OCCT14004 *Developing Occupation-Centred Community Programs*

Term 2 - 2023

Profile information current as at 12/10/2024 07:27 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 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 - 2023

- 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. **Workplace Project**
Weighting: 40%
3. **Presentation**
Weighting: 30%

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 SUTE

Feedback
Week 11 content would have been beneficial earlier in the term.

Recommendation
It is recommended that content about writing the final project report is moved to an earlier week of the term.

Feedback from SUTE

Feedback
Provide more examples about evaluation tools and data analysis.

Recommendation
It is recommended that curriculum content about selected evaluation tools, quantitative and qualitative data analysis is reviewed and clarified.

Feedback from Personal communications

Feedback
Students were satisifed with the timing of the conference presentation as the final assessment task.

Recommendation
It is recommended that the conference presentation remains the final assessment task in future offerings.

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

— N/A Level | • Introductory Level | • Intermediate Level | • Graduate Level | ∘ Professional Level | ∘ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

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

Alignment of Graduate Attributes to Learning Outcomes

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

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
Philadeplphia , PA , USA
ISBN: LCCN 2019046783
Binding: eBook

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft PowerPoint
- Microsoft Teams (both microphone and webcam capability)

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

Maria O'Reilly Unit Coordinator
m.oreilly@cqu.edu.au

Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic

• **Topic 1A:** About this unit • **Topic 1B:** What is "community" and why are we doing this unit? • **Topic 1C:** Program design and development	**1A:** Rai, R. (2016). Tips to organise a conference. *Indian Dermatology Online Journal, 7*(5), 424-427. **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.** • Note, topics are numbered according to the week and session in which the content is taught, i.e., Tuesday p.m. = "**A**"; Friday a.m. = "**B**"; Friday p.m. = "**C**". • Ensure that you familiarise yourself with all assessment task requirements. • Check the OCCT14004 Moodle Classes Tile for details about the weekly class and topic schedule.

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
• **Topic 2B:** Models, program planning and evaluation	**OCCT14004 Prescribed Text:** **2B**: Fazio, L. (2017). *Developing Occupation-Centered Programs with the Community*, (3rd. ed.). SLACK, Inc. • Logic models, pp. 70-72 • Program planning, pp. 61-77, 91-96 • Program design, pp. 80-93 **OCCT14004 Supplementary Text:** **2B:** Scaffa, M. & Reitz, M. (2020). *Occupational therapy in community and population health practice* (3rd ed.). F. A. Davis. • Program evaluation pp. 114-130.	• Confirm selection of Evaluation methods for Assessment 1. • Project group meetings Tuesday and Friday. • Project-related fieldwork - 12 hours

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic

• **Topic 3B:** Needs Assessment. • **Topic 3C:** KPIs and guiding theories	**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.	• Project-related fieldwork - 12 hours • Project group meetings Tuesday

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
• **Topic 4B**: Evidence based practice • **Topic 4C**: Time management	**OCCT14004 Prescribed Text:** **4B:** Fazio, L. (2017) *Developing Occupation-Centered Programs with the Community*, (3rd. ed.). SLACK, Inc. • Finding evidence, pp. 107-116 **4C:** 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. **OCCT14004 Supplementary Text:** **4C:** Scaffa, M. & Reitz, M. (2020). *Occupational therapy in community and population health practice* (3rd ed.). F. A. Davis. • Kawa model worksheet, pp. 339-342. • Evidence based practice, pp. 88-89	***NB.*** *Friday classes will occur on Wednesdays in Weeks 4 and 5 in a swap with the OCCT14002 schedule.* • Project-related fieldwork - 12 hours • Project group meetings Tuesday

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

	OCCT14004 Prescribed Text: **5B:** Fazio, L. (2017) *Developing Occupation-Centered Programs with the Community*, (3rd. ed.). SLACK, Inc. • collaboration and negotiation, pp. 48-52	***NB.*** *Friday classes will occur on Wednesdays in Weeks 4 and 5 in a swap with the OCCT14002 schedule.* • Project-related fieldwork - 12 hours
• **Topic 5B:** Conflict management	**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 group meetings Tuesday and Wednesday • Practice SPA to be completed in class Wednesday **Project Plan** Due: Week 5 Tuesday (8 Aug 2023) 11:45 pm AEST

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
• Zoom or Teams consults with teaching staff by appointment	Focus on group project based learning.	• Some project work may be required this week.

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
• **Topic 6B:** Giving and receiving feedback	**6B:**Schell, B.A.B., & Gillen, G. (2018). *Willard & Spackman's occupational therapy.* (13th ed.). Lippincott Williams & Wilkins • Providing and giving feedback pp. 2096-2098 • Taylor supervises an OTA, p.2114 **6B:** Knis-Matthews, L., Falzarano, M., Bonastia, S., Mahana, M., Messina, K., & Moller, C. (2013). Peer teaching: The experience of four occupational therapy graduate students. *Education Special Interest Section Quarterly / American Occupational Therapy Association, 23*(3), 1-4. **6B:** Scaffa, M. & Reitz, M. (2013). *Occupational therapy in community based practice settings* (2nd ed.). F. A. Davis. • using the FRAMES model, pp. 298-299 **6B:** 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. *Journal of Occupational Therapy Education, 4* (2), 1-22. • Peer debriefing pp. 3-5, 7, 9-14.	• Project-related fieldwork - 12 hours • Project group meetings Tuesday and Friday • Action Learning Cycle presentations Friday

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

• **Topic 7B:** Leadership models, entrepreneurship and innovation.	**7B**: Brown, T., Williams, B., & Jolliffe, L. (2014). Leadership style preference of undergraduate occupational therapy students in Australia. *Hong Kong Journal of Occupational Therapy,* 24, 35-42 **7B:** Davidson, H. (2012). A leadership challenge for occupational therapy, *British Journal of Occupational Therapy*, 75(8), pp. 390-392. **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. **7B:** Sweetman, M. (2017). Emotional intelligence for therapists. Rehab Management 30(6), p. S34	• Project-related fieldwork - 12 hours • Project group meetings Tuesday and Friday • Action Learning Cycle presentations Friday

Week 8 - 04 Sep 2023

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

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic

• **Topic 9A:** Measuring key performance indicators • **Topic 9B:** Writing your Report.	**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 **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. **9B:** O'Brien, S. P., Marken, D., & Petrey, K. B. (2016). Student perceptions of scholarly writing. *Open Journal of Occupational Therapy*, *4*(3), pp. 3, 7-11. https://doi.org/10.15453/2168-6408.1253	• Project-related fieldwork - 12 hours • Project group meetings Tuesday and Friday • Action Learning Cycle presentations Friday

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
		• Project-related fieldwork - 12 hours • Project group meetings Tuesday • **No Friday OCCT14004 class this week but project meetings are encouraged**

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
• **Topic 11B:** Writing your abstract	**11B:** Draper, J. (2012). Writing a conference abstract and paper. In K. Holland & R. Watson (Eds.). *Writing for publication in nursing and healthcare : Getting it right*. ProQuest Ebook Central • writing an abstract, pp. 23-33. • writing your conference paper, pp. 33-40.	• Project-related fieldwork - 12 hours • Project group meetings Tuesday and Friday • Action Learning Cycle presentations Friday

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
• **Topic 12A:** Presenting at a conference	**12A:** Sawatzky, J.-A. V. (2011). My abstract was accepted--now what? A guide to effective conference presentations. *Canadian Journal of Cardiovascular Nursing, 21*(2), 37–46. **12A:** Hartigan, L., Mone, F., Higgins, M. (2014). How to prepare and deliver an effective oral presentation. *British Medical Journal,* 348 :g2039 doi:10.1136/bmj.g2039	• Project group meetings Friday • Deadline for Draft sections of Project Report for formative feedback is before **11.59pm Monday Week 12.**

Exam/Review Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

• Graduate conference week.	No prescribed readings this week.	• Deadline for Draft Conference Presentation PowerPoint slides deadline for formative feedback is before **11.59pm Monday Week 13.** • ***Conference Day is Friday 13 October.*** • Student conference attendance is expected all day. • Final SPA due online **Oral Presentations and Conference** Due: Review/Exam Week Friday (13 Oct 2023) 8:00 am AEST

Term Specific Information

Hours of study and Work Integrated Learning (WIL):
As this unit is a 12 Credit Point offering, the total expected study time is 300 hours. There is an expectation that you will complete a **minimum of 150 hours of Work Integrated Learning (WIL)** directly doing tasks and activities that will lead to the successful completion of your community project. Any student who does not complete the Moodle Wiki and provide evidence of at least 150 WIL hours will be required to complete online simulation activities to achieve the 150 hours minimum.

Workload for each project:
Project tasks may vary between locations due to the nature of each project and what community partner organisations need. The student workload for each project will be monitored by the Unit Coordinator and will take into account the number of team members as well as the expected timeframe for completion.
You will be required to meet with your project team and stakeholders at mutually convenient times outside of scheduled classes. You will need to allow yourself sufficient time at the end of term when many of your final assessment tasks will be due in order to manage multiple complex tasks.

Graduate Conference planning:
Organising and carrying out a professional learning event such as the end of term graduate conference provides students with an opportunity to demonstrate complex skills and knowledge as part of OCCT14004 Unit Learning Outcomes 2, 3 and 4. Managing a real budget along with the many planning and organisational tasks needed for the conference takes a large team to share the time required. Please note that while every effort is made to ensure the conference planning tasks are roughly equivalent, it is unrealistic to expect that each student will spend exactly the same amount of time for conference planning and organisation. Clarification of roles and expectations will be initiated in Week 1; however event planning requires students to demonstrate adaptable responsiveness to accommodate a range of expected and unexpected variables.

Microsoft Teams:
This term you will fully utilise Microsoft Teams as the preferred means of communication. This is for several reasons:

1. You can invite your external stakeholders to your team channel and meet with them via the Teams videoconferencing facility.
2. Teaching staff can follow each of the Team communication threads more easily and the notifications of your posts are instant rather than delayed as they are with Moodle forums.
3. It is a commonly used tool in industry.
4. It allows separate channels for each Project Team which are only accessible to members of your group and to teaching staff. Your team files will be confidential, and it makes it easy to provide formative and prompt feedback for your draft documents throughout the term.
5. You can still post Q and A about assessment tasks for the whole class in the General Teams channel.

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 Gannt chart.
- A summary in the Gannt 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 5 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 Tuesday (8 Aug 2023) 11:45 pm AEST

Submit all files to Moodle by the due date. Complete online formative SPA during class in Week 5.

Return Date to Students
Week 6 Tuesday (22 Aug 2023)

Feedback will be returned via Moodle Gradebook

Weighting
30%

Minimum mark or grade
50% (15/30)

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.

assessmentOutcome

- 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

assessmentGradAttribute

2 Project Report

Assessment Type
Workplace Project

Task Description

Overview and Purpose.
A written report authored by all members of your project team is the major deliverable for your project partner organisation in this unit. In addition to the report, all student project team members will complete an individual graded Self and Peer Assessment (SPA). You will also individually document your Work Integrated Learning (WIL) hours associated with your community project by completing the OCCT14004 Moodle wiki. You must demonstrate that you have achieved the 150 hours minimum towards your 1000 hours of professional practice required to graduate.

1. Written Report (Group component):
In your project team, you will produce a written 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 content 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 your partner organisation.

Project Report context:
There is no word limit 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 and terminology 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.

CB84 coversheet:
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.

Written Report Sections:

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 if it is suitable)
- 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.
- 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 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.

2. Graded Self and Peer Assessment (SPA) individual component:

- Your work this term will be the result of a significant team effort. You will complete a summative Self and Peer Assessment (SPA) of yourself and your team peers' roles throughout the entire project.
- For the best possible ratings from your peers, you must contribute to your project team consistently and professionally across the whole duration of your community project.
- Please ensure that you follow the guidelines provided on Moodle for giving your peers constructive feedback and provide comments to support your ratings.
- The Week 13 SPA will be summatively graded and forms part of the individual component of this task as a way to measure Learning Outcome 4.
- You will be given an opportunity to practice giving feedback in a formative (non-graded) SPA in the Week 5 class. 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 your ratings 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 graded Self and Peer Evaluation (SPA) by the due date. If you do not complete the graded SPA by the due date, you cannot obtain any marks for this section of the rubric.

3. Work Integrated Learning (WIL) hours (individual component):
Most students have previously used a Moodle wiki to record evidence of WIL hours for OCCT12003. The Moodle wiki for OCCT14004 is laid out in a similar fashion.

- You will edit your individual wiki page to detail the tasks you have done and the hours you have spent on each task.
- Activities that you can include in the wiki are listed on Moodle- you can discuss with teaching staff any activities you are not sure are eligible for WIL.
- Please ensure you document the hours that you have spent on conference planning and organisation, as this task is eligible to count towards your WIL hours.
- You must detail how you accumulated 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.

IMPORTANT: **Any student with less than the 150 hours of documented WIL will be expected to perform additional online simulation tasks** to meet the minimum hours requirement. It is critical that you regularly record your weekly WIL hours to ensure you are on track to meet the minimum hours requirement.

Assessment Due Date
Review/Exam Week Wednesday (11 Oct 2023) 9:00 am AEST

One member of each group to submit all project documents to Moodle by the due date. Individuals to complete final SPA by 11.45pm Thursday 12 October.

Return Date to Students

Report and SPA feedback returned via Moodle gradebook prior to Certification of Grades.

Weighting
40%

Minimum mark or grade
50% (20/40)

Assessment Criteria
Group component marks

- Abstract provides an overview of project purpose, process and outcomes. **(5 marks)**
- Provides a description of partner organisation's 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 11.45pm Thursday 12 October.

assessmentOutcome

- 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.

assessmentGradAttribute

3 Oral Presentations and Conference

Assessment Type
Presentation

Task Description

Overview and Purpose:
All students will be part of a project team in this unit, communicating with community stakeholders towards achieving their organisation's goals for services. Disseminating the work you have done is crucial when sharing skills and new knowledge for occupational therapy practice. The graduate conference is designed to be a memorable conclusion to your coursework and 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. Achieving your project objectives, planning the graduate conference and navigating challenges within your team 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 as part of your record of learning during this unit. You will choose one of these for marking as the individual component of the presentation task. You will select a date to present your reflection orally in class in Weeks 6-9 and 11. **This individual component is worth 10 marks.**
2. *Conference Presentation and Organisation*: Organising and participating in 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. You will collaborate with your team to prepare your conference PowerPoint presentation to deliver at Conference Day. **The group presentation 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 (13 Oct 2023) 8:00 am AEST

Online/Group: submit PowerPoint slides to Moodle by due date. Offline: Orally present individual Action Learning Cycle in class during Weeks 6-9 and 11; orally present the final group presentation during the student conference.

Return Date to Students

Action learning cycle feedback will be returned within two weeks of your in class presentation. Conference feedback will be returned by Certification of Grades.

Weighting
30%

Minimum mark or grade
50% (15/30)

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 6-9 and 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.

assessmentOutcome

- 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.

assessmentGradAttribute

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