

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	Occupational Therapy Honours Project Part 2 of 3
<b>Unit ID:</b>	NHPOT4023
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(NHPOT3019)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(NHPOT4123)
<b>ASCED:</b>	061703

## Description of the Unit:

This is the second unit in a three-part Honours Project unit chain. Within this unit, students work in a small, self-directed group towards completion of a research or practice-based project relevant to a contemporary occupational therapy practice issue. Students will be required to demonstrate skills in leadership, planning and teamwork in order to effectively plan and undertake various project activities. Students will commence analysis and summary of their project findings in order to extract conceptually robust conclusions and derive meaningful and practically relevant recommendations, including strategies for implementation. Students will begin the process of preparing a paper on their practice-based project or research suitable for publication in an appropriate academic journal. Students will present their project findings orally and be required to respond to peer questions regarding project design, conclusions and recommendations. Students will also be required to critically reflect on their performance (as individuals and a team) in undertaking the project.

**Grade Scheme:** Ungraded (S, UN)

## Work Experience:

No work experience

**Placement Component:** No

**Supplementary Assessment:** No

Supplementary assessment is not available to students who gain a fail in this Unit.

## Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	✓	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Develop in-depth knowledge of a contemporary practice issue in order to design a conceptually and practically robust project plan

#### Skills:

- S1.** Prepare an implementation plan to support realisation of project findings and implications for practice  
**S2.** Collect data or information required using planned research methodologies  
**S3.** Integrate and communicate findings orally, respond effectively to peer questions

#### Application of knowledge and skills:

- A1.** Critically evaluate and reflect on performance of team and on self as part of team in relation to project planning, completion and reporting  
**A2.** Conduct appropriate analyses of data in accordance with chosen research methodology and critically examine findings in order to extract robust conclusions and implications for theory and practice;  
**A3.** Implement all approval and reporting procedures necessary to ensure that the practice-based project or research adheres to ethical and methodological standards appropriate to the topic and setting

#### Unit Content:

The following documentation has substantially informed the syllabus/content of this unit: The Ahpra and National Boards' Shared Code of Conduct (2022); ; Australian Occupational Therapy Competency Standards (2018); National Safety and Quality Health Service (NSQHS) Standards (2017); National Standards for Mental Health 2020 as based on Mental Health Act 2014; Aged Care Quality Standards (2021); National Digital Health Framework (2021); and the Aboriginal and Torres Strait Islander Health Curriculum Framework (2020).

Topics may include:

1. Conduct group honours project relevant to a contemporary occupational therapy practice issue
2. Leadership, planning and teamwork skills
3. Undertake various project activities
4. Analyse and summarise project findings
5. Derive meaningful and practically relevant recommendations
6. Develop strategies for implementation

#### FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-

operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate high-level skills to effectively communicate, interact and work with others both individually and in groups Students will be required to display (in person and/or online) high-level skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Effective verbal and non-verbal communication via a range of synchronous and asynchronous methods</li> <li>• Active listening for meaning and influencing</li> <li>• High-level empathy for others</li> <li>• Negotiating and demonstrating extended conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams</li> </ul>	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply leadership skills and behaviours Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating, contributing to, and enabling collegial environments</li> <li>• Showing self-awareness and the ability to self-reflect for personal growth</li> <li>• Inspiring and enabling others</li> <li>• Making informed and evidence-based decisions through consultation with others</li> <li>• Displaying initiative and ability to solve problems</li> </ul>	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complex and ambiguous environments, using their imagination to create new ideas Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically on complex problems</li> <li>• Synthesising, evaluating ideas, concepts and information</li> <li>• Proposing alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts through deep inquiry</li> <li>• Proposing creative solutions in problem solving</li> </ul>	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work proficiently across a range of tools, platforms and applications to achieve a range of tasks Students will be required to display high-level skills in: <ul style="list-style-type: none"> <li>• Finding, accessing, collating, evaluating, managing, curating, organising and appropriately and securely sharing complex digital information at a high-level</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Using digital tools appropriately to conduct research</li> <li>• Contributing proficiently to digital teams and working groups</li> <li>• Participating in and utilising digital learning opportunities</li> </ul>	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to think ethically and sustainably. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• The responsible conduct of research</li> <li>• Making informed judgments that consider the impact of devising solutions in multiple global economic environmental and societal contexts</li> <li>• Demonstrating commitment to social responsibility as a professional and a citizen</li> <li>• Generating research solutions which are sustainable, ethical, socially responsible and/or sustainable</li> <li>• Extending lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Demonstrate extended actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S1, S2, S3, A2, A3	Workshops: Review of materials presented orally to support research or practice-based project. Small number of informal presentations of work-in-progress, with supportive critical questioning, and review by staff and peers.	Presentation	S/U
K1, S1, S2, A2, A3	Workshops: Review of written materials to support research or practice-based project. Staff will review drafts of manuscript and thesis/ report and provide feedback. A small number of specific pieces of work-in-progress will be submitted for review.	Written Assessment	S/U
S3, A1	Individual oral reflection (3 mins) on knowledge and skill acquisition and application of knowledge and skill acquisition	Reflection	S/U

### Adopted Reference Style:

APA ( )

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)