



# OCCT13007 *Enabling Mental Health*

## Term 1 - 2018

Profile information current as at 03/05/2024 08:39 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

OCCT12006OCCT12002OCCT12004

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 - 2018

- 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. **Written Assessment**

Weighting: 30%

#### 2. **Presentation**

Weighting: 45%

#### 3. **In-class Test(s)**

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**

The engaged delivery was highlighted as a best aspect of the unit consistently by students, with students identifying that the unit was well-structured, well-paced and interesting.

##### **Recommendation**

The unit will be delivered very similarly in 2018, with updated readings and content in accordance with current best practice in mental health occupational therapy.

#### Feedback from Have Your Say

##### **Feedback**

The examination was identified as a positive aspect of the unit and feedback was received that 90 minutes was a good time-frame for the exam.

##### **Recommendation**

An examination or similar quiz at the conclusion of term will remain in the OCCT13007 assessment suite in 2018.

#### Feedback from Have your Say, in-class feedback to unit coordinator

##### **Feedback**

The vast majority of students highlighted that the seminar assessments were an excellent learning experience. Comments such as those below are representative of the general feedback about the seminar assessments: "The seminars were fantastic learning resources" "The best aspect of the course are definitely the student led seminars - these are so challenging but really enhance our learning of core concepts of the course"

##### **Recommendation**

The formative hurdle task, preparing students for the seminar, and the seminar assessment will remain in the assessment suite in 2018.

## Unit Learning Outcomes

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

1. Articulate evidence-based practice for assessment, consumer-centred goal setting, and intervention to enable occupational performance for people with mental illness
2. Select and practice administration of appropriate assessment tools to determine the impact of a mental health condition on a person's occupational performance and to inform treatment planning
3. Integrate principles of occupational justice in the promotion of occupationally-inclusive opportunities for people with mental illness
4. 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

— N/A Level   ● Introductory Level   ● Intermediate Level   ● Graduate Level   ○ Professional Level   ● Advanced Level

### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 30%	•	•	•	
2 - Presentation - 45%	•	•	•	•
3 - In-class Test(s) - 25%	•			•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Written Assessment - 30%	•		•				•	•	•	
2 - Presentation - 45%	•	•	•	•	•				•	
3 - In-class Test(s) - 25%		•	•					•		

## Textbooks and Resources

### Textbooks

OCCT13007

#### Prescribed

#### **Occupational Therapy in Mental Health: A vision for participation**

Edition: first (2011)

Authors: Catana Brown & Virginia C.Stoffel

F.A. Davis Company

Philadelphia , PA , United States of America

ISBN: ISBN 13: 978-0-8036-1704-9 and ISBN 10: 0-8036-1704-6

Binding: Other

### 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](mailto:desley.simpson@cqu.edu.au)

## Schedule

### **Week 1 - 05 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction to Enabling Strategies in Mental Health  
The Concept of Recovery

**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:**

Nugent, A., Hancock, N., & Honey, A. (2017). Developing and Sustaining Recovery-Orientation in Mental Health Practice: Experiences of Occupational Therapists. *Occupational Therapy International*.

**Reading Three:**

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.

Introduction to the unit and teaching staff  
Details about assessments, including seminar groups and topics

**Week 2 - 12 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
The Role of OT in a Recovery Paradigm Introducing MOHO as a Model for Mental Health Practice	<p><b>Reading One:</b> Stoffell, V.C. (2011). Recovery. In Brown, C., Stoffel, V.C., &amp; Munoz, J.P. (Eds.). Occupational therapy in mental health: A vision for participation (pp. 3-15). Philadelphia: F.A. Davis Company.</p> <p><b>Reading Two:</b> Krupa, T. (2014). Recovery Model. In Schell, B.A.B., Gillen, G., Scaffa, M.E. &amp; Cohn, E.S. (Eds.). Willard &amp; Spackman's Occupational Therapy (pp.564-573). Philadelphia: Wolters Kluwer Health/Lippincott Williams &amp; Wilkins.</p> <p><b>Reading Three:</b> Doroud, N., Fossey, E., &amp; 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</i>, 62, 378-392. doi: 10.1111/1440-1630.12238</p> <p><b>Reading Four:</b> Forsyth, K. et.al. (2014). The Model of Human Occupation. In Boyt Schell, B.A., Gillen, G., Scaffa, M.E. &amp; Cohn, E.S. (Eds.). Willard &amp; Spackman's Occupational Therapy (pp.505-526). Philadelphia: Wolters Kluwer Health/Lippincott Williams &amp; Wilkins.</p>	

**Week 3 - 19 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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Diagnosis & Occupational  
Performance Challenges  
DSMV & ICD  
Mood disorders  
Anxiety disorders

**Reading One:**

Spangler, N.W. (2011). Mood disorders. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). Occupational therapy in mental health: A vision for participation (pp.155-166). Philadelphia: F.A. Davis Company.

**Reading Two:**

Davis, J. (2011). Anxiety disorders. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). Occupational therapy in mental health: A vision for participation (pp.167-178). Philadelphia: F.A. Davis Company.

**Week 4 - 26 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Diagnosis & Occupational Performance Challenges Schizophrenia Personality disorders	<p><b>Reading One:</b> Brown, C. (2011). Schizophrenia. In Brown, C., Stoffel, V.C., &amp; Munoz, J.P. (Eds.). Occupational therapy in mental health: A vision for participation (pp. 179-191). Philadelphia: F.A. Davis Company.</p> <p><b>Reading Two:</b> 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.</p>	

**Week 5 - 02 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Mental Health Across the Lifespan 1: Infancy to Adolescence	<p><b>Reading One:</b> Pizur-Barnekow, K. (2011). Early intervention: A practice setting for infant and toddler mental health. In Brown, C., Stoffel, V.C., &amp; Munoz, J.P. (Eds.). Occupational therapy in mental health: A vision for participation (pp. 491-502). Philadelphia: F.A. Davis Company.</p> <p><b>Reading Two:</b> Barnekow, K. &amp; Pickens, N.D. Introduction to Occupation and Co-occupation. In Brown, C., Stoffel, V.C., &amp; Munoz, J.P. (Eds.). Occupational therapy in mental health: A vision for participation (pp. 641-645 only). Philadelphia: F.A. Davis Company.</p>	<p>Written assessment 30% due</p> <p><b>Consumer Story Written Assessment 30% 1500 words</b> Due: Week 5 Friday (6 Apr 2018) 12:00 am AEST</p>

**Vacation Week - 09 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 16 Apr 2018**

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.

**Week 7 - 23 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Therapy Assessment in Mental Health	Text: Occupational & Wellness Assessments p. 653 ADL & IADL Assessments p.663-667 Leisure and Play Assessments p.728-729	

**Week 8 - 30 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Therapy Intervention in Mental Health	Readings from "Occupational Therapy in Mental Health: A Vision for Participation" text: 1) pp.654 2) pp.668-671 3) pp.716-719	

**Week 9 - 07 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Seminar assessments	No readings	Seminar assessments  <b>Student-led seminar</b> Due: Week 9 Wednesday (9 May 2018) 8:00 am AEST

**Week 10 - 14 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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Occupational Therapy Intervention in Mental Health - Group process, groupwork

**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 & Wilkins.

**Reading Two:**

McCrossan, P., Ryan, A., Connellan, M., & Power, P. (2017). The impact of a specialized inpatient and day patient group programme on clinical outcome in older adolescents and young adults with mental illness. *Irish Journal of Psychological Medicine*, 34(1), 39-44. doi: 10.1017/ipm.2016.12

**Week 11 - 21 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
In-class revision - preparation for examination	In-class revision - preparation for examination	Students are required to attend the scheduled tutorial time this week. A mock examination will be conducted and a preparation kit provided.

**Week 12 - 28 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
In-class examination		In-class examination as scheduled in the timetable  <b>In-class examination</b> Due: Week 12 Wednesday (30 May 2018) 10:00 am AEST

**Review/Exam Week - 04 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 11 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Assessment Tasks

1 Consumer Story Written Assessment 30% 1500 words

**Assessment Type**

Written Assessment

**Task Description**

You are required to watch/read a consumer story, made available to you in the first lecture. This story requires you to deeply explore a lived experience of a person living life with a mood disorder. After reading and reflecting on that consumer story, please then prepare a 1500-word written report (the inclusion of tables to present your work within the report is acceptable) addressing the following points:

- An introduction that includes narrative paragraphs of your personal reflection on the experiences of this

consumer. What is this story telling you about this person's strengths, their challenges, their participation levels etc ?

- An additional section expressing your understanding of stigma and the recovery process, and how this relates to this consumer. Include information, with referencing, on any relevant occupational injustices.
- Include a reflection on what you know of mood disorders in this early stage of the course and any gaps in knowledge you may have. Include your understanding of evidence-based interventions, and the role of medication
- Identify which occupational therapy 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. Perform database searches for the evidence-based literature and review your texts. Place these in the order in which you would utilise them in practice, with supportive statements to explain your rationale. This self-directed research will be some of your first exposure to occupational therapy assessments for psychosocial challenges
- Reflect on your knowledge gaps about mood disorders and develop a learning plan (three to four specific strategies) to help you obtain that knowledge by the end of term

### **Word Count**

At this point in your studies, written communication skills are now assessed at the graduate attribute level of 'intermediate'. In this assessment, you are expected to adhere to the word limit, comprehensively yet succinctly presenting your ideas. There will be penalties applied if the word limit is +/- 10% of 1500 words.

### **Assessment Due Date**

Week 5 Friday (6 Apr 2018) 12:00 am AEST

### **Return Date to Students**

Week 7 Friday (27 Apr 2018)

Via Moodle gradebook

### **Weighting**

30%

### **Minimum mark or grade**

Students must achieve 50% of the total available marks for this assessment piece

### **Assessment Criteria**

Ability to draw upon the literature to identify and and justify the use of appropriate assessment and outcome measures (10)

Synthesis of evidence-based knowledge with concepts of stigma, recovery and occupational justice (10)

Reflection skills indicative of a deep learning level, exploring lived experience of consumers and taking responsibility for own future learning (5)

Written communication skills (5)

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Submit assessment to Moodle by due date

### **Learning Outcomes Assessed**

- Articulate evidence-based practice for assessment, consumer-centred goal setting, and intervention to enable

- occupational performance for people with mental illness
- Select and practice administration of appropriate assessment tools to determine the impact of a mental health condition on a person's occupational performance and to inform treatment planning
- Integrate principles of occupational justice in the promotion of occupationally-inclusive opportunities for people with mental illness

### Graduate Attributes

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

## 2 Student-led seminar

### Assessment Type

Presentation

### Task Description

You will undertake this assessment in groups of 3-4 (depending on enrolled numbers). Groups will deliver a student-led seminar during the tutorial time allocated to this course. 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 throughout the allocated class times in week 9 of term 1 2018. Topics and groups will be randomly allocated by the unit coordinator and provided in 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. This should be a dynamic, engaging learning experience for your peers, with a mix of content delivery, and hands-on learning activities. 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 6 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 of no less than 45 minutes' duration and 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

**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. You must complete the SPA in order to be deemed eligible for completion of the assessment piece. It is included within the marking rubric.

**The written component of this task will be generation of learning resources for your peers.** These resources will aid the delivery of your subject matter and should be designed so that your peers can keep the resources and refer back to them in the future, should the need arise. These learning resources are in addition to the teaching resources you may utilise throughout your seminar.

The seminar topics are as follows:

1. Sensory approaches in mental health occupational therapy - what is the current state of evidence?
2. Supporting occupational participation for consumers with schizophrenia - a focus on our occupation-focused assessments and interventions
3. Special issues and future directions for the occupational role in older persons' mental health
4. Evidence-based occupational therapy assessment strategies and interventions for the 12-25 year age group

Please note that marks will be allocated based on group performance. However, there will be exceptions. Those exceptions will be based on the following: 1) if the unit coordinator/ teaching staff note that a student has not

contributed during the actual seminar to the same level as peers; and/or 2) the SPA tool reveals problems with a particular group members' contribution and/or 3) where it is evident that there are considerable discrepancies in the SPA scores within a group. **If any or all of those circumstances occur, the unit coordinator will mark relevant students separately from the group.**

#### **Assessment Due Date**

Week 9 Wednesday (9 May 2018) 8:00 am AEST

Submit your presentation as a group to Moodle by 8am on the day of assessment, prior to attending the timetabled assessment day

#### **Return Date to Students**

Week 10 Friday (18 May 2018)

The turnaround for this assessment will be one week, in order to incorporate that feedback into revision and examination preparation

#### **Weighting**

45%

#### **Minimum mark or grade**

Students must achieve 50% of the total available marks for this assessment piece in order to pass

#### **Assessment Criteria**

Contemporary best practice in the assigned seminar topic (15)

Professional design and delivery of content and learning resources to facilitate peer learning (15)

Teamwork (10)

Evidence of group preparation in designing peer learning objectives (5)

#### **Referencing Style**

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

#### **Submission**

Online

#### **Submission Instructions**

Submit your presentation as a group to Moodle by 8am on the day of assessment, prior to attending the timetabled assessment day. Your group will be provided an allocated time in the schedule. All students are required to attend the entire assessment day.

#### **Learning Outcomes Assessed**

- Articulate evidence-based practice for assessment, consumer-centred goal setting, and intervention to enable occupational performance for people with mental illness
- Select and practice administration of appropriate assessment tools to determine the impact of a mental health condition on a person's occupational performance and to inform treatment planning
- Integrate principles of occupational justice in the promotion of occupationally-inclusive opportunities for people with mental illness
- Articulate the key legislative guidelines, policies, recovery principles and standards that impact on occupational therapy practice in mental health settings.

#### **Graduate Attributes**

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

## **3 In-class examination**

#### **Assessment Type**

In-class Test(s)

#### **Task Description**

This in-class examination is worth a total of 50 marks. You have a total of 90 minutes to complete the in-class examination, not including the perusal time. It is a closed book examination, in which the only items permitted are pens, staplers and lined A4 paper. Laptops and phones must be placed in a secure location within the classroom, and away from the desktop areas, as instructed by the teaching team member on the day. At the scheduled

commencement time, you will have fifteen minutes of perusal time in which you may jot down notes. There are a total of six short-answer questions. You are required to answer all parts of all six questions. Use a numbered/lettered sequence to show which part of your answer refers to which question. The in-class examination will be supervised on each campus by a member of the teaching team for OCCT13007.

**Assessment Due Date**

Week 12 Wednesday (30 May 2018) 10:00 am AEST

You are required to complete your handwritten paperwork and submit to the unit coordinator/lecturer assigned to your campus

**Return Date to Students**

Exam Week Thursday (14 June 2018)

**Weighting**

25%

**Minimum mark or grade**

You must achieve 50% of the overall marks to pass this assessment piece

**Assessment Criteria**

Each question has a marking guide to assess for desired content. This in-class examination is mapped to learning outcome 1 and learning outcome 4. Therefore, questions will focus on:

- contemporary evidence-based practice for assessment, goal-setting and intervention
- legislative guidelines, policies, standards and recovery principles that impact on occupational therapy practice in mental health settings

**Referencing Style**

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

**Submission**

Offline

**Submission Instructions**

You are required to complete your handwritten paperwork and submit to the unit coordinator/lecturer assigned to your campus

**Learning Outcomes Assessed**

- Articulate evidence-based practice for assessment, consumer-centred goal setting, and intervention to enable occupational performance for people with mental illness
- Articulate the key legislative guidelines, policies, recovery principles and standards that impact on occupational therapy practice in mental health settings.

**Graduate Attributes**

- Problem Solving
- Critical Thinking
- Ethical practice

## 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