



# OCCT13007 *Enabling Mental Health*

## Term 1 - 2021

Profile information current as at 30/04/2024 10:36 pm

All details in this unit profile for OCCT13007 have been officially approved by CQUniversity 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 - 2021

- 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

Students enjoyed the weekly content and structure of OCCT13007, particularly the balance of theory and models with practical skills-based application of theory.

##### Recommendation

It is proposed that the unit design, content and practical activities should remain similar for the 2021 offering.

#### Feedback from Have Your Say and individual email correspondence with unit coordinator.

##### Feedback

The seminar assessment highlighted some challenges which weren't about the assessment itself but the group work element. Specifically, concerns focus on fairness with some students being rewarded for the efforts of others in their groups in an assessment that is heavily weighted at 45%.

##### Recommendation

It is recommended that the unit coordinator provide all student with additional detail and explanation about group work expectations and guidelines for the seminar assessment.

## 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 - 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**

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

[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 7th Edition \(APA 7th edition\)](#)

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 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction, the Recovery Model and acknowledging the context for First Australians	<p><b>Required readings</b>  Munoz, J.P., &amp; Blaskowitz, M. (2019). Sociocultural perspectives in mental health practice. In Brown, C., Stoffel, V.C., &amp; Munoz, J.P. (Eds.). <i>Occupational therapy in mental health: A vision for participation</i> (pp.513-537). Philadelphia: F.A. Davis Company.</p> <p>Read, H. &amp; Stoffel, V.C. (2019). Recovery. In Brown, C., Stoffel, V.C., &amp; Munoz, J.P. (Eds.). <i>Occupational therapy in mental health: A vision for participation</i> (pp.3-13). Philadelphia: F.A. Davis Company.</p> <p><b>Optional 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>, 2017, 5190901.  <a href="https://doi.org/10.1155/2017/5190901">https://doi.org/10.1155/2017/5190901</a></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.</p>	Introduction to the unit and teaching staff Details about assessments, including seminar groups and topics
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## Week 2 - 15 Mar 2021

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>  Kielhofner, G. (2009). Chapter 11. The Model of Human Occupation. <i>Conceptual Foundations of Occupational Therapy Practice</i> (pp. 147-174). Philadelphia: F. A. Davis Company.</p>	
	<p>Bugajska, K., &amp; Brooks, R. (2020). Evaluating the use of the Model of Human Occupation Screening Tool in mental health services. <i>British Journal of Occupational Therapy</i>. <a href="https://doi.org/10.1177/0308022620956580">https://doi.org/10.1177/0308022620956580</a></p> <p><b>Optional reading</b>  Tan, B. L., Zhen Lim, M. W., Xie, H., Li, Z., &amp; Lee, J. (2020). Defining Occupational Competence and Occupational Identity in the Context of Recovery in Schizophrenia. <i>American Journal Occupational Therapy</i>, 74(4), 7404205120p7404205121-7404205120p7404205111.  <a href="https://doi.org/10.5014/ajot.2020.034843">https://doi.org/10.5014/ajot.2020.034843</a>.</p>	

## Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic

Diagnosis and occupational performance challenges part 1

### Required readings

Davis, J. & Noyes, S. (2019). Anxiety, obsessive-compulsive, and related disorders. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). *Occupational therapy in mental health: A vision for participation* (pp.197-210). Philadelphia: F.A. Davis Company.

Tse, S. & Spangler, N.W. (2019). Mood disorders. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). *Occupational therapy in mental health: A vision for participation* (pp.182-196). Philadelphia: F.A. Davis Company.

### Optional readings

Champagne, T. (2019). Trauma and stressor-related disorders. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). *Occupational therapy in mental health: A vision for participation* (pp.211-224). Philadelphia: F.A. Davis Company.

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

## Week 4 - 29 Mar 2021

### Module/Topic

### Chapter

### Events and Submissions/Topic

Diagnosis and occupational performance challenges part 2

### Required readings

Brown, C. (2019). Schizophrenia and schizoaffective disorder. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). *Occupational therapy in mental health: A vision for participation* (pp.225-249). Philadelphia: F.A. Davis Company.

Champagne, T. (2019). Trauma and stressor related disorders. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). *Occupational therapy in mental health: A vision for participation* (pp.211-224). Philadelphia: F.A. Davis Company.

### Optional readings

Lexen, A. & Bejerholm, U. (2018). Occupational engagement and cognitive functioning among persons with schizophrenia: An explorative study. *Scandinavian Journal of Occupational Therapy*, 25(3), 172-179. doi: 10.1080/11038128.2017.1290135.

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. *International Journal of Mental Health Addiction*, 16, 764-780. doi: 10.1007/s11469-017-9807-2.

**Week 5 - 05 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
PUBLIC HOLIDAY Mental health across the lifespan - a focus on the older adult	<b>Required readings</b> Mulholland, F., & Jackson, J. (2018). The experience of older adults with anxiety and depression living in the community: Aging, occupation and mental wellbeing. <i>British Journal of Occupational Therapy</i> , 81(11), 657-666. <a href="https://doi.org/10.1177/0308022618777200">https://doi.org/10.1177/0308022618777200</a> .	
	Schaber, P. (2019). Neurocognitive disorders (dementia). In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). <i>Occupational therapy in mental health: A vision for participation</i> (pp. 250-263). Philadelphia: F.A. Davis Company.	Written assessment 30% due
	<b>Optional readings</b> Cox, T., Hoang, H., Barnett, T., & Cross, M. (n.d.). Older Aboriginal men creating a therapeutic Men's Shed: An exploratory study. <i>Ageing and Society</i> , 1-14. doi:10.1017/S0144686X18001812.  Levasseur, M., Filiatrault, J., Larivière, N., Trépanier, J., Lévesque, M.-H., Beaudry, M., ... Sirois, F. (2019). Influence of Lifestyle Redesign® on Health, Social Participation, Leisure, and Mobility of Older French-Canadians. <i>American Journal of Occupational Therapy</i> , 73(5), 1-18. <a href="https://doi.org/10.5014/ajot.2019.031732">https://doi.org/10.5014/ajot.2019.031732</a> .	<b>Consumer Story Written Assessment</b> Due: Week 5 Friday (9 Apr 2021) 11:59 pm AEST

**Vacation Week - 12 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - 19 Apr 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic



Mental health across the lifespan - a focus on infancy and childhood

### Required readings

Pizur-Barnekow, K. (2019). 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.573-584). Philadelphia: F.A. Davis Company.

Roush, S. & Read, H. (2019). Early psychosis programs for adolescents and young adults. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). *Occupational therapy in mental health: A vision for participation* (pp.585-600). Philadelphia: F.A. Davis Company.

### Optional readings

Barfoot, J., Meredith, P., Ziviani, J., & Whittingham, K. (2017). Relationship-based approaches in early childhood intervention: Are these applicable to paediatric occupational therapy under the NDIS? *Australian Occupational Therapy Journal*, 64(3), 273-276. doi:10.1111/1440-1630.12343

Pizur-Barnekow, K. & Davel Pickens, N. (2019). 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.759-771). Philadelphia: F.A. Davis Company.

## Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
	<b>Required readings</b> Girardi, A., & Zywicka-Rospond, M. (2020). Activity Participation and Inpatient Violence in Secure Mental Health. <i>Occupational Therapy in Mental Health</i> , 36(4), 394-410. <a href="https://doi.org/10.1080/0164212x.2020.1831418">https://doi.org/10.1080/0164212x.2020.1831418</a>	
PUBLIC HOLIDAY	Pereira, R. B., Whiteford, G., Hyett, N., Weekes, G., Di Tommaso, A., & Naismith, J. (2020). Capabilities, Opportunities, Resources and Environments (CORE): Using the CORE approach for inclusive, occupation-centred practice. <i>Australian Occupational Therapy Journal</i> , 67(2), 162-171. <a href="https://doi.org/10.1111/1440-1630.12642">https://doi.org/10.1111/1440-1630.12642</a>	There will be no on-campus lectures or workshops this week. Your unit coordinator has a range of self-directed readings and learning activities for you to complete over the course of this week and post on Moodle by Sunday night 2nd May.
Special topics - forensic OT, dual diagnosis services	Sargent, J., & Valdes, K. (2021). Use of Occupation-Based Outcome Measure and Strength-Based Self-Report with Persons with Substance Use Disorders: A Prospective Cohort Study. <i>Occupational Therapy in Mental Health</i> , 1-16. <a href="https://doi.org/10.1080/0164212x.2021.1875956">https://doi.org/10.1080/0164212x.2021.1875956</a>	

## Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Student seminar assessments THURSDAY 6TH MAY	No readings	<b>Student-led seminar</b> Due: Week 8 Thursday (6 May 2021) 8:00 am AEST

**Week 9 - 10 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Occupational therapy assessment in mental health	<b>Required readings</b> Donoso Brown, E.V., Munoz, J.P. & Pan, A.W. (2019). Person-centred evaluation. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). <i>Occupational therapy in mental health: A vision for participation</i> (pp. 47-68). Philadelphia: F.A. Davis Company.	
	Gartland, S. (2019). Spiritual occupation. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). <i>Occupational therapy in mental health: A vision for participation</i> (pp. 931-940). Philadelphia: F.A. Davis Company.	
	Schwartz, J.K. & Brown, C. (2019). Activities of daily living and instrumental activities of daily living. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). <i>Occupational therapy in mental health: A vision for participation</i> (pp. 787-808). Philadelphia: F.A. Davis Company. PLEASE SPECIFICALLY ATTEND TO pp.790-794	

**Week 10 - 17 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Occupational therapy interventions in mental health practice part 1	<b>Required readings</b> Kirsh, B., Martin, L., Hultqvist, J., & Eklund, M. (2019). Occupational Therapy Interventions in Mental Health: A Literature Review in Search of Evidence. <i>Occupational Therapy in Mental Health</i> , 35(2), 109-156. doi:10.1080/0164212x.2019.1588832.	
	Schwartz, J.K. & Brown, C. (2019). Activities of daily living and instrumental activities of daily living. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). <i>Occupational therapy in mental health: A vision for participation</i> (pp. 787-808). Philadelphia: F.A. Davis Company. PLEASE SPECIFICALLY ATTEND TO pp.794-803.	
	Williamson, P., & Ennals, P. (2020). Making sense of it together: Youth & families co-create sensory modulation assessment and intervention in community mental health settings to optimise daily life. <i>Australian Occupational Therapy Journal</i> , 67(5), 458-469. <a href="https://doi.org/10.1111/1440-1630.12681">https://doi.org/10.1111/1440-1630.12681</a>	

**Week 11 - 24 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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### Required readings

Haertl, K. (2019). Coping and resilience. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). *Occupational therapy in mental health: A vision for participation* (pp. 342-365). Philadelphia: F.A. Davis Company.

Occupational therapy interventions in mental health practice part 2

Giroux, J.L., McLaughlin, R. & Scheinholz, M.K. (2019). Emotion. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). *Occupational therapy in mental health: A vision for participation* (pp. 385-402). Philadelphia: F.A. Davis Company.  
N.B. Please refer to pp. 947 -951 of text "Appendix C – Index of Interventions"

### Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Summary case studies and review for in-class test	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 preparation notes for the in-class test will be compiled.

### Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
In-class test will be scheduled in this week		<b>In-Class Test</b> Due: Exam Week Monday (14 June 2021) 1:00 pm AEST

## Assessment Tasks

### 1 Consumer Story Written Assessment

#### Assessment Type

Written Assessment

#### Task Description

##### Assessment 1 - CONSUMER STORY WRITTEN ASSESSMENT

You are required to select one consumer story out of a range that will be presented to you in the first lecture. This task requires you to consider and reflect upon the authentic lived experience of a person with a mental illness and incorporate that lived experience into assessment and treatment decisions. After reflecting on that consumer story and investigating supporting evidence-based literature, please prepare a 1500-word written report (the inclusion of tables to present your work within the report is acceptable) addressing the following points:

1. An introduction that includes narrative paragraphs of your personal reflection on the impact of mental illness on this consumer. Consider the occupational therapy models you have studied in the first two years of your occupational therapy course and consider person and environment factors at play. What is this story telling you about this person's strengths, their challenges and how their occupational performance is affected?
2. Articulate your understanding of stigma and the recovery process and how, if at all, it features in this consumer story. Include information, with referencing, on any relevant occupational injustices (consider participation in work, social and leisure occupations, etc).
3. 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.

Consider how the information yielded from these assessments will inform treatment planning. Perform database searches for the evidence-based literature and review relevant material in your text.

4. Reflect on your knowledge gaps at this early point in term and develop a learning plan (three to four specific strategies) to help you obtain that knowledge by the end of term. Document that learning plan prior to the conclusion of your submission.

Please note the following additional details:

- as a guideline, the length of the main body of your essay should be approximately 1500 words excluding references. Reports that are substantially longer (e.g. over 2000 words) or shorter than this (e.g. under 1000 words) are unlikely to score as highly as those that make the best use of the 1500 word length. Marks will not be deducted based on word count.
- you are required to use APA 7th edition guidelines for style and formatting. This includes your font size, spacing, indents and any use of headings and tables. Please refer to your CQUniversity APA style guide.
- please save and upload your file in a Word format (.doc or .docx) rather than PDF.

### **Assessment Due Date**

Week 5 Friday (9 Apr 2021) 11:59 pm AEST

Please submit your document in a Word format via Moodle.

### **Return Date to Students**

Week 7 Friday (30 Apr 2021)

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**

Personal reflection on your understanding of the lived experience of the consumer and their mental illness, with consideration of person and environment factors (15).

Ability to draw upon the literature to identify and justify the use of appropriate assessment and outcome measures in order to inform intervention planning (10).

Application of knowledge of stigma, recovery and occupational justice to what is known of the mental illness in the selected story (15)

Reflection on knowledge levels in week 5 of term 1 accompanied by individual goals and a learning plan for the duration of term (10).

Written communication skills (5).

APA formatting and style (5).

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **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

## 2 Student-led seminar

### Assessment Type

Presentation

### Task Description

#### ASSESSMENT 2 - SEMINAR

**Assessment overview:** In small student groups, you will deliver a one-hour interactive student-led seminar to other students in your cohort during the assessment intensive day as timetabled for OCCT13007. As part of this seminar you will develop and provide learning resources (e.g., poster, brochure, tip cards) for your peers to keep and refer to in the future.

**Aim of the seminar:** The key aim of each seminar is to develop detailed knowledge about a designated area of contemporary mental health practice in occupational therapy and then share that with your peers in an engaging format. The secondary aim is to produce useful resources for future reference.

**Grouping details:** You will undertake this assessment in groups of 3-4 (depending on enrolled numbers), with groups and seminar topics allocated within class during week 1 of term 1.

**Seminar details:** Each seminar will be 45 minutes in duration, with an additional 15 minutes for discussion and questions/answers. Seminars must not exceed 60 minutes in total. Allocation of seminar timing will be detailed by the unit co-ordinator early in the term. All students must attend all seminars.

**Seminar tasks:** Seminars should be designed to 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. Generate a presentation for your student peers which addresses all learning objectives (see individual tasks below). Groups should have three to four learning objectives (depending on the size of your group).
3. Include substantial, evidence-based content, and interactive activities for students to consolidate learning and reinforce the learning objectives you have developed.
4. Proffer appropriate questions to the class to help you determine if learning outcomes have been met.
5. Demonstrate knowledge of the material to respond to questions from the class group.
6. Generate 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 to refer to in the future. These learning resources are in addition to the teaching resources you may utilise throughout your seminar i.e., they may be a poster, brochure, quizzes, tip cards, booklets, etc.

**There is also an individual component within this assessment,** and you must complete the following tasks individually:

1. In consultation with your group members, each student will generate one learning objective regarding peer outcomes from the seminar and provide a clear rationale for why that should guide content preparation and delivery within the seminar.
2. Learning objectives will be workshoped with the unit coordinator/lecturer in allocated times during week 6 of term. This will ensure preliminary investigations are in the right direction and support you to stay focused on relevant aims for your seminar.

There is a template on Moodle to support the completion of this individual component (noted as Appendix A of your assessment document). Please submit this completed template via Moodle on the morning of the seminar to accompany the group presentation submission.

### Performance as a group member

It is mandatory for students to provide the unit coordinator with feedback on the performance and contribution of other group members. Groupwork is an important preparatory skill for many aspects of clinical/professional practice and early skill development in this area is an essential part of authentic assessment. The template on which that confidential information is provided can be found in Appendix B of your assessment document. Please submit this completed template via Moodle on the morning of the seminar. The feedback you receive on your contribution to the group is an assessment criterion that is marked within your rubric.

### Summary of what you are submitting to Moodle on the morning of the assessment day:

1. individual submission of your template detailing your work in generating the learning objective for the group

(Appendix A on Moodle contains the template). Please submit in a Word document.

2. individual submission of evaluation of your peers. Please submit in one Word document (Appendix B on Moodle contains the template).

3. assign one group member to submit the group powerpoint presentation

### **Assessment Due Date**

Week 8 Thursday (6 May 2021) 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. Individual students will submit two documents as per the task description.

### **Return Date to Students**

Week 10 Thursday (20 May 2021)

Grades will be returned via Moodle gradebook.

### **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**

Student group presents contemporary evidence-based information to inform occupational therapy practice (20)

Effective verbal and visual professional communication of content facilitates peer learning (20)

Learning resources (15)

Teamwork as observed by examiner/s during presentation (15)

Contribution to group as reported by peer evaluation (10)

Individual component (10)

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **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. Individual components must be submitted as per the Task Description requirements on Moodle.

### **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

## **3 In-Class Test**

### **Assessment Type**

In-class Test(s)

### **Task Description**

This in-class test is worth a total of 50 marks. You have a total of 90 minutes to complete the in-class test, not including the perusal time. It is a closed book in-class test, in which the only items permitted are pens and the provided examination booklets. Laptops and phones must be placed in a secure location within the classroom, and away from the desktop areas, as instructed by the invigilator 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 test will be supervised on each campus by an invigilator. Each question has a marking guide to assess for desired content. This in-class test 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 (unit learning outcome number 1).
- legislative guidelines, policies, standards and recovery principles that impact on occupational therapy practice in mental health settings (unit learning outcome number 4).

**Assessment Due Date**

Exam Week Monday (14 June 2021) 1:00 pm AEST

Bundaberg students are timetabled to attend in BDG 1/G.15 and Rockhampton students are timetabled to attend in ROK 34/G.15

**Return Date to Students**

Results will be returned upon certification of grades in accordance with CQ University Assessment Policy and Procedure.

**Weighting**

25%

**Minimum mark or grade**

Students must receive 50% of the available marks in order to pass the unit overall

**Assessment Criteria**

Each question has an examination marking guide for examiners in accordance with the marks allocated to that question. This assessment is mapped to unit learning outcomes one and four which are respectively:

- articulates 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, recovery principles and standards that impact on occupational therapy practice in mental health settings

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

No submission method provided.

**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