USC

Course Outline

Code: OCC432
Title: Occupational Therapy Innovation

Faculty: Science, Health, Education and Engineering
School: Health & Sport Science
Teaching Session: Semester 2
Year: 2018
Course Coordinator: Michele Verdonck
Course Moderator: Marion Gray

Please go to the USC website 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 method.

1.2   Course topics

Innovation, research, project management, development and evaluation

2.   What level is this course?

400 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 4th 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?

Specific Learning Outcomes On successful completion of this course you should be able to:	Assessment Tasks You will be assessed on the learning outcome in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Gather, critique, consolidate, synthesise and report data from a range of sources (including research and stakeholder consultation).	Task 1 Task 2 Task 3 Task 4	Creative and critical thinkers.
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	Task 2 Task 3 Task 4	Creative and critical thinkers.
Adhere to set timelines, demonstrate responsibility and autonomy by executing and presenting a group innovation project.	Task 2 Task 3 Task 4	Engaged.
Communicate the project, its development, and selected evaluation to a professional audience in oral and written formats.	Task 2 Task 3 Task 4	Empowered.

5.   Am I eligible to enrol in this course?

Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1   Enrolment restrictions

Must be enrolled in SC440 Bachelor of Occupational Therapy (Honours) – project pathway

5.2   Pre-requisites

(OCC302 or OCC442 or OCC452) and OCC401

5.3   Co-requisites

Nil

5.4   Anti-requisites

OCC412

5.5   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 – 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

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Annotated bibliography	Individual	25%	Formative – 2-3 Sources with annotations Summative – 5-10 sources 2000 words	Formative - week 4; Summative - Week 5	Blackboard (SafeAssign)
2	Innovation Project Poster Presentation	Group	10%	Poster: 800 word equivalent Oral: 2 mins approx.	Week 10	1 copy per group as PDF submitted on Bb. Hard copy presented in class Saturday – at Honours conference
3	Innovation Project Report	Group	30%	7000 words	Week 13	1 copy per group submitted on Blackboard (SafeAssign)
4	Innovation Project Oral Defence	Individual	35%	10 mins approx.	Week 15	Individual assessments during exam week as per schedule on Bb
			100%			

Assessment Task 1: 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:	Annotated bibliography

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 order of relevance for your assignment with most useful paper presented first.
	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:	You will be assessed against the following criteria: • Identification of relevant and quality resources from peer-reviewed, grey, and other sources • Critique and consolidation of identified resources and analysis of relevance to innovation project Application of communication skills to present a clear and coherent written product in APA 6th format

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:	Poster and oral explanation

Format:	Posters can be created in your own choice of digital software/platform.
	
	Poster size: A0
	File type: pdf
	Length: Poster - 800 word equivalence. Oral Explanation - approximately 2 minutes
	
	Your poster should include the following key information:
	  a) Rationale, background literature and/or review of current practice
	  b) Description of innovation
	  c) 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 an on-campus Honours Conference.
	Each team member will need to be prepared to provide an overview of their project and field at least one question related to the project.
	An opportunity to present draft posters for peer feedback will be provided in tutorials prior to your final presentation in Week 10.

Criteria:	You will be assessed against the following criteria: • Quality of project development and quality of innovation: authentic and realistic, based on background literature and findings, evaluation methods proposed • Communication of innovation (Poster): consolidation and synthesis of project information for presentation in poster format, visual clarity of poster in communicating key project aspects • Communication of innovation (Oral Explanation): clear and accurate oral explanation of project, ability to field questions reflecting detailed knowledge of project

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:
	   a) Executive summary
	   b) Project rationale and its relevance to occupational therapy
	   c) Integrated literature review
	   d) Detailed Gantt chart reporting on project development and projected future plans (if relevant)
	   e) Proposed budget
	   f) Detailed project innovation description
	   g) Project outcomes and evaluation methods
	   h) Project limitations
	   i) Acknowledgement of contributions
	   j) 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:	You will be assessed against the following criteria:
	  • Communication of innovation project, project development and evaluation in a written format, using appropriate terminology to a professional audience.
	  • Adherence to project timelines, demonstrating responsibility and autonomy in executing and presenting a group innovation project.
	  • Synthesis and presentation of data from a range of sources (including research and stakeholder consultation).
	  • Identification of the limitations of the project and discussion of implications for occupational therapy based on advanced theoretical knowledge.

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 defence

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

Criteria:	You will be assessed against the following criteria:
	  • Evidence of individual participation and contribution to overall project process.
	  • Evidence of individual participation and contribution to overall project report.
	  • Judgement of the relevance and application of the group project to the field of occupational therapy based on group experience and evaluation.
	  • Quality of oral communication.
	  • Demonstration of understanding of the project by responding to specific question/s through the application of project knowledge.

7.   What are the course activities?

7.1   Directed study hours

The directed study hours listed here are a portion of the workload for this course. 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. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location: Specific Campus(es) or online:	Directed study hours for location:
USC Sunshine Coast	Large group workshop 4 hours, + small workshop 4 hours

7.2   Course content

Week # / Module #	What key concepts/content will I learn?
1	Innovation Problem based learning Understanding small-scale applied workplace-based research
2	Developing practical and valuable research questions Annotated bibliographies
3	Project planning and management Gantt charts
4	Research preparation. Ethics Annotated bibliography drafts – formative feedback
5	Task 1 assessment deadline Innovation Intellectual property Program development – community based programs
6	Integrated literature review Ethics applications
7	Project evaluation, data analysis
8	Posters copyright and photographic resources
9	Draft posters presentations for peer feedback
10	Task 2 assessment deadline Honours conference – Saturday Budgets
11	Producing effective deliverables Writing a professional report
12	Discussion, judgement, limitations
13	Task 3 assessment deadline Innovation sharing Course feedback

Please note that the course content may be subject to variation.

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

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

8.1   Prescribed text(s)

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
O'Leary, Hunt	2016	Workplace research: Conducting small scale research in organisations	Sage

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.   Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the online Health Safety and Wellbeing training module 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

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%
b)   The course is graded using the Standard Grading scale
c)   You have not failed an assessment task in the course due to academic misconduct

10.3   Assessment: Submission penalties

Late submission of assessment tasks will 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 and supply the required documentation to negotiate an outcome.

10.4   Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5   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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:
http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.6   General Enquiries

In person:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au