



# OCCT14004 *Developing Occupation-Centred Community Programs*

## Term 2 - 2021

Profile information current as at 25/04/2024 11:35 am

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 emerging occupational therapy skills and knowledge to conduct a needs analysis and then design, implement and evaluate programs that will address the complex needs of clients in a community setting. You will work in a small group using an occupational justice lens to complete a unique workplace project identified by local stakeholders. 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

Pre-requisite: OCCT13008 Professional Occupational Therapy Practice 1 OR OCCT13009 Professional Occupational Therapy Practice 1 Co-requisite: OCCT14002 Specialisation in Occupational Therapy

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 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 Have Your Say Personal communication

**Feedback**

Students wanted the conference presentation to be their last assessment task, as they considered it to be the climax of their final term of study.

**Recommendation**

It is recommended that the timing of the conference and final assessment submission be carefully considered for future offerings. The 2021 Year 4 cohort will be consulted about their options for assessment due dates before the unit profile is finalised.

#### Feedback from Have Your Say

**Feedback**

Some students felt that there was content duplicated from other units.

**Recommendation**

It is recommended that discussions with other teaching staff occur to ensure that any replicated content is identified and removed from one unit and retained in the appropriate unit.

#### Feedback from Have Your Say

**Feedback**

Students really enjoyed the realistic nature of the community project and the skills they developed in working with their team and stakeholders.

**Recommendation**

It is recommended that the 150 hours of community-focused project work in this unit will be continued, as it is highly valued by students and partner organisations.

#### Feedback from Have Your Say Personal communication

**Feedback**

Students found working in cross campus project groups challenging.

**Recommendation**

It is recommended that, in alignment with projected campus enrolment numbers, project groups will be allocated to students from the same campus where possible.

## 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 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

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
<b>1 - Written Assessment - 30%</b>	•	•		•	
<b>2 - Presentation - 30%</b>			•		•
<b>3 - Workplace Project - 40%</b>	•	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

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

## 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

OCCT14004

#### Supplementary

##### **Occupational Therapy in Community and Population Health Practice**

Edition: 3rd (2020)

Authors: Scaffa, M. & Reitz, S.M.

F.A. Davis

Philadelphphia , PA , USA

ISBN: LCCN 2019046783

Binding: eBook

#### Additional Textbook Information

Both the prescribed and supplementary texts will be available from the university library as e-books. It is not an essential requirement to purchase either text as all readings will be available online.

If you prefer to study with your own copy, you can purchase one at the CQUni Bookshop here:

<http://bookshop.cqu.edu.au> (search on the Unit code).

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- 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 style: [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](mailto:n.henwood@cqu.edu.au)

## Schedule

### Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
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**1A:** [OCCT14004 Unit Profile](#)

**1A:** Rai, R. (2016). Tips to organise a conference. *Indian Dermatology Online Journal*. 7(5), pp. 424-427. DOI:10.4103/2229-5178.190489

**OCCT14004 Prescribed Text:**

[Fazio, L. \(2017\). \*Developing Occupation-Centered Programs with the Community\*, \(3rd. ed.\). SLACK, Inc.](#)

- **1B:** Understanding Community, pp. 12, 15-16
- **1B:** Practicing occupation in the community, pp. 24-30
- **1C:** Program design and development, pp. 43-49, 51, 55

[1B: 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.](#)

**OCCT14004 Supplementary Text:**

**1C:** Scaffa, M. & Reitz, M. (2020). *Occupational therapy in community and population health practice* (3rd ed.). F. A. Davis.

- PRECEDE-PROCEED model, pp. 51-52
- Program planning principles, pp. 75-79.

• **Please read the Unit Profile carefully. It contains the currently approved information for this offering of the OCCT14004 unit.**

• Ensure that you familiarise yourself with all assessment requirements.

• Check the OCCT14004 Moodle Classes Tile for details about the weekly class and topic schedule.

• Selection of project group topics will be addressed.

- **Topic 1A:** About this unit
- **Topic 1B:** What is "community" and why are we doing this unit?
- **Topic 1C:** Program design and development

**Week 2 - 19 Jul 2021**

Module/Topic	Chapter	Events and Submissions/Topic
	<b>OCCT14004 Prescribed Text:</b>	
	<b>2B:</b> Fazio, L. (2017). <i>Developing Occupation-Centered Programs with the Community</i> , (3rd. ed.). SLACK, Inc. <ul style="list-style-type: none"><li>• Logic models, pp. 70-72</li><li>• Program planning, pp. 61-77, 91-96</li><li>• Program design, pp. 80-93</li></ul>	<ul style="list-style-type: none"><li>• Finalisation of project topics.</li><li>• Confirm selection of Evaluation methods for Assessment 1.</li></ul>
	<b>OCCT14004 Supplementary Text:</b>	
	<b>2B:</b> Scaffa, M. & Reitz, M. (2020). <i>Occupational therapy in community and population health practice</i> (3rd ed.). F. A. Davis. <ul style="list-style-type: none"><li>• Program evaluation pp. 114-130.</li></ul>	<ul style="list-style-type: none"><li>• Project group meetings Monday and Thursday.</li><li>• Project-related fieldwork - 12 hours</li></ul>

**Week 3 - 26 Jul 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**OCCT14004 Prescribed Text:**

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

- **3B:** Continuing needs assessment, pp. 119-133
- **3C:** Goals & theories pp. 149-168

**OCCT14004 Supplementary Text:**

Scaffa, M. & Reitz, M. (2020). *Occupational therapy in community and population health practice* (3rd ed.). F. A. Davis.

- **3B:** Needs Assessment pp. 79-84
- **3C:** Evaluation data and indicators pp. 126-127

**3C:** 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

Owen, J. & Rogers, P. (1999). *Program evaluation: forms and approaches*. Allen & Unwin.

- **3B:** Purposes of evaluation types, pp. 40-54
- **3C:** Theoretical underpinnings, pp. 86-89.

- **Topic 3B:** Needs Assessment.
- **Topic 3C:** KPIs and theories for evaluation

- Project-related fieldwork - 12 hours
- Project group meetings Monday

**Week 4 - 02 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic
	<b>OCCT14004 Prescribed Text:</b>	
	<b>4B:</b> Fazio, L. (2017) <i>Developing Occupation-Centered Programs with the Community</i> , (3rd. ed.). SLACK, Inc.	
	• Finding evidence for your program, pp. 107-116	
	<b>4C:</b> 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. <i>BMC Medical Education</i> , 17(1), 76.	
<ul style="list-style-type: none"> <li>• <b>Topic 4B:</b> Evidence based practice</li> <li>• <b>Topic 4C:</b> Time management</li> </ul>		<ul style="list-style-type: none"> <li>• Project-related fieldwork - 12 hours</li> <li>• Project group meetings Monday</li> </ul>
	<b>OCCT14004 Supplementary Text:</b>	
	<b>4C:</b> Scaffa, M. & Reitz, M. (2020). <i>Occupational therapy in community and population health practice</i> (3rd ed.). F. A. Davis.	
	• Kawa model self care worksheet, pp. 339-342.	
	• Evidence based practice, pp. 88-89	

**Week 5 - 09 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**OCCT14004 Prescribed Text:**

- 5B:** Fazio, L. (2017) *Developing Occupation-Centered Programs with the Community*, (3rd. ed.). SLACK, Inc.

    - collaboration and negotiation, pp. 48-52
  - 5B:** Landa-Gonzalez, B. (2008). To Assert or Not to Assert: Conflict Management and Occupational Therapy Students. *Occupational Therapy In Health Care*, 22(4), 54-70.
  - 5B:** Sweetman, M. (2016). A leader's guide to conflict resolution. *Rehab Management*. S48 (29) 6.
- Project-related fieldwork - 12 hours
  - Project group meetings Monday
- Project Plan** Due: Week 5 Friday (13 Aug 2021) 11:59 pm AEST
- **Topic 5B:** Conflict management

**Vacation Week - 16 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Zoom consults with teaching staff by appointment</li> </ul>	Focus on group project based learning.	<ul style="list-style-type: none"> <li>• Some project work may be required this week.</li> </ul>

**Week 6 - 23 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• <b>Topic 6B:</b> Giving and receiving feedback</li> </ul>	<p><b>6B:</b> Boyt-Schell, B., Gillen, G. &amp; Scaffa, M. (2014). <i>Willard &amp; Spackman's occupational therapy</i>. (12th ed.). Lippincott Williams &amp; Wilkins</p> <ul style="list-style-type: none"> <li>• Providing and giving feedback pp. 1075-1076.</li> <li>• Taylor supervises an OTA, p.1084</li> </ul> <p><b>6B:</b> Knis-Matthews, L., Falzarano, M., Bonastia, S., Mahana, M., Messina, K., &amp; 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><b>6B:</b> Scaffa, M. &amp; Reitz, M. (2013). <i>Occupational therapy in community based practice settings</i> (2nd ed.). F. A. Davis.</p> <ul style="list-style-type: none"> <li>• using the FRAMES model, pp. 298-299</li> </ul> <p><b>6B:</b> Schreiber, J., Delbert, T., &amp; 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"> <li>• Peer debriefing pp. 3-5, 7, 9-14.</li> </ul>	<ul style="list-style-type: none"> <li>• Project-related fieldwork - 12 hours</li> <li>• Action learning cycle presentations Thursday</li> <li>• Practice SPA to be completed in class Thursday</li> </ul>

**Week 7 - 30 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic



**7B:** Brown, T., Williams & Jolliffe (2014). Leadership style preference of undergraduate occupational therapy students in Australia. *Hong Kong Journal of Occupational Therapy*, 24, pp.35-42

**7B:** Davidson, H. (2012). A leadership challenge for occupational therapy, *British Journal of Occupational Therapy*, 75(8), pp. 390-392.

• **Topic 7B:** Leadership models, entrepreneurship and innovation.

**OCCT14004 Supplementary Text:**

**7B:** Scaffa, M. & Reitz, M. (2020). *Occupational therapy in community and population health practice* (3rd ed.). F. A. Davis.  
 • occupational therapy entrepreneurship, pp. 136-137.  
 • innovator types, pp. 135-136.

• Project-related fieldwork - 12 hours

• Action learning cycle presentations Thursday

**7B:** [Sweetman, M. \(2017\). Emotional intelligence for therapists. \*Rehab Management\* 30\(6\), p. S34](#)

**Week 8 - 06 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
	<b>OCCT14004 Prescribed Text:</b>	
	<b>8B:</b> Fazio, L. (2017) <i>Developing Occupation-Centered Programs with the Community</i> , (3rd. ed.). SLACK, Inc. • Business plan components, pp. 238-239 • Examples of required items to be costed for a community program, pp. 288-291	
• <b>Topic 8B:</b> A business plan for community programs	<b>OCCT14004 Supplementary Text:</b>	• Project-related fieldwork - 12 hours  • Action learning cycle presentations Thursday
	<b>8B:</b> Scaffa, M. & Reitz, M. (2020). <i>Occupational therapy in community and population health practice</i> (3rd ed.). F. A. Davis. • Developing a business plan, pp. 141-142.	

**Week 9 - 13 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic

**OCCT14004 Prescribed Text:**

**9A:** Fazio, L. (2017) *Developing Occupation-Centered Programs with the Community*, (3rd. ed.). SLACK, Inc.  
 • Revisiting program goals, pp. 270-272

**9A:** Hitch, D., Lhuede, K., Vernon, L., Pepin, G., & Stagnitti, K. (2019). Longitudinal evaluation of a knowledge translation role in occupational therapy. *BMC health services research*, 19(1), 154. <https://doi.org/10.1186/s12913-019-3971-y>

• **Topic 9A:** Measuring key performance indicators

• Project-related fieldwork - 12 hours

**OCCT14004 Supplementary Text:**

**9A:** Scaffa, M. & Reitz, M. (2020). *Occupational therapy in community and population health practice* (3rd ed.). F. A. Davis.  
 • Disseminating evaluation results, pp. 128-129.

**Week 10 - 20 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
• <b>Topic 10B:</b> Writing your abstract.	<p><b>10B:</b> <a href="#">Draper, J. (2012). Writing a conference abstract and paper. In K. Holland &amp; R. Watson (Eds.). <i>Writing for publication in nursing and healthcare : Getting it right.</i> ProQuest Ebook Central</a>            • writing an abstract, pp. 23-33.            • writing your conference paper, pp. 33-40.</p>	<p>• Project-related fieldwork - 12 hours</p> <p>• Action learning cycle presentations Thursday</p>

**Week 11 - 27 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
• <b>Topic 11B:</b> Writing your Report	<p><b>11B:</b> O'Brien, S. P., Marken, D., &amp; Petrey, K. B. (2016). Student perceptions of scholarly writing. <i>Open Journal of Occupational Therapy</i>, 4(3), pp. 3, 7-11. <a href="https://doi.org/10.15453/2168-6408.1253">https://doi.org/10.15453/2168-6408.1253</a></p>	<p>• Project-related fieldwork - 12 hours</p> <p>• Action learning cycle presentations Thursday</p>

**Week 12 - 04 Oct 2021**

Module/Topic	Chapter	Events and Submissions/Topic
• <b>Topic 12A:</b> Presenting at a conference	<p><b>12A:</b> <a href="#">Adler, A. (2010, April). Talking the Talk: Tips on Giving a Successful Conference Presentation. <i>Psychological Science Agenda.</i></a></p> <p><b>12A:</b> Hartigan, L., Mone, F., Higgins, M. (2014). How to prepare and deliver an effective oral presentation. <i>British Medical Journal</i>, 348 :g2039 <a href="https://doi.org/10.1136/bmj.g2039">doi:10.1136/bmj.g2039</a></p>	<p>• Draft sections of Project Report for formative feedback due by 11pm Monday 4th October</p> <p>• Draft Conference Presentation PowerPoint slides due for formative feedback by 12pm Friday 8th October.</p>

**Exam/Review Week - 11 Oct 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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- Graduate conference week.

- Group Presentation slides due to Moodle by 8.00am day of presentation (1 copy per group).
- Conference Day is Friday 15th October.
- Student conference attendance is expected all day.

**Presentation** Due: Review/Exam Week Friday (15 Oct 2021) 8:00 am AEST

### Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Final Self and Peer Assessment (SPA) due before Wednesday 12pm.
		<b>Project Report</b> Due: Exam Week Wednesday (20 Oct 2021) 8:00 am AEST

## Term Specific Information

On Mondays we are trialling Huddle spaces in the library at Bundaberg and Rockhampton campuses. Students will also be able to attend class via Zoom if necessary, for example if you are unwell, are awaiting a COVID test or unexpected lockdowns occur. It is preferred that you attend Workshops and Tutorials with your project group in person where possible. The Huddle spaces will also be available on Monday afternoons for some of our project partner meetings. Please check with the Unit coordinator before scheduling a Huddle space project partner meeting to ensure the space is not already being used.

## Assessment Tasks

### 1 Project Plan

#### Assessment Type

Written Assessment

#### Task Description

This written plan will help guide your project across the term up until your 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 organising the Occupational Therapy Graduate Conference.

All team members will also complete a formative Practice Self and Peer Assessment (SPA, not marked) in the Week 6 class to enable your supervisor to support your project team functioning.

#### Your tasks:

- 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 (13 Aug 2021) 11:59 pm AEST

Submit all files to Moodle by the due date. Complete online formative SPA during class in Week 6.

### **Return Date to Students**

Week 7 Monday (30 Aug 2021)

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 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 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 Conference Day. The Conference Day 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. You must keep the unit coordinator regularly informed across the term of the progress of your allocated conference planning tasks so you can be marked appropriately.

### 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 (15 Oct 2021) 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 6-8 and 10-11.

### Return Date to Students

Exam Week Friday (22 Oct 2021)

Action learning cycle feedback will be returned within one week of your in class presentation. Conference feedback will be returned by Friday of Exam Week.

### 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 7th Edition \(APA 7th edition\)](#)

#### **Submission**

Offline Online Group

#### **Submission Instructions**

Offline: Students to select from weeks 6-8 and 10-11 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 authored by all members of your project team is the final deliverable for your project partner organisation in this unit. All student project team members will complete a graded Self and Peer Assessment (SPA).

In your project team, you will produce a project report expanding on the content to be discussed in your conference presentation. Your team will seek and incorporate feedback from teaching staff and your project partners on draft sections of your report to ensure your report is appropriate for your partner organisation before submission for marking. 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:**

All team members must sign the occupational therapy CB84 assignment cover sheet to be submitted by one member of the team as an additional file separately to your Project Report.

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:

- Version History table
- Table of contents
- Abstract (you may use your conference presentation abstract for the report)
- 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.
- You will complete a summatively graded Self and Peer Assessment (SPA) in Week 14 in addition to the formative (non-graded) SPA completed in the Week 6 class.
- You will also complete the OCCT14004 Moodle Wiki detailing your individual hours of Work Integrated Learning (WIL) associated with the project across the term for sign off by the Unit Coordinator. You must document a minimum of 150 hours for the project. The WIL hours are not graded however the 150 hour minimum requirement ensures that you meet the total 1000 hours of professional practice required to graduate. Any student with less than the 150 hours of documented WIL may need to perform additional tasks to meet the minimum requirement. It is important that you regularly record your weekly WIL hours to ensure you will meet the minimum hours requirement.

**Graded Self and Peer Assessment (SPA)**

As the project report is a significant team outcome, you will complete a summative Self and Peer Assessment (SPA) of yourself and your team peers' roles throughout the duration of the project. You will be given an opportunity to practice in a formative (non-graded) SPA in Week 6. Both the formative and summative SPA 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 after Conference Day. If you do not complete the SPA by the due date, you cannot obtain any marks for this section of the rubric.

### **Assessment Due Date**

Exam Week Wednesday (20 Oct 2021) 8:00 am AEST

One member of each group to submit all project documents to Moodle by the due date. Individuals to complete final SPA by 12pm Wednesday 20 October.

### **Return Date to Students**

Report and SPA feedback returned at 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 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 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online Group

### **Submission Instructions**

One member of each group to submit all project documents to Moodle by the due date. Individuals to complete final SPA by 12pm Wed 20 October.

### **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