



OCCT13007 *Enabling Mental Health*

Term 1 - 2023

Profile information current as at 26/03/2023 10:42 pm

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 - 2023

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

Weighting: 25%

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 Student Unit Evaluation and SUTE Unit Comments

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 again this year about the groupwork experience, indicating that the robust peer feedback process continues to successfully 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 Student Unit Evaluation and SUTE Unit Comments

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 SUTE Unit Comments

Feedback

The in-class test being scheduled during tutorial time in the afternoon, following three hours of morning lectures, was identified by 33.3% of respondents as being problematic, with each requesting it be considered for scheduling in the morning for better student performance.

Recommendation

It is recommended that consideration be given to modifying the content and flow of the unit, enabling a morning scheduling of the in-class test.

Feedback from SUTE Unit Comments and reflection of unit coordinator.

Feedback

Nineteen percent of respondents took care to provide feedback about the negative experiences with technology and the ISL in OCCT13007, acknowledging that these were equipment and technology issues outside of the lecturer's control. Specifically, no audio was coming through the scheduled BDG teaching room into the scheduled room in ROK across the ISL, necessitating the move to Zoom for several lectures. This impacted teaching engagement and also the experience of industry guest speakers.

Recommendation

It is recommended that whilst the majority of issues were resolved by the conclusion of the teaching term through collaboration with Teaching Technology and IT support, any outstanding issues will continue to receive attention and troubleshooting for resolution prior to the commencement of T1 2023.

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%	•	•	•	•	•				•	

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
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 , Pennsylvania , United States

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

Binding: Hardcover

Additional Textbook Information

This is a prescribed textbook, and it is expected that students will have the text at the commencement of term.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom (both microphone and webcam capability)

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

Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic

Introduction to the unit;
Acknowledging the Context for First
Australians
(self-directed via Moodle)

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). 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). F.A. Davis Company.

Jennings, C., Lhuede, K., Bradley, G., Pepin, G., & Hitch, D. (2021). Activity participation patterns of community mental health consumers. *British Journal of Occupational Therapy*, 84(9), 561-570.

Molloy, L., Lakeman, R., Walker, K., & Lees, D. (2018). Lip service: Public mental health services and the care of Aboriginal and Torres Strait Islander peoples. *International journal of mental health nursing*, 27(3), 1118-1126.

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
	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. (this is available on your e-reading list)	
Recovery, MOHO and mental health (self-directed via Moodle)	Bugajska, K., & Brooks, R. (2021). Evaluating the use of the Model of Human Occupation Screening Tool in mental health services. <i>British Journal of Occupational Therapy</i> , 84(9), 591-600.	
	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. <i>American Journal Occupational Therapy</i> , 74(4), 7404205120p7404205121-7404205120p7404205111. https://doi.org/10.5014/ajot.2020.034843 .	

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
On-campus workshop 9-11 and 12-4	No readings	

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
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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). 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). F.A. Davis Company.

Optional 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

Diagnosis & Occupational Performance Challenges 1 (self-directed via Moodle)

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Diagnosis & Occupational Performance Challenges 2 (self-directed using all Moodle resources)	<p>Brown, C. (2019). Schizophrenia and schizoaffective disorder. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). <i>Occupational therapy in mental health: A vision for participation</i> (pp.225-249). F.A. Davis Company.</p> <p>Champagne, T. (2019). Trauma and stressor related disorders. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). <i>Occupational therapy in mental health: A vision for participation</i> (pp.211-224). F.A. Davis Company.</p>	Written Assessment Consumer Story 30% Due: Week 5 Friday (7 Apr 2023) 11:45 pm AEST

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
On-campus workshop 9-11 and 12-4	No readings	

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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OT Assessment Process and Practice in Mental Health (self-directed via Moodle)

Donoso Brown, E.V., Munoz, J.P. & Pan, A.W. (2019). Person-centred evaluation. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). *Occupational therapy in mental health: A vision for participation* (pp. 47-68). F.A. Davis Company.

Gartland, S. (2019). Spiritual occupation. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). *Occupational therapy in mental health: A vision for participation* (pp. 931-940). 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.). *Occupational therapy in mental health: A vision for participation* (pp. 787-808). F.A. Davis Company.

PLEASE SPECIFICALLY ATTEND TO pp.790-794

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
<p>In-class test 9-11am Remainder of the week spent in self-directed study using all Moodle resources for OT Interventions in Mental Health</p>	<p>Required readings 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, 35</i>(2), 109-156. doi:10.1080/0164212x.2019.1588832.</p>	<p>In-Class Test Due: Week 8 Tuesday (2 May 2023) 9:00 am AEST</p>
	<p>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). F.A. Davis Company.</p> <p>PLEASE SPECIFICALLY ATTEND TO pp.794-803.</p>	
	<p>Optional readings 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). F.A. Davis Company.</p>	
	<p>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). F.A. Davis Company. N.B. Please refer to pp. 947 -951 of text "Appendix C - Index of Interventions"</p>	

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Trauma-informed intervention & Special topics: Forensic OT and Substance Misuse (self-directed using all Moodle resources)

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>

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>

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>

Girardi, A., & Zywicka-Rospond, M. (2020). Activity Participation and Inpatient Violence in Secure Mental Health. *Occupational Therapy in Mental Health*, 36(4), 394-410. <https://doi.org/10.1080/0164212x.2020.1831418>

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. *Occupational Therapy in Mental Health*, 1-16. <https://doi.org/10.1080/0164212x.2021.1875956>

Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Student-led Seminars all day event on campus		Student-led seminars Due: Week 12 Tuesday (30 May 2023) 8:00 am AEST

Term Specific Information

The T1 2023 offering of OCCT13007 is hybrid design, combining self-directed Moodle-based learning with scheduled on-campus workshops. Weeks 1,2,4,5,7,10 and 11 will be spent undertaking your readings, perusing the lecture content, watching the brief summary video and completing the related activities to post on Moodle. Weeks 3,6 and 9 are all-day on-campus workshops as scheduled in your Handbook. You will attend campus for the morning of week 8 to complete your in-class test. Finally, you will attend all day of week 12 to present the student-led seminars on Seminar Day. For those of you who would like to optimise your learning by asking questions and having a discussion, I will host weekly drop-in Zoom sessions for OCCT13007. These will be each Tuesday that we are not on campus i.e. weeks 1,2,4,5, 10 and 11 (week 7 Tuesday is the Anzac Day public holiday) from 10am-11am. It is not mandatory. It is not a lecture or a workshop. I will be there, ready to discuss any of the concepts, readings, linking class content to your practicum experience and anything else you may need. You might like to use it to ask questions about the assessments. Regardless of whether one student, a handful or the majority of you attend, the Zoom will occur each week at that time.

Assessment Tasks

1 Written Assessment Consumer Story 30%

Assessment Type

Written Assessment

Task Description

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 decisions (which of course inform treatment). After reflecting on that consumer story and investigating supporting evidence-based literature, please prepare a 2000-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 all person and environment factors at play. What is this story telling you about this person's strengths, their challenges and how their occupational performance, participation and engagement is affected? You may write this part in the first person as it is a reflection.
2. Articulate your understanding of stigma and the recovery process and how, if at all, it factors in this consumer story. How might this consumer be stigmatised due to the nature of their mental illness? How does their recovery journey link with the literature on recovery? 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 provide a basis for treatment planning. Perform database searches for the evidence-based literature and review relevant material in your text.
4. Incorporation of supporting literature is essential for points 2 and 3. Students who read the consumer story as a starting point, followed by wide reading of relevant textbook chapters, appropriate articles from your reading list and those that you find through your database searches, will find that you produce a stronger assessment.

The consumer story is from the book in your e-reading list entitled "First Person Accounts of Mental Illness and Recovery". This assessment will steep you in reflecting on one of the anxiety disorders, in this case, obsessive compulsive disorder (OCD). Please read Shannon Shy's story "It'll be okay. How I kept obsessive compulsive disorder (OCD) from ruining my life". You will find all details of this story from pages 160 to 174.

Please note the following additional details:

- the length of the main body of your essay should be 2000 words excluding references. Marks will be deducted from the total rubric score if you exceed 10% (i.e., 200 words) over or under the required count. A flat mark deduction of 2.5 marks will be deducted, with a further 2.5-mark deduction for each additional 10% over or under the word count. For example, a written assessment that has been awarded 52/60 on the rubric but was 2380 words long (i.e., 19% over word limit) would receive a final mark of 49.5/60. A report that is 1495 words (i.e., 25% under), awarded 34/60 would receive a final mark of 29/60 and would not pass this assessment.
- you are required to use APA 7th edition 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 (7 Apr 2023) 11:45 pm AEST

Return Date to Students

Week 7 Monday (24 Apr 2023)

Weighting

30%

Minimum mark or grade

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

Assessment Criteria

- reflection on lived experience of the consumer (15 marks)
- application of knowledge of stigma, recovery & occupational justice (15 marks)
- draw upon the literature to choose and justify assessments & outcome measures (15 marks)
- written communication skills (10 marks)
- APA 7th referencing (5 marks)

Referencing Style

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

Submission

Online

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 In-Class Test

Assessment Type

In-class Test(s)

Task Description

This in-class test is worth a total of 50 marks and is to be completed under exam conditions. 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 9am commencement during your week 8 scheduled time. Students who arrive after 9:10 a.m. will not be permitted in the room to ensure minimal disruption to peers.

It is a closed book in-class test, in which the only items you may bring to the table are your pens, pencils and erasers. Every student will be issued some blank paper as they enter the room which you may write upon during perusal time. Phones, handbags, backpacks and laptops must be placed in a secure location within the classroom, and away from the desktop areas, as instructed by your lecturers on the day. Lecturing staff 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 blank paper. At the conclusion of perusal, you may start writing your answers on the test booklet. You will be verbally advised by the staff when that may commence. There are a total of six short-answer questions. You are required to answer all parts of all six questions.

Students will finish at 90 minutes after the commencement of the test (except for students on Accessibility Plans who may have initiated contact with the unit coordinator beforehand about confidential, accommodated conditions) and your lecturing team will give you a 10-minute warning to finalise your answers. Then, immediately at the conclusion of the test, please place your completed test directly in front of you for collection.

You are marked against model answers for your short-answer questions. There is no rubric because there are model answers based on best practice for each question. You will receive your final mark only in gradebook. In addition, a summary sheet will be compiled to provide whole-of-class general feedback about learning strengths, and areas that need more attention before the end of term.

Assessment Due Date

Week 8 Tuesday (2 May 2023) 9:00 am AEST

Return Date to Students

Week 11 Tuesday (23 May 2023)

Weighting

25%

Minimum mark or grade

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

Assessment Criteria

Each short-answer question has model answers against which you are marked.

Referencing Style

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

Submission

Offline

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

3 Student-led seminars

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. Please supply a copy of your chosen learning resource/s to your opposite campus as well (prepare ahead for mailing times) and also to your tutor and unit coordinator.

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 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 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: three students, three objectives; four students, four objectives).
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. This applies only to your scheduled workshops, in-class test and seminar day.

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 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 contains the template).
3. assign one group member to submit the group PowerPoint presentation. You are NOT required to submit electronic versions of your learning resources.

Assessment Due Date

Week 12 Tuesday (30 May 2023) 8:00 am AEST

Return Date to Students

Weighting

45%

Minimum mark or grade

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

Assessment Criteria

- contemporary, evidence-based information on the topic
- effective professional communication
- learning resources
- teamwork during the presentation
- peer evaluation of contribution to group
- individual component - learning objective

Referencing Style

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

Submission

Offline Online

Submission Instructions

Submit to Moodle as per task description above.

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