



OCCT13007 *Enabling Mental Health*

Term 1 - 2017

Profile information current as at 03/05/2024 08:51 am

All details in this unit profile for OCCT13007 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit provides an in-depth exploration of the roles of occupational therapists working in contemporary mental health service provision for youth, adults and older people. You will be introduced to the use of client-centred assessments and interventions to understand the factors that influence occupational functioning when mental health issues are present. Occupational therapy service delivery will be considered within the context of overarching mental health policies, legislation, standards, recovery principles and ethical issues.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Successful completion of all Year 1 and Year 2 units in the Bachelor of Occupational Therapy (Honours)

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2017

- Bundaberg
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Group Work**

Weighting: Pass/Fail

2. **Written Assessment**

Weighting: 30%

3. **Presentation and Written Assessment**

Weighting: 45%

4. **Examination**

Weighting: 25%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from 'Have your Say' feedback and in-class feedback from the student group.

Feedback

Students were overwhelmingly positive about the design of the seminar assessment, and noted the benefits of investing their time in researching their topic, and also being able to teach their peers.

Recommendation

The seminar assessment will be continued in T1 2017 with some additional formative processes in place to ensure that additional quality controls optimise the quality of the seminar content. This will ensure that students are conveying correct and contemporary information to their peers and getting the most out of this authentic learning activity.

Action

A formative assessment task (group hurdle task) was designed to ensure that students are supported in identifying knowledge gaps and that the seminar is shaped correctly to optimise peer learning (Mui Lim & Rodger, 2010). Collaboration with the unit coordinator/lecturer as part of the hurdle ensured that high quality learning objectives were designed so that peers receive accurate content during the seminar learning experience.

Feedback from 'Have your Say' feedback

Feedback

Four students out of the nine who completed 'Have your Say' indicated that they would prefer to have at least 30 minutes more for the examination.

Recommendation

The examination will remain within the assessment suite and an additional 30 minutes will be provided in T1 2017.

Action

An additional 30 minutes was added to the examination in T1 2017.

Feedback from 'Have your Say' feedback, direct feedback from students in class and at the end of term, and peer reflection between academic staff.

Feedback

A number of students reported that they found the workshop exercises conducting critical appraisals of qualitative literature in mental health occupational therapy to be an extremely beneficial learning exercise.

Recommendation

The critical appraisal exercises using the McMaster templates will be continued into T1 2017.

Action

Students were provided with a range of peer-reviewed occupational therapy literature and practiced critical appraisal skills in class.

Unit Learning Outcomes

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

1. Articulate best practice for the role of occupational therapists when working with people with occupational performance challenges arising from mental health conditions.
2. Select and implement a range of appropriate assessment tools to determine the impact of a mental health condition on a person's occupational performance and to identify how the occupational therapist might intervene.
3. Set client-centred goals based on information obtained from client and their significant others.
4. Use clinical reasoning to plan an evidence-based intervention for persons with occupational performance challenges arising from a mental health condition.
5. Integrate principles of occupational justice in the promotion of occupationally-inclusive opportunities for people with mental health conditions.
6. Articulate the key legislative guidelines, policies, recovery principles and standards that impact on occupational therapy practice in mental health settings.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Group Work - 0%	•					
2 - Written Assessment - 30%		•	•			
3 - Presentation and Written Assessment - 45%	•	•		•	•	
4 - Examination - 25%	•			•		•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication		•	•	•	•	
2 - Problem Solving		•	•	•	•	•
3 - Critical Thinking		•	•	•	•	•
4 - Information Literacy		•	•	•		
5 - Team Work		•	•	•		
6 - Information Technology Competence		•	•	•		
7 - Cross Cultural Competence		•	•	•	•	•
8 - Ethical practice		•	•	•	•	•
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Group Work - 0%	•	•	•		•					

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
2 - Written Assessment - 30%	•		•				•	•		
3 - Presentation and Written Assessment - 45%	•	•	•	•	•					
4 - Examination - 25%		•	•					•		

Textbooks and Resources

Textbooks

OCCT13007

Prescribed

Occupational Therapy in Mental Health: A Vision for Participation

Edition: 1st (2011)

Authors: Brown, Catana & Stoffel, Virginia. C.

F.A.Davis Company distributed by Elsevier in Australia

Sydney , New South Wales , Australia

ISBN: ISBN-13: 978-0-8036-1704-9

Binding: Hardcover

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Desley Simpson Unit Coordinator

desley.simpson@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction to Enabling Strategies in Mental Health

Reading One:

Tsang, H.W.H., Siu, A.M.H., & Lloyd, C. (2011). Evidence-based Practice in Mental Health. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). *Occupational therapy in mental health: A vision for participation* (pp. 57-67). Philadelphia: F.A. Davis Company.

Reading Two:

Lal S. (2010). Prescribing recovery as the new mantra for mental health: Does one prescription serve all? *Canadian Journal of Occupational Therapy, 77*, 82-89. doi: 10.2182/cjot.2010.77.2.4

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
The 'recovery' perspective and role of OT in a recovery paradigm	<p>Reading One: Stoffell, V.C. (2011). Recovery. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). <i>Occupational therapy in mental health: A vision for participation</i> (pp. 3-15). Philadelphia: F.A. Davis Company.</p> <p>Reading Two: Krupa, T. (2014). Recovery Model. In Boyt Schell, B.A., Gillen, G., Scaffa, M.E. & Cohn, E.S. (Eds.). <i>Willard & Spackman's Occupational Therapy</i> (pp.564-573). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.</p> <p>Optional recommended reading: Doroud, N., Fossey, E., & Fortune, T. (2015). Recovery as an occupational journey: A scoping review exploring the links between occupational engagement and recovery for people with enduring mental health issues. <i>Australian Occupational Therapy Journal, 62</i>, 378-392. doi: 10.1111/1440-1630.12238</p>	Tutorial event: qualitative appraisal skills

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic

Introducing MOHO as a model for mental health practice
 Cultural considerations in mental health practice

Reading One:

Wook Lee, S. et.al. (2012). Impact of using the Model of Human Occupation: A survey of occupational therapy mental health practitioners' perceptions. *Scandinavian Journal of Occupational Therapy*, 19, 450-456. doi: 10.3109/11038128.2011.645553.

Reading Two:

Forsyth, K. et.al. (2014). The model of human occupation. In Boyt Schell, B.A., Gillen, G., Scaffa, M.E. & Cohn, E.S. (Eds.). *Willard & Spackman's Occupational Therapy* (pp.505-526). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.

Optional recommended readings:

Kramer, J. Kielhofner, G., Wook Lee, S., Ashpole, E. & Castle, L. (2009). Utility of the model of human occupation screening tool for detecting client change. *Occupational Therapy in Mental Health*, 25(2), 181-191. doi: 10.1080/01642120902859261

Munoz, J.P. (2011). Mental health practice in a multicultural context. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). *Occupational therapy in mental health: A vision for participation (pp. 442-450 only)*. Philadelphia: F.A. Davis Company.

Tutorial event: qualitative appraisal skills

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Diagnosis & Occupational Performance Challenges Diagnosis & psychopathology - DSMV & ICD Mood disorders Anxiety disorders	<p>Reading One: Spangler, N.W. (2011). Mood disorders. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). <i>Occupational therapy in mental health: A vision for participation</i> (pp.155-166). Philadelphia: F.A. Davis Company.</p> <p>Reading Two: Davis, J. (2011). Anxiety disorders. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). <i>Occupational therapy in mental health: A vision for participation</i> (pp.167-178). Philadelphia: F.A. Davis Company.</p>	<p>Tutorial event: qualitative appraisal skills</p> <p>Written Assessment - Consumer Story - shaping occupational therapy assessment and intervention Due: Week 4 Friday (31 Mar 2017) 5:00 pm AEST</p>

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Diagnosis & Occupational Performance Challenges

- Schizophrenia
- Personality disorders

Reading One:

Brown, C. (2011). Schizophrenia. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). *Occupational therapy in mental health: A vision for participation* (pp. 179-191). Philadelphia: F.A. Davis Company.

Reading Two:

Cara, E. (2013). Personality Disorders. In Cara, E., MacRae, A. (Eds.). *Psychosocial occupational therapy: An evolving practice* (pp.308-339). Clifton Park, NY: Thomson Delmar Learning.

Optional recommended reading:

Whatley, E., Fortune, T., & Williams, A.E. (2015). Enabling occupational participation and social inclusion for people recovering from mental ill-health through community gardening. *Australian Occupational Therapy Journal*, 62, 428-437. doi:

Tutorial event: qualitative appraisal skills

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Mental Health Across the Lifespan 1
Infancy to adolescence

Reading One:

Pizur-Barnekow, K. (2011). Early intervention: A practice setting for infant and toddler mental health. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). *Occupational therapy in mental health: A vision for participation* (pp. 491-502). Philadelphia: F.A. Davis Company.

Reading Two

Barnekow, K. & Pickens, N.D. Introduction to Occupation and Co-occupation. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). *Occupational therapy in mental health: A vision for participation* (pp. 641-645 only). Philadelphia: F.A. Davis Company.

Optional recommended reading:

Honey, A., Alchin, S. & Hancock, N. (2014). Promoting mental health and wellbeing for a young person with a mental illness: Parent occupations. *Australian Occupational Therapy Journal*, 61, 194-203. doi: 10.1111/1440-1630.12111

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Mental Health Across the Lifespan 2
The older adult

Reading One:

Schaber, P. (2011). Dementia. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). *Occupational therapy in mental health: A vision for participation* (pp. 225-240). Philadelphia: F.A. Davis Company.

Reading Two:

Parker, G. et.al. (2016). Mental health implications for older adults after natural disasters - a systematic review and meta analysis. *International Psychogeriatrics*, 28(1), 11-20. doi: 10.1017/s1041610215001210

Optional recommended reading:

Lysack, C., Lichtenberg, P. & Schneider, B. (2011). Effect of a DVD intervention on therapists' mental health practice with older adults. *American Journal of Occupational Therapy*, 65, 297-305. doi: 10.5014/ajot.2011.001354.

Tutorial event: student-led seminar assessments

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Therapy Assessment in Mental Health Assessment Concerns in Mental Health Practice Culturally-safe assessment Risk assessment Interdisciplinary measures	<p>Reading One: Strong, S. & Rebeiro Gruhl, K. (2011). Person-Environment-Occupation Model - 'The PEO Model in Mental Health Practice' In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). <i>Occupational therapy in mental health: A vision for participation</i> (pp. 37-45). Philadelphia: F.A. Davis Company.</p> <p>Reading Two: Brown, C. (2011). Motivation - 'Model of Human Occupation'. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). <i>Occupational therapy in mental health: A vision for participation</i> (pp. 335-338 only). Philadelphia: F.A. Davis Company.</p>	<p>Tutorial event: student-led seminar assessments</p>

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Therapy Intervention in Mental Health part one	<p>Readings from "Occupational Therapy in Mental Health: A Vision for Participation" text:</p> <ol style="list-style-type: none"> 1) pp.654 2) pp.668-671 3) pp.716-719 4) 745-749 	<p>Tutorial event: student-led seminar assessments</p>

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Occupational Therapy Intervention in Mental Health part two

Reading One:

Ch.34. Scaffa, M.E. (2014). Group process and group intervention. In Schell, B.A., Gillen, G., & Scaffa, M.E. (Eds.). (2014). *Willard and Spackman's Occupational Therapy* (pp.437-451). 12th Edition. Philadelphia: Lippincott Williams and Wilkins.

Reading Two:

Bullock, A. & Bannigan, K. (2011). Effectiveness of activity-based group work in community mental health: A systematic review. *American Journal of Occupational Therapy, 65*, 257-266. doi: 10.5014/ajot.2011.001305

Optional recommended reading:

Sundsteigen, B., Eklund, K. & Dahlin-Ivanoff, S. (2009). Patients' experience of groups in outpatient mental health services and its significance for daily occupations. *Scandinavian Journal of Occupational Therapy, 16*, 172-180. doi: 10.1080/11038120802512433

Tutorial event: Student-led seminar assessments

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Specialised roles for OT in mental health Better Access to Mental Health private practice Criminal justice - forensic OT	<p>Reading One: Kohn, M., Hitch, D. & Stagnitti, K. (2012). Better access to mental health program: Influence of mental health occupational therapy. <i>Australian Occupational Therapy Journal, 59</i>(6), 437-444. doi: 10.1111/1440-1630.12005</p> <p>Reading Two: Connell, C. (2015). An integrated case formulation approach in forensic practice: the contribution of Occupational Therapy to risk assessment and formulation. <i>Journal of Forensic Psychiatry & Psychology, 26</i>(1), 94-106. doi: 10.1080/14789949.2014.981566</p> <p>Optional recommending readings: Ftanou, M. (2014). Evaluating the Better Access initiative: What do consumers have to say? <i>Australian Social Work, 67</i>(2), 162-178. doi: 10.1080/0312407X.2014.902978 O'Reilly, K. et.al. (2016). Study protocol: a randomised controlled trial of cognitive remediation for a national cohort of forensic mental health patients with schizophrenia or schizoaffective disorder. <i>BMC Psychiatry, 16</i>(5), doi: 10.1186/s12888-016-0707-y</p>	<p>Tutorial:</p> <ul style="list-style-type: none"> • reflection on learning from student-led seminars • have we met our learning objectives? • exploring OT role descriptions in mental health - meeting the selection criteria

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Revision for Exam -drop-in session for any final questions & follow-up	No readings	No tutorial - revision for exam

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Group Work - Formative Hurdle Task

Assessment Type

Group Work

Task Description

You will undertake this hurdle task in order to ensure your seminar preparation is focused and targeted to optimise your own learning in your allocated topic, and to facilitate an optimal learning experience for your peers. Upon receiving your topic, your group will commence research to develop your knowledge in the area. The topics chosen are to extend your knowledge and your peers' knowledge, beyond that which has been taught in your lecture content.

You are required to complete the following steps in order to pass the Hurdle Task and the rubric available to you will support you to ensure you have prepared adequately:

- Student pair/group to initiate contact with the unit coordinator to confirm a week 5 appointment which must be attended
- Conduct preliminary research on your seminar topic and present a draft list of relevant readings/citations from the peer-reviewed literature
- Prepare three learning objectives for your student peers
- The learning objectives must be aligned to the topic, specific, measurable, unambiguous and succinct
- Using the proposed learning objectives, draft a general bullet point list of suggested content and interactive activities for your student peers

Achieving these steps will enable your unit coordinator to support you to refine and develop the learning objectives according to your aims for the seminar. Exemplars of high-quality learning objectives from previous students have been included on the Moodle site for you to refer to in developing your own learning objectives. Please note that this is a hurdle task and is pass/fail in order for you to progress to assessment 2 within OCCT13007.

Assessment Due Date

Appointments made with unit coordinator during week 5, outside of lecture/tutorial times

Return Date to Students

Week 5 Friday (7 Apr 2017)

Weighting

Pass/Fail

Assessment Criteria

The criteria for this hurdle task are as follows:

- student pair/group has initiated contact with the unit coordinator to confirm an appointment within week 5 to outline seminar preparation and present the draft learning objectives. Student pair/group has presented for that discussion
- preliminary seminar preparation has occurred, as evidenced by presentation of a draft list of relevant readings/citations from the peer-reviewed literature including text books and journals
- presentation of three learning objectives for peers that will guide the next draft of content, further research, directions for ongoing preparation and interactive activities for peers
- the learning objectives are measurable, unambiguous, succinct and aligned to the assigned topic
- the proposed draft learning objectives have informed a draft outline of content and interactive activities for peers within the seminar session. A bullet point list is adequate for this

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline Group

Submission Instructions

Present verbally and with documents at the week 5 meeting with unit coordinator

Learning Outcomes Assessed

- Articulate best practice for the role of occupational therapists when working with people with occupational performance challenges arising from mental health conditions.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work

2 Written Assessment - Consumer Story - shaping occupational therapy assessment and intervention

Assessment Type

Written Assessment

Task Description

You are required to read a consumer story, made available to you in the first lecture, and from your reflection of that story, generate a 1500-word report (the inclusion of tables to present your work within the report is acceptable). The report will address the following:

- An introduction that includes 2-4 narrative paragraphs of your personal reflection on the experiences of this consumer and if and how your perceptions of the impact of mental illness have been influenced by this consumer story. Include a reflection on what you know of depression in this early stage of the unit and any gaps in knowledge you may have
- Identify which assessments and outcome measures may be appropriate - support your choices with evidence from the literature and then prioritise which would be most appropriate for use with this consumer. Place these in the order in which you would utilise them in practice, with supportive statements to explain your rationale
- Using this specific consumer story, place yourself in the position of this consumer's occupational therapist. Generate three consumer-centred SMART goals, based on what you know of the consumer story and the hypothetical results of the assessment process. Articulate your professional reasoning for these goals. The SMART goals should be specific, measurable, activity-based, with a review plan and timeframe
- Reflect on your knowledge gaps at this early part of term and develop a brief learning plan (three to four specific strategies) to help you obtain that knowledge by the end of term

Assessment Due Date

Week 4 Friday (31 Mar 2017) 5:00 pm AEST

Return Date to Students

Week 6 Friday (21 Apr 2017)

Weighting

30%

Minimum mark or grade

Students must achieve a minimum of 50% of the overall marks for this assessment in order to pass the unit overall

Assessment Criteria

Assessment criteria are as follows:

- ability to draw upon the literature to identify and justify the use of appropriate assessment and outcome measures (10)
- ability to generate appropriate consumer-centred SMART goals (10)
- reflection skills (5)
- written communication skills (5)

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Upload document to Moodle

Learning Outcomes Assessed

- Select and implement a range of appropriate assessment tools to determine the impact of a mental health condition on a person's occupational performance and to identify how the occupational therapist might intervene.
- Set client-centred goals based on information obtained from client and their significant others.

Graduate Attributes

- Communication
- Critical Thinking
- Cross Cultural Competence
- Ethical practice

3 Student-led seminar assessment

Assessment Type

Presentation and Written Assessment

Task Description

You will undertake this assessment in pairs or groups (depending on enrolled numbers). Groups will deliver a student-led seminar during the tutorial time allocated to this unit. The seminars will be 45 minutes, with an additional 15 minutes for discussion and questions/answers, and must not exceed 60 minutes in total. Groups will run these seminars over the course of Weeks 7-10 of term. Groups will be allocated by the unit coordinator in readiness for week 1 lectures. Topics will be discussed in class in week 1. All groups will be advised of topic and week allocation by the end of week 1 of term. The key aim of each seminar is to teach peers about contemporary mental health practice in occupational therapy. The seminar topics have been chosen by the unit coordinator in consultation with industry stakeholders. You must complete the following tasks as a group:

1. Perform preliminary research on the allocated seminar topic
2. Complete the Hurdle Assessment Task in week 5 which contains specific requirements for preparation of this seminar
3. Generate a presentation for your student peers which will address those learning objectives
4. The presentation must include substantial, evidence-based content, and interactive activities for students to consolidate learning and reinforce the learning objectives you have developed
5. Each seminar must be no less than 45 minutes' duration and the total time must not exceed 60 minutes
6. You must be able to proffer appropriate questions to the class to help you determine if learning outcomes have been met. You must also demonstrate an adequate knowledge of the material to respond to questions from the class group

The written component of this task will be a one-page A4 or A3 poster as though you were attracting registrants to a professional seminar and informing them of the proposed content. The professional poster will highlight the 'seminar overview' and articulate the 'key learning outcomes' that participants will leave with following your seminar. This part of the task will allow you to demonstrate creative skills in written expression, while communicating key messages succinctly and effectively. The poster must be submitted electronically via Moodle and an A3 coloured copy should be made available for peers on both campuses for the day of the seminar.

Guidelines for your poster are as follows:

- Your title should be concise but must effectively convey the question that generates your presentation - the audience must be able to grasp the overall message at a glance
- Provide an overview of the main content that will be covered in the seminar
- Communicate what the attendees will get out of their attendance - what new knowledge will they acquire? What skills might they consolidate?
- Don't forget the power of graphics in this poster
- Please try to keep the proportion of text to graphics at 60%-40%

The seminar topics are as follows:

1. The role of the consumer in mental health services
2. Sensory approaches in mental health - what is the current state of evidence?
3. Assessment tools and outcome measures within the MOHO
4. Applying transdisciplinary strategies used in mental health practice within an occupation-based framework
5. Cognitive assessments used to support people with schizophrenia - how do they inform occupation-based interventions?

6. Special issues and future directions in older persons' mental health
7. Vocational rehabilitation and supported employment for persons with severe mental illness

Self and Peer Assessment (SPA) is part of this assessment. You will complete the online self and peer assessment on the OCCT13007 Moodle site the day prior to your presentation. This enables you to rate your own performance in teamwork and also rate your team members' performance. The results for this will then be incorporated into the rubric and contribute toward the overall grade.

Assessment Due Date

Pairs/groups will be allocated to present seminars over tutorial times in weeks 7-10 inclusive

Return Date to Students

Marks will be returned the week following the seminars

Weighting

45%

Minimum mark or grade

Students must achieve a minimum of 50% of the overall marks for this assessment in order to pass the unit overall

Assessment Criteria

Assessment criteria as follows, with a full rubric available on Moodle:

- best practice in the assigned seminar topic is presented (10)
- knowledge of best practice, assessment tools and appropriate intervention is linked within an occupational justice framework (10)
- effective professional communication of content facilitates peers to meet learning objectives (10)
- group poster presentation (5)
- teamwork (10)

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Student pairs/groups are required to submit the PDF handout of their presentation to Moodle by 8am on the day of the seminar, as well as an electronic copy of the poster. A hard copy of the poster must be made available on both the Bundaberg campus and the Rockhampton campus.

Learning Outcomes Assessed

- Articulate best practice for the role of occupational therapists when working with people with occupational performance challenges arising from mental health conditions.
- Select and implement a range of appropriate assessment tools to determine the impact of a mental health condition on a person's occupational performance and to identify how the occupational therapist might intervene.
- Use clinical reasoning to plan an evidence-based intervention for persons with occupational performance challenges arising from a mental health condition.
- Integrate principles of occupational justice in the promotion of occupationally-inclusive opportunities for people with mental health conditions.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work

Examination

Outline

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

25%

Length

90 minutes

Minimum mark or grade

Students must receive 50% and over of the total available marks in order to pass the examination

Exam Conditions

Closed Book.

Materials

No calculators permitted

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem