



# OCCT14002 *Specialisation in Occupational Therapy*

## Term 2 - 2024

Profile information current as at 12/11/2024 05:27 am

All details in this unit profile for OCCT14002 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This capstone unit builds upon the foundation knowledge and practice experience you have built throughout the occupational therapy course. The focus of this unit is to equip you to function as an autonomous, evidence-informed new graduate practitioner in Australia. It is comprised of various modules which will advance your professional skills for independent practice. Each module will be offered in semi-block mode to enable immersion in a specialised area of professional practice. The range of modules will be subject to resources including availability of experts to contribute. Depending on the number and scope of modules offered, there may be some choice in which modules you undertake. However, a compulsory module will focus on the application of telehealth for motivational interviewing, a skill in facilitating client behavioural change applicable across caseloads.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Prerequisites: OCCT13009 (or OCCT13008 or OCCT13005 and OCCT13006) and OCCT14003

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 2 - 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: 20%

#### 2. **Reflective Practice Assignment**

Weighting: 40%

#### 3. **Objective Structured Clinical Examinations (OSCEs)**

Weighting: 40%

### 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 Comments Report

**Feedback**

Students who provided feedback have asked that content in a couple of the specialist modules (dementia and home assessment/modifications) be reviewed to ensure only new information is presented rather than a review of content from previous units.

**Recommendation**

It is recommended that the unit coordinator ask the specialist presenters of those modules to check content to ensure revision of material taught earlier in CB84 is minimised, allowing for more time to be spent on the new, graduate-level content.

#### Feedback from SUTE Unit Comments Report

**Feedback**

Students would like even more rehearsal with interventions and practical applications across some modules.

**Recommendation**

It is recommended that opportunities to apply interventions to case scenarios be highlighted by the educators in the specialist modules.

## Unit Learning Outcomes

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

1. Appraise and synthesise available evidence in order to formulate best-practice assessment and intervention pathways.
2. Formulate and synthesise best available evidence to develop and deliver written or oral presentations that are accessible to a wide range of stakeholders.
3. Demonstrate effective motivational interviewing techniques that may facilitate behavioural change to support patient/client/consumer/participant health and wellbeing.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 20%	•		
2 - Reflective Practice Assignment - 40%		•	
3 - Objective Structured Clinical Examinations (OSCEs) - 40%	•		•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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

OCCT14002

#### Prescribed

#### Evidence-Based Practice Across the Health Professions

Edition: 3rd ed (2017)

Authors: Tammy Hoffman, Sally Bennett, Chris Del Mar

Elsevier

ISBN: 9780729542555

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Laptop video camera

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Desley Simpson** Unit Coordinator

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

## Schedule

### Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the unit and assessment overview	No readings	This will be a <i>compulsory</i> first session to attend on each campus, so that we can all come together to discuss the term ahead, assessment requirements, guest speakers and T2 expectations in OCCT14002.

### Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Pain Module 1	Van Griensven, H., Strong, J., & Unruh, A.M. (2014). <i>Pain: A textbook for health professionals</i> (2nd ed.). Churchill Livingstone Elsevier. (Textbook in OT storerooms and on e-reading list): Chapter 1- Introduction to pain pp. 1-8 Chapter 6- Neurophysiology of pain pp. 77-90 Chapter 7- Assessing pain pp. 91-114.	On-campus attendance is required for both pain modules.

**Week 3 - 22 Jul 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Pain Module 2	Jayne Thomson will nominate any readings for Pain Module 2 in addition to Pain Module 1. You will find them on Moodle before term commences.	

**Week 4 - 29 Jul 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Advanced Home Modifications Module 1	<p>Specific readings will be chosen by Liz Ainsworth and made available to you on Moodle before term commences. Two resources for this module will be available to you via your e-reading list on the OCCT14002 Moodle site and via the Library Services. They are:</p> <ol style="list-style-type: none"> <li>1. Ainsworth, E., &amp; de Jonge, D. (2nd ed) (2018). <i>An occupational therapist's guide to home modification practice</i>. SLACK Inc.</li> <li>2. Standards Australia: Design for access &amp; mobility; Adaptable Housing.</li> </ol>	This will be delivered online 9am-noon and 1pm-5pm. The session will not be recorded for copyright reasons.

**Week 5 - 05 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Advanced Home Modifications Module 2	<p>Specific readings will be chosen by Liz Ainsworth and made available to you on Moodle before term commences. Two resources for this module will be available to you via your e-reading list on the OCCT14002 Moodle site and via the Library Services. They are:</p> <ol style="list-style-type: none"> <li>1. Ainsworth, E., &amp; de Jonge, D. (2nd ed) (2018). <i>An occupational therapist's guide to home modification practice</i>. SLACK Inc.</li> <li>2. Standards Australia: Design for access &amp; mobility; Adaptable Housing.</li> </ol>	This will be delivered online 9am-noon and 1pm-5pm. The session will not be recorded for copyright reasons.

**Vacation Week - 12 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 19 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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Beck, A. K., Baker, A. L., Britton, B., Lum, A., Pohlman, S., Forbes, E., Moore, L., Barnoth, D., Perkes, S. J., Oldmeadow, C., & Carter, G. (2023). Adapted motivational interviewing for brief healthcare consultations: A systematic review and meta-analysis of treatment fidelity in real-world evaluations of behaviour change counselling. *British Journal of Health Psychology*, No Pagination Specified. doi:10.1111/bjhp.12664

Motivational Interviewing Module 1

Miller, W. R. (2023). The evolution of motivational interviewing. *Behavioural and Cognitive Psychotherapy*, No Pagination Specified. <https://doi.org/10.1017/S1352465822000431>

MI via telehealth modules will be delivered online. Full attendance and interaction is expected in real-time as the combination of theory and practice will prepare you for the 40% OSCE.

**Knowledge Translation Tools** Due: Week 6 Friday (23 Aug 2024) 5:00 pm AEST

Kline, E. R., Thibeau, H., Sanders, A. S., English, K., Davis, B. J., Fenley, A. R., & Keshavan, M. S. (2021). Motivational interviewing for loved ones in early psychosis: Development and pilot feasibility trial of a brief psychoeducational intervention for caregivers. *Frontiers in Psychiatry*, 12, 659568.

## Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
	<p>Kenyon, L. K., Krajenka, V. M., Lach, K., VanBeek, H., Williams, B., &amp; Bower Russa, M. (2023). Motivate-to-move: Development of an intervention promoting parental adherence to early power mobility programs. <i>Disability and Rehabilitation: Assistive Technology</i>, 18(2), 185-194. <a href="https://doi.org/10.1080/17483107.2020.1841310">https://doi.org/10.1080/17483107.2020.1841310</a></p>	
Motivational Interviewing Module 2	<p>Ding, J., Yang, Y., Wu, X., Xiao, B., Ma, L., &amp; Xu, Y. (2023). The telehealth program of occupational therapy among older people: an up-to-date scoping review. <i>Aging Clinical &amp; Experimental Research</i>, 35(1), 23-40. <a href="https://doi.org/10.1007/s40520-022-02291-w">https://doi.org/10.1007/s40520-022-02291-w</a></p> <p>Feldhacker, D. R., Jewell, V. D., Jung LeSage, S., Collins, H., Lohman, H., &amp; Russell, M. (2022). Telehealth Interventions Within the Scope of Occupational Therapy Practice: A Systematic Review. <i>American Journal of Occupational Therapy</i>, 76(6), 1-10. <a href="https://doi.org/10.5014/ajot.2022.049417">https://doi.org/10.5014/ajot.2022.049417</a></p> <p>Kelli Garber, D. N. P., &amp; Tina Gustin, D. N. P. (2023). Put PEP into telehealth: an etiquette framework for successful encounters. <i>Online Journal of Issues in Nursing</i>, 28(2), 1-10.</p>	<p>MI via telehealth modules will be delivered online. Full attendance and interaction is expected in real-time as the combination of theory and practice will prepare you for the 40% OSCE.</p>

## Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Dementia Module 1	<p>A full reading list will be supplied to you by Dr Maria O'Reilly on Moodle before term commences.</p>	<p>On-campus attendance is required for both dementia modules. This will occur on <b>Friday</b> of week 8 instead of the Wednesday.</p>

### Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Dementia Module 2	A full reading list will be supplied to you by Dr Maria O'Reilly on Moodle before term commences.	On-campus attendance is required for both dementia modules. This will occur on <b>Friday</b> of week 9 instead of the Wednesday.

### Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Motivational Interviewing OSCE		The assessment schedule will run over Wednesday and Thursday of week 10. The roster will be supplied in week 1 so that you may organise your week 10 commitments around your assessment time.  <b>Motivational Interviewing Practical Assessment</b> Due: Week 10 Wednesday (18 Sept 2024) 9:00 am AEST

### Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Paediatric Module 1	Our Paediatrics module educator will nominate any readings for Paediatric Module 1. You will find them on Moodle before term commences.	On-campus attendance is required for both paediatric modules.

### Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Paediatric Module 2	Our Paediatrics module educator will nominate any readings for Paediatric Module 1. You will find them on Moodle before term commences.	

### Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

OCCT14002 requires **on-campus attendance** for the Dementia modules, Pain modules and Paediatric modules. Please attend the Dementia modules on the Fridays of weeks 8 and 9. This means the Wednesday of both weeks is freed up for other commitments. The Advanced Home Modifications module and the Motivational Interviewing module will be delivered via zoom. A zoom drop-in that is optional will be scheduled every Tuesday 1pm-2pm, in which you can discuss any issues relating to OCCT14002 with your unit coordinator. That will occur every Tuesday during term, and you are welcome to bring your lunch, because it directly follows ALLH14001. [Please use this link](#) and the passcode is 860561.

The Unit Profile states that you need to purchase a text book for this unit. You are **not required** to purchase the "Evidence-Based Practice Across the Health Professions" text for OCCT14002, so please disregard that.

## Assessment Tasks

1 Case Study Quizzes (dementia, home mods, pain, paediatrics)



**Assessment Type**

Written Assessment

**Task Description**

The modules on Dementia, Advanced Home Modifications, Pain and Paediatrics will each contain a quiz attached to a case study. This will occur in the final part of the final day of each module. Approximately five short-answer questions will relate to the content taught in each module, and each of the case studies will be graded by the module educator. You must be present in class (either on campus or online as stipulated) to participate in this assessment piece. Each quiz will hold a total value of 5 marks. You must obtain 10 out of a total available of 20 marks overall to pass this assessment, and the unit overall. The quizzes are short-answer and are conducted in-class. The quizzes are open book and you may consult your notes. There is no need to cite references. The purpose of the Case Study Quizzes are to ensure full engagement in each module and translation of knowledge directly to real-world clinical scenarios.

- Upon direction from the educator (in accordance with the flow and timing of teaching content), the Unit Coordinator will make the case study and questions available to you on Moodle
- Immediately upon that being available, students have 45 minutes (maximum) to complete their open-book quiz (typed or written as per educator instruction)
- Upon completion of your answers, please email it directly to the educator at the email they have supplied to you.
- Any quiz received after the noted deadline (without appropriate, plausible and reasonable explanation as determined by the educator) will be marked as unsubmitted and receive 0 points.
- Each module educator will grade your quiz. Marks will be supplied to the unit coordinator, who will keep a record of marks, ready for uploading the final total for this assessment piece at the conclusion of the final module.
- If the educator has any specific feedback for you as a group, your Unit Coordinator will ensure you receive it.
- Regular tallies of marks achieved after each module will not be supplied. You will know from your own answers and any educator feedback to the cohort whether you answered correctly.
- You will only be contacted individually by the UC if there appears to be a risk of you not passing

**Assessment Due Date**

Quizzes will be completed in class at the end of each of the four nominated specialist modules.

**Return Date to Students**

Individual quizzes won't be returned with feedback. De-identified group feedback will be provided once all marking is complete.

**Weighting**

20%

**Minimum mark or grade**

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

**Assessment Criteria**

The quizzes are marked against module answers pre-determined by the educator of that specialist module. There is no rubric for this assessment.

**Referencing Style**

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

**Submission**

Offline

**Submission Instructions**

Assessments will be collected at the end of each module, in person or via Moodle, pending educator instructions.

**Learning Outcomes Assessed**

- Appraise and synthesise available evidence in order to formulate best-practice assessment and intervention pathways.

**Graduate Attributes**

## 2 Knowledge Translation Tools

**Assessment Type**

Reflective Practice Assignment

**Task Description**

There are two parts to this assessment:

- 1) the development of a Knowledge Translation Kit including a poster/infographic or protocol and a podcast or YouTube upload and
- 2) your recorded 3-5-minute verbal reflection which will articulate your rationale for the chosen Knowledge Translation tools, submitted as an audio file, together with a written bibliography sheet detailing the sources you used to complete your kit.

Knowledge Translation tools present evidence in concise, clear, user-friendly formats to enhance the uptake of evidence into clinical practice. Examples of Knowledge Translation tools include clinical practice guidelines, educational resources and patient decision aids.

You will choose one of the four clinical practice specialisation areas in OCCT14002: 1) pain 2) home assessment and modifications 3) dementia or 4) paediatrics. You will use current research and evidence to create a Knowledge Translation kit in that field. Your Knowledge Translation kit will be comprised of two products/tools. These will be a synthesis of the evidence, delivered via the best medium chosen by you in a way that disseminates the evidence for optimum understanding and uptake by various stakeholders. You must choose one product/tool from the choices of:

- poster/infographic or
- clinical practice guideline/protocol

Your companion product will be a choice between the production of:

- a 15-minute podcast suitable for either the free Spotify for Podcasters or the free Podcast Hosting site PodBean or
- a 15-minute audio and video recording suitable for uploading to YouTube

The aim of your Knowledge Translation Kit is to ensure that end users (stakeholders such as other practitioners or clients/consumers) receive best clinical service delivery as a result of your information. It can take years for best practice evidence to filter through and be used on a daily basis clinically. You must be clear about your audience, and the podcast or YouTube upload must match for the same audience. For example:

- youth who are likely to see an infographic / poster in a public place
- GP waiting room - pinned to the wall or on the moving digital display - to target parents or patients
- community hall noticeboard or RSL where older people are known to gather
- noticeboard at a local Mens' Shed, CWA etc to target a particular gender in the older persons age group
- an OT department staff room
- a multidisciplinary team staff room

The Knowledge Translation kit must be visually-appealing (infographic/poster) and appealing to listen to and/or watch (companion podcast, YouTube upload), accessible and presented without clinical terminology and jargon. Your products must incorporate what the most contemporary state of science is in your chosen area. As such, your sources will be peer-reviewed journal articles preferably published within the last 5-7 years. In addition to the complete Knowledge Translation kit, you will upload a bibliography to your assessor providing evidence of all sources used in the development of your kit.

The due date for this assessment is week 6, by which time you will not have covered all four modules. This should not sway your choice, as the aim is for you to independently search for the contemporary literature in a clinical area of particular interest to you. You are welcome to use the resources supplied on Moodle within those modules as a starting point. A resource folder will be supplied to you in your Assessment Tile containing links and exemplars for inspiration and ideas. There are also framed exemplars from the 2023 cohort in each OT classroom across the BDG and ROK campus.

### **Assessment Due Date**

Week 6 Friday (23 Aug 2024) 5:00 pm AEST

### **Return Date to Students**

Week 8 Friday (6 Sept 2024)

### **Weighting**

40%

### **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**

- synthesis of clinical information
- clarity and accessibility of clinical message

- evidence of research to support reflection and KT kit
- visual presentation
- oral presentation
- reflection

### Referencing Style

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

### Submission

Online

### Learning Outcomes Assessed

- Formulate and synthesise best available evidence to develop and deliver written or oral presentations that are accessible to a wide range of stakeholders.

### Graduate Attributes

## 3 Motivational Interviewing Practical Assessment

### Assessment Type

Objective Structured Clinical Examinations (OSCEs)

### Task Description

#### Motivational Interviewing via Telehealth.

Motivational Interviewing (MI) is a patient interview style designed to promote behavioural changes in our patients/clients/consumers. Facilitating behaviour change to promote health and wellbeing is a therapeutic skill of great benefit to patient outcomes, transcending specific caseloads. Following on from MI lectures, practical sessions and simulated interviews for practice, this assessment requires you to conduct a patient interview in which you demonstrate the principles of motivational interviewing. The interview will be recorded and observed by the examiner in real-time. Following completion of your interview, you are required to view the recording and complete a rating of your performance using the tool provided, and a written reflection. You will be supplied with a self-assessment template to guide your reflection. The interview will be of 20 minutes duration (maximum).

The method of your motivational interview and thus your assessment will be via a telehealth process. This advances your skills in both motivational interviewing but also in the application of clinical work across technology platforms which may increasingly be part of flexible and accessible patient service offerings. This is assessing graduate-level skills so it is assumed you already have sound skills in setting up the interview space, developing rapport with the patient, ensuring informed consent and utilising professional verbal and non-verbal communication. In this assessment, your skills in evocation, collaboration, supporting autonomy, directing, empathy and asking open-ended questions are the focus. You are demonstrating your ability to facilitate the patient's ownership of goals and actions. The patient/client/consumer will be a standardised patient played by an actor.

You must follow the guidelines supplied on Moodle for your written reflection. Reflections must be a minimum of 1800 words and must not exceed 2500 words (this excludes your references). The assessment rubric provides guidance for you in how your content and written expression will be assessed. Those students who are able to incorporate and synthesise key content, referencing a wide range of relevant readings, and present it in a concise way are likely to score highly. Your written reflection is your own original work, but you will use a motivational interviewing reflection tool in order to inform a robust analysis of your skills. You will be supplied with the tool throughout your learning experience.

Please submit the following in one Word file:

- Cover sheet
- Reflection (1800-2500 words and reference list)

### Suggested headings to guide your reflection

Overall summary and discussion of the experience (conducting the MI, watching and listening to your recording)

Overall summary and discussion of the scores and comments on your performance on the MITI with suggested subheadings as follows:

- cultivating change talk
- softening sustain talk
- partnership
- empathy
- techniques used or not e.g. OARS, readiness, looking forward and back, decisional balance, querying extremes, change

planning

-MI spirit, MI process and MI traps

What were your strengths in the motivational interview and why?

What did not go as well as hoped for in the motivational interview and why?

Application of and skills with Telehealth

What have been some key learnings from this experience?

What skills have you acquired that you can envisage using in future practice?

Final statements

### **Assessment Due Date**

Week 10 Wednesday (18 Sept 2024) 9:00 am AEST

Students will be advised of the interview schedule for week 10. The roster will be across two full days in week 10 (Wednesday and Thursday)

### **Return Date to Students**

Week 12 Friday (4 Oct 2024)

### **Weighting**

40%

### **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**

A detailed rubric is supplied for you on Moodle covering the following criteria:

- examiner rating of your adherence to MI principles
- understanding MI principles
- synthesis in selecting and applying relevant information
- evaluation of skills using key literature and evidence
- reflection
- written communication skills

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Wednesday's group will upload their submission to Moodle by Saturday midnight 21st September and Thursday's group will upload to Moodle by Sunday midnight 22nd September

### **Learning Outcomes Assessed**

- Appraise and synthesise available evidence in order to formulate best-practice assessment and intervention pathways.
- Demonstrate effective motivational interviewing techniques that may facilitate behavioural change to support patient/client/consumer/participant health and wellbeing.

### **Graduate Attributes**

## 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