



# OCCT12002 Occupational Justice: Local and Global

## Term 2 - 2024

Profile information current as at 02/07/2025 11:02 am

All details in this unit profile for OCCT12002 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

In this unit, you will be introduced to the evolving concept of occupational justice and explore situations where people are deprived of meaningful occupation. You will use an occupational justice lens to look from a local and global perspective at situations where people are experiencing challenges with occupational participation and engagement. The role of the occupational therapist as a facilitator of occupational justice will be examined, using both an occupational justice framework and also occupational therapy practice models. You will develop an understanding of how occupational justice sits with social justice concepts and considerations, including concepts such as social innovation.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Successful completion of the following units as essential pre-requisites: OCCT11002 OCCT12006

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 - 2024

- 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 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 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. **Presentation**

Weighting: 20%

#### 2. **Written Assessment**

Weighting: 35%

#### 3. **Report**

Weighting: 45%

### 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 comments

##### Feedback

While most students commented favourably on the hybrid format, some students found the online lectures challenging.

##### Recommendation

It is recommended that the hybrid format for this unit be continued in 2024, and that strategies for supporting all students be implemented, such as in-person drop in sessions.

#### Feedback from SUTE comments

##### Feedback

Some students found the assessment task descriptions difficult to understand.

##### Recommendation

It is recommended the assessment task descriptions be reviewed for clarity.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Articulate the concept of occupational justice at a local and global level.
2. Identify and describe situations where people are deprived of meaningful occupation and explore the causes.
3. Articulate the role of the occupational therapy in promoting occupational justice.
4. Identify and describe occupational injustice occurring in a local community and the programs and measures being taken to address those injustice issues.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Presentation - 20%		•	•	
2 - Written Assessment - 35%	•	•		
3 - Report - 45%	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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				

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Presentation - 20%	•		•	•	•	•				
2 - Written Assessment - 35%	•	•	•	•			•	•		
3 - Report - 45%	•	•	•	•		•	•	•		

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Full licenced version of Microsoft Office 2013 or Office 2016 (including Word, Excel and Powerpoint) or Microsoft Office 2011 for Mac.
- Zoom

## 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

**Anna Gordon** Unit Coordinator

[a.gordon@cqu.edu.au](mailto:a.gordon@cqu.edu.au)

## Schedule

### Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Occupational Justice part 1	Gupta, J. (2016). Mapping the evolving ideas of occupational justice A critical analysis. <i>OTJR Occupation, Participation, and Health</i> , 36(4), 179-194. doi: 10.1177/1539449216672171.	
Links to Social Innovation - becoming a changemaker	Maltifano, A.P.S., de Souza, R.G., & Lopes, R.E. (2016). Occupational justice and its related concepts: An historical and thematic scoping review. <i>OTJR: Occupation, Participation and Health</i> , 36(4), 167-178.	

### Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Occupational Justice part 2	Truman, J. L., Fox, J., Hynes, S. M., Hills, C., McGinley, S. L., Ekstam, L., Shiel, A., & Orban, K. (2021). Developing understandings of occupational (in)justice with occupational therapy students in a transnational project [Article]. <i>Journal of Occupational Science</i> , 28(4), 588-598. <a href="https://doi.org/10.1080/14427591.2020.1858940">https://doi.org/10.1080/14427591.2020.1858940</a>	
	Picotin, J., Beaudoin, M., Hélie, S., Martin, A. É., & Carrier, A. (2021). Occupational Therapists as Social Change Agents: Exploring Factors that Influence Their Actions. <i>Canadian Journal of Occupational Therapy</i> , 88(3), 231-243. <a href="https://doi.org/10.1177/00084174211022891">https://doi.org/10.1177/00084174211022891</a>	
	Occupational Therapy Australia (2016). OT Australia Position Statement: Occupational Deprivation. <a href="https://doi.org/10.1111/1440-1630.12347">https://doi.org/10.1111/1440-1630.12347</a>	

### Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Applying models and frameworks for occupational justice in everyday occupational therapy practice

Pereira, R. B., Whiteford, G., Hyett, N., Weekes, G., Di Tommaso, A., & Naismith, J. (2020). Capabilities, Opportunities, Resources and Environments (CORE): Using the CORE approach for inclusive, occupation-centred practice. *Australian Occupational Therapy Journal*, 67(2), 162-171. <https://doi.org/10.1111/1440-1630.12642>

Whiteford, G., Jones, K., Rahal, C., & Suleman, A. (2018). The Participatory Occupational Justice Framework as a tool for change: Three contrasting case narratives. *Journal of Occupational Science*, 25(4), 497-508. <https://doi.org/10.1080/14427591.2018.1504607>

#### Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
	Lewis, E., & Lemieux, V. (2021). Social participation of seniors: Applying the Framework of Occupational Justice for healthy ageing and a new approach to policymaking [Article]. <i>Journal of Occupational Science</i> , 28(3), 332-348. <a href="https://doi.org/10.1080/14427591.2020.1843069">https://doi.org/10.1080/14427591.2020.1843069</a>	
Exploring occupation beyond the individual - considering family and collective occupations	Kantartzis, S., & Molineux, M. (2017). Collective occupation in public spaces and the construction of the social fabric. <i>Canadian Journal of Occupational Therapy</i> , 84(3), 168-177. doi: 10.177/0008417417701936	
	Lauckner, H., Leclair, L. & Yamamoto, C. (2019). Moving beyond the individual: Occupational therapists' multi-layered work with communities. <i>British Journal of Occupational Therapy</i> , 82(2), 101-111. doi: 10.1177/03080222618797249	

#### Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Application of occupational justice concepts in practice. A range of occupational justice topic areas will be covered, for example, community integration following acquired injury, occupational rights for refugees/asylum seekers, homelessness, and social participation for older persons. One paper per student pair/group will be presented throughout the session in accordance with assessment guidelines.

Agnew, Z., Callaway, L., Lalor, A., Peart, A., & Bould, E. (2024). 'Having the dog as part of our family gives us hope': Experiences of the impact of assistance dogs on the occupational engagement of children with autism and their families. *Australian Occupational Therapy Journal*, 71(1), 18–34. <https://doi.org/10.1111/1440-1630.12904>

Ballan, M., Freyer, M., & Romanelli, M. (2022). Occupational Functioning among Intimate Partner Violence Survivors with Disabilities: A Retrospective Analysis. *Occupational Therapy in Health Care*, 36(4), 368–390. <https://doi.org/10.1080/07380577.2021.1994684>

Bathje, M., Schrier, M., Williams, K., & Olson, L. (2021). The lived experience of sexuality among adults with intellectual and developmental disabilities: A scoping review. *American Journal of Occupational Therapy*, 75(4). <https://doi.org/10.5014/ajot.2021.045005>

Brown, A., Barth, D. C., & Leslie, A. R. (2024). "You're Someone Different Now": An Autoethnography on Identity and Occupational Identity Disruption After Traumatic Brain Injury. *American Journal of Occupational Therapy*, 78(2). <https://doi.org/10.5014/ajot.2024.050411>

Calderone, L., Bissett, M., & Molineux, M. (2022). Understanding occupational therapy practice in residential aged care facilities under the aged care funding instrument: A qualitative study. *Australian Occupational Therapy Journal*, 69(4), 447–455. <https://doi.org/10.1111/1440-1630.12805>

Hanafy, S., Colantonio, A., Mollayeva, T., Munce, S., & Lindsay, S. (2023). Employment and accommodation needs and the effect of COVID-19 on men and women with traumatic brain injury. *Work: A Journal of Prevention, Assessment & Rehabilitation*, 75(1), 41–58. <https://doi.org/10.3233/WOR-220437>

Lund, S.B., Malmedal, W.K., Mosqueda, L. & Skolbekken, J.-A. (2024) "Just pee in the diaper" - a constructivist grounded theory study of moral distress enabling neglect in nursing homes. *BMC Geriatrics*, 24(366). <https://doi.org/10.1186/s12877-024-04920-7>

Carew, M.T., Dhingra, S., Bash-Taqi, R., Koroma, H.K., Fraser, T., McLaren, M., & Groce, N. (2024) "These attitudes are a pressure": women with disabilities' perceptions of how stigma shapes their sexual health choices. *Culture, Health & Sexuality*, 26(3), 362–376, DOI: 10.1080/13691058.2023.2212285

Mynard, L., Joosten, A., D'Souza, A., Ashley, D., & Darzins, S. (2024). Occupational therapy with patients in forensic solitary confinement: A qualitative study. *Australian Occupational Therapy Journal*, 1–14. <https://doi.org/10.1111/1440-1630.12930>

O'Neill, M., Bourke-Taylor, H., Bhojti, A., & Cotter, C. (2024). The experiences of families of children with cerebral palsy and complex disability after three years accessing the National Disability Insurance Scheme. *Australian Occupational Therapy Journal*, 1–15. <https://doi.org/10.1111/1440-1630.12973>

Oliveira, R.H.D. de & Malfitano, A.P.S. (2024). Occupational Therapy and Imprisoned Adolescents: An Analysis of Professional Practices. *OTJR: Occupational Therapy Journal of Research*, 0(0). doi:10.1177/15394492241247570

Rider, J. V., Selim, J., & Garcia, A. (2022). Health and Disability Among Persons Experiencing Homelessness. *Occupational Therapy in Mental Health*, 38(1), 49–66. <https://doi.org/10.1080/0164212X.2021.1975010>

Rutt, L., Springer, V., Geib, K., Middlekauff, E., San, E., & Eby, J. (2024). Occupational Justice: Staff Member's Understanding of the Role of Occupational Therapy within Organizations Serving Persons Experiencing Homelessness. *Occupational Therapy in Health Care*, 38(2), 400–413. <https://doi.org/10.1080/07380577.2023.2243512>

Suarez-Balcazar, Y., Arias, D., & Muñoz, J. P. (2023). Promoting Justice, Diversity, Equity, and Inclusion Through Caring Communities: Why It Matters to Occupational Therapy. *American Journal of Occupational Therapy*, 77(6). <https://doi.org/10.5014/ajot.2023.050416>

Trimboli, C., Fleay, C., Parsons, L., & Buchanan, A. (2023). Occupational therapy psychosocial interventions for middle-childhood aged refugee children in high income countries: Focus group perspective. *Occupational Therapy in Mental Health*, 39(4), 454–480. <https://doi.org/10.1080/0164212X.2023.2181911>

Veli-Gold S, Gilroy J, Wright W, Bulkeley K, Jensen H, Dew A, & Lincoln, M. (2023). The experiences of people with disability and their families/carers navigating the NDIS planning process in regional, rural and remote regions of Australia: Scoping review. *Australian Journal of Rural Health*, 31(4), 631–647. <https://doi.org/10.1111/ajr.13011>

Yaran, M., Kayihan, H. (2023). The change in occupational participation and quality of life following occupational therapy for people supervised by probation. *Australian Occupational Therapy Journal*, 69(4), 447–455. <https://doi.org/10.1111/1440-1630.12805>

**20% Presentation Assessment - Application of Occupational Justice Concepts to Occupational Therapy Practice** Due: Week 5 Thursday (8 Aug 2024) 8:00 am AEST

**Vacation Week - 12 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 19 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
	Tomar, N., & Bailliard, A.L. (2019). Understanding the moral economics of occupational engagement. <i>Journal of Occupational Science</i> , doi: 10.1080/14427591.2019.1591297.	
Individuals with disability	Ravindran, S., Brentnall, J., & Gilroy, J. (2017). Conceptualising disability: A critical comparison between Indigenous people in Australia and New South Wales disability service agencies. <i>Australian Journal of Social Issues</i> , 52(4), 367-387. <a href="https://doi.org/10.1002/ajs4.25">https://doi.org/10.1002/ajs4.25</a>	Classroom debate on hot topics informed by the occupational justice literature

**Week 7 - 26 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
	Harniess, P. A., Gibbs, D., Bezemer, J., & Purna Basu, A. (2022). Parental engagement in early intervention for infants with cerebral palsy—A realist synthesis [Review]. <i>Child: Care, Health and Development</i> , 48(3), 359-377. <a href="https://doi.org/10.1111/cch.12916">https://doi.org/10.1111/cch.12916</a>	
Human-Centred Design Approach - an approach to socially innovate with complex problems	Simpson, S., Furlong, M., & Giebel, C. (2021). Exploring the enablers and barriers to social prescribing for people living with long-term neurological conditions: a focus group investigation. <i>BMC Health Services Research</i> , 21(1), Article 1230. <a href="https://doi.org/10.1186/s12913-021-07213-6">https://doi.org/10.1186/s12913-021-07213-6</a>	Lecture and workshop to occur on campus. In class attendance required. Location: BDG 01/G.17 ROK 34/G.15
	Henderson, C. & Gronholm, P.C. (2018). Mental health related stigma as a 'wicked problem': The need to address stigma and consider the consequences. <i>International Journal of Environmental Research and Public Health</i> , 15, 1158, doi: 10.3390/ijerph15061158.	

**Week 8 - 02 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
	Ekelman, B.A., et.al. (2017). A wellness program for men with spinal cord injury: Participation and meaning. <i>OTJR: Occupation, Participation and Health</i> , 37(1), 30-39. doi: 10.1177/1539449216672170	
Acquired injuries Poverty circumstances	Sofo, F., & Wicks, A. (2017). An occupational perspective of poverty and poverty reduction. <i>Journal of Occupational Science</i> , 24(2), 244-249. <a href="https://doi.org/10.1080/14427591.2017.1314223">https://doi.org/10.1080/14427591.2017.1314223</a>	

**Week 9 - 09 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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Bailliard, A. (2016). Justice, difference and the capability to function. *Journal of Occupational Science*, 23(1), 3-16. doi: 10.1080/14427591.2014.957886

Addressing Occupational Injustices by applying perspectives from life course, social justice and anthropology

Chapman, H. J., & Veras-Estévez, B. A. (2020). Strengthening global health content in health professions curricula. *Health Education Journal*, 79(7), 839-850. <https://doi.org/10.1177/0017896920915231>

**35% Written Assessment - Occupational Justice at the Collective Level or Global Level**  
Due: Week 9 Thursday (12 Sept 2024) 11:45 pm AEST

Yang, C., Schorpp, K., Boen, C., Johnson, M., & Harris, K.M. (2020). Socioeconomic status and biological risks for health and illness across the life course. *The Journals of Gerontology*, 75(3), 613-624. doi: 10.1093/geronb/gby108.

#### Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
	Crawford, E., Aplin, T & Rodger, S. (2017). Human rights in occupational therapy education: A step towards a more occupationally just global society. <i>Australian Occupational Therapy Journal</i> , 64(2), 129-136. doi: 10.1111/1440-1630.12321.	
Occupational Rights & Justice in Action	Hammell, K. W. (2021). Securing occupational rights by addressing capabilities: A professional obligation. <i>Scandinavian Journal Occupational Therapy</i> , 1-12. <a href="https://doi.org/10.1080/11038128.2021.1895308">https://doi.org/10.1080/11038128.2021.1895308</a>	
	Hammell, K. & Began, B. (2017). Occupational injustice: A critique. <i>Canadian Journal of Occupational Therapy</i> , 84(1), 58-68. doi: 10.1177/0008417416638858.	

#### Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
No lectures this week		Students are expected to do self-directed work in accordance with the 12.5 hours dedicated to this unit and finalise the Week 12 assessment.

#### Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Wicked problems, co-design and occupational therapy	Laliberte Rudman, D. (2019). Engaging the occupational imagination: Meeting in diversity. <i>Journal of Occupational Science</i> , 26(2), 165-172. <a href="https://doi.org/10.1080/14427591.2019.1577443">https://doi.org/10.1080/14427591.2019.1577443</a>	<b>45% Report (with summary presentation) - Advocacy, Change-making and Social Innovation through an Occupational Justice Lens</b> Due: Week 12 Thursday (3 Oct 2024) 8:00 am AEST

#### Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

This unit is an online offering that will be delivered via Zoom during scheduled class times in weeks 1 - 6 and 8 - 12. On campus face-to-face attendance is expected during Week 7. When attending online classes full participation via working video and audio will be expected and attendance recorded.

Below is your zoom link for the weekly lectures and workshops for the term (except for Week 7):

Topic: OCCT12002 Term 2 Weekly Zoom Meeting (Lecture and Workshop)

Start Time: Jul 11, 2024 08:45 AM Brisbane

Every week on Thu, until Oct 3, 2024, 10 occurrence(s)

Join Zoom Meeting

<https://cqu.zoom.us/j/82603764281?pwd=Ab53b9kH3abb8WGxEjarRTMqaTT6HH.1>

Meeting ID: 826 0376 4281

Passcode: 187359

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly:

<https://cqu.zoom.us/meeting/tZYrd-qvqD8oEtXnBYci7jXR0-6uDCfH9djT/ics?icsToken=98tyKuGqqDspHdKRshGGRpwQBligb-3wpilBj7dlkj3cACKeAdvEOa8UJ5ZcFvCj>

## Assessment Tasks

### 1 20% Presentation Assessment - Application of Occupational Justice Concepts to Occupational Therapy Practice

#### Assessment Type

Presentation

#### Task Description

This assessment requires you to prepare and deliver a presentation in student pairs/groups based on an analysis of a piece of occupational justice literature. This assessment is designed to facilitate early engagement in the unit material. You are required to present on one journal paper as allocated in week 1 by the teaching staff. Your one allocated paper is within the list of numerous peer-reviewed publications in the week 5 sections of the Unit Profile Schedule and the week 5 Moodle tile.

Use of PowerPoint or similar to prepare the key points is recommended for effective communication of your content to the audience. Individual marks will be allocated to students based on presentation skills and ability to respond to peer and examiner questions. These may occur throughout the presentation or at the conclusion of the presentation, dependent on the flow of the content. All sources must be acknowledged using APA 7th referencing style.

Use the following as a guide to prepare your presentation slides:

1. Study title & aim of the paper (1 slide)
2. Background - key literature that provides justification for the paper (2 slides max)
3. The occupational justice issues raised (2-4 slides)
4. Your appraisal - what are the implications for occupational therapy practice? What are the possible implications for future occupational therapy research? (up to 6 slides)
5. Identification of questions or key take-home messages you have as a result of this article (up to 6 slides). How has this article enhanced your knowledge? What more do you need to know? What were you surprised by? How has this impacted your worldview?

(Individuals must each contribute to this as there will be a corresponding assessment criterion where each is allocated an individual mark).

You will not be able to effectively complete steps 3, 4 and 5 in the guide above without drawing on literature from the OCCT12002 reading list and other relevant references. In order for a thorough analysis and reflection to be presented, it is recommended that you draw upon approximately five pieces of literature, which must be included in your reference list.

The presentation is required to be for a length of 15 minutes. Penalties will be applied if the presentation is less than 13

minutes and if it exceeds 16 minutes. There must be time to allow for individuals to respond to questions from the peer cohort and assessor. Questions and discussion may arise from your presentation (and hopefully will) but this must occur within the upper limit of 16 minutes.

### **Assessment Due Date**

Week 5 Thursday (8 Aug 2024) 8:00 am AEST

Presentations to occur in-class (9am-4pm). Upload your presentation slides to Moodle by 8am on the day of the class presentations.

### **Return Date to Students**

Week 6 Thursday (22 Aug 2024)

A marked rubric with relevant feedback will be uploaded to Moodle.

### **Weighting**

20%

### **Minimum mark or grade**

Students must achieve 50% of the total available marks for this assessment piece to pass the unit overall

### **Assessment Criteria**

1. Identification and explanation of the relevant occupational justice issue/s (10 marks)
2. Analysis of the injustices and translation to occupational therapy practice and future research opportunities (10 marks)
3. Professionalism in presentation style (5 marks)
4. Use of evidence-based literature to support content, inclusive of correct APA 7th in-slide citations and reference list (5 marks)
5. Individual presentation style - reflection skills, insights on knowledge of occupational justice concepts, responsiveness to audience questions (10 marks)

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

One individual is responsible for uploading the completed presentation to Moodle on behalf of their pair/group

### **Learning Outcomes Assessed**

- Identify and describe situations where people are deprived of meaningful occupation and explore the causes.
- Articulate the role of the occupational therapy in promoting occupational justice.

### **Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

## **2 35% Written Assessment - Occupational Justice at the Collective Level or Global Level**

### **Assessment Type**

Written Assessment

### **Task Description**

You are required to complete an 1800 word written essay on 'Occupational Justice at the Collective Level or Global Level'. This task is designed to give you an understanding and perspective of occupational injustices affecting collectives/groups when so much of our work is typically with individuals/families. It develops your consideration of moving beyond the individual and identifying collective occupations and working with groups/communities. Some students may choose to move their focus away from local issues to a more global situation.

This assessment will assist you to develop skills in reflection, analysis, professional reasoning and report-writing, particularly in relation to occupational justice. Your research must include journal articles and text-book sources as

provided in the unit materials and you must demonstrate evidence of wider reading of the professional, peer-reviewed literature. Please select 10-15 contemporary papers to make your work as up-to-date as possible and to obtain the best possible mark.

Your essay must include the following:

- A description of the issues including a summary of any relevant and contemporary media coverage
- Identification of any advocacy groups who work to present facts, raise awareness and move people to action on this issue
- Presentation and explanation of occupational injustices featured in this collective issue
- Explanation of how you would apply the POJF and/or the CORE approach to address the occupational injustices and enact change on this issue

**Your topic =**

**Occupational injustices experienced by a group of your choosing. Examples include older people in residential aged care, homelessness in regional Australian communities, higher incarceration rates for minority groups, refugee situations based on civil unrest and wars, sexual violence against women and children in certain communities.....**

Please note the following additional details:

- As a guideline, the length of the main body of your essay should be approximately 1800 words excluding references. Submissions that are substantially longer (e.g. 2300 words) or shorter than this (1300 words) are unlikely to score as highly as those that make the best use of the 1800 word length. Marks will not be deducted based on word count.
- You are required to use APA 7th edition guidelines for style and formatting. This includes your font size, spacing, indents and any use of headings and tables. Please refer to your CQUniversity APA 7th edition style guide.
- Please save and upload your file in a Word format (.doc or .docx) rather than PDF
- You are permitted to use AI such as ChatGPT in this assessment to enhance your grammatical expression and the flow of your essay. If it means that your final submission is more sophisticated because of the use of AI, then that is acceptable. If you choose to use one of the AI options available to you, you must fully reference where you have used it, in accordance with the guidelines supplied by CQUniversity's AI Awareness for Academic Integrity (a copy is supplied in your Assessment Tile). If you use AI, you are expected to do the following, as per the aforementioned document:
  - Use for brainstorming, explaining concepts and checking for errors,
  - Verify AI-generated information using reputable sources; watch for bias and errors,
  - Be aware of your ongoing obligations around academic integrity,
  - Attribute your use of AI with correct citations and referencing.

### **Assessment Due Date**

Week 9 Thursday (12 Sept 2024) 11:45 pm AEST

Upload your assessment to Moodle by 11:45pm

### **Return Date to Students**

Week 11 Thursday (26 Sept 2024)

A marked rubric with relevant feedback will be uploaded to Moodle.

### **Weighting**

35%

### **Minimum mark or grade**

Students must achieve 50% of the total available marks for this assessment piece to pass the unit overall

### **Assessment Criteria**

1. Quality of description and quality of analysis of the global/collective issue (15 marks)
2. Ability to draw on the literature to relate the challenges to occupational justice concepts (15 marks)
3. Research and analysis about the role of occupational therapy (10 marks)
4. Application of the POJF or CORE to analyse the issue (10 marks)
5. Written communication skills (10 marks)
6. Application of APA 7th throughout (10 marks)

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Please upload your document to Moodle by the due date and time.

**Learning Outcomes Assessed**

- Articulate the concept of occupational justice at a local and global level.
- Identify and describe situations where people are deprived of meaningful occupation and explore the causes.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

## 3 45% Report (with summary presentation) - Advocacy, Change-making and Social Innovation through an Occupational Justice Lens

**Assessment Type**

Report

**Task Description**

This final assessment piece has two components, both due the same week. Both must be completed to pass the assessment. The first component is a 2000 word written report submitted prior to class in the allocated assessment week. The second component is a 5-minute professional oral presentation summary to your assessor and peers during online class time in the allocated week of assessment, accompanied by one poster slide summarising your topic and findings.

You are required to draw upon the co-design literature and occupational therapy/disability/technology/health professions' literature to investigate one example of a 'wicked problem' and how it is being addressed. You will use your knowledge from CQ University's Social Innovation i-Change module which you have already completed in your studies. That knowledge will inform you to consider what a 'wicked problem' or 'grand challenge' is and to understand that many of the solutions in the occupational therapy/disability/technology/health professions' literature address a 'direct service' approach to those problems. This builds upon your knowledge from earlier assessments where you have taken your perspective from an individual therapeutic approach to a more collective approach, but this time the focus is more on diagnostic groups/wicked problems and co-design.

Your overall topic must be a different one from your choice in Assessment 2, and now the focus is on co-design, innovation and advocacy.

There are a range of examples in contemporary literature, some of which include: virtual/remote home visiting; co-design in the manufacture of customised assistive technology for hand injuries; co-design for people with dementia and their carers; co-design of social networking platforms for adolescents with ASD; self-management apps for people with spinal cord injury....to name a few.

The written report of 2000 words must cover the following, with each section supported by relevant and appropriate peer-reviewed references from the OCCT12002 reading list and your own literature search:

- Identify and describe the 'wicked problem'/'grand challenge' targeted by the initiative
- Present the solution being proposed/trialed/implemented
- Analyse how the solution may be an example of advocacy and/or change-making and/or social innovation
- Articulate which occupational injustices the solution is attempting to address and in what way
- Identify and explain how the solution or process enhances participation in occupation

The five-minute oral presentation summary will be a synopsis of the key points in your written report, accompanied by a visual presentation to support learner engagement.

You may use PowerPoint or Prezi or have a PDF poster document generated to accompany your presentation. You have one slide only to accompany you as you present.

Students will be allocated a time slot within the class schedule in the final week of term for their five-minute presentation. All students are required to attend for the entire duration of the allocated online class as this is a peer

learning experience in addition to an assessment.

Please note the following additional details:

- As a guideline, the length of the main body of your report should be 2000 words excluding references. Reports that are substantially longer (e.g. 3000 words) or shorter than this (1500 words) are unlikely to score as highly as those that make the best use of the 2000-word length. Marks will not be deducted based on word count.
- You may use headings to structure your report.
- You are required to use APA 7th edition guidelines for style and formatting. This includes your font size, spacing, indents and any use of headings and tables. Please refer to your CQUniversity APA 7th edition style guide.
- Please save and upload your file in a Word format (.doc or .docx) rather than PDF.
- You are permitted to use AI such as ChatGPT in this assessment to enhance your grammatical expression and the flow of your essay. If it means that your final submission is more sophisticated because of the use of AI, then that is acceptable. If you choose to use one of the AI options available to you, you must fully reference where you have used it, in accordance with the guidelines supplied by CQUniversity's AI Awareness for Academic Integrity (a copy is supplied in your Assessment Tile). If you use AI, you are expected to do the following, as per the aforementioned document:
  - Use for brainstorming, explaining concepts and checking for errors,
  - Verify AI-generated information using reputable sources; watch for bias and errors,
  - Be aware of your ongoing obligations around academic integrity,
  - Attribute your use of AI with correct citations and referencing.
- Please enclose a PDF of your one slide/poster on the presentation day as an appendix in your written submission.

### **Assessment Due Date**

Week 12 Thursday (3 Oct 2024) 8:00 am AEST

Upload report to Moodle by 8am on the day of the class presentations.

### **Return Date to Students**

Exam Week Thursday (17 Oct 2024)

A marked rubric with relevant feedback will be uploaded to Moodle.

### **Weighting**

45%

### **Minimum mark or grade**

Students must achieve 50% of the total available marks for this assessment piece to pass the unit overall

### **Assessment Criteria**

1. Description and analysis of the 'wicked problem' as it relates to relevant literature from the social innovation, human-centred design and sustainable development goals fields (15 marks)
2. Clear description of the solution referenced with sources from the co-design literature (10 marks)
3. Analysis of how the solution exemplifies advocacy and/or change-making and/or social innovation (15 marks)
4. Articulation and analysis of the relevant occupational justices being addressed (10 marks)
5. Identification and analysis of how the solution fosters participation in occupation (10 marks)
6. Oral presentation skills - concise, professional, engaging, ability to synthesise key concepts (10 marks)
7. Written communication skills (5 marks)
8. Application of APA 7 in written report (5 marks)
9. Term attendance (10 marks)

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Upload the 2000 word written report to Moodle, with a PDF of your slide/presentation as an appendix included in that report.

### **Learning Outcomes Assessed**

- Articulate the concept of occupational justice at a local and global level.
- Identify and describe situations where people are deprived of meaningful occupation and explore the causes.
- Articulate the role of the occupational therapy in promoting occupational justice.
- Identify and describe occupational injustice occurring in a local community and the programs and measures

being taken to address those injustice issues.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## **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