

OCCT4163: Occupational Justice in Practice

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

Occupations, i.e., the meaningful things people do, are innately human determinants of health. In this course, students deeply explore and apply concepts and research associated with occupational science, occupational justice, occupational injustice and occupational therapy for contemporary 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 to promote occupational rights, diffusion of 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
No Lecture in Week 11; attend your Seminar instead.
Lecture resumes in Week 12.

Tutorial

Face to Face On Campus
1 hours per week starting Week 1
No Tutorial in Week 11; attend your Seminar instead.
Tutorial resumes in Week 12.

Seminar

Face to Face On Campus
3.5 hours in Week 11 for Presentations
Plan to attend the entire Seminar you enrolled in.
Arriving late or leaving early is permissible with extenuating circumstances that meet criteria for adverse circumstance application.

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

CONTACTS

Course Coordinator (CC)	Callaghan Dr Elysa Roberts Elysa.roberts@newcastle.edu.au (02) 4921 6663 Consultation: By appointment. Please allow 2 business days for return call or email.
Teaching Staff	Guest Lecturers advised on Canvas site; in most cases, CC will be at these Lectures as well.
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 science for occupational therapy2. Articulating core beliefs of occupational therapy profession3. WFOT endorsement of human and occupational rights4. Championing occupational justice5. Addressing occupational injustice6. Population and person-centred practice7. Advocacy as intervention8. Promoting outcome-based occupational therapy9. Persuasive speaking as occupational therapy10. Diffusion of Innovation for inclusive society11. Occupational therapist as Change Agent12. Leadership Practices regardless of position13. Applying best-available evidence in practice14. Cultivating competence for contemporary practice
Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Appreciate and describe the complex nature of occupation;2. Differentiate between occupation, occupational science, occupational therapy, occupational justice and occupational injustice;3. Envision and advocate for making our community more occupationally-just4. Analyse and explain 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 science, population-focused reasoning, advocacy as intervention, persuasive communication, and leadership as contemporary occupational therapy.6. Communicate and collaborate effectively, in both oral and written form, independently and within pairs, using the conventions of the profession.
Course Materials	Lecture Materials: <p>Lectures are in person on campus. Plan to attend lectures live, however for occasions when this is not possible and revision, you can access recordings via the UONCapture link. Recordings can take up to 24 hours to load and ought to be viewed before tutorial. PDFs of Lecture Powerpoints are provided in weekly Course Materials folders on the CANVAS site.</p> Required Reading: <p>Weekly required readings, as applicable, will be identified in weekly folders in Course Materials on the CAVAS site and available to access via Course Readings. In some cases, these readings are required specifically for Tutorial. Please have access to readings during classes. Reading ahead of class time is advised for consolidation of learning and assessment.</p> Additional Resources: <p>Links to additional required or recommended learning resources, e.g., videos, blogs, tutorial worksheets, will be provided in weekly folders in Course Materials on the CANVAS site.</p>

SCHEDULE

The OCCT4163 Schedule is designed to advance your professional reasoning and competency for contemporary occupational therapy (OT) practice. As such, and as in previous UON OT courses, preparatory materials, in-class content and/or examples raised may be surprising and/or sensitizing to you personally and professionally. Some topics may resonate in such a way as you read onwards, thus this message. It will not be possible to signpost or filter all triggering topics. As Course Coordinator, I have features in place to create a courageous space to support your learning and wellbeing, e.g., here is a link to [UON Personal Supports](#). Additionally, please be attentive to your self-care before, during and after class, and please bring your concerns to my attention. Thanks in advance, Elysa

Week	Week Begins	Topic	Lessons	Assessment Due
1	26 Feb	Recognizing Occupational Science, a Foundation of Occupational [In]Justice	Lecture – -Recognizing and applying occupational science (OS) -Substantiating core OT beliefs -Criteria of occupation revisited -Conceptualizing occupation 2.0 – nuances, non-sanctioned, dark -Occupational science for society -Becoming occupational scientists -Course process overview -Course assessment overview Tutorial – -Seeing occupational science -Is tattooing as occupation?	
2	4 Mar	When Occupation Isn't An Option – Defining Terms and Defining Times	Lecture – -Examining structural, contextual societal influences on occupation – <i>Framework of Occupational Justice</i> -Naming occupational [in]justice -Proposal of occupational rights -Endorsement of UN Human Rights -A Call to Action by/for OTs: WFOT adopts human rights perspective -OT Australia competency standard -Acknowledging Colonialism -Gender-identity and occupation -Assessment 1 Instructions -Start seeing 'Story Sparks' Tutorial – -Gender-identity and occupation -Impact of everyday language -OS for occupationally-just OT	
3	11 Mar	Recognizing Cases of Occupational Injustice as Occupational Scientists	Lecture – -Applying an OS perspective in OT -Broadening OT scope of practice -UN Sustainability Development -Considering population as client -'Differential Diagnosis' of examples of occupational injustice -Viewing partner violence against women with disabilities through an occupational [in]justice lens -Using 'But Why?' analysis tool -Unpacking underlying causes of occupational injustice -Evidence of occupational injustice Tutorial – -Viewing partner violence against women with disabilities through an occupational [in]justice lens -'Differential Diagnosis' of your	

			cases of occupational injustice	
4	18 Mar	Advocacy as Intervention for Occupational Justice	<p>Lecture –</p> <ul style="list-style-type: none"> -Exploring OT role as change agent -Addressing occupational justice -Mapping stakeholder influence -Co-design and counterarguments -Advocacy as intervention -Champion population outcomes -OTs doing occupational justice -Example – advocating for refugee resettlement as occupational justice -Unpacking period poverty + stigma <p>-Preview of Assessment 2</p> <p>Tutorial –</p> <ul style="list-style-type: none"> -Analysis, Change Agent Rochelle Courtenay and <i>Share the Dignity</i> -Assignment 1 ‘workshop’ 	
5	25 Mar	Applying Occupational Science and Justice in Day-to-Day Practice	<p>Lecture –</p> <ul style="list-style-type: none"> -Practicing contemporary OT -Advancing occupational rights -Our power as stakeholders -Doing occupational justice as OT? -Endorsing sexual activity and sexual expression as occupations -Applying models in/for practice – FOJ, OPHSI, Ex-PLISSIT and more <p>Tutorial –</p> <ul style="list-style-type: none"> -‘Let’s Talk About Sex’ – Case Studies applying Ex-PLISSIT -Troubleshooting your advocacy 	
6	1 Apr	<p>NO LECTURE or MONDAY TUTORIALS ON CAMPUS</p> <p>Public Holiday</p> <p>Snack-Size Recordings of priority content posted due to missed class time</p>	<p>THURSDAY TUTORIAL TIMES OPEN TO ALL STUDENTS</p> <p>Assessment 1 Support Session</p> <p>Thursday April 4, ICT 331</p> <p>2pm – 3pm OR 3pm – 4pm</p> <ul style="list-style-type: none"> -Session starts and ends with general questions/answers -Elysa responds to your questions and/or offers thinking prompts 	Occupational [In]Justice Written Analysis Due: Saturday, April 6, 11:59pm
7	8 Apr	Tools to Advocate for Occupational Outcomes Across Practice Settings – Persuasively Speaking and Documentation	<p>Lecture –</p> <ul style="list-style-type: none"> Framing persuasive communication -Applying Ethos, Pathos, Logos -Speaking of your credibility as OT -Documentation is persuasive communication and advocacy -OTs as change agents -Differentiate types of presentations -Call-to-action speech as advocacy -Monroe’s Motivated Sequence <p>-Assessment 2 Instructions</p> <p>Tutorial –</p> <ul style="list-style-type: none"> -Analysis of persuasive talks -Talking acts advocacy as OTs 	
Mid-Semester Recess				
Mid-Semester Recess				
8	29 Apr	Diffusion of Innovation of Occupational Justice to Stakeholders	<p>Lecture –</p> <ul style="list-style-type: none"> -Diffusion of Innovation Theory -Matching actions and advocacy -Transmissions of ‘-isms’ in society 	

		Strategies and Solutions Practicing Leadership	-Audience analysis for advocacy -Translating class exercises to 'real-world' occupational therapy -Using 5 practices of leadership (regardless of your job description) Tutorial – -Envisioning occupationally-just OT -Developing your Call-to-Action	
9	6 May	Telehealth as a Means of Occupational Justice for Individuals – Dr Anna Rose	Lecture – -State of evidence of telehealth pros and cons -Critical analysis of: >telehealth as means of health management occupation (or not) >benefits / barriers of telehealth for occupational justice >telehealth as mode of OT delivery Tutorial – -Case study -Reflection on your experience of / readiness for telehealth as an OT	
10	13 May	Conversations on Doing Occupational Justice in Practice – UON OT Alum	Lecture – -Doing occupational justice in practice is possible and necessary -Minimizing harm is best practice -Tips for calling stakeholders to act -Making your passion your livelihood / OT beyond tradition -Reminder of occupational science, legislation, policy, identity-affirming practice, language matters ... -Preparing for the Final Test Tutorial – -Envision doing 'occupational justice for practice' (or not) -Assessment 2 'workshop'	'Call-to-Action' for Occupational Justice Presentation – Written Support Due: Saturday, May 18, 11:59pm
11	20 May	'Call-to-Action' for Occupational Justice Presentations in Seminar – no lecture	'Call-to-Action' for Occupational Justice Presentations in Seminar – no tutorials	'Call-to-Action' for Occupational Justice Presentation Due: Day/time of your enrolled Seminar
12	27 May	Occupation on Country – UON OT Alum and guest Topics and tools to Take to Placement / Practice	Lecture – -Occupational science full circle -Occupational justice for practice within NDIS, private practice, 'health' – is it possible, probable? -Putting your 'practice' into practice -Unresolved dilemmas -Unexpected epiphanies -Hone your OS Lens on placement -What's ahead with OCCT4171 -Prep for the Final Test Q/A Tutorial – -Consolidating for practice -Critical reflection on OCCT4163	
13	3 Jun	Online Final Test	-----	Online Final Test – Open Monday, June 3 10:00am and due by 11:59pm
Examination Period Begins				

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 [In]Justice Written Analysis	Saturday, April 6, 11:59pm	Individual	28%	1, 2, 3, 4, 6
2	'Call-to-Action' for Occupational Justice Presentation	Written Support due: Saturday, May 18, 11:59pm Presentation due: during your enrolled Seminar in Week 11	Pairs	36%	1, 2, 3, 5, 6
3	Online Final Test	Monday, June 3, open 10:00am and due by 11:59pm	Individual	36%	3, 4, 6

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

Word Count Limit For Assessment 1, there is a 10% cushion on word count. Content beyond cushion in any section cannot be included in marked content. For Assessment 2 Written Support, any material outside page limit cannot be included in marked content. For both assessments, in-text references included (for ease of count). Reference lists and/or appendices not included.

Reminders 1) Reusing one's own work, or part thereof, that has been submitted previously towards another course without permission from the relevant Course Coordinator is 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 policy [glossary](#) under *academic fraud*, [Academic Integrity Module](#) and module in HLSC1000.

Assessment 1 - Occupational Justice Advocacy Analysis

Assessment Type Written Assignment

Purpose

1. Differentiate between occupation, occupational science, occupational justice, and occupational injustices.
2. Demonstrate comprehension of humans as occupational beings and the foundational beliefs guiding occupational therapy and occupational science.
3. Develop your competency in working with a population as a client.
4. Apply an occupational science and occupational rights approach to practice.
5. Cultivate confidence and competence in addressing occupational injustice.

Description

Your written report is based on analysis of a real-life scenario that sparks your attention as an occupational injustice occurring in our local community. Your report showcases your ability to identify occupations, argue for their value and significance, explain how structural and contextual factors can hinder participation and justify a case of occupational injustice. You'll also propose a preliminary solution to address the occupational injustice and promote an occupationally-just outcome for the population represented by the 'spark' you noticed.

This assessment is prepared as a 900-word 'executive summary' report using headings described in the assessment guide on our CANVAS site. This assessment integrates concepts from assigned readings, lectures, and tutorials throughout Weeks 1 to 4.

Assessment 1, *Occupational Justice Advocacy Analysis* forms the rationale for the need for Assessment 2, i.e., *when you practice using advocacy as an intervention*.

Weighting 28 points (28%)
Due Date Saturday, April 6, 11:59pm

Submission Method Online via Turnitin

Assessment Criteria An assignment template with headings and word counts, assessment guide, rubric, and list of format/style instructions will be housed in Assignments on our CANVAS site.

Marking is based on: 1) completeness, clarity, logic and soundness of your analysis overall /for each criterion below 2) use of relevant, original sources of evidence for specified terminology 3) applicability, appropriateness, and use of findings from your selected evidence for designated sections needing evidence-informed justification.

Your occupational justice advocacy analysis starts with a 'story' in your own words and follows with an analysis explaining and justifying:

- a core belief about occupation that underpins your occupational scientist view/mindset
- the specific occupation you recognize is missing, unavailable and/or inequitable for the population represented in your story spark due to structural or contextual factors
- the population, i.e., *characteristics and proportion of individuals/families locally*, who share the limited occupational experience represented in your story spark
- input from population to corroborate/revise your perception of the problem and solution
- value of participating in the named occupation for wellbeing/health
- detrimment to health/wellbeing if named occupation persists in being unavailable
- the type/condition of occupational injustice causing the missing occupation
- the underlying cause of the occupational injustice, e.g., social norm, policy loophole

additionally, you'll list:

- a statement of the outcome for the population if the 'world' were more occupationally-just, i.e., *[population of people] would be doing [occupation]*
- the structural and/or contextual solution you perceive ought to occur to resolve the type/condition of occupational injustice
- stakeholder who holds power/influence to help make the necessary change above
- a 'call to action' you envision the stakeholder could take towards the solution
- a comment on preparation for a counterargument to call to action from stakeholder

Return Method Online

Feedback Provided Online marks and feedback posted by April 29

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>Prepare and deliver an evidence-informed 8-minute, persuasive Call-to-Action presentation to a (simulated) audience of specific stakeholder(s) with influence on responding to the occupational injustice you identified.</p> <p>In this case, you'll use this distinct presentation format towards reaching the occupationally-just outcome for the target population you stated in Assessment 1. You are permitted to draw directly from the content and feedback from first Assessments for this assignment. <i>*in certain extenuating situations, a student will work independently vs in with a partner</i></p> <p>This presentation is constructed and delivered according to a <i>Modified Monroe's Motivated Sequence (MMS)</i>, i.e., <i>a format of speech designed to advocate for others to act</i>. Given this is a simulated presentation, you'll be able to conceptualize how and where you organized for the audience of stakeholders to meet you. This presentation resembles a 'speech' more so than a 'presentation'; therefore, instructions will include limits/parameters on slide use.</p> <p>A maximum 3-page written support accompanies the presentation. This tool assists your development of the content of your Call-to-Action presentation and documents the updated logic and evidence-informed reasoning of your advocacy intervention.</p> <p>You and your partner deliver this Call-to-Action presentation (speech) during your Seminar with classmates and course coordinator as 'simulated' audience. Time is managed to allow a short, yet valuable, time for acknowledgment, feedback, consolidating ideas from class, and processing/debriefing what historically is an impactful learning experience for all.</p>
Weighting	36%
Due Date	Written Support due: Saturday, May 18, 11:59pm Presentation due: during your enrolled Seminar in Week 11
Submission Method	Written support is submitted online via CANVAS assignments; if working in a pair, both students submit the same written support. Submission is ahead of all Seminars for equity.
	Bring a printed copy of this written support (and any slides/props) 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>This assessment requires new learning; therefore, it's important to complete readings and engage in all classes. A detailed overview of this assignment occurs during Lecture in Week 7, with preview in Week 4. Topics covered in Weeks 4 – 8 inform the assignment most directly. Weeks 9 and 10 can validate your professional reasoning for this exercise.</p> <p>Broadly, the content/assessment sections for presentation and written support reflect:</p> <ol style="list-style-type: none">I. Set the StageII. Apply Logos, Ethos, PathosIII. Gain Audience AttentionIV. Establish CredibilityV. Declare ProblemVI. State SolutionVII. Address CounterargumentsVIII. Generate VisualizationIX. Call to ActionX. Evidence in WritingXI. Measures of ImpactXII. Self-Reflection/Peer Feedback <p>Marking is based on how completely, clearly, logically, and soundly your work meets each</p>

criterion. The applicability, appropriateness, and use of your selected evidence for designated sections requiring justification / rationale is also part of assessment criteria.

**Former students cite feedback from Assessment 1 as highly beneficial to the final mark here.*

Both students earn the same mark for each segment, with the exception of presentation delivery and spirit of collaboration segments. It is within discretion of Course Coordinator to adjust those segments manually, if indicated. A zoom-recording (primarily for audio) is made 'behind the scenes' to assist with marking, which occurs outside of the Seminars.

The assessment guide (and discussion in classes/tutorials) on CANVAS assignments will include additional specific instructions about how to incorporate occupation-related terminology and citation to evidence in your presentation and the written support.

Due to this assignment being paired *in most cases*, part of the marking criteria considers the demonstration of shared reasoning and workload between you and your partner. Further, there is a peer-feedback / self-reflection component to the marking as well. These segments are adapted for students who complete this assignment independently.

Up to 2-points can be deducted from your final grade if you arrive late and/or leave early from Seminar, i.e., *miss several presentations and/or post-presentation discussion*. If this deduction is applied, it only affects you, not your partner.

Return Method Online
Feedback Provided Collectively during Seminar and online by June 14

Assessment 3 - Final Test (online, administered in-term, not during Exam weeks)

Assessment Type Final Test
Purpose To consolidate and synthesize your understanding of course content, critical thinking associated with readings, learning activities and learning outcomes.

Description Test consists of 36 MCQ drawn from a bank of questions from required readings and course content. Questions are designed to assess your understanding of concepts and tools and application of knowledge and professional reasoning.

The test is administered online in a location of your choosing with sound Internet access and privacy for academic integrity and concentration. You may use your downloaded course materials and readings during the test; however, this assessment must be completed individually. VIVA interview and/or referral to a SACO is plausible if concerns about the individuality and/or authenticity of your test are raised.

You will have 90 minutes to complete this test.

Weighting 36%
Due Date Monday, June 3, test open between 10:00am – 11:59pm. Start by 10:44pm to have full time.
Submission Method Online

Assessment Criteria Questions contain 2 – 4 answer choices; each correct answer is worth 1 point. Responses to test questions are reviewed by Course Coordinator prior to releasing marks.

Best-practice tips for preparing and taking the Final Test shared in Week 10 and reiterated in Week 12. Download required readings (and read them) each week in preparation.

Return Method Online
Feedback Provided Online by June 14

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.

Attendance

Attendance/participation will be recorded in the following components:

- Lecture – rollcall and/or documenting attendees to live lecture and recording viewing
- Tutorial – rollcall during sessions; attend at least 80% of tutorials to pass this course
- Seminar – presentation roster; you must attend your enrolled Seminar in its entirety

Communication Methods

Communication methods outside class sessions used in this course include:

- **Canvas Course Site:** Students receive communications via posting of content, announcements and/or Discussion on the Canvas course site.
- **Discussion:** Subscribe to each discussion board to be alerted to comments, resources and assignment-related questions and answers. Check discussion board prior to emailing Course Coordinator with question outside class time. Allow 2 days for Course Coordinator to reply to Discussion. You'll be redirected to post emailed questions on matters that are not personal or highly specific to your course experience.
- **Face to Face:** Communication aside from within learning activities is best during scheduled in-person / virtual meetings and designated Q/A times during lecture or tutorial. N.B. tutorials run back-to-back; therefore, between session Q/A is not feasible.
- **Email:** Students receive communications via their student email account. Please include specific subject line (vs replying to an email on a different matter) in emails to Course Coordinator. Allow 2 working days for a reply to email.

Course Evaluation

Each year feedback is sought from students and other stakeholders about courses offered in the University for purposes of identifying areas of excellence and potential improvement. As a result of student feedback, the following were retained and/or modified for this offering:

- Add tutorial attendance policy to enrich learning environment, foster learning partnership with instructor, and reduce impact on attendees to help non-attendees
- In tutorials, retain non-recorded and no zoom attendance other than by classmates at URDH sites to increase comfort and confidence during consolidating learning activities
- Retain adding Zoom link for Lecture on Introduction page of CANVAS course site for those unable to attend live lecture in person
- Retain updating tutorial materials by end of week if needed for 'DIY learning'
- Retain streamlined reading and resources, i.e., limited pages and 'focus on this' tips
- Retain 'Pop-up' consultation sessions and 'Pro-Tips' for assessment support
- Retain student autonomy over topics for assessments, provided they meet criteria

- 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 Course Co-ordinator has specified in 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.

Course outline was approved by the Head of School. 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.

© 2024 The University of Newcastle, Australia