



# OTRP *online*

office of teaching resources in PSYCHOLOGY

REHB2026

Fundamentals of Rehabilitation

6 Credit Points

Semester 1 2017



## Unit of Study Outline

Lecturing and teaching staff	Role
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**General Orientation**

**You must read this course outline in conjunction with the information published on the Faculty of Health Sciences Coursework Student Information site:** <http://sydney.edu.au/health-sciences/current-students/coursework/index.shtml>. The site provides essential information about common policy and procedures that apply to all units of study offered by the Faculty, and key processes such as assessment.

### **Accessibility and Special Considerations.**

This syllabus is available with translation for sensory disabilities through the Disability Services centre <http://sydney.edu.au/students/disability-support/help-and-support.html>

Familiarise yourself with key policies and procedures when seeking disability special consideration for assessment types. Assessment type should be read in conjunction with the Student Administration Services Special Consideration Decision Matrix - <https://intranet.sydney.edu.au/content/dam/intranet/documents/working/student-admin/Decision%20matrix%20summary.pdf>

### **1. Unit of Study Information**

This unit introduces you to broad themes pertinent to community-oriented health services to address disability/disadvantage. Using face-to-face learning and community-based experiences, this learning unit provides unique opportunities to learn about community health as context and process for rehabilitative interventions. It surveys community oriented interventions to promote health with disability and social disadvantage. The evidence for the specific community-oriented services provided as well as the ways to optimize health outcomes for the community will be considered with community engagement learning.

### **2. Course Aims and Learning Outcomes**

From taking this course you will achieve the following aims aligned to graduate attributes.

#### **2.1. Matrix of Course Aims with Rationale**

		Supporting Rationale			
		Student – centred teaching	Blended learning	Research-led Leaching	Graduate attributes

<b>Course Aims</b>					
1.	Ability to select and engage in real world learning experiences that support and extend academic or classroom based learning	<b>X</b>			<b>X</b>
2.	Acquisition of skills in self-directed, reflective learning from personal, situated or in-context experiences with community partners.	<b>X</b>	X		<b>X</b>
3.	Acquisition and enhancement of inter-disciplinary learning skills from engaging learning in the complexity community settings.	<b>X</b>	X		<b>X</b>
4.	Development and acquisition of skills in civic engagement or responsible learning.	<b>X</b>			<b>X</b>
5.	Adding to the diversity of the student's college learning experience	<b>X</b>	<b>X</b>		
6.	Ability to apply participant action research skills in field settings	<b>X</b>	X	<b>X</b>	<b>X</b>

**2.2.. Learning Outcomes.** At the completion of this unit you will be able to:

- define key terms relevant to community health, disability, disadvantage and participatory rehabilitation.
- outline basic components of community oriented rehabilitation processes;
- describe key professional roles in community oriented rehabilitation services;
- discuss ethical and legal consideration in community oriented rehabilitation service provisioning;
- explain the role of community partnerships in the rehabilitative and health care of people with chronic illness or disability.
- describe the range of community participatory health focused service options available to people living with chronic illness or disability and how these services are organised for provision to clients;
- discuss social and cultural issues surrounding disability, rehabilitation and community health service utilisation

- discuss social justice issues relevant to community rehabilitation and health settings.
- show an appreciation of technology applications in the context of community oriented rehabilitation and health settings.
- discuss the significance of evidence as the basis for effective community oriented rehabilitation and health service practices.

### **3. Lectures and instruction.**

You will attend weekly face-to-face lectures (weeks 1-6) and online classes (weeks 7-10) to inform your community engaged learning experiences (as per schedule below).

#### **4.1. Community engaged service learning.**

You will be required to complete a community engaged service learning experience. Service learning is a community engaged approach that seeks to infuse a community experience component to academic or classroom based learning. Activities that enhance the community participation of people with disabilities, adding to their recognition as resources to their communities are specifically preferred for the service learning experiences.

As part of the service learning experience, you will complete an experiential component with a person with a disability in which you will jointly identify and assist activities related to living with a disability. In addition, you will complete one activity to work with organisations/self-help groups for or of people with disabilities with a view to enhancing participation of their communities. You will receive ongoing mentoring by the UoS lecturer using reflective journals or logs to support their learning from and with community partners.

The community engaged service learning component is aimed at supplementing your classroom learning with experiential learning while enhancing the enfranchisement of individuals with disabilities. During your community engaged service learning, you will have direct experience with people with disabilities in community settings. While on community engaged service learning, you will work with people with disabilities in several ways:

- (a) Offer volunteer service to organisations of and for people with disabilities in areas of public consciousness raising, community resource identification and mobilisation;
- (b) Help with the coordination and activity facilitation of self-help groups of people with disabilities that may be in existence.
- (c) Enhance the resource awareness utilisation profile of people with disabilities and their self-help groups.
- (d) Assist people with disabilities in areas of need identified by or with the individual(s) with disabilities or their agency.
- (e) Partner with individuals with disabilities in the community to monitor and support compliance with any medicinal, physiotherapy and occupational therapy regimens that may be required.

You will on completing the community engaged learning experience component acquire a heightened sensitivity and capacity to work with people with disabilities in typical community health support provider settings.

#### **4.1.1. Community partners**

By week 4 of the semester, you will elect an agency for community engaged learning from a list to be provided by the course coordinator. Ultimately, you and community partners mutually select each other for the service learning opportunity. We will host an on-campus orientation meeting by week 3 of the semester to facilitate this activity. As part of your orientation process, the community partners will share with you any regulatory compliances specific to their organization. You must meet regulatory compliance requirements for the community partners to participate in service learning with them. The community partners will require proof of regulatory compliance with them for all you with service learning (details are provided during the on-campus orientation event).

You will work with the UoS lecturer to finalize your community engaged learning partnership arrangements.

#### **4.1.2. Process.**

For the community engaged service learning, you will commit a maximum total time commitment of 34 hours to service learning across the semester student, -inclusive of up to 6 hours orientation with the community partners. This will include hours of orientation training by the community partner organization.

#### **4.1.3. Activities and time line**

At the beginning of the service learning experience, and no later than week 5, you must turn in a written activity plan agreed to between them and the individual(s) with a disability and/or their organisation. The plan should include the following:

- (1) Names of Individual with a Disability, Contact Address and telephone;
- (2) Statement on the voluntary nature of participation by both the person with a disability, agency and the student, and mutual freedom to terminate participation without penalty;
- (3) Context of experience (e.g., work, recreation, hospital);
- (4) Period of involvement (month, days, hours of contact: to add up to 34 hours);
- (5) Learning goals and activities;
- (6) Other (as may be necessary), and
- (7) Signatures.

At the end of the experiential learning period, and no later than week 12, you should submit to the field liaison coordinator a written narrative report from the individual with a disability or agency on the quality of the experiences that were shared. The form appears as

“WORKPLACE PLAN – Part B” in Appendix A of the UoS outline. The form is also available on Blackboard.

You should formally request the participating agency to complete the report by Week 12 of semester. This is important in order to avoid putting the individual with a disability or their agency under undue time pressure. The reports from the community agency will suffice as external evidence on your field experiences. The weekly journals or logs will be the internal evidence of your participation. The UoS coordinator or teaching assistant will email the “END OF PLACEMENT SUPERVISOR FEEDBACK – Part A” directly to the agency for completion.

#### **4.1.4. What does reflective learning involve?**

True learning is when we grow and change from experience. This means that a critical learning ingredient is the ability to adapt and maintain a flexible approach to how we interact with the environment. Reflection helps us to process and adapt to changing situations.

- Reflective practice is a thought process that can occur before, during and after events. It can be described in its most simple format as the process of:
  - assessing a situation objectively;
  - analysing the situation in terms of what went well, what didn't and what contributed to the successes or failures of that situation;
  - exploring alternatives within the situation; and finally
  - developing a plan of how to do things differently in future
  
- Reflective practice allows us to analyse our own and others' actions, critique situations objectively, adapt to complex and unique situations, generalize our skills in different circumstances, and develop our clinical skills and reasoning processes.
  
- Journal writing is just one of the means to encourage and practice the process of reflective thinking. It is a process which allows you to:
  - document actions or events;
  - explore and “vent” your feelings attached to situations;
  - achieve some objectivity or clarity about a situation;
  - explore alternatives or explanations in a non-threatening manner; and
  - deepen your understanding of events and situations and why they occurred.

#### **5. Prerequisites and assumed knowledge**

You should refer to the Faculty [School] Handbook for information on:

- prerequisites, co-requisites and assumed knowledge for this unit of study.
- other units of study for which this unit is a prerequisite

## 6. Attendance Requirements

You are expected to attend all scheduled lectures, complete online instructional topics and take the community engaged service learning placement. You must also take tests and exams as described under the learning and teaching activities. Regular class attendance is expected as per university regulations.

In addition to physical presence during class time, you are expected to have online presence to respond and contribute to discussion threads as initiated by UoS lecturer or learning circle group leaders.

## 7. Learning and Teaching Resources

### 7.1. Required Textbook / Resources

- Mporu, E. (2015) (Ed). Community-oriented health services: Practices Across Disciplines. NY,NY: Springer [EM]
- Mporu, E., & Oakland, T. (2010) (Eds.). Rehabilitation and health assessment: Applying ICF guidelines. NY, NY: Springer. [MO]

### Supplemental Readings

- **Mporu, E.**, Levers, L, Mporu, K., & Tanui, P. (2015). Family assessment in rehabilitation and health. In M. Millington (Ed.). Family rehabilitation approaches. New York, NY: Springer [ELK]

We will provide additional supplemental readings on the course eLearning site or eLibrary resource portfolio as needed  
<http://www.library.usyd.edu.au/>

### 7.2. Lectures

We will provide lectures to engage you in specific topics, to present key concepts and examples, and to discuss how each topic addresses the specific course objective. For the most part we will provide for administrative announcements are made at the beginning of lectures and also through the eLearning site. You are strongly advised to actively participate in lectures, and to complete the activities provided to increase or test your understanding of concepts. You will be examined on material covered in lectures as well or provided online. We will avail you with power-point slides and other digital learning resources on the eLearning site at least a day before the scheduled class lecture.

### 7.3. Tutorials

You will participate in group tutorials based on your readings and also your community engaged learning experiences aligned with the course objectives. In addition, the field-placement liaison will tutor your reflective journals on the quality of your service learning

experiences and how you can enhance your next contact with the community partner.

Your active use of tutorial guidance is essential for the successful completion of this unit. The tutorials provide a forum for you to discuss, ask questions and broaden your understanding of disabilities from the service learning experiences, and to develop the knowledge and skills required to achieve the intended learning outcomes and complete the assessment tasks for this unit.

#### 7.4. Community engaged service learning circle groups.

You will be required to sign up to a learning circle of up to 5 classmates to present a 15-20 minute presentation on your community engaged service learning experience. As a member of a service learning circle, you will arrange for meetings outside class time to prepare your in-class presentation from your service learning experience. Your presentation should include the following qualities: themed title, objectives, key concepts, lessons for community health practice. Presentations should utilize multi-media as appropriate.

The field-placement liaison lecturer will provide preliminary formative feedback on your presentation. Your service learning group will submit for assessment to the course lecturer a 2-page soft copy summary of your presentation together with any multimedia tools you utilized. Your active preparation and participation in writing circle is essential for the successful completion of this unit.

#### 8. Learning Management System (LMS)

A Learning Management System (LMS) supports teaching in this unit. Material presented in lectures will be posted after the lecture on the LMS site, as will announcements and updates. You should go to the site at least twice a week. You will access online learning activities that complement the seminar program through the LMS site.

Online support for using eLearning at The University of Sydney is available at <http://www.usyd.edu.au/elearning/student>. Make sure that you spend some time going through this early in semester, and attempt the practice submission. You may also ask for Technical Assistance through <http://sydney.edu.au/ict/student/>, by Phone: 61 2 9351 6000 or Email: [support@sydney.edu.au](mailto:support@sydney.edu.au)

You are also recommended to familiarise yourself with the learning and support services at the university.

<a href="http://sydney.edu.au/current_you/">http://sydney.edu.au/current_you/</a>	University services available to you.
<a href="http://www.library.usyd.edu.au/">http://www.library.usyd.edu.au/</a>	University library information and services.
<a href="http://sydney.edu.au/stuserv/learning_centre/">http://sydney.edu.au/stuserv/learning_centre/</a>	University Learning Centre workshops and programs on academic communication skills.
<a href="http://sydney.edu.au/health-sciences/current-">http://sydney.edu.au/health-sciences/current-</a>	Important information for FHS you, including forms, resources, and student

you/index.shtml	administration.
http://writesite.elearn.usyd.edu.au/	Online support to help you develop your academic writing skills.
http://sydney.edu.au/handbooks/health_sci/	Faculty of Health Sciences handbook

### 9. Assessment Schedule

Assessment type should be read in conjunction with the Student Administration Services Special Consideration Decision Matrix - <https://intranet.sydney.edu.au/content/dam/intranet/documents/working/student-admin/Decision%20matrix%20summary.pdf>

Assessment title	Assessment type	Assessment Conditions	Length / duration	Weight	Due date and time	Assignment Return Date
1. <b>Formative Learning Quizzes</b> (See Appendix A)	Submitted work - Assignment	Individual <ul style="list-style-type: none"> <li>• Multiple Choice Questions</li> <li>• Must complete the quizzes to pass</li> </ul>	4 sets of 10 multiple choice quizzes each	20%	Bi-weekly Weeks 2-9	Weeks 4, 6,8,10
2. <b>Service Learning Reflective journals</b> (See Appendix B, D and	Skills-based assessment - Placement	Individual <ul style="list-style-type: none"> <li>• Reflective Logs, Summary and Agency Report</li> <li>• Must complete field placement</li> </ul>	2000 words	30%	Weeks 5- 10 Final write-up and agency report by Week 10	Weeks 6, 7, 8, 9, 10

<b>Addendum)</b>		to pass				
<b>Service Learning Group Presentations (See Appendix C and E)</b>	In-class group presentation assessment	Group <ul style="list-style-type: none"> <li>In-class oral with written submission</li> <li>Must complete group presentation to pass</li> </ul>	2000 words	30%	Weeks 11 and 12	<ul style="list-style-type: none"> <li>Agency A: Groups week 11</li> <li>Agency B: Week 12</li> </ul>
<b>3. Case Study Take Home Test (See Appendix D)</b>	Submitted work – Assignment	Individual <ul style="list-style-type: none"> <li>Online case study test or alternative equivalent test</li> <li>Must earn passing score to pass</li> </ul>	2000 words	20%	Week 14	Week 15
<b>Total</b>				<b>100%</b>		

**10. Lecture and Seminar Schedule: Topics and Assessments**

Week	Week Beginning	Topic and Readings	Instructors	Tutorial / Assessment Information		Assessment Due
				In-class	Out-of-Class	
1	6 March	Course Overview <ul style="list-style-type: none"> <li>• Course Outline</li> <li>• Case study description with video weblink</li> </ul>	<ul style="list-style-type: none"> <li>• Prof. Elias Mpofu,</li> <li>• Assoc Prof. Dr. Martin Mackey</li> <li>• Dr. Abdolvahab Baghbanian</li> <li>• Dr. Zakia Hossain</li> </ul>	<ul style="list-style-type: none"> <li>• Introductions and Class Organisation</li> <li>• Assignment to Case Study Learning Circle Groups</li> </ul>	Study of course syllabus and seeking disability accommodations as needed	
2	12 March	Concepts and Models in Rehabilitation and Community Health <ul style="list-style-type: none"> <li>• Chapter 1, 14, [EM]</li> <li>• Case study assessment 1 questions</li> </ul>	Prof. Elias Mpofu	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Small group activity on discussion questions from the readings</li> <li>• Case Study Assessment 1 study questions based on readings for weeks 2-5 posted online.</li> <li>• Case study 1 guidelines and scoring rubrics</li> <li>• Multiple Choice Quiz [MCQ-Quiz] 1 posted</li> </ul>	Initial group meetings on Case study 1 work assignments and work plan	

Week	Week Beginning	Topic and Readings	Instructors	Tutorial / Assessment Information		Assessment Due
				In-class	Out-of-Class	
3	20 March	Community Agency Orientation <ul style="list-style-type: none"> <li>List of Community Engagement Sites and descriptions</li> <li>University field /community engaged learning policy documents</li> <li>Field placement Reflective journal writing guidelines [Appendix B]</li> <li>Agency placement log and reporting [Addendum]</li> </ul>	<ul style="list-style-type: none"> <li>Prof. Elias Mpofo,</li> <li>Dr. Abdolvahab Baghbanian</li> </ul>	<ul style="list-style-type: none"> <li>University field placement policies and documentation</li> <li>Writing reflective journals and blinded sample copies</li> <li>Community partner agency orientation presentation and workshop by agency personnel.</li> <li>One-on-one snack/tea interaction between agency personnel and students with an interest service learning with agency.</li> <li>Video film on agency team presentation captured and posted online Blackboard</li> </ul>	Study familiarise with community agency placement opportunities from: <ul style="list-style-type: none"> <li>Reviewing agency orientation talk video online Blackboard</li> <li>Visiting websites of agencies, finding agency locations to choose and submitting their expression of agency team leaders</li> </ul>	
4	27 March	Ethics and Evidence –based in Rehabilitation Service Provision <ul style="list-style-type: none"> <li>Chapter 4 (EM)</li> </ul>	Assoc. Prof Martin Mackey	<ul style="list-style-type: none"> <li>Lecture</li> <li>Small group activity on discussion questions from the assigned readings</li> <li>Selection of</li> </ul>	Individual students signup with community partner agency completing agency service compliance	Multiple Choice Quiz 1 (MCQ-DUE)

Week	Week Beginning	Topic and Readings	Instructors	Tutorial / Assessment Information		Assessment Due
				In-class	Out-of-Class	
		<ul style="list-style-type: none"> <li>• Chapter 3 [MO]</li> <li>• Supplementary Reading on Blackboard – Allied Health Professions Associations Code of Ethics</li> </ul>		community engagement site <ul style="list-style-type: none"> <li>• the learning circle groups</li> </ul> MCQ-Quiz 2 posted	requirements including health and police record checks	

Week	Week Beginning	Topic and Readings	Instructors	Tutorial / Assessment Information		Assessment Due
				In-class	Out-of-Class	
5	3 April	Disability social inclusion, rights community and advocacy <ul style="list-style-type: none"> <li>Chapter 10 (EM)</li> </ul>	<ul style="list-style-type: none"> <li>Prof. Elias Mpofu with</li> <li>Guest Lecturer person living with disability</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Interactive discussion with guest lecturer resource person with disability</li> <li>Small group activity on discussion questions from the assigned readings</li> </ul>	<ul style="list-style-type: none"> <li>Case study 1 task completion with peer review.</li> <li>Begin of service learning community agency placement</li> <li>Onsite orientation of students by agency personnel to service learning roles</li> </ul>	
6	10 April	Family and relationship issues <ul style="list-style-type: none"> <li>ELK</li> <li>Supplementary Reading on Blackboard</li> </ul> Case Study Assessment 2 study questions based on readings for weeks 6-10 posted	Dr Zakia Hossain	<ul style="list-style-type: none"> <li>Lecture</li> <li>Small group activity on discussion questions from the assigned readings</li> <li>Case Study Assessment 2 study questions based on readings for weeks 6-10 posted online.</li> </ul> MCQ-Quiz 3 posted	Continuation of service learning community agency placement.	Reflective journals based on themed guided learning probe questions.  [MCQ 2 DUE]
<b>Mid-semester break (17 April – 23 April)</b>						

Week	Week Beginning	Topic and Readings	Instructors	Tutorial / Assessment Information		Assessment Due
				In-class	Out-of-Class	
7	24 April	Monitoring and Evaluation of community-oriented health services <ul style="list-style-type: none"> <li>• Chapters 6 [EM].</li> <li>• Chapter 15[MO]</li> </ul>	Prof. Elias Mpofu	<ul style="list-style-type: none"> <li>• Online Blackboard Discussion forum on questions from the assigned readings</li> </ul>	Continuation of service learning community agency placement	Reflective journals based on themed guided learning probe questions
8	1 May	Disability Case Management and Community Health Workers: Roles and Functions <ul style="list-style-type: none"> <li>• Chapters 5 [EM]</li> <li>• Chapter 14 [EM]</li> </ul> Service learning group presentation guidelines and scoring rubric	Prof. Elias Mpofu	<ul style="list-style-type: none"> <li>• Online Blackboard Discussion forum on questions from the assigned readings</li> <li>• Service learning group presentation assignment by agency task assignment</li> <li>• Service learning group presentation guidelines and scoring rubric posted online</li> <li>• MCQ-Quiz 4 posted</li> </ul>	Continuation of service learning community agency placement.	<ul style="list-style-type: none"> <li>• Reflective journals based on themed guided learning probe questions</li> <li>• [MCQ 3 DUE]</li> </ul>
9	8 May	Quality of community life indicators <ul style="list-style-type: none"> <li>• Chapter 6 (EM),</li> <li>• Chapter 7[EM]</li> <li>• Chapter 15[EM]</li> </ul>	Prof. Elias Mpofu	<ul style="list-style-type: none"> <li>• Online Blackboard Discussion forum on questions from the assigned readings</li> </ul>	<ul style="list-style-type: none"> <li>• Service learning group presentation preparation assignment</li> </ul>	Reflective journals based on themed guided learning probe questions

Week	Week Beginning	Topic and Readings	Instructors	Tutorial / Assessment Information		Assessment Due
				In-class	Out-of-Class	
10	15 May	Community health services: Policies and Economics Chapter 2 [EM] Chapter 3[EM]	Prof. Elias Mpofu	Online Blackboard Discussion forum on questions from the assigned readings	<ul style="list-style-type: none"> <li>• Continuation of service learning community agency placement</li> <li>• Service learning group presentation preparation assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective journals based on themed guided learning probe questions</li> <li>• Agency team leaders log summary and report on individual students</li> <li>• [MCQ 4 DUE]</li> </ul>
11	22 May	Service Learning Group Presentations	Prof. Elias Mpofu, Dr. Abdolvahab Baghbanian Dr. Zakia Hossain Agency team leaders	<ul style="list-style-type: none"> <li>• In-class Group Presentations - Service learning group presentation – Agency A</li> <li>• Video film on service learning group presentations captured and posted online</li> </ul>	<ul style="list-style-type: none"> <li>• Service learning group presentation preparation assignment</li> <li>• Reviewing of videos on group presentations online Blackboard and posting of reflective observations on Discussion board</li> </ul>	Service learning group presentation summary with peer feedback and instructor scoring

Week	Week Beginning	Topic and Readings	Instructors	Tutorial / Assessment Information		Assessment Due
				In-class	Out-of-Class	
12	29 May	Service Learning Circle Group Presentations	Prof. Elias Mpofu, Dr. Abdolvahab Baghbanian Dr. Zakia Hossain Agency team leaders	<ul style="list-style-type: none"> <li>In-class Group Presentations - Service learning group presentation – Agency B</li> <li>End of semester roundtable discussion guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Service learning group presentation preparation assignment</li> <li>Reviewing of videos on group presentations online Blackboard and posting of reflective observations on Discussion board</li> </ul>	Service learning group presentation summary with peer feedback and instructor scoring
13	5 June	Integration and Closure Chapter 16 [EM]	<ul style="list-style-type: none"> <li>Prof. Elias Mpofu</li> <li>Dr. Abdolvahab Baghbanian</li> </ul>	Roundtable Discussion	<ul style="list-style-type: none"> <li>Case study 2 task completion with peer review.</li> </ul>	
14	Examination week		<ul style="list-style-type: none"> <li>Prof. Elias Mpofu</li> </ul>	<i>Study vacation (12 – 16 June) Case Study Take Home DUE JUNE 15</i>		
15-16	Examination week		<ul style="list-style-type: none"> <li>Prof. Elias Mpofu</li> </ul>	<i>Exam Period (19 June – 1 July)</i>		

## APPENDIX A: MULTIPLE CHOICE QUIZZES

<b>Assessment Item 1: Formative Learning Multiple Choice Quizzes</b>	
<b>Task description</b>	You will complete a bi-weekly quiz of 10 items based on course readings and lecturers [see readings list and lecture schedule]...
<b>Task length/weighting</b>	20%
<b>Links to unit's intended learning outcomes</b>	Learning Objectives 1-10
<b>Assessment criteria</b>	<i>As Above</i>
<b>Dates and times due`</b>	Bi-weekly.

## APPENDIX B: SERVICE LEARNING REFLECTIVE LOGS DESCRIPTION

<b>Assessment Item 2: Service Learning Reflective Journal Logs [Due weeks 5-10]</b>	
<p><b>Task description</b></p>	<p>Service learning is field-based learning experience in partnership with people with disabilities in the community or receiving services with a community-based organisation. You will complete all service learning activities are completed between weeks 5 and 10. Several of you may work with the same community partner depending on the activities capacity of the community partner.</p> <p>Your reflective journal to complete will minimally include (a) date, times, location, number people with disabilities involved and by type; (b) activities carried out with people with disabilities; (c) expected time frame and impact of the activities on the quality of life of people with disabilities and their community participation; (d) the lessons the you learned about living with a specified disability; and (e) how this experience may influence subsequent involvement with people with disabilities. Where needed, people with disabilities working with you or their organisations will also be requested to submit periodic logs on your participation with them.</p> <p>You must type-out your journals and submit them online (Blackboard). We provide a template for the weekly journal entries will be available on Blackboard.</p> <p>You are expected to submit weekly journal logs for the minimum 34 hours of direct community partner engagement. In all cases, you must write their SID numbers on the journals. You can view the following tutorial which explains how to download and submit an assignment online (on Blackboard):</p> <p><a href="http://ondemand.blackboard.com/r91/movies/bb91_student_submit_assignment.htm">http://ondemand.blackboard.com/r91/movies/bb91_student_submit_assignment.htm</a></p>
<p><b>Reflective Journal Guidelines</b></p>	<p><b>Where do I start?</b></p> <p>This is a list of ideas to help start the journal based on others' experiences and the literature:</p> <ul style="list-style-type: none"> <li>• Document experiences as soon as possible after they happen</li> <li>• Set a regular time to write entries and a regular time to review them</li> </ul>

	<ul style="list-style-type: none"> <li>• Sharing important ideas with other you or supervisors can assist deeper reflection</li> <li>• Be selective in what is written; completing each entry doesn't have to take a lot of time</li> <li>• Include elements of fun, it isn't all serious</li> <li>• When reading back over the journal during the placement, record additional reactions and thoughts, some people suggest using different coloured pens or dating additions.</li> </ul> <p><b>Other things to remember</b></p> <ul style="list-style-type: none"> <li>• Remember to check the UOS outline assessment dates!</li> <li>• This way you know when to submit your reflective journal entries</li> <li>• All journal entries are to be submitted under the blackboard learning system using your student login.</li> </ul>	
<b>Task length</b>	2000 words	
<b>weight</b>	30%	
<b>Links to unit's intended learning outcomes</b>	Learning Objectives 5-8	
<b>Assessment criteria</b>	Journals will be assessed for reflective learning qualities and awareness of personal-environmental influences of rehabilitation and health service qualities.	
	<b>Criteria</b>	<b>Performance standard</b>
	Use of professional, grammatically correct language	Free of errors
	Report structure	Report is logical and reads well
	Contains a succinct discussion of experiences including cases and/or situations to accentuate learning.	Content includes cases or situations which are analysed and reflected upon in terms of student's perspectives, beliefs, assumptions, values.
	Includes analysis of theoretical basis of	Content includes analysis of theory and practice in the setting and discussion of

	rehabilitation practice in the setting	ways practice varied from theory or previous knowledge of student.
	Ability to discuss experiential learning with reference to recent research and evidence relevant to rehabilitation counselling.	Inclusion references relevant to experiential learning and rehabilitation counselling and comparisons made between experiences and research. The work is structured appropriately, deeply analytical and well supported by relevant and appropriate research literature.
	Overall the journal log reflects deep learning from the service learning experience.	Overall the journal log reflects the student's deeper learning and reflection of own perceptions of people living with disabilities, disability service providers and the environment.
	See guidelines for case study exam above.	
<b>Dates and times due</b>	Logs Weeks 5-10. Final write-up and agency report by Week 10	

## APPENDIX C: SERVICE LEARNING GROUP TASK ASSESSMENT DESCRIPTION

<b>Assessment Item 3: Community Engaged Service Learning Group Presentations (due Weeks 11 and 12)</b>	
<b>Task description</b>	<p>You will be assigned to learning circle groups by week 5 of the semester based on their community placement assignments.</p> <p>In your community engaged <b>service learning</b> circle groups, you will consider theme aligned questions reflecting on community health practices. The thematic presentations are due week 11 and 12 [as per teaching schedule below]</p> <p>In assessing your work, the course lecturer will consider qualities of the 1 in-class presentation and the 2-page summary post-presentation reflective summary together with any multimedia tools utilized. The course lecturer will share with you the scoring rubrics for the learning circle groups by week 6 of the semester together with the theme aligned presentation guidelines.</p>
<b>Task length</b>	2000 words
<b>Weight</b>	30%
<b>Links to unit's intended learning outcomes</b>	Applied learning
<b>Assessment criteria</b>	<i>As Above</i>
<b>Dates and times due</b>	Week 11 and 12

## APPENDIX D: CASE STUDY TEST DESCRIPTION

<b>Assessment Item 4: Case study take home test</b>	
<b>Task description</b>	You will take a case study take home test based on a case description with probe questions inviting applied learning type of responses. The test is scheduled for June 15 <sup>th</sup> , 2017.
<b>Task length</b>	2000 words
<b>Weight</b>	20%
<b>Links to unit's intended learning outcomes</b>	Learning Objectives 1-10
<b>Assessment criteria</b>	<i>As Above</i>
<b>Dates and times due</b>	Week 14; June 15 <sup>th</sup>

## APPENDIX D. REFLECTIVE LOGS MARKING SCHEME

Names of Student: \_\_\_\_\_ Student ID: \_\_\_\_\_ Due Date of assignment : \_\_\_\_\_

Criteria	Performance standard	Points	Award	Comment X legend descriptor
Grammatically correct language	Free of errors	2		
Report structure	Report is logical and reads well	3		
Contains a succinct discussion of experiences including illustrative cases and/or situations	Content includes cases or situations reflected upon in terms of student's perspectives, beliefs, assumptions, values.	5		
Includes reflective analysis of practice in the setting	Content includes analysis of how practice varied from theory or previous knowledge of student.	7		
Discussion of experiential learning with supporting evidence	Inclusion references relevant to experiential learning and well supported statements.	7		
Overall the journal log reflects deep learning from the service learning experience.	Clear evidence of learning and reflection on own perceptions of people living with disabilities, disability service providers and the environment.	6		
	<b>TOTAL SCORE</b>	30		

### Legend

- 1 = Very Inadequate – Criterion Skill not demonstrated / missing
- 2 = Inadequate – Limited evidence of meeting criterion skill
- 3 = Appropriate – Fair demonstration of criterion skill or competence in applying skill
- 4 = Very Appropriate – Superior demonstration of criterion skill of competence of use skill
- 5 = Highly Competent – Outstanding demonstrates of criterion skill or very high competence

## APPENDIX E. SERVICE LEARNING GROUP PRESENTATIONS GUIDELINES

For your Community engaged service learning group presentation, you can elect to have a primary focus on

### 1. Monitoring and evaluation aspects

Identify and explain the types and uses of data gathered through monitoring and evaluation important to the services provided by the community agency including situation analysis and/or any use of e-health records

OR

### 2. Disability case management aspects

Consider the role and functions of case workers in the provisioning of health and wellbeing oriented services by the community agency.

You should decide as a group as to your focus. You can elect a different theme with instructor permission. You will be scored on the rubric as below.

AGENCY NAMES
GROUP MEMBER NAMES:

INSTRUCTOR INITIALS:

		<b>Community Engaged Service Learning Group Presentation</b>			
<b>Presentation</b>		<b>Presentation Preparation Guidelines and Scoring Rubrics</b>			
<b>Category</b>	<b>Scoring Criteria</b>	<b>Points</b>	<b>Award</b>	<b>Comment X Legend</b>	
<b>Written Summary (15 points)</b>					
<b>Theme focus (10 points)</b>	Written summary addresses a clear community health theme	5			
<b>Content (5 points)</b>	Information is presented in a logical sequence.	5			
	Clear framework for the oral presentation	2			
	Technical terms are well-defined	3			
<b>Oral Qualities [15 points]</b>					

	Engaging and with smooth transition among speakers.	2		
	Speakers communicate well and in clear, audible voice.	3		
	Effective use of multi-media tools , and not distracting	5		
	Questions were responded appropriately.	3		
	Length of presentation is within time limits (20 minutes)	2		
<b>Community Health Theme (60 points)</b>	Succinct community partner role description	5		
	Clear health and wellbeing promotion theme	10		
	Reference to relevant ICF framework components	10		
	Presentation demonstrated inter-disciplinary understanding	10		
	Clear personal and group learning benefit	10		
	Presentation with evidence of research readings around the topic	10		
	Conclusion summarizes the key community health and wellbeing issues	5		
<b>Score</b>	<b>Total Points</b>	<b>90</b>		
<b>Legend</b>	1 = Very Inappropriate – Skill and process not demonstrated / missing / not competently demonstrated 2 = Inappropriate – Limited ability in demonstrating skill 3 = Appropriate – Demonstrates an emerging style / competence in applying skill 4 = Very Appropriate – Demonstrates competent ability to apply and use skill 5 = Highly Competent – Demonstrates well–developed and highly competent skill			
<b>Score</b>			<b>Weighted score/30</b>	

**Summary of your group member comments (by number nominating comment)**

**Instructor Overall comment**

**ADDENDUM**

SERVICE LEARNING



THE UNIVERSITY OF  
**SYDNEY**

**Disciplines of Discipline of  
Rehabilitation Counselling**

**Faculty of Health Sciences**

**Chief Investigator**

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***Community Engaged Learning and Teaching (CELT) through Service-Learning***

**END OF PLACEMENT AGENCY FEEDBACK – Part A**

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Agency: \_\_\_\_\_

Dates: \_\_\_\_\_ to \_\_\_\_\_

No	Professional Qualities	Excellent +85%	Good 84 - 75	Average 74 - 65	Pass 64 - 50	Fail <50	No Opportunity to observe (N/O)
1.	Is dependable (including attendance and punctuality)						
2.	Dresses appropriately						
3.	Demonstrate initiative						
4.	Works Cooperatively with others						
5.	Uses times wisely						
6.	Demonstrates enthusiasm						
7.	Seeks suggestions						
8.	Strive for self-improvement						
9.	Exhibits ethical behaviour						
10.	Is resourceful						
11.	Has the ability to adapt to new situations						
12.	Overall rating of student						

Supervisor's name: \_\_\_\_\_

Supervisor's position: \_\_\_\_\_

**Instructions:** Please respond to the items on the following scale. Please tick in the appropriate column. Additional comments may be added in the space provided, or on the back of this sheet. Thank you.

**Ratings out of 100: Excellent – 85+, Good- 75-84, Average 65-74, Pass- 50-64, Fail- <50**

**General overall comments about the experience of student's participation**

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**WORKPLACE PLAN – Part B**

STUDENT'S NAME:

\_\_\_\_\_

STUDENT' ID:

\_\_\_\_\_

AGENCY PERSONEL/LEADER:

\_\_\_\_\_

AGENCY NAME:

\_\_\_\_\_

DATE:

\_\_\_\_\_

**This section to be finalised on the last day of placement, based on negotiated number of hours and daily records maintained by the student and sighted by the supervisor.**

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY



**STUDENT'S COMMENTS: (after completion of the placement)**

Empty rectangular box for student comments.