive or potentially provocative information.

A detailed explanation of requirements for each section of the report is included in the Project Progress Report template available on Moodle. The report will contain all of the following sections:

- Table of draft versions and changes made
- Purpose and introduction
- Description of partner organisations
- Needs analysis processes
- Theoretical underpinnings
- Project scoping
- Evaluation methodology, data collected and ethical considerations
- Project Key Performance Indicators and achievement status
- Changes to original project scoping
- Outstanding tasks
- Risk identification and management strategies
- Future developments and recommendations
- List of contributors

- Attachments
- Reference List

List of contributors:

You will provide a table documenting which team member was primarily responsible for each section of Part 1 and Part 2. You may include secondary contributors as long as there has been more than a rudimentary role for secondary contributors. All students must sign this record to indicate they agree it is a true representation of the distribution of team project tasks. The aim is for all students to contribute appropriately to the shared tasks. All students will complete a Self and Peer Evaluation (SPA), to be submitted to Moodle. This will be graded, and adjustments to your marks may be adjusted based on SPA results as per the marking rubric available on Moodle. You **MUST** complete and submit the Self and Peer Evaluation (SPA) by the due date of your report submission with narrative statements to justify every numerical rating. If you do not complete the SPA by the due date, you cannot obtain any marks for this section of the rubric.

Project Progress Report context:

There is no word count for this report. The report is a significant outcome of your project that will require attention to detail and extensive documentation of information. It is expected that all your project report documents together may total approximately 10,000 words or more. The preparation of all documents is expected to be shared between your project team members.

When you are collating your report, consider that this project may be one component of a larger, long term future student project. The project may eventually span several years. You will include copies of all documents generated and sourced to support the project in numbered Appendices. Time will be made available to work on this report throughout term and your preparation will need to begin from Week 1.

This is a "must pass" Assessment. You must obtain at least 50% to pass. Late penalties as per university policy will be applied for submissions without an approved extension.

Assessment Due Date

Review/Exam Week Wednesday (16 Oct 2019) 9:00 am AEST

Submit presentation slides to Moodle by 9.00am on Conference Day. Submit report and appendices documents to Moodle by 9.00am Wednesday 16 October.

Return Date to Students

Feedback via Moodle at Certification of Grades on Friday 8 November

Weighting

40%

Minimum mark or grade

50% (a minimum of 50/100 marks must be achieved for each component of this assessment task in order to pass the unit)

Assessment Criteria

Part 1 (weighted at 37.5% of this Assessment):

- Visual presentation of slides is clear, professional and attractively balanced between text and images **5 marks**
- Presents a clear and informative description of project purpose, process and outcomes **20 marks**
- Key performance indicators and achievement status is presented **20 marks**
- Future developments and recommendations made are realistic **20 marks**
- Oral presentation topic content is well organised and flows smoothly to align with each slide **10 marks**
- Speakers are articulate and confident with seamless transitions between presentation team members **5 marks**
- Manages discussion time effectively **10 marks**
- Completes all items of the SPA with a brief narrative to justify every numerical rating **10 marks**

Part 2 (weighted at 62.5% of this Assessment):

- Provides a clear overview of project purpose and introduction **5 marks**
- Provides a description of partner organisations and stakeholders role in project **5 marks**
- Needs analysis process is clearly outlined including rationale, data collection, data analysis and actions arising from data interpretation **10 marks**
- Theoretical underpinnings are explained and links to the project are supported by evidence **10 marks**
- Project timelines, phases, inclusions and exclusions are explained in scoping **10 marks**
- Evaluation methodology, ethical considerations and achievement of project KPIs are explained and justified **10 marks**
- Changes, outstanding tasks and recommendations are supported by professional reasoning **10 marks**
- SWOT analysis is professionally stated and suitable risk management strategies are described **10 marks**
- Effective written communication throughout the report meets professional standards for terminology use, articulation and flow of ideas, spelling & grammatical conventions **5 marks**
- Includes an occupational focus in project report **10 marks**

- Broad range of highly relevant references published within past 10 years adhere strictly to APA 6 style **5 marks**
- Additional relevant project resources or documents are included in cited Appendices **10 marks**

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online Group

Submission Instructions

All students must attend conference presentation. Group presentation slides and report submitted to Moodle.

Learning Outcomes Assessed

- Demonstrate skills of prioritisation, networking, time and project management to manage a community based project.
- Display capacity to operate as an effective team member understanding own role and roles of others during the completion of a complex project.
- Prepare a project plan with a clear rationale and a robust evaluation strategy.
- Evaluate self and others throughout the unit and during final conference presentation.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- 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