



OCCT13007 *Enabling Mental Health*

Term 1 - 2024

Profile information current as at 15/05/2024 07:47 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 - 2024

- 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. **Online Quiz(zes)**

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 SUTE Unit Comment Reports

Feedback

The hybrid/flipped delivery was overwhelmingly favourably received by students, with the flexibility and accessibility that the self-directed component offers.

Recommendation

It is recommended that the flipped classroom model be delivered again in T1 2024.

Feedback from SUTE Unit Comment Reports

Feedback

The majority of students who provided feedback nominated the lived experience guest speakers as a highlight of the unit content.

Recommendation

It is recommended that lived experience guest speakers continue to be sourced and involved in delivering content in OCCT13007.

Unit Learning Outcomes

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

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

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
---	--	--	--	--	--

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 30%	•	•	•	
2 - Online Quiz(zes) - 25%	•			•
3 - Presentation - 45%		•	•	•

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	•	•	•	•

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

[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 - 04 Mar 2024

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

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.

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

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 - 11 Mar 2024

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). 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 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
On-campus workshop compulsory 9-5pm	No readings	

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Diagnosis & Occupational Performance Challenges 1 (self-directed via Moodle)	Required readings Davis, J. & Noyes, S. (2019). Anxiety, obsessive-compulsive, and related disorders. In Brown, C., Stoffel, V.C., & Munoz, J.P. (Eds.). <i>Occupational therapy in mental health: A vision for participation</i> (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.). <i>Occupational therapy in mental health: A vision for participation</i> (pp.182-196). 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. <i>Occupational therapy in mental health</i> . doi: 10.1080/0164212X.2018.1516172	

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Diagnosis & Occupational Performance Challenges 2 (self-directed using all Moodle resources)	Ercan Doğu, S., & Örsel, S. (2023). The relationship between psychopathology, occupational balance, and quality of life among people with schizophrenia. <i>Australian occupational therapy journal</i> , 70(3), 314-326. https://doi.org/10.1111/1440-1630.12855	
	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.	Written Assessment Consumer Story 30% Due: Week 5 Tuesday (2 Apr 2024) 11:45 pm AEST
	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.	

Vacation Week - 08 Apr 2024

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

Week 6 - 15 Apr 2024

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

**On-campus workshop compulsory
9am-5pm**

No readings

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
	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). 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). F.A. Davis Company.	
OT Assessment Process and Practice in Mental Health (self-directed via Moodle)	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. PLEASE SPECIFICALLY ATTEND TO pp.790-794	
	Okita, Y., Kaneko, T., Imai, H., Nair, M., & Tomori, K. (2024). Goal setting in mental health: a scoping review to inform occupational therapy practice [Review]. <i>Irish journal of occupational therapy</i> . https://doi.org/10.1108/IJOT-03-2023-0007	

Week 8 - 29 Apr 2024

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

Required readings

Kirsh, B., Martin, L., Hultqvist, J., & Eklund, M. (2019). Occupational Therapy Interventions in Mental Health: A Literature Review in Search of Evidence. *Occupational therapy in mental health*, 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.). *Occupational therapy in mental health: A vision for participation* (pp. 787-808). F.A. Davis Company. PLEASE SPECIFICALLY ATTEND TO pp.794-803.

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). F.A. Davis Company.

Kunita, K., Morimoto, T., Kotake, R., Sato-Nakamura, S., & Nakamura-Kukuminato, N. (2023). Effect of combining motivational interviewing with cognitive remediation on personal recovery in patients with schizophrenia [Article]. *Hong Kong journal of occupational therapy*, 36(1), 20-30. <https://doi.org/10.1177/15691861231167504>

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). F.A. Davis Company.

N.B. Please refer to pp. 947 -951 of text "Appendix C – Index of Interventions"

OT Interventions in Mental Health

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
On-campus workshop compulsory 9am-5pm The morning will commence with the supervised Quiz	No readings	Quiz on WEEKS 1-8 content Due: Week 9 Tuesday (7 May 2024) 9:00 am AEST

Week 10 - 13 May 2024

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

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). 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). F.A. Davis Company.

Infant mental health & child/youth mental health special considerations - assessment & intervention (self-directed using all Moodle resources)

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). F.A. Davis Company.

Week 11 - 20 May 2024

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

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 intervention & Special topics: Forensic OT and Substance Misuse
 Readings for this week are focused on trauma-informed practice. Week 12 readings contain choices for special topics.

(self-directed using all Moodle resources)

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>

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
On-campus workshop compulsory 9am-12 and 1pm-5pm	Optional Readings	
	Forensic mental health	
	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. https://doi.org/10.1080/0164212x.2020.1831418	
	Taylor, J., Mynard, L., & Farnworth, L. (2022). Occupational Therapists' Experiences Using the Model of Human Occupation in Forensic Mental Health. <i>Occupational therapy in mental health</i> , 38(1), 67-85. https://doi.org/10.1080/0164212x.2021.1974325	
	Substance misuse	
	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. https://doi.org/10.1080/0164212x.2021.1875956	
	Suicide	
	Prestmo, A., Høyen, K., Vaaler, A. E., Torgersen, T., Kvithyld, T. P., Cohen, L. J., & Drange, O. K. (2023). Post-discharge suicide among high-risk psychiatric inpatients: Risk factors and warnings signs [Article]. <i>Journal of affective disorders reports</i> , 12, Article 100506. https://doi.org/10.1016/j.jadr.2023.100506	
	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 of eating disorders</i> 10(1), 7. https://doi.org/10.1186/s40337-021-00525-2	

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
All-day student led seminars on campus 8am-5pm		Student-Led Seminars Due: Review/Exam Week Tuesday (4 June 2024) 8:00 am AEST

Exam Week - 10 Jun 2024

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

Term Specific Information

Our class this term has been designed so that you will complete self-directed study at your own pace (no attendance on campus) in weeks 1,2, 4, 5, 7, 8, 10 and 11. Please ensure you watch the Welcome & Introduction video for details on how I am supporting your learning in those weeks. I have set tasks for you on Moodle to guide and focus your studies, and will interact with you on Moodle throughout the learning week each time you complete a self-directed week. The readings, lecture materials, recordings and activities are expected to consume 12.5 hours per week of your study load, consistent with the credit points for this unit. We have all-day workshops on campus in weeks 3, 6, 9, 12 and Exam Week, so please ensure your full availability on those days between 9am and 5pm. The quiz will occur on campus for the morning of the week 9 workshop.

If you are unable to attend an on-campus session due to illness, please be sure to notify your unit coordinator of this as soon as possible (desley.simpson@cqu.edu.au). It will be your responsibility to catch up on any missed content as repeat sessions are not offered as part of this unit.

*** As preparation for your Professional Occupational Therapy Practice units (OCCT13009 & OCCT14007) you are strongly discouraged from missing any on-campus content of OCCT13007, and we ask that you organise your schedule around your timetabled on-campus commitments. The flexibility built in to the design of OCCT13007 facilitates full attendance and participation at the mandatory on-campus workshops.***

Your Exam Week Tuesday is an all-day Seminar Day in which you present your student-led seminars on campus. Please ensure you are available that day from 8am until 5pm.

A Zoom drop-in session will be conducted every Tuesday 12noon-1pm of your self-directed study weeks. That Zoom is for discussion of content, reflection, and Q&A. Please use those drop-ins to discuss concepts for that week's content, present any questions you may have and check-in about assessment preparation. The zoom drop-in is optional but highly recommended.

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. You must refer to the rubric to support you in determining how many words ought to be devoted to each section:

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. Some of the appropriate assessments may be those that you have encountered in Year 1 and Year 2 of your occupational therapy training.

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.

You may choose one of the three following consumer stories of everyday Australians:

1. Eddie - grief and depression

<https://www.beyondblue.org.au/personal-best/pillar/supporting-yourself/a-black-tunnel-with-no-way-out-eddie-s-story-of-grief-and-depression>

2. Sandi - post natal depression

<https://www.beyondblue.org.au/personal-best/pillar/supporting-yourself/i-thought-he-d-better-off-without-me-sandi-s-experience-of-post-natal-depression>

3. Nicole - childhood trauma, PTSD, anxiety and depression

<https://www.beyondblue.org.au/personal-best/pillar/supporting-yourself/trauma-and-losing-my-coping-strategy-nicoles-story>

As the term continues, we will learn more about each of these presentations in more detail, but this is an early opportunity for you to consider a person's lived experience, and to explore your own reactions, core beliefs and attitudes. It is also an opportunity to research and showcase your knowledge of how stigma and recovery apply to this person, as well as perform some preliminary research on OT-specific assessments and outcome measures that are relevant to your chosen story.

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), not PDF.
- you are permitted to use AI such as ChatGPT in this assessment to enhance your grammatical expression and the flow of your essay. If it means that your final submission is more sophisticated in grammatical expression and flow because of the use of AI, then that is acceptable. If you choose to use one of the AI options available to you, you must fully reference where you have used it, in accordance with the guidelines supplied by CQUniversity's AI Awareness for Academic Integrity (a copy is supplied in your Assessment Tile). There is no expectation or obligation for students to use AI for this assessment task. It is the choice of each individual student. If you use AI, you are expected to do the following, as per the aforementioned document:
 - Use AI for brainstorming, explaining concepts and checking for errors,
 - Verify AI-generated information using reputable sources; watch for bias and errors,
 - Be aware of your ongoing obligations around academic integrity,
 - Attribute your use of AI with correct citations and referencing.

Assessment Due Date

Week 5 Tuesday (2 Apr 2024) 11:45 pm AEST

Return Date to Students

Week 7 Monday (22 Apr 2024)

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

2 Quiz on WEEKS 1-8 content

Assessment Type

Online Quiz(es)

Task Description

The weighting of the online quiz is 25% of the overall unit grade, and you must pass the quiz to pass the unit overall. All students will be supervised to complete the 90-minute quiz. It is a closed book assessment and access to all resources other than the quiz itself is prohibited. The quiz will occur in week 9 and will assess content weeks 1-8 inclusive. You will have up to fifteen questions worth a total of 50 marks. The marks allocated to each question will be displayed on the quiz. Your time limit is 90 minutes. The quiz will consist of the following categories:

- multiple choice
- true/false
- drag and drop words into text
- short answer
- selection of best responses from a list

It is essential that you arrive before the scheduled start of the quiz and set up your internet capable charged laptop. Once the quiz has commenced, latecomers will not be admitted to the room.

Please note: as this is a quiz with pre-defined correct responses, there is no marking rubric for this Assessment task.

Number of Quizzes

1

Frequency of Quizzes

Assessment Due Date

Week 9 Tuesday (7 May 2024) 9:00 am AEST

It is essential that you arrive before the scheduled start of the quiz and set up your internet capable charged laptop. Once the quiz has commenced, latecomers will not be admitted to the room.

Return Date to Students

Week 11 Tuesday (21 May 2024)

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

Please note: as this is a quiz with pre-defined correct responses, there is no marking rubric for this Assessment task.

Referencing Style

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

Submission

Online

Submission Instructions

Ensure you bring a fully charged internet capable laptop to class on the day of the quiz.

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.

3 Student-Led Seminars

Assessment Type

Presentation

Task Description

ASSESSMENT 3 – SEMINAR TASK DESCRIPTION AND ALL RESOURCES

Assessment overview: In 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, booklets) 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. These are special topics in addition to lecture content. There may be some instances in which you refer to lecture content as part of the foundation of your seminar content, and you must cite that accordingly.

Grouping details: You will undertake this assessment in groups of 3-5 (depending on enrolled numbers), with groups and seminar topics allocated within class during week 1 of term 1.

Seminar details: Groups of four will conduct a seminar of 45 minutes in duration, with an additional 15 minutes for discussion and questions/answers, which can be at the conclusion and/or woven throughout the seminar. The seminar must be a minimum of 45 minutes and must not exceed 60 minutes. 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 five learning objectives that are specific, achievable, measurable and realistic.
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

Review/Exam Week Tuesday (4 June 2024) 8:00 am AEST

Return Date to Students

Students will receive marks and feedback in accordance with the two-week turnaround

Weighting

45%

Assessment Criteria

- contemporary evidence-based content (20)
- effective verbal and visual professional communication of peers to facilitate learning (20)
- learning resources (15)
- teamwork as noted during presentation (10)
- contribution to groupwork as reported by peer evaluation (10)
- individual component (5)
- attendance and participation in all on-campus workshops (0 or 10)

Referencing Style

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

Submission

Online Group

Submission Instructions

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.

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.

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