COURSE OUTLINE

OCC432 Occupational Therapy Innovation

School: School of Health and Behavioural Sciences

2022 | Semester 2

UniSC Sunshine Coast | BLENDED LEARNING | Most of your course is on campus but you may be able to do some components of this course online.

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 research course where you will participate and contribute to an innovation project in the field of occupational therapy. You will directly apply in-class learning around innovation and project management to a collaborative practicum project addressing a professional, clinical or practice issue. This will be an exciting space to progress your understanding of evidence, research principles and methods.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Laboratory 1 – Large group workshop laboratory	4hrs	Week 1	13 times
Tutorial/Workshop 1 – Small group tutorial - face to face on campus part 1 of 2	2hrs	Week 1	13 times
Tutorial/Workshop 2 – Small group tutorial - face to face on-campus part 2 of 2	2hrs	Week 1	13 times
Independent Study/Research – Research activities conducted in groups to complete project	8hrs	Week 1	13 times
Seminar – Honours conference	8hrs	Week 10	Once Only

1.3. Course Topics

Project-based learning

Innovation

Small-scale applied workplace-based research

Literature searching

Annotated bibliographies

Research preparation

Project management and planning

Reading for research, other types of literature review

Project management tools - Gannt charts, audit trails, journaling

Gathering existing and primary data

Exploring Visual communication

Ethics and ethical conduct, and data management

Task 2 poster preparation

Data analysis and presentation of findings

Project evaluation

Creating digital resources - infographics, posters, videos

Writing a report: discussion, limitations, executive summary

Innovation showcase

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 On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * 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 Discuss and make judgements on implications for occupational therapy and identify the limitations of the project based on advanced theoretical knowledge in an area of occupational therapy	Creative and critical thinker	1.10, 2.1, 2.2, 2.3, 2.8, 3.10, 3.11, 3.14
3 Adhere to set timelines, demonstrate responsibility and autonomy by executing and presenting a group innovation project.	Engaged	1.1, 1.3, 1.4, 1.11, 1.12, 1.13, 1.14
4 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.
3.10	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.

CODE	COMPETENCY
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 OCC302, OCC442 or OCC452.

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	1a	Activity Participation	Individual	0%	Formative -5-10 sources 2000 words.	Week 4	In Class
All	1b	Activity Participation	Group	0%	No defined length - depends on group topic	Refer to Format	In Class
All	2	Oral and Written Piece	Group	30%	Poster: 800 word equivalent, Oral: 2 mins approx.	Week 10	In Class
All	3	Report	Group	30%	7000 words	Week 13	Online Assignment Submission with plagiarism check
All	4	Oral	Individual	40%	15 mins approx.	Exam Period	In Class

All - Assessment Task 1a: Annotated bibliography

GOAL:	The purpose of this task is to immerse you in research in the field of occupational therapy, allowing you to consolidate, synthesise and critique literature relevant to your innovation project.
PRODUCT:	Activity Participation
FORMAT:	The topic of your annotated bibliography will be negotiated with your group members to ensure an independent and useful investigation. The annotated bibliography should be 2000 words in length. The bibliography will include approximately 5 to 10 sources including a minimum of 5 peer reviewed journal articles. The annotated bibliography should include the following: 1) Overview (approximately 200 words) a) Introduce your research area and how it informs the overarching group project b) Identify the specific research question explored in this bibliography 2) Citations and annotations Provide the full citation (not included in word count) and corresponding annotation below. Arrange the citations in alphabetical order. For each resource write a brief annotation of 100- 150 words. This includes: a) identification of the key concepts and supporting evidence b) appraisal of quality c) relevance to the group project You must NOT directly quote from any text from a source in this assessment task. 3) Summary (approximately 300 words) a) Confirm the research you are exploring. b) Provide a summary of the key concepts and available evidence and apply these to the overarching group project. 4) Appendices (not include in word count) a) Appendix A: Reference list using APA 6th referencing style b) Appendix B: A copy of the search strings used to retrieve the papers included in the bibliography

CRITERIA:	No.		Learning Outcome assessed
	1	Identification of relevant and quality resources from peer-reviewed, grey, and other sources	1
	2	Critique and consolidation of identified resources and analysis of relevance to innovation project	1
	3	Application of communication skills to present a clear and coherent written product in APA 6th format	1

All - Assessment Task 1b: Annotated bibliography - group

GOAL:	To collaboratively collect and critique literature to inform the group project
PRODUCT:	Activity Participation
FORMAT:	Students to share with tutors during tutorials as required for feedback over weeks 5-12. The format of the group annotated bibliography will be decided by the group. The annotated bibliography has no target length. The bibliography will include a variety of sources including peer-reviewed journal articles. The annotated bibliography should include the following:1.The research question on which the annotated bibliography is based; 2.The bibliographic information;3.The annotation which summarises the source and appraises the quality of the reference as well as its relevance to the group innovation project.

CRITERIA:	No.		Learning Outcome assessed
	1	Identification of relevant and quality resources from peer-reviewed, grey, and other sources Resources updated regularly	1
	2	Effective critique and consolidation of identified resources and analysis of relevance to innovation project	1

All - Assessment Task 2: Innovation Project Poster Presentation

GOAL:	The goal of the group poster presentation is for you to communicate your project development to an audience of industry professionals.
PRODUCT:	Oral and Written Piece
FORMAT:	Submit: 1 copy per group as per instructions on Canvas submitted on Canvas. Group oral presentation at USC Occupational Therapy Honours Conference. Length: Poster - 800 word equivalence. Oral Explanation - approximately 2 minutes Your poster should include the following key information: Rationale, background literature and/or review of current practice Description of innovation Proposed evaluation methods Only ONE poster submission per group. Each team member will need to retain a copy of the poster for their own future reference and use in Task 4. Your posters will be displayed for an audience of professionals during a Honours Conference. The group will need to provide a prepared 2-minute verbal synopsis of the project overview of their project and field at least one question related to the project during the poster sessions at the honours conference. An opportunity to present draft posters for peer feedback will be provided in tutorials.

CRITERIA:	No.		Learning Outcome assessed
	1	Quality of project development and quality of innovation: authentic and realistic, based on background literature and findings, evaluation methods proposed	1
	2	Communication of innovation (Poster): consolidation and synthesis of project information for presentation in poster format, visual clarity of poster in communicating key project aspects	4
	3	Communication of innovation (Oral Explanation): clear and accurate oral explanation of project, ability to field questions reflecting detailed knowledge of project	4

All - Assessment Task 3: Innovation Project Report

GOAL:	This task provides you with the opportunity to develop transferable skills in critical thinking, communication and team work. Additionally, executing and presenting a group innovation project will demonstrate responsibility and autonomy in learning
PRODUCT:	Report
FORMAT:	Your project report will include the following sections: Executive summary Project rationale and its relevance to occupational therapy Integrated literature review Detailed project innovation description Project outcomes and evaluation methods Project limitations Discussion Conclusion Detailed Gantt chart reporting on project development and projected future plans (if relevant) Proposed budget Acknowledgement of contributions Appendices (if required) 7000 words NOT including tables, figures, acknowledgements, appendices and reference lists. Only ONE project report per group is expected to be submitted. Each team member will need to retain a copy of the report for their own future reference and use in Task 4.

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.	4
	2	Demonstration of project planning, and responsive execution	3
	3	Synthesis and presentation of data from a range of sources	1 2 4
	4	Identification of the limitations of the project and discussion of implications for occupational therapy based on advanced theoretical knowledge.	2

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:	Submit: Week 15 Individual oral task of 10 minutes in length (approximately). Some of the key aspects covered will be: Detailed explanation of your contribution to the group innovation project Individual responses to question/s about an aspect of your innovation project. You will need to access your own copy of the group project report and digital poster to refer to throughout your responses.

CRITERIA:

No.		Learning Outcome assessed
1	Evidence of individual participation and contribution to overall project process.	3
2	Evidence of individual participation and contribution to overall project report.	3
3	Judgement of the relevance and application of the group project to the field of occupational therapy based on group experience and evaluation.	2
4	Quality of oral communication.	4
5	Demonstration of understanding of the project by responding to specific question/s through the application of project knowledge.	1 2

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

You will need to wear your fieldwork uniform whenever you are engaging in fieldwork (unless otherwise directed by your industry contact).

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:

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

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 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 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 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