

OCC432 Workplace research and innovation

School: School of Health - Occupational Therapy

2025 | Semester 2

UniSC Sunshine Coast

**BLENDED
LEARNING**

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This is an advanced active workplace research course where you will participate and contribute to an innovation project a topic related to occupational therapy. You will directly apply in-class learning about innovation, research and project management to a collaborative project addressing a professional, clinical or practice issue. You will need to attend the honours conference in week 10.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Independent Study/Research – Independent research activities conducted to contribute to group projects, based on online learning materials	8hrs	Week 1	13 times
Laboratory 1 – Large group workshop laboratory	4hrs	Week 1	13 times
Tutorial/Workshop 1 – Small group tutorial - face to face on campus	4hrs	Week 1	13 times

1.3. Course Topics

- Project-based learning
- Innovation
- Small-scale applied workplace-based research
- Literature searching and annotated bibliographies, types of literature review
- Research preparation
- Project management and planning, risk management
- Gathering existing and primary data
- Ethics and ethical conduct, and data management
- Data analysis and presentation of findings
- Project evaluation
- Creating digital resources - infographics, posters, videos
- Writing a project report and creating associated appendices

2. What level is this course?

400 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

24 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Occupational Therapy Council of Australia Ltd
1 Gather, critique, consolidate, synthesise and report data from a range of sources (including research and stakeholder consultation).	Creative and critical thinker	2.1, 2.3, 2.8, 3.14
2 Create unique innovation/s using appropriate research methods.	Creative and critical thinker Engaged	2.3, 3.4, 3.14
3 Make judgements on quality of project execution including project limitations evidencing advanced theoretical knowledge in an area relevant to occupational therapy.	Creative and critical thinker	1.3, 1.10, 2.1, 2.2, 2.3, 2.8, 3.10, 3.11, 3.14
4 Adhere to set timelines, demonstrating responsibility and autonomy by completing a group innovation project.	Collaboration Organisation	1.1, 1.3, 1.4, 1.11, 1.12, 1.13, 1.14
5 Communicate the project, its development, and selected evaluation to a professional audience in oral and written formats.	Empowered	4.1, 4.2, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11

* Competencies by Professional Body

CODE	COMPETENCY
OCCUPATIONAL THERAPY COUNCIL OF AUSTRALIA LTD	
1.1	Complies with the OTBA standards, guidelines and code of conduct
1.3	Maintains professional boundaries in all client and professional relationships
1.4	Recognises and manages conflicts of interest in all client and professional relationships
1.10	Practices within limits of her/his own level of competence and expertise.
1.11	Maintains professional competence and adapts to change in practice contexts.
1.12	Identifies and uses relevant professional and operational support and supervision.
1.13	Manages resources, time and workload accountably and effectively.
1.14	Recognises and manages her/his own physical and mental health for safe, professional practice.
2.1	Applies current and evidence informed knowledge of occupational therapy and other appropriate and relevant theory in practice.
2.2	Applies theory and frameworks of occupation to professional practice and decision-making.
2.3	Identifies and applies best available evidence in professional practice and decision-making.
2.8	Reflects on practice to inform current and future reasoning and decision-making and the integration of theory and evidence into practice.
3.4	Develops a plan with the client and relevant others to meet identified occupational therapy goals.
3.10	Reviews, evaluates and modifies plans, goals and interventions with the client and relevant others to enhance or achieve client outcomes.
3.11	Evaluates client and service outcomes to inform future practice.
3.14	Contributes to quality improvement and service development.
4.1	Communicates openly, respectfully and effectively.
4.2	Adapts written, verbal and non-verbal communication appropriate to the client and practice context.
4.5	Complies with legal and procedural requirements for the responsible and accurate documentation, sharing and storage of professional information and records of practice.
4.6	Maintains contemporaneous, accurate and complete records of practice.
4.7	Obtains informed consent for practice and information-sharing from the client or legal guardian.
4.8	Maintains professional collaborative relationships with clients, health professionals and relevant others.
4.9	Uses effective communication skills to initiate and end relationships with clients and relevant others.
4.10	Seeks and responds to feedback, modifying communication and/or practice accordingly.
4.11	Identifies and articulates the rationale for practice to clients and relevant others.

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

(OCC442 or OCC452) and OCC401 and enrolled in Program SC440 Bachelor of Occupational Therapy (Honours) - project pathway

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

OCC422

5.4. Specific assumed prior knowledge and skills (where applicable)

You will have acquired knowledge, skills and experience in planning and conducting a research-informed project from pre-requisite courses.

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Weekly feedback will be provided to all students in their groups during tutorials from week 3.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Literature Review (or component)	Individual	0%	150-250 words per annotation; 4-6 annotations; 600-1500	Week 4	In Class
All	2	Oral and Written Piece	Group	30%	Poster: 800 word equivalent, Oral: 3mins approx.	Week 10	Online Assignment Submission with plagiarism check and in class
All	3	Report	Group	30%	8000 words	Week 13	Online Assignment Submission with plagiarism check
All	4	Oral	Individual	40%	15 mins approx.	Exam Period	In Class

All - Assessment Task 1: Annotated bibliography

GOAL:	This formative task provides an opportunity to demonstrate skills in searching, retrieving, consolidating, synthesising, and critiquing literature relevant to your group project.		
PRODUCT:	Literature Review (or component)		
FORMAT:	In-class sharing of individual annotated digital/printed bibliographies for peer and tutor feedback. See Canvas for details.		
CRITERIA:	No.		Learning Outcome assessed
	1	Identification of relevant and quality resources from peer-reviewed, grey, and other sources	1
	2	Effective critique and consolidation of identified literature and analysis of relevance to innovation project	1
	3	Application of communication skills to present a clear and coherent written product in APA 7th format	1
GENERIC SKILLS:	Communication, Information literacy		

All - Assessment Task 2: Innovation Project Poster Presentation

GOAL:	To communicate your project development to an audience of industry professionals.		
PRODUCT:	Oral and Written Piece		
FORMAT:	Poster and oral presentation. See Canvas for details.		
CRITERIA:	No.		Learning Outcome assessed
	1	Quality of project rationale based on background, literature and findings	1
	2	Relevance of proposed project innovation	1 2
	3	Quality of proposed project research methods and evaluation	2
	4	Communication of innovation (Poster): consolidation and synthesis of project information for presentation in poster format, visual clarity of poster in communicating key project aspects	5
	5	Communication of innovation (Oral Explanation): clear and accurate oral explanation of project, ability to field questions reflecting detailed knowledge of project	5
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Information literacy		

All - Assessment Task 3: Innovation Project Report

GOAL:	This task provides you with the opportunity to develop transferable skills in critical thinking, communication and teamwork. Additionally, executing and presenting a group innovation project will demonstrate responsibility and autonomy in learning.		
PRODUCT:	Report		
FORMAT:	Formal project report per group. See Canvas for details.		
CRITERIA:	No.		Learning Outcome assessed
	1	Communication of innovation project, project development and evaluation in a written format, using appropriate terminology to a professional audience.	5
	2	Demonstration of project planning, and responsive execution	4
	3	Quality of unique innovation/s	2
	4	Project is supported by the integration and synthesis of evidence-based literature	1
	5	Analysis and synthesis of data from a minimum of 1 primary/secondary source that demonstrates an understanding of at least 2 research methods	1 2
	6	Judgement of the quality of the project, based on identification of limitations of the project and discussion of implications for real-world settings including ethical practice	3
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Information literacy		

All - Assessment Task 4: Innovation Project Oral Defence

GOAL:	The goal of this assessment item is to give you an opportunity to communicate an overview of your group innovation project and provide informed responses, generated from your individual participation in this task.		
PRODUCT:	Oral		
FORMAT:	Face-to-face oral defence. Week 15. See canvas for details and schedule.		
CRITERIA:	No.		Learning Outcome assessed
	1	Evidence of individual participation and contribution to overall project process.	4
	2	Evidence of individual participation and contribution to overall project report.	4
	3	Judgement of the relevance and application of the group project to the field of occupational therapy based on group experience and evaluation.	3
	4	Quality of oral communication.	5
	5	Demonstration of understanding of the project by responding to specific question/s through the application of project knowledge.	1 3
GENERIC SKILLS:	Communication, Problem solving, Information literacy		

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Zina O'Leary, Jennifer S. Hunt	2016	Workplace Research	n/a	Sage Publications Limited

8.2. Specific requirements

Students should access Canvas for all course requirements. Queries regarding assessment will be addressed on Canvas discussion pages instead of email. Other issues can be discussed with your course coordinator and tutors via appointment during designated contact hours as specified on Canvas.

Students will be expected to wear their UniSC Occupational Therapy uniform for practice education activities throughout their degree. This includes meetings with stakeholders and face-to-face assessments (unless otherwise directed by your industry contact). You will need to attend and present at the UniSC Honours conference (details to be communicated on Canvas)

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au