



OCCT14004 *Developing Occupation-Centred Community Programs*

Term 2 - 2020

Profile information current as at 07/05/2024 12:44 pm

All details in this unit profile for OCCT14004 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

This capstone unit will prepare you to use your emerging occupational therapy skills and knowledge to evaluate, design and implement programs that will address the complex needs of clients in a variety of community settings. You will work in small groups on workplace projects identified by local stakeholders that will require you to develop, enhance and evaluate programs using an occupational justice lens. Supervision and mentoring will be provided by academic staff in collaboration with selected community-based organisations. You will undertake a minimum of 150 hours of Work Integrated Learning during this unit. Your stakeholder focused workplace project will generate information that forms the basis of an industry standard conference presentation and written report, utilising the graduate level professional skills you have developed throughout your course of study in occupational therapy.

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

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 - 2020

- 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 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. **Written Assessment**

Weighting: 30%

2. **Presentation**

Weighting: 30%

3. **Workplace Project**

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 Student Unit and Teaching Evaluation (SUTE)

Feedback

Some students were confused about the timetable changes after break week, as some scheduled OCCT14004 classes were converted to separate project team Zoom meetings.

Recommendation

It is recommended that timetabling of this unit to align with other Year 4 OCCT units, and especially to accommodate the OCCT14002 intensives, be as consistent and clear as possible. Students will be provided with clear information early in the term about all Year 4 cohort classes and OCCT14004 project team weekly scheduling. Some students may need this clarified further by the unit coordinator. It is recommended that the timetable be made more stable for all face to face or videoconference contact with students. Some stakeholder project meetings may still need to be scheduled adhoc and outside of timetabled classes.

Feedback from Student Unit and Teaching Evaluation (SUTE)

Feedback

Weighting of assessment tasks needs to more accurately reflect effort required.

Recommendation

It is recommended that weightings are revised for 2020 as it is agreed that they should better reflect student effort required. The recommended and approved assessment weightings are as follows: Assessment 1= 30% Written Assessment Assessment 2= 20% Presentation Assessment 3= 50% Workplace Project.

Feedback from Student Unit and Teaching Evaluation (SUTE) Personal communications

Feedback

Students felt that to better manage their overall workload the first Portfolio assessment task could easily have been due earlier in the term.

Recommendation

Assessment due dates will be negotiated with the Year 4 occupational therapy teaching staff to ensure sufficient time for completion and to avoid task due date overlap where possible. The first assessment task could be due earlier than Week 7. It may still be necessary for some tasks to be due in the same week as tasks for other units towards the end of term.

Unit Learning Outcomes

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

1. Select and apply appropriate theoretical principles to underpin the development of a community-based project for clients with complex needs
2. Demonstrate a range of complex professional communication and problem-solving strategies to manage the expected and unexpected components of project development
3. Exhibit graduate level professional and ethical behaviours to work with the university project supervisor to prioritise tasks, network with stakeholders and share responsibility for management of a community-based project
4. Operate as an effective team member using objective reflection to evaluate the role of self and others throughout the project timeframe
5. Prepare all project documentation to an industry expected standard incorporating feedback from key stakeholders into final documents.

The new unit overview, unit learning outcomes, and assessment pieces are aligned with requirements in the [Australian Occupational Therapy Competency Standards \(AOTCS, 2018\)](#). These competency standards acknowledge the diversity of roles and contexts that currently exist in occupational therapy practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

Alignment of Assessment Tasks to Learning Outcomes

Alignment of Graduate Attributes to Learning Outcomes

Alignment of Assessment Tasks to Graduate Attributes

[illegible]

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

Additional Textbook Information

If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code). eBooks are available at the publisher's website.

[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 Microsoft Project 2013, Microsoft Word and Microsoft PowerPoint.
- Webcam and headset for on-line sessions

Referencing Style

All submissions for this unit must use the referencing styles below:

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Narelle Henwood Unit Coordinator

n.henwood@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

Module/Topic

Chapter

Events and Submissions/Topic

OCCT14004 Prescribed Text:

Fazio, L. (2017). *Developing Occupation-Centered Programs with the Community*, (3rd. ed.). Thorofare: NJ. SLACK, Inc.

- Understanding Community, pp. 12, 15-16
- Practicing occupation in the community, pp. 24-30
- Program design and development, pp. 43-49, 51, 55

Gilbert Hunt, S. (2017). Partnership, inclusion and innovation in occupational therapy: Essential or optional ingredients to flourish in a changing environment? *Australian Occupational Therapy Journal*, 64(6), 477-485.

Scaffa, M. & Reitz, M. (2014). *Occupational Therapy in Community-Based Practice Settings* (2nd ed.). Philadelphia: F. A. Davis Company

- McKenzies steps p. 35
- program planning pp. 63-65)

• Topic 1: What is "community" and why are we doing this unit?

• Topic 2: Program design and development

• Please familiarise yourselves with all assessment documents.

• Selection of project group topics will be addressed.

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
	OCCT14004 Prescribed Text:	
	Fazio, L. (2017). <i>Developing Occupation-Centered Programs with the Community</i> , (3rd. ed.). Thorofare: NJ. SLACK, Inc.	
	<ul style="list-style-type: none"> • Logic models, pp. 70-72 • Planning, pp. 91-96 • Needs Assessment, pp. 97-106 	<ul style="list-style-type: none"> • Finalisation of project topics. • Confirm selection of Evaluation methods for Assessment 1.
• Topic 3: Program planning, needs assessment and program evaluation	<p>Owen, J. & Rogers, P. (1999). <i>Program evaluation: forms and approaches</i>. St Leonards, N.S.W. : Allen & Unwin.</p> <ul style="list-style-type: none"> • Purposes of evaluation types pp. 40-54 • theoretical underpinnings pp. 86-89. <p>Scaffa, M. & Reitz, M. (2014). <i>Occupational Therapy in Community-Based Practice Settings</i> (2nd ed.). Philadelphia: F. A. Davis Company</p> <ul style="list-style-type: none"> • evaluation pp. 96-112. 	<ul style="list-style-type: none"> • Project-related fieldwork - 12 hours • Class time to discuss Action Learning Cycle reflections.

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Bonsaksen, T., Brown, T., Lim, H. B., & Fong, K. (2017). Approaches to studying predict academic performance in undergraduate occupational therapy students: A cross-cultural study. *BMC Medical Education*, 17(1), 76.

- Approaches to studying p.76

- Topic 4: Time management and conference planning

- Topic 5: Needs assessment processes, evaluation methodologies, timelines for implementation

OCCT14004 Prescribed Text:

Fazio, L. (2017) *Developing Occupation-Centered Programs with the Community*, (3rd. ed.). Thorofare: NJ. SLACK, Inc.

- Continuing needs assessment, pp. 119-133
- Goals & theories pp. 149-168

Scaffa, M. & Reitz, M. (2014). *Occupational Therapy in Community-Based Practice Settings* (2nd ed.). Philadelphia: F. A. Davis Company

- program planning pp.61-77
- program design pp. 80-93.

- Project-related fieldwork - 12 hours

- Class time to discuss Action Learning Cycle reflections.

Week 4 - 03 Aug 2020

Module/Topic

Chapter

Events and Submissions/Topic

- Topic 6: Guiding theories and goals for program development

Hoffmann, T., Bennett, S., & Del Mar, C. (2013). *Evidence-based practice across the health professions* (2nd ed.). Proquest e-book.

- qualitative theories for evaluation pp. 223-226

OCCT14004 Prescribed Text:

Fazio, L. (2017) *Developing Occupation-Centered Programs with the Community*, (3rd. ed.). Thorofare: NJ. SLACK, Inc.

- goals and theories pp. 149-168

- Project-related weekly fieldwork - 12 hours

Week 5 - 10 Aug 2020

Module/Topic

Chapter

Events and Submissions/Topic

- Topic 7: Developing evidence-based programs

OCCT14004 Prescribed Text:

Fazio, L. (2017) *Developing Occupation-Centered Programs with the Community*, (3rd. ed.). Thorofare: NJ. SLACK, Inc.

- Finding evidence for your program pp. 107-116

- Project-related weekly fieldwork - 12 hours

Project Plan Due: Week 5 Friday (14 Aug 2020) 11:59 pm AEST

Vacation Week - 17 Aug 2020

Module/Topic

Chapter

Events and Submissions/Topic

- No classes this week
- Zoom consults with teaching staff by appointment

Project based learning and group work focus. Consider your earlier and related readings

- Some project work may be required this week.

Week 6 - 24 Aug 2020

Module/Topic

Chapter

Events and Submissions/Topic

<ul style="list-style-type: none"> • Topic 8: Conflict management 	<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>Sweetman, M. (2016). A leader's guide to conflict resolution. <i>Rehab Management</i>. S48 (29) 6.</p>	<ul style="list-style-type: none"> • Project-related fieldwork - 12 hours • Class time to discuss Action Learning Cycle reflections.
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Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
	<p>Boyt-Schell, B., Gillen, G. & Scaffa, M. (2014). <i>Willard & Spackman's occupational therapy</i>. (12th ed.). Philadelphia: PA. Lippincott Williams & Wilkins</p> <ul style="list-style-type: none"> • Providing and giving feedback pp. 1075-1076. 	
<ul style="list-style-type: none"> • Topic 9: Giving and receiving feedback 	<p>Knis-Matthews, L., Falzarano, M., Bonastia, S., Mahana, M., Messina, K., & Moller, C. (2013). Peer teaching: The experience of four occupational therapy graduate students. <i>Education Special Interest Section Quarterly / American Occupational Therapy Association</i>, 23(3), 1-4.</p> <p>Scaffa, M. & Reitz, M. (2014). <i>Occupational Therapy in Community-Based Practice Settings</i> (2nd ed.). Philadelphia: F. A. Davis Company</p> <ul style="list-style-type: none"> • Giving feedback for brief interventions using the FRAMES model pp. 298-299. <p>Schreiber, J., Delbert, T., & Huth, L. (2020). High Fidelity Simulation with Peer Debriefing: Influence of Student Observation and Participation Roles on Student Perception of Confidence with Learning and Feedback. <i>Journal of Occupational Therapy Education</i>, 4 (2).</p> <ul style="list-style-type: none"> • Peer debriefing pp. 3-5, 7, 9-14. 	<ul style="list-style-type: none"> • Project-related fieldwork - 12 hours

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
	<p>Davidson, H. (2012). A leadership challenge for occupational therapy, <i>British Journal of Occupational Therapy</i>, 75(8), pp. 390-392.</p>	
<ul style="list-style-type: none"> • Topic 10: Leadership models, entrepreneurship and innovation. 	<p>Sweetman, M. (2017). Emotional intelligence for therapists. <i>Rehab Management</i> 30(6), p. S34</p> <p>Brown, Williams & Jolliffe (2014). Leadership style preference of undergraduate occupational therapy students in Australia. <i>Hong Kong Journal of Occupational Therapy</i>, 24, pp.35-42</p>	<ul style="list-style-type: none"> • Project-related fieldwork - 12 hours • Class time to present Action Learning Cycle reflections.

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
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<ul style="list-style-type: none"> • Topic 11: Your development of competencies for occupational therapy practice. 	<p>Lau, C. (2016). Impact of a child-based health promotion service-learning project on the growth of occupational therapy students. <i>American Journal of Occupational Therapy</i>, 70 (5), pp. 1-10.</p> <p>Moore, A., & Fitzgerald, C. (2017). New graduate transition to practice: how can the literature inform support strategies? <i>Australian Health Review</i>, 41 (3), pp. 308-312.</p> <p>Occupational Therapy Board of Australia (2018). Australian Occupational Therapy Competency Standards. AHPRA: Melbourne</p>	<ul style="list-style-type: none"> • Project-related fieldwork - 12 hours • Class time to present Action Learning Cycle reflections.
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Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Topic 12: Writing your abstract and presenting at a conference. 	<p>Hartigan, L., Mone, F. & Higgins, M.(2014). How to prepare and deliver an effective oral presentation. <i>British Medical Journal</i>, 348 https://doi.org/10.1136/bmj.g2039</p> <p>Holland, K., & Watson, R. (Eds.). (2012). <i>Writing for publication in nursing and healthcare : Getting it right</i>. Retrieved from https://ebookcentral.proquest.com</p> <ul style="list-style-type: none"> • writing an abstract pp. 23-3. • writing your conference paper pp. 33-40. <p>Rai, R. (2016). Tips to organise a conference. <i>Indian Dermatology Online Journal</i>. 7(5), pp. 424-427.</p>	<ul style="list-style-type: none"> • Project-related fieldwork - 12 hours • Class time to present Action Learning Cycle reflections.

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Progression of project team tasks and KPIs. 	<p>Additional specific project related readings to be completed as recommended by project supervisor.</p>	<ul style="list-style-type: none"> • Project-related fieldwork - 12 hours • Class time to present Action Learning Cycle reflections.

Week 12 - 05 Oct 2020

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 	<p>O'Brien, S. P., Marken, D., & Petrey, K. B. (2016). Student perceptions of scholarly writing. <i>Open Journal of Occupational Therapy</i>, 4(3), pp. 3, 7-11.</p> <p>Additional specific project related readings to be completed as recommended by project supervisor.</p>	<ul style="list-style-type: none"> • Project-related fieldwork - 12 hours

Exam/Review Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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- Student Conference week

- Zoom consults with teaching staff by appointment.

Abstracts (including teaching staff feedback suggestions) for 14002 and 14004 are due to conference program organiser by Monday 5pm.

- Group Presentation slides due to Moodle by 8.00am day of presentation (1 copy per group).
- Project Team presentations on Friday 16th October TBC.
- Student conference attendance is expected all day.

Presentation Due: Review/Exam Week Friday (16 Oct 2020) 8:00 am AEST

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Preparing your final Project Report documents. • Zoom consults with teaching staff by appointment. 		<p>Final Self and Peer Assessment (SPA) due Wednesday.</p> <p>Project Report Due: Exam Week Wednesday (21 Oct 2020) 11:59 pm AEST</p>

Term Specific Information

Scheduled classes will be taught and recorded via Zoom this term unless otherwise notified. Students are expected to maintain synchronous attendance at class and stakeholder meetings unless the class absence form has been completed and approved.

The majority of unit readings are available through the e-Library list for OCCT14004. Essential readings are listed in the Unit Profile and tagged as "essential" in the Library e-Reading list. Additional optional readings are tagged as "recommended" in the e-Reading list. Project teams may be directed to read additional material specific to their project focus.

As the University is transitioning to APA 7 style, it has been decided to accept either APA 6 or APA 7 style for referencing this term. The new University abridged guide for APA 7 will be available for the beginning of term.

Students will maintain a log of WIL project hours across the term. These are required as part of your 1000 hours of professional practice for WFOT accreditation.

Assessment Tasks

1 Project Plan

Assessment Type

Written Assessment

Task Description

This written plan will help guide your project across the term up until the final Project Report is submitted. It will ensure your team is clear about allocation of tasks, timelines for completion and allows sufficient time for stakeholder input to the project design. Evaluation is a vital process for the development and sustainability of community-based programs. As you develop your community project you will become familiar with a range of different evaluation methods and common project management tools. You will research and explain a variety of strategies to be incorporated into your community project:

- Evaluation methods and their underpinning theoretical concepts appropriate to your project design.
- Key Performance Indicators to measure the project outcomes.
- Project Risk Identification and Management to problem solve anticipated issues that may impact progress of the project.
- Dates of expected project stages and task allocation within the team using a Gantt chart.
- A summary in the Gantt chart of the role/s allocated to each member of your team in planning and carrying out the Week 13 Graduate Conference.

All team members will also complete a Practice Self and Peer Assessment (SPA, not marked) as part of this task and to enable your supervisor to support your project team functioning.

Your tasks:

- In Week 2, your team must consult with your University educator to select appropriate evaluation methods.
- Use the Project Plan template to document all required individual and group components of the Project Plan.
- Work with your project team members to ensure your submitted plan is comprehensive and cohesive.
- Complete a Practice SPA for yourself and your project team (not graded).

More details about the requirements of the task are available on Moodle.

Assessment Due Date

Week 5 Friday (14 Aug 2020) 11:59 pm AEST

Submit all files to Moodle

Return Date to Students

Week 7 Friday (4 Sept 2020)

Feedback will be returned via Moodle Gradebook

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

Criteria will be applied to individual and group components of this task as per the marking rubric available on Moodle.

- Introduction provides an overview of the Project Plan **(5 marks)**
- Provides a general description of the evaluation method **(2 X 10 marks)**
- Provides a rationale for use of the method in your project **(2 X 10 marks)**
- KPIs are justified, relevant, measurable, clearly prioritised and linked to project timeline tasks **(10 marks)**
- Risks identified are realistic, stated objectively and professionally with appropriate management strategies planned for the project duration **(10 marks)**
- Written work meets professional standards for terminology use, articulation and flow of ideas, spelling & grammatical conventions. **(2 X 5 marks)**
- Use of relevant evidence from a broad range of high-quality sources including evidence based occupational therapy and other literature **(2 X 5 marks)**
- Referencing adheres to APA 6 or APA 7 style for in-text citations and reference list. **(2 X 5 marks)**
- Report presentation and organisation of content addresses formatting guidelines **(5 marks)**

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online Group

Submission Instructions

Ensure all files are clearly named. Please choose one member of your group to submit the files for everyone.

Learning Outcomes Assessed

- Select and apply appropriate theoretical principles to underpin the development of a community-based project for clients with complex needs
- Demonstrate a range of complex professional communication and problem-solving strategies to manage the expected and unexpected components of project development
- Operate as an effective team member using objective reflection to evaluate the role of self and others throughout the project timeframe

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Presentation

Assessment Type

Presentation

Task Description

Overview and Purpose:

All students will be part of a project team in this unit, communicating with project stakeholders towards achieving their organisation's goals for community-based services. This task is designed to help you progress from student to independent occupational therapy practitioner.

Important features of independent practitioners are that they

- can articulate that occupational therapy is a fluid and responsive process that requires constant adaptation to change.
- are comfortable with a level of uncertainty that requires us to engage our collaborative problem solving and higher-level thinking capacities.
- independently prepare, reflect, plan and act with staged support rather than direct instruction.
- actively seek and respond to feedback
- utilise highly developed oral communication and self-reflective skills to engage with clients, colleagues and supervisors.

You will be required to verbally demonstrate these skills while participating in a range of experiences that will challenge and stretch your current skills and knowledge. The project will not always be a comfortable or easy process. However, it is important that your attitude towards learning from your project experiences remains professional.

The Presentation task contains individual and group components:

1. *Oral Action Learning Cycle Reflection:* You will prepare individual regular Action Learning Cycle reflections to present orally in class and in your project team meetings. You will choose one of these for marking as the individual component of the presentation task. This individual component is worth 10 marks.
2. *Conference Presentation:* You will prepare your team conference PowerPoint presentation to deliver at the annual graduate conference. The student graduate conference will provide an opportunity for your team to disseminate the results of your project to your stakeholders and to wider occupational therapy professional networks. The group component is worth 70 marks. There are 20 individual marks for how well you carry out your role helping to organise Conference Day.

Seeking and responding to feedback:

You will be able to obtain formative feedback for individual and group components when meeting with your University Educator. You will be expected to discuss your draft PowerPoint slides with teaching staff before Conference Day to make suggested improvements.

More details regarding your presentation content requirements are available on Moodle.

Assessment Due Date

Review/Exam Week Friday (16 Oct 2020) 8:00 am AEST

Online/Group: submit PowerPoint slides to Moodle by due date. Offline: Orally present individual Action Learning Cycle in class between Weeks 8-12.

Return Date to Students

Exam Week Friday (23 Oct 2020)

Feedback will be returned via Moodle Gradebook

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

Group component:

- Presents an informative description of project process and outcomes. **(20 marks)**
- Key performance indicators and achievement status are presented. **(20 marks)**
- Provides future developments and recommendations. **(10 marks)**
- Oral content is organised and flows to align with slides. **(5 marks)**
- Visual presentation of slides is professional and attractively balanced between text and images. **(5 marks)**
- Speakers are articulate and confidently progress transitions between presentation team members. **(5 marks)**
- Team members actively manage the discussion time. **(5 marks)**

Individual component:

- Orally communicates an appropriate level of critical reflection for significant events using the Action Learning Cycle model. **(10 marks)**
- Carries out expected role for conference organisation. **(20 marks)**

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Offline Online Group

Submission Instructions

Offline: Students to select from weeks 8-11 to orally present their individual Action Learning Cycle. Online: One group member to submit PowerPoint slides to Moodle. Group: All group members to orally present on Conference Day.

Learning Outcomes Assessed

- Exhibit graduate level professional and ethical behaviours to work with the university project supervisor to prioritise tasks, network with stakeholders and share responsibility for management of a community-based project
- Prepare all project documentation to an industry expected standard incorporating feedback from key stakeholders into final documents.

Graduate Attributes

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

3 Project Report

Assessment Type

Workplace Project

Task Description

Overview and Purpose.

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

In your project team, you will produce a project report expanding on the content 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 partner organisation. You will complete a graded Self and Peer Assessment (SPA) in regards to your team functioning for the entire project.

Project 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.

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 teaching staff for ideas on how to present sensitive or potentially provocative information.

Group component content:

A detailed explanation of the content requirements for each section of the report is included in the project report template and task sheet available on Moodle. The report will contain all of the following sections:

- Occupational therapy assignment cover page
- Version History table
- Table of contents
- Abstract
- Description of partner organisations
- Needs analysis processes
- Theoretical underpinnings
- Project scoping
- Evaluation methodology, data collected and ethical considerations
- Project Risk identification and management strategies
- Changes to original project scoping
- Project Key Performance Indicators and achievement status
- Outstanding tasks
- Future developments and recommendations
- List of contributors
- References and Bibliography
- Numbered Appendices

List of contributors:

You will provide a table documenting which team member was primarily responsible for each section. 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.

Individual components:

The list of contributors will provide evidence for the individual mark you will receive for your contribution to the project report as per the marking criteria.

Graded Self and Peer Assessment (SPA)

As the project report is a significant team outcome, you will complete a Self and Peer Assessment (SPA) of yourself and your team peers' roles throughout the duration of the project. It will be submitted individually online. You must provide a brief narrative feedback statement along with the numerical ratings to justify EVERY score for self and peers. Any score (including positive, negative and neutral ratings) that is not justified will be taken into consideration when providing your individual mark. Your explanations will be collated and used to determine the mark for each team member. If you do not provide sufficient explanations for your numerical ratings, it will impact your marks for this component as per the marking rubric available on Moodle.

You MUST complete and submit the Self and Peer Evaluation (SPA) by the due date for Assessment 3. If you do not complete the SPA by the due date, you cannot obtain any marks for this section of the rubric.

You will receive a brief individual written summary of key SPA feedback points from teaching staff when your project report feedback is returned to you.

Assessment Due Date

Exam Week Wednesday (21 Oct 2020) 11:59 pm AEST

One member of each group to submit all project documents to Moodle. Individuals to complete final SPA by due date.

Return Date to Students

Certification of Grades

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

Group component marks

- Abstract provides an overview of project purpose, process and outcomes. **(5 marks)**
- Provides a description of partner organisations and stakeholders role in project. **(5 marks)**
- Needs analysis process is explained. **(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 KPIs are explained and justified. **(10 marks)**
- Changes, outstanding tasks and recommendations are supported by professional reasoning. **(10 marks)**
- Updated SWOT analysis describes suitable risk management strategies. **(10 marks)**
- Broad range of highly relevant references published within past 10 years adhere to APA 6 or APA 7 style. **(5 marks)**
- Written communication throughout the report meets professional standards for terminology use, articulation and flow of ideas, spelling & grammatical conventions. **(5 marks)**
- Additional relevant project resources or documents are included in Appendices. **(5 marks)**

Individual component marks:

- Evidence is provided of individual contribution to the project report. **(5 marks)**
- Provides a narrative explanation for SPA ratings. **(5 marks)**
- Peers provide evidence of individual contribution to team outcomes. **(5 marks)**

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online Group

Submission Instructions

One member of each group to submit all project documents to Moodle. Individuals to complete final SPA by due date.

Learning Outcomes Assessed

- Select and apply appropriate theoretical principles to underpin the development of a community-based project for clients with complex needs
- Demonstrate a range of complex professional communication and problem-solving strategies to manage the expected and unexpected components of project development
- Exhibit graduate level professional and ethical behaviours to work with the university project supervisor to prioritise tasks, network with stakeholders and share responsibility for management of a community-based project
- Operate as an effective team member using objective reflection to evaluate the role of self and others throughout the project timeframe
- Prepare all project documentation to an industry expected standard incorporating feedback from key stakeholders into final documents.

Graduate Attributes

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

- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

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