

OCCT4163: Occupational Justice in Practice

Callaghan

Semester 1 - 2023



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

Occupations, i.e., the meaningful things people do, are innately human and a determinant of health. In this course, students deeply explore the concepts and research associated with occupation, occupational science, occupational justice and occupational injustice as they relate to occupational therapy practice. Students critically analyse the structural and contextual influences on occupation, for populations of people in our "local" communities.

This course emphasizes population-based practice, advocacy as intervention, persuasive communication, innovation and leadership as essential to service delivery for today's occupational therapists.

Students engage in analytical, practical and reflective learning, to promote occupational justice in practice and our community.

Requisites

This course is only available to students enrolled in the Bachelor of Occupational Therapy (Honours) program.

Pre-requisite - successful completion of OCCT3161, OCCT3262, OCCT3264 and HLSC4120.

Contact Hours

Callaghan Lecture

Face to Face On Campus

2 hours per Week starting Week 1

Please note: No Lecture in Week 11 due to your need to attend Seminar.

Tutorial

Face to Face On Campus

1 hour per Week starting Week 1

Please note: No Tutorial in Week 11 due to your need to attend Seminar.

Seminar

Face to Face On Campus

3.5 hours in Week 11 for Presentations and learning activity

Unit Weighting Workload

10

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

CONTACTS

Course Coordinator	Callaghan Dr Elysa Roberts Elysa.Roberts@newcastle.edu.au (02) 4921 6663 Consultation: Quickest learning support/answers to questions will be by using Discussion on CANVAS, allow 2 working days for reply. For more personal matters or face-to-face support regarding content or learning activities, please email via CANVAS inbox or phone to organize an appointment in person or via Zoom. Note: Elysa works outside UON on Tuesdays.
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Health Sciences Room 302, ICT Building Callaghan SchoolHealthSciences@newcastle.edu.au +61 2 4921 7053

SYLLABUS

Course Content	Topics include: <ol style="list-style-type: none">1. Occupational science2. Occupational Justice & Injustice3. Client as Individual, Organisation, Population4. WFOT Position Statement on Human Rights5. Participation in occupation6. Evidence-based practice7. Advocacy as intervention8. Communication & Diffusion of Innovation9. Leadership & Social Entrepreneurship10. Examples from Contemporary and/or local occupational therapy practice
Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Appreciate the complex nature of occupation;2. Differentiate between occupation, occupational science, occupational therapy, occupational justice and occupational injustice;3. Envision making our community more occupationally just4. Analyse how societal, structural, and contextual factors and stakeholders influence occupation, identity, health, and participation for our clients, i.e., populations or individuals.5. Apply occupational justice, population-based practice, advocacy as intervention, persuasive communication, innovation, and leadership to occupational therapy practice.6. Communicate and collaborate effectively, in both oral and written form, independently and within pairs, using the appropriate conventions of the discipline.
Course Materials	Lecture Materials: <ul style="list-style-type: none">• Lectures for this course are on campus.• Lecture content forms the basis for weekly tutorials and assessments. Therefore, you should plan to attend the lectures in person, <i>especially if you are enrolled in tutorial on Monday</i>.• Recordings of lectures for revision and/or if you are unable to attend in person are scheduled to be available in PANOPTO by end of day on Mondays. <i>Please be sure to schedule time to review this recording, as needed, prior to Thursday tutorials.</i>• PDFs of the PowerPoint for the lectures will be available in the weekly folders in course materials on the CANVAS site

Required Reading:

- Required readings for Lectures and/or Tutorials will be available via Course Readings tab and identified in each weekly folder in Modules in the CANVAS site. All required readings are assessable.
- Additional recommended readings will be provided via Course Readings. These readings are not assessable.

Tutorial Materials:

- Tutorials for this course are on campus.
- Tutorials are designed to support your learning and assessments. Therefore, you should plan to attend tutorials in person; tutorials are not recorded.
- Preparatory readings or exercises to complete for preparation for tutorials will be provided in the weekly folder in Modules on the CANVAS site. Please have access to these materials weekly during tutorial.
- As applicable, PDFs of any PowerPoint or revision material for tutorial will be available in the weekly folders in course materials on the CANVAS site by midday on Fridays.

Other Resources:

- Links to online resources (e.g., podcasts, videos, worksheets) for Lecture or Tutorial preparation or support will be provided and identified each week in the weekly folder in Modules on the CANVS site.

SCHEDULE

See [Elysa's message about content](#); topics that are particularly sensitizing are marked with (CW); however, unanticipated triggering of distress or upset is possible from any reading or during class sessions

Week	Week Begins	Topic	Learning Activities	Assessment Due
1	20 Feb	Recognising Occupational Science, a foundation for Occupational Justice	-Differentiating between occupational science and occupational therapy -Introduction to assessments -Justifying and Talking 'Occupation' -Tattooing as occupation (cw)	
2	27 Feb	Defining Occupational Justice and Occupational Injustice (CW)	-Introduction to concepts -Occupational rights -Details of Assessment 1 -Exploring sociocultural influences on occupation -Gender and occupation (cw) -Seeing Story Sparks	Begin to sign up Presentation/Seminar Pair on CANVAS People – Friday, March 3, 12:00pm (noon)
3	6 Mar	Recognizing Cases of Occupational Injustice as Occupational Scientists (CW)	-Framework of Occupational Justice + 'but why' analysis -Story Spark discussions -Q/A Assessment 1 - Using occupational justice perspective to view domestic violence against women with disabilities –(cw)	Last day to sign up for Presentation/Seminar Pair on CANVAS People – Sunday, March 12, 11:59pm
4	13 Mar	Advocacy as Intervention for Occupational Justice	-WFOT Advocacy Tool Kit -Differentiating advocacy from education or training -Aims + Means of Advocacy -Building your argument -Q/A Assessment 1, preview 2	
5	20 Mar	Occupational Science + Justice for Individuals or Populations (CW)	-Sexuality / sexual activity as occupation (cw) -OT role in occupational injustice -Stakeholder mapping for advocacy -Let's Talk About Sex, Case Study using Ex-PLISSIT (cw)	Occupational Justice Advocacy Analysis, Sunday, March 26, 11:59 pm
6	27 Mar	Persuasive Communication (call to action) as Advocacy	-OTs as change agents -Differentiating between types of OT communication -Using Ethos, Pathos, Logos & Monroe's Motivated Sequence for Calls to Action -Details of Assessment 2	
7	3 Apr	Participatory Occupational Justice Framework for Advocacy in OT Practice (CW)	-Occupational justice in practice examples + how to -Refugee resettlement as occupation (cw) -Advocacy for occupational therapy beyond the traditions	
Mid Term Break				
Mid Term Break				
8	24 Apr	Diffusion the Innovation of Occupational Justice to Stakeholders Practicing Leadership	-Building your Calls to Action -Using the Diffusion of Innovation theory + analysis -Using practices of leadership regardless of your job position, case studies	

9	1 May	Telehealth as a Means of Occupational Justice for Individuals - Dr Anna Rose	-State of the evidence of telehealth – pro/con -Critical analysis of benefits and barriers of telehealth for occupational justice -Case study / reflection on your experiences of telehealth	
10	8 May	Conversations with UON OT Alumni on Occupational Justice in Practice (CW)	-Doing occupational justice in practice is possible -Minimizing harm is best practice -Tips for calling stakeholders to act -Making your passion your livelihood	Written Presentation Support due: Sunday, May 14, 11:59pm
11	15 May	No Lectures or Tutorials – Attend your Seminar	No Lectures or Tutorials – Attend your Seminar	Presentation during your Seminar
12	22 May	Occupational Science, Therapy and Justice relationship, revisited Occupation through an Aboriginal Lens, Guests	-Fostering the potential of occupation for society, equity, inclusion + occupational justice -Occupation on Country -Doing OT in Alice Springs -Preparing for the Final Test	
13	29 May	Final Test – online, open notes/readings		Final Test – Monday, May 29, between 10:00am – 12:00pm

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below and on CANVAS.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Occupational Justice Advocacy Analysis	Sunday, March 26, 11:59pm	Individual	28%	1, 2, 3, 4, 6
2	Call to Action Presentation	Written Presentation Support due: Sunday, May 14, 11:59pm Presentation due: during your enrolled Seminar in Week 11	Pairs	36%	1, 2, 3, 5, 6
3	In Class Test (online, open notes/readings)	Monday, May 29, between 10:00am – 12:00pm	Individual	36%	3, 4, 6

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Word Count Limit

There is a 10% cushion on word count in Assessment 1. Content exceeding this cushion in any section of Assessment 1 will not be included in marked content. For Assessment 2 Written Support; any material outside the designated page limit will not be included in marked content.

Reminder

1) Reusing one's own work, or part thereof, that has been submitted previously and counted towards another course without permission from the relevant Course Coordinator and
2) making contact or colluding with another person, contrary to instructions, during an examination, in-term test, quiz or other individual assessment item are considered forms of Academic Fraud within the [Student Academic Integrity Policy](#). This information is located in the policy [glossary](#) under *academic fraud*, the [Academic Integrity Module](#) and/or details in HLSC1000 content on Academic Integrity.

Assessment 1 - Occupational Justice Advocacy Analysis

Assessment Type	Written Assignment
Purpose	Demonstrate your ability to: 1) differentiate between occupation, occupational science, occupational justice, and the occupational injustices using and 2) build an evidence-informed argument to support an aim for occupational justice for a population in your local community
Description	<p>Prepare your written assignment according to the headings and descriptions in the assessment guide on CANVAS. This written assignment will be a maximum 850* words; specific word limits per section included in instructions. The topic for this written assignment is co-selected with your partner for your Presentation; however, the writing of this assessment is completed independently.</p> <p>Note: Content from this written assignment (and your Presentation partner's assignment) informs Assessment 2, <i>Call-to-Action Presentation</i>, and <i>written support</i>.</p>
Weighting	28 points (28%)
Due Date	Sunday, March 26, 11:59pm
Submission Method	Online via Turnitin
Assessment Criteria	<p>You'll find an assignment template with headings and word counts, assessment guide, rubric and list of format/style instructions in Assignments on CANVAS. A detailed overview of this assignment will occur during Lecture in Week 2. Information in Weeks 1 – 5 Lecture, readings and Tutorial help you complete this assessment.</p> <p>Marking is based on how completely, clearly, logically, and soundly your work meets each criterion. The applicability, appropriateness, and use of your selected evidence for designated sections requiring justification / rationale is also part of assessment criteria.</p> <p>Assessment Sections/Criteria are:</p> <ul style="list-style-type: none">I. STORY SPARKII. DESIRED OCCUPATIONIII. LINK TO OCCUPATIONAL SCIENCEIV. POPULATIONV. OCCUPATIONAL INJUSTICEVI. STAKEHOLDER MAPVII. STAKEHOLDER INPUTVIII. AIM/OUTCOMEIX. MEANS OF ADVOCACYX. REFERENCES
Return Method	Online
Feedback Provided	Online marks and feedback posted by April 20

Assessment 2 - Call to Action Presentation

Assessment Type	Presentation with written support
Purpose	Demonstrate your ability to: 1) apply your understanding of occupational science, occupational justice/injustice, population-based practice, advocacy as intervention, persuasive communication, and leadership as an occupational therapist and 2) build an evidence-informed argument to call stakeholders to act to resolve or reduce an occupational injustice
Description	<p>With your partner, prepare and deliver an evidence-informed 8-9 maximum minute, persuasive Call-to-Action presentation to a (simulated) audience of specific stakeholders as a means of advocacy to achieve the aim you envision for occupational justice for the target population in your local community. You and your partner are permitted to draw directly from the content and feedback from Assessment 1 for this assignment.</p> <p>This presentation is constructed and delivered according to Monroe's Motivated Sequence (MMS), i.e., a format of speech designed to advocate for others to act. Given this is a simulated presentation, you and your partner must conceptualize how and where you</p>

organized the time with the stakeholders in your audience. You'll prepare a max 3—page written support to document the logic and evidence-informed reasoning behind your presentation.

You and your partner deliver this Call-to-Action presentation (speech) during your Seminar with your classmates as your audience. Once everyone presents, there is a short period of time spent on feedback, questions, consolidating ideas from class, and processing/debriefing the impactful Seminar for presenters and audience members.

Weighting	36%
Due Date	Written presentation support due: Sunday, May 14, 11:59pm Presentation due: during your enrolled Seminar in Week 11
Submission Method	Written support submitted online via CANVAS assignments – both students in pair submit same written support. A printed copy of the written support (and any visual aid/prop) must be provided to Elysa at the start of your Presentation at the Seminar.
Assessment Criteria	<p>You'll find an assessment guide of instructions, rubric and written support template for preparing the presentation and written support in CANVAS assignments area.</p> <p>General instructions include that you and your partner must both speak during the presentation and no more than 3 visual aids (e.g., slides) and/or props can be used.</p> <p>A detailed overview of this assignment will occur during Lecture in Week 6 (Lectures 5 – 8 include details about calls to action/advocacy, stakeholder engagement, persuasive presentation (vs informative one) and MMS format).</p> <p>Marking is based on how completely, clearly, logically, and soundly your work meets each criterion. The applicability, appropriateness, and use of your selected evidence for designated sections requiring justification / rationale is also part of assessment criteria.</p> <p>Assessment Sections/Criteria for the presentation follow the MMS which consists of:</p> <ol style="list-style-type: none"> I. Get ATTENTION (establish credibility) II. Establish NEED (problem) III. SATISFY the need (Solution to the Need/Problem) IV. Inspire VISUALIZATION (of future) V. Call for ACTION (who, what, how, when) <p>The assessment guide (and discussion in classes/tutorials) on CANVAS assignments will include additional specific instructions about how to incorporate occupation-related concepts and evidence into your presentation and the written support.</p> <p>Due to this assignment being paired, part of the marking criteria includes a value associated with the shared workload between you and your partner.</p> <p>You may forfeit 2 points of your final mark if you must arrive late and/or leave early, i.e., miss several presentations and/or the post-presentation discussion. The 2-point forfeiture only affects you, not your partner.</p>
Return Method	Online
Feedback Provided	Collectively during Seminar and online by June 5

Assessment 3 - In Term Test

Assessment Type	In Term Test
Purpose	To consolidate and synthesize your understanding of course content, critical thinking associated with learning outcomes and required readings,
Description	Test is 36 MCQ, online and open book. You are permitted to use your downloaded course materials and readings; however, this assessment must be completed individually. You will have 60 minutes to complete this test.
Weighting	36%
Due Date	Monday, May 29, between 10:00am – 12:00pm – must start by 11:00am to have the full time.
Submission Method	Online
Assessment Criteria	Each question is worth 1 point
Return Method	Online
Feedback Provided	Online by June 5

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Attendance

Attendance/participation will be recorded in the following components:

- **Lecture:** Method of recording: Observation of participation in lecture discussion/polls and review of Panopto viewership. Register will be used if attendance becomes low.
- **Tutorial:** Method of recording: Register and class participation
- **Seminar:** Method of recording: Register

Attendance, preparation and engagement in Lectures and Tutorials are necessary to meet learning outcomes for this course.

Communication Methods

Communication methods used in this course include:

- **Canvas Course Site:** Students will receive communications via the posting of content or announcements on the Canvas course site.
- **Discussion:** Subscribe to each discussion board to be alerted to comments, resources and assignment-related questions and answers. Check the discussion board prior to emailing Course Coordinator with a question outside of class time. Answers will be posted in the Discussion board unless they are of a personal or highly specific nature.
- **Face to Face:** Communication will best be provided during Lectures and Tutorials (not in between) and via face-to-face meetings scheduled on campus or using zoom.
- **Email:** Students will receive communications via their student email account and often via the Inbox feature of CANVAS. Email communication to Course Coordinator must include a clear and specific subject line; please do not simply reply to a general email with a new issue/inquiry. Allow 2 working days for a reply to email.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement. Enrichment to current topics, inclusion of guests, review of assessment instructions and criteria made annually per from previous students and graduates.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be

conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

This course outline was approved by the Program Convenor. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified, and an amended course outline will be provided in the same manner as the original.

© 2023 The University of Newcastle, Australia