



# OCCT13007 *Enabling Mental Health*

## Term 1 - 2022

Profile information current as at 02/05/2024 09:27 pm

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

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 - 2022

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

Weighting: 25%

#### 2. **Written Assessment**

Weighting: 30%

#### 3. **Presentation**

Weighting: 45%

### 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 in-class feedback.

##### **Feedback**

Students noted on Have Your Say and a number provided feedback in class time that the scheduling of OCCT13007 on a Monday was unfortunate as it meant three classes had to be delivered in an alternative online format due to public holidays. The students preferred live in-class sessions rather than pre-recorded sessions accompanied by task sheets with Moodle interaction.

##### **Recommendation**

It is recommended that the unit coordinator work with administrative support to mitigate the risk of the unit being scheduled on public holidays in future terms.

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

##### **Feedback**

The seminar assessment remains a popular (albeit demanding and challenging) assessment piece, with students reporting it to be a good learning experience and the task expectations to be highly engaging. No negative feedback was received this year about the groupwork experience, indicating that the robust peer feedback process successfully helped to mitigate groupwork issues.

##### **Recommendation**

It is recommended that the group seminar assessment design, inclusive of the robust peer feedback and evaluation component, will continue for future offerings.

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

##### **Feedback**

Students highlighted that having consumer guest speakers providing insight and education about their lived experience was one of the best aspects of the unit.

##### **Recommendation**

It is recommended that consumers with lived experience continue to be involved in OCCT13007.

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

##### **Feedback**

The authentic hands-on learning experiences using assessments that are applied in practice, seminar topics on current issues in occupational therapy mental health practice and a test focusing on case study work all received praise by students, noting that the design engaged them and facilitated them to learn.

##### **Recommendation**

It is recommended that the design of the unit and resourcing of assessments for hands-on learning opportunities continue for future offerings, and this will necessitate staffing support at the Rockhampton campus to help the Bundaberg-based unit coordinator deliver those practical components.

## 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
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### 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%	•	•	•	•	•				•	



### Required readings

Munoz, J.P., & Blaskowitz, M. (2019). Sociocultural perspectives in mental health practice. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). *Occupational therapy in mental health: A vision for participation* (pp.513-537). Philadelphia: F.A. Davis Company.

Read, H. & Stoffel, V.C. (2019). Recovery. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). *Occupational therapy in mental health: A vision for participation* (pp.3-13). Philadelphia: F.A. Davis Company.

### Optional readings

Nugent, A., Hancock, N., & Honey, A. (2017). Developing and Sustaining Recovery-Orientation in Mental Health Practice: Experiences of Occupational Therapists. *Occupational Therapy International*, 2017, 5190901. <https://doi.org/10.1155/2017/5190901>

Sayers, J.M., Cleary, M., Hunt, G.E., & Burmeister, O.K. (2017). Service and infrastructure needs to support recovery programmes for Indigenous community mental health consumers. *International Journal of Mental Health Nursing*, 26, 142-150.

Introduction, the Recovery Model and acknowledging the context for First Australians

Introduction to the unit and teaching staff

Details about assessments, including seminar groups and topics  
Recovery Matching Activity  
Intro to Case Studies- applying the recovery concepts & explaining rationale (groups)  
MH Act 2016 quiz

## Week 2 - 14 Mar 2022

### Module/Topic

### Chapter

### Events and Submissions/Topic

#### Required readings

Kielhofner, G. (2009). Chapter 11. The Model of Human Occupation. *Conceptual Foundations of Occupational Therapy Practice* (pp. 147-174). Philadelphia: F. A. Davis Company.

The role of OT in a Recovery paradigm  
Introducing MOHO as a model for mental health practice

Bugajska, K., & Brooks, R. (2020). Evaluating the use of the Model of Human Occupation Screening Tool in mental health services. *British Journal of Occupational Therapy*. <https://doi.org/10.1177/0308022620956580>

#### Optional reading

Tan, B. L., Zhen Lim, M. W., Xie, H., Li, Z., & Lee, J. (2020). Defining Occupational Competence and Occupational Identity in the Context of Recovery in Schizophrenia. *American Journal Occupational Therapy*, 74(4), 7404205120p7404205121-7404205120p7404205111. <https://doi.org/10.5014/ajot.2020.034843>.

MOHO diorama .....with presentation  
Prize for the most original and best representation of MOHO

## Week 3 - 21 Mar 2022

### 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.

Intro to Occupational Formulation - focus on mood disorders

### 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.

Intro to MSE - focus on mood disorders

Case study simulations

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 - 28 Mar 2022

### 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.

Developing Occupational Formulation Skills - focusing on schizophrenia  
Developing MSE -focusing on schizophrenia  
"Hearing Voices"

### 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 - 04 Apr 2022**

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.	OSA OPHI ACLs
	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	Suicide Risk Assessment - guest consumer Kerrie Keepa Personal Medicine

**Vacation Week - 11 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 18 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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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.

In-class test during afternoon schedule

### 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

**In-Class Test Due:** Week 6 Tuesday (19 Apr 2022) 2:45 pm AEST

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 - 25 Apr 2022

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.	Adult Sensory Profile - interpreting - sensory recommendations -case study work -sensory approaches with children Intro to CBT
	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 8 - 02 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
	<b>Required readings</b> Haertl, K. (2019). Coping and resilience. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). <i>Occupational therapy in mental health: A vision for participation</i> (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.). <i>Occupational therapy in mental health: A vision for participation</i> (pp. 385-402). Philadelphia: F.A. Davis Company. N.B. Please refer to pp. 947 -951 of text "Appendix C – Index of Interventions"	Functional Cognition Development of a GroupWork Protocol

**Week 9 - 09 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
	<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> .	
Mental health across the lifespan - the older adult	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.  <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> .	Self-directed work on seminars  <b>Consumer Story Written Assessment</b> Due: Week 9 Tuesday (10 May 2022) 11:45 pm AEST

**Week 10 - 16 May 2022**

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

Lynch, B. P., Brokamp, K. M., Scheerer, C. R., Bishop, M., Stauble, L., Hagedorn, B., & Endres, L. (2021). Outcomes of Occupational Therapy in Trauma-Informed Care. *Journal of Occupational Therapy, Schools, & Early Intervention*, 1 (17).  
<https://doi.org/10.1080/19411243.2021.2003733>

Trauma-informed occupational therapy

Edgelow, M., & Cramm, H. (2020). Developing an Occupation-Centred Framework for Trauma Intervention. *Occupational Therapy in Mental Health*, 36(3), 270-290.  
<https://doi.org/10.1080/0164212x.2020.1808148>

Bringing it together with consumer guest speakers

Fraser, K., MacKenzie, D., & Versnel, J. (2019). What is the Current State of Occupational Therapy Practice with Children and Adolescents with Complex Trauma? *Occupational Therapy in Mental Health*, 35(4), 317-338.  
<https://doi.org/10.1080/0164212x.2019.1652132>

**Week 11 - 23 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
	<b>Required Reading</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>	
Special topics - dual diagnosis - forensic OT - eating disorders	Safi, F., Anisierowicz, A. M., Colquhoun, H., Stier, J., & Nowrouzi-Kia, B. (2022). Impact of eating disorders on paid or unpaid work participation and performance: a systematic review and meta-analysis protocol. <i>Journal Eating Disorders</i> , 10(1), 7. <a href="https://doi.org/10.1186/s40337-021-00525-2">https://doi.org/10.1186/s40337-021-00525-2</a>  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>  Wittouck, C., & Vander Beken, T. (2019). Recovery, desistance, and the role of procedural justice in working alliances with mentally ill offenders: a critical review. <i>Addiction Research &amp; Theory</i> , 27(1), 16-28. <a href="https://doi.org/10.1080/16066359.2018.1518434">https://doi.org/10.1080/16066359.2018.1518434</a>	Workshop any last-minute questions and issues with teaching team for your seminars. Are your learning objectives where they need to be? Does the content accurately meet those learning objectives? Do you have interactive resources organised for both campuses? How will you utilise the ISL to your best advantage?

**Week 12 - 30 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Seminar Presentations		<b>Student-led seminar</b> Due: Week 12 Tuesday (31 May 2022) 8:00 am AEST

**Review/Exam Week - 06 Jun 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 13 Jun 2022**

Module/Topic	Chapter	Events and Submissions/Topic
In-class test will be scheduled in this week		

## Term Specific Information

OCCT13007 requires **on-campus attendance** for both lectures and workshops unless otherwise notified by the unit coordinator. You will sign in for every OCCT13007 class using a QR code only available when you attend in person on campus.

Watching the recording will not count as in person attendance. **To pass attendance requirements you must attend at least 80% of all classes.**

## Assessment Tasks

### 1 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 15 minutes of perusal time. You are asked to promptly present for the 1pm commencement during your week 6 workshop time. Students who are late will not be permitted in the room.

It is a closed book in-class test, in which the only item permitted is your laptop. Your laptop can be plugged in and charging during the in-class test. An electronic copy of the in-class test will be made available on your email accounts at the commencement of the in-class test at 1:15 p.m. Every student will have a hard copy available for collection as they enter the room at 1pm which you may write upon during perusal time.

Phones, handbags and backpacks must be placed in a secure location within the classroom, and away from the desktop areas, as instructed by the teaching team on the day. The teaching team will be present in the room to ensure assessment probity. They will not help you with any questions relating to the content of the test.

At the scheduled commencement time, you will have fifteen minutes of perusal time in which you may brainstorm and generate notes on your hard copy assessment paper. There are a total of six short-answer questions. You are required to answer all parts of all six questions. Follow the electronic template that you will be provided with at the commencement of the in-class test. No computer application is permitted to be open during your test, other than the Word document that you will be working on, including email and Moodle. You may open Moodle only as you go to upload the assessment. Once completed, submit it via the relevant location on Moodle. All students must finish the in-class test at 2:45 p.m., open up your OCCT13007 the Moodle site, and ensure your assessment is uploaded by 2:50 p.m. Please save your file according to this naming convention:

Surname.FirstName.OCCT13007 InClassTest

You may write on the hard copy of the in-class test during perusal time to organise your ideas and thoughts. You must hand that hardcopy to the practicum assessment facilitator as they exit the classroom, unless there is a computer malfunction, in which case, please see below.

If for whatever reason a student has a technical problem with their personal computer on the day, you must move to the contingency plan of a) informing the assessment facilitator and b) commence writing your responses on the hard copy provided and c) submitting that directly to the practicum assessment facilitator by the 2:45 p.m. deadline.

#### Assessment Due Date

Week 6 Tuesday (19 Apr 2022) 2:45 pm AEST

Submit to Moodle as per the Task Description instructions

#### Return Date to Students

Week 8 Tuesday (3 May 2022)

Via Moodle gradebook

#### 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

## 2 Consumer Story Written Assessment

### Assessment Type

Written Assessment

### Task Description

#### 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 thus far in 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. Present a treatment plan outline based on the evidence for interventions. Perform database searches for the evidence-based literature and review relevant material in your text.

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 9 Tuesday (10 May 2022) 11:45 pm AEST

Please submit your document in a Word format via Moodle as per the Task Description

**Return Date to Students**

Week 11 Tuesday (24 May 2022)

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 marks).

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 marks).

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

Ability to draw upon the literature to identify and justify a range of appropriate interventions (10 marks).

Written communication skills (5 marks).

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

## 3 Student-led seminar

**Assessment Type**

Presentation

**Task Description**

**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 workshopped with the unit coordinator/lecturer in advance of assessment week. 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.

**Your individual in class attendance across the term for OCCT13007 meets the 80% minimum expected and marks are allocated accordingly in this third and final assessment.**

### **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/prezi presentation

### **Assessment Due Date**

Week 12 Tuesday (31 May 2022) 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**

Exam Week Monday (13 June 2022)

Grades and feedback 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 marks)

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

Learning resources (15 marks)

Teamwork as observed by examiner/s during presentation (10 marks)

Contribution to group as reported by peer evaluation (10 marks)

Individual component (5 marks)

Attendance requirement (0 or 10 marks)

## **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



## 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