



# OCCT13007 *Enabling Mental Health*

## Term 1 - 2019

Profile information current as at 06/05/2024 02:17 am

All details in this unit profile for OCCT13007 have been officially approved by CQU University 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

The pre-requisites for this unit are as follows: OCCT12006 Understanding the Environment OCCT12002 Occupational Justice: Local and Global OCCT12004 Occupational Performance Across the Lifespan 2

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 - 2019

- 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. **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 and post-test feedback at the conclusion of term.

##### Feedback

Students requested more revision for the final in-class test.

##### Recommendation

The final test assessment will remain in the assessment piece. In 2019, additional strategies to ensure revision and preparation is occurring will be implemented. This will include a Forum thread on Moodle entitled "Test Revision Tips" and an in-class Socrative quiz or similar at the conclusion of term and prior to the test.

#### Feedback from Have Your Say and in-class feedback.

##### Feedback

The assessments were highlighted as a strength of the unit.

##### Recommendation

The range of assessment pieces will remain, including a written assessment, a group seminar and a test. The timing of these will be considered in the context of other assessments in T1 of the 3rd year CB84 curriculum.

## 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



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 30%	•	•	•	
2 - Presentation - 45%		•	•	•
3 - Examination - 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 - Examination - 25%		•	•					•		

## Textbooks and Resources

### Textbooks

OCCT13007

#### Prescribed

#### **Occupational Therapy in Mental Health: A Vision for Participation**

2nd edition (2019)

Authors: Catana Brown, Virginia C.Stoffel, Jaime Munoz

F.A.Davis Company

Philadelphia , Pennsylvan , United States

ISBN: ISBN-13:978-0-8036-5916-2

Binding: Hardcover

#### **Additional Textbook Information**

Paper copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

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

## Schedule

### Week 1 - 11 Mar 2019

Module/Topic

Chapter

Events and Submissions/Topic

Introduction to Enabling Strategies in Mental Health The Concept of Recovery Understanding the context for First Australians	<p><b>Required readings:</b> Nugent, A., Hancock, N., &amp; Honey, A. (2017). Developing and Sustaining Recovery-Orientation in Mental Health Practice: Experiences of Occupational Therapists. <i>Occupational Therapy International</i>.</p> <p>Sayers, J.M., Cleary, M., Hunt, G.E., &amp; Burmeister, O.K. (2017). Service and infrastructure needs to support recovery programmes for Indigenous community mental health consumers. <i>International Journal of Mental Health Nursing</i>, 26, 142-150. doi: 10.1111/inm.12287</p>	Introduction to the unit and teaching staff Details about assessments, including seminar groups and topics
--	---	---

## Week 2 - 18 Mar 2019

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>Required readings:</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>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> <p>Lee, S., &amp; Harris, M. (2010). The development of an effective occupational therapy assessment and treatment pathway for women with a diagnosis of borderline personality disorder in an inpatient setting: implementing the Model of Human Occupation.</p>	

## Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Diagnosis & Occupational  
Performance Challenges  
DSMV & ICD  
Mood disorders  
Anxiety disorders  
Suicide

**Required readings:**

Fox, J., Erlandsson, L-K., & Shiel, A.  
(2019) A systematic review and  
narrative synthesis of occupational  
therapy-led interventions for  
individuals with anxiety and stress-  
related disorders. *Occupational  
Therapy in Mental Health*. doi:  
10.1080/0164212X.2018.1516172

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.

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 - 01 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Diagnosis & Occupational Performance Challenges Schizophrenia Personality disorders	<b>Required readings:</b> Machingura, T., Shum, D., Molineux, M. & Lloyd, C. (2018). Effectiveness of sensory modulation in treating sensory modulation disorders in adults with schizophrenia: A systematic literature review. <i>International Journal of Mental Health Addiction</i> , 16, 764-780. doi: 10.1007/s11469-017-9807-2	
	Lexen, A. & Bejerholm, U. (2018). Occupational engagement and cognitive functioning among persons with schizophrenia: An explorative study. <i>Scandinavian Journal of Occupational Therapy</i> , 25(3), 172-179. doi: 10.1080/11038128.2017.1290135	
	Fox, E., Krawczyk, K. & Staniford, J. (2015). A service evaluation of a 1- year dialectical behaviour therapy programme for women with borderline personality disorder in a low secure unit. <i>Behavioural and Cognitive Psychotherapy</i> , 43, 676-691. doi: 10.1017/S1352465813001124	

**Week 5 - 08 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**Required readings:**

Kaider, S., Zimmet, M., Fraser, J., Liddle, K. & Roberts, G. (2018). Recognition of attachment difficulties and developmental trauma is the responsibility of all paediatricians. *Journal of Paediatrics and Child Health*, 54, 1110-1116. doi: 10.1111/jpc.14154

Mental Health Across the Lifespan 1: Infancy to Adolescence

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.

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.

Written assessment 30% due

**Consumer Story Written Assessment 30% 1500 words** Due: Week 5 Friday (12 Apr 2019) 12:00 pm AEST

### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

### Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Mental Health Across the Lifespan 2: The Older Adult

**Required readings:**

Henderson, J., Crotty, M.M., Fuller, J. & Martinez, L. (2014). Meeting unmet needs? The role of a rural mental health service for older people. *Advances in Mental Health*, 12(3), 182-191. doi: 10.1080/18374905.2014.11081896

Hobbs, M.J., Joubert, A.E. Mahoney, A.E.J., & Andrews, G. (2018). Treating late-life depression: Comparing the effects of internet-delivered cognitive behaviour therapy across the adult lifespan. *Journal of Affective Disorders*, 226, 58-65. doi: 10.1016/j.jad.2017.09.026

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.

### Week 7 - 29 Apr 2019

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 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Therapy Intervention in Mental Health	<p><b>Required readings</b> Michael, L. (2018). Reviving nostalgia for an era of practice: An illustration of the therapeutic use of projective methods/media in occupational therapy. <i>Occupational Therapy in Mental Health</i>, doi: 10.1080/0164212X.2018.1538844</p> <p>Wallis, K., Sutton, D., &amp; Bassett, S. (2018). Sensory modulation for people with anxiety in a community mental health setting. <i>Occupational Therapy in Mental Health</i>, 34, 2, 122-137. doi: 10.1080/0164212X.2017.1363681</p>	

#### Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Seminar assessments	No readings	<p>Seminar assessments</p> <p><b>Student-led seminar</b> Due: Week 9 Wednesday (15 May 2019) 8:00 am AEST</p>

#### Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Therapy Intervention in Mental Health - Group process, groupwork	<p><b>Required readings:</b> Ch.34. Scaffa, M.E. (2014). Group process and group intervention. In Schell, B.A., Gillen, G., &amp; Scaffa, M.E. (Eds.). (2014). Willard and Spackman's Occupational Therapy (pp.437-451). 12th Edition. Philadelphia: Lippincott Williams &amp; Wilkins.</p> <p>McCrossan, P., Ryan, A., Connellan, M., &amp; 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. <i>Irish Journal of Psychological Medicine</i>, 34(1), 39-44. doi: 10.1017/ipm.2016.12</p>	

#### Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

### Required readings

Amorelli, C.R. (2016). Psychosocial occupational therapy interventions for substance-use disorders: A narrative review. *Occupational Therapy in Mental Health*, 32(2), 167-184. doi: 10.1080/0164212X.2015.1134293

Simpson, E.K., Conniff, B.G., Faber, B.N., & Semmelhack, E.K. (2018). Daily occupations, routines, and social participation of homeless young people. *Occupational Therapy in Mental Health*, 34(3), 203-227. doi: 10.1080/0164212X.2017.1421491

### Special topics in mental health occupational therapy

#### Forensic mental health services

#### Alcohol, tobacco and other drugs services

#### Working with groups and communities at risk of mental health conditions (homeless, refugees)

Linstead, H., & Brooks, R. (2015). A mixed methods study of the re-animation approach within a forensic mental health setting. *Occupational Therapy in Mental Health*, 31(4), 402-420. doi: 10.1080/0164212X.2015.1067157

Trimboli, C. & Halliwell, V. (2018). A survey to explore the interventions used by occupational therapists and occupational therapy students with refugees and asylum seekers. *World Federation of Occupational Therapists Bulletin*, 74(2), 106-113. doi: 10.1080/14473828.2018.1535562

### Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Revision	No set readings	Students are required to attend the scheduled lecture and tutorial times this week. Revision of key learning outcomes will occur, mock examination questions will be conducted and a preparation kit devised.

### Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Examination may be scheduled on June 13th or 14th		

### Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Examination may be scheduled during the week commencing June 17th.		

## Term Specific Information

### Textbook availability

Occupational therapy academics throughout Australia who use the Catana Brown & Stoffel textbook have been advised that the 2019 edition, expected for release in January 2019, will not be available until at least March 2019. As soon as the text arrives, the readings from the 2011 edition will be adapted for the 2019 edition. It would be wise to wait for and purchase the 2019 release as soon as the publisher makes it available. Your learning will not be disadvantaged in any way. Assessment pieces will not be affected. The 2019 OCCT13007 schedule of required readings has been adapted so that instead of relying on the textbook for the first two weeks of term, we have journal readings. Week 3 readings are from the 2011 text and these will be made available to you by the teaching team. You will also be able to access the current text via the library. Apologies for this inconvenience. The text was set as your prescribed text based on the advertised availability of January 2019.

## Assessment Tasks

### 1 Consumer Story Written Assessment 30% 1500 words

#### Assessment Type

Written Assessment

#### Task Description

You are required to read a consumer story, made available to you in the first lecture. This story requires you to deeply explore a lived experience as written by a person living life with a mood disorder. After reading and reflecting on that consumer story, please then prepare a 1500 word written essay. The inclusion of tables to articulate your work is acceptable but will be counted within the word limit. Please address the following points which you should use as your guide:

1. an introduction that includes narrative paragraph/s of your personal reflections on what you have read. What does the story tell you about this person's risk factors and protective factors?
2. explain your understanding of how stigma and the recovery model are relevant to this consumer. Include information on any relevant occupational injustices (with referencing)
3. articulate your understanding of mood disorders in the early stage of this unit, including evidence-based interventions. Do you currently have any gaps in knowledge?
4. identify which occupational therapy assessments and outcome measures may be of value if you were to work with this consumer, why you would choose them and what your order of priority might be. Support your choices with evidence from the literature.
5. Reflect on any gaps in knowledge this process has revealed for you. Develop a learning plan with three to four specific strategies to support your learning for the remainder of term.

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

#### Assessment Due Date

Week 5 Friday (12 Apr 2019) 12:00 pm AEST

#### Return Date to Students

Week 7 Friday (3 May 2019)

Via Moodle gradebook

#### Weighting

30%

#### Minimum mark or grade

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

#### Assessment Criteria

Ability to draw upon the literature to identify 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)

### 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) and as allocated by the teaching team in week 1. Groups will deliver a student-led seminar during the assessment intensive day in week 9. 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 2019. 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.

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 (15 May 2019) 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 11 Wednesday (29 May 2019)

**Weighting**

45%

**Minimum mark or grade**

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

**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**

- 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

## 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 and the unit overall

**Exam Conditions**

Closed Book.

**Materials**

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