

OCC321 Occupational Therapy in Mental Health

School: School of Health - Occupational Therapy

2026 | Session 1

UniSC Sunshine Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

As an occupational therapist, it is important to view health holistically to understand how mental health contributes to our overall health and well-being. Through the course, you will learn about the impact of mental health conditions, occupation-based mental health approaches, and important legislation guiding practice in public and private healthcare settings. Drawing on a range of theories, you will have the opportunity to research and apply culturally responsive strategies to develop your capacity to enhance occupational performance for people experiencing mental health concerns.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Complete weekly pre-class learning activities in PebblePad digital workbook.	3hrs	Week 1	7 times
Tutorial/Workshop 1 – Online large group workshop to supplement learning materials. The workshop is recorded.	2hrs	Week 2	7 times
Tutorial/Workshop 2 – Face-to-face experiential group workshops. Experiential workshops are not recorded.	4hrs	Week 2	7 times

1.3. Course Topics

The course integrates the following themes:

1. History of mental health practice in occupational therapy
2. Exploring Stigma and Recovery from the perspective of Lived Experience Experts
3. Understanding the medical approach to treating mental health conditions
4. Exploring the occupational therapy role in different mental health practice settings
5. Trauma-informed and recovery-based approaches to occupational therapy in mental health
6. Aboriginal and Torres Strait Islander perspectives of mental health

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Occupational Therapy Council of Australia Ltd
1 Characterise the determinants of mental health.	Knowledgeable Creative and critical thinker	3.1, 3.6, 4.1
2 Identify the components of safe, legal, and ethical practice in mental health settings	Knowledgeable Ethical	1.1, 1.2, 1.7, 1.8, 1.10, 1.14, 3.8
3 Explain roles played by occupational therapy in mental health	Knowledgeable Engaged	1.7, 3.8
4 Recommend approaches for culturally responsive practices	Creative and critical thinker Empowered	1.5, 1.6, 1.15, 2.1, 2.2, 2.4, 3.6, 4.4
5 Formulate occupational therapy approaches that are evidence-based	Knowledgeable Creative and critical thinker	1.16, 2.1, 2.2, 2.3

* Competencies by Professional Body

CODE	COMPETENCY
OCCUPATIONAL THERAPY COUNCIL OF AUSTRALIA LTD	
1.1	Complies with the OTBA standards, guidelines and code of conduct
1.2	Adheres to legislation relevant to practice.
1.5	Practices in a culturally responsive and culturally safe manner, with particular respect to culturally diverse client groups.
1.6	Incorporates and responds to historical, political, cultural, societal, environmental and economic factors influencing health, wellbeing and occupations of Aboriginal and Torres Strait Islander Peoples.
1.7	Collaborates and consults ethically and responsibly for effective client-centred and interprofessional practice.
1.8	Adhere to all work health and safety, and quality requirements for practice.
1.10	Practices within limits of her/his own level of competence and expertise.
1.14	Recognises and manages her/his own physical and mental health for safe, professional practice.
1.15	Addresses issues of occupational justice in practice.
1.16	Contributes to education and professional practice development of peers and students.
2.1	Applies current and evidence informed knowledge of occupational therapy and other appropriate and relevant theory in practice.
2.2	Applies theory and frameworks of occupation to professional practice and decision-making.
2.3	Identifies and applies best available evidence in professional practice and decision-making.
2.4	Understands and responds to Aboriginal and Torres Strait Islander health philosophies, leadership, research and practices.

CODE	COMPETENCY
3.1	Addresses occupational performance and participation of clients, identifying the enablers and barriers to engagement.
3.6	Seeks to understand and incorporate Aboriginal and Torres Strait Islander Peoples' experiences of health, wellbeing and occupations encompassing cultural connections.
3.8	Identifies and uses practice guidelines and protocols suitable to the practice setting or work environment.
4.1	Communicates openly, respectfully and effectively.
4.4	Uses culturally responsive, safe and relevant communication tools and strategies.

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

(OCC201 or OCC100) and OCC212 and OCC222 and OCC232 and enrolled in SC440

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

We will have a formative quiz early in the scheduled teaching sessions. The quiz question style and content will give you early feedback and help you to keep on track with your learning.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1a	Quiz/zes	Individual	5%	20 minutes	Week 2	Online Test (Quiz)
All	2a	Written Piece	Group	30%	2500 words	Week 4	Online Assignment Submission with plagiarism check and in class
All	2b	Oral	Group	20%	45 minutes	Refer to Format	In Class
All	2c	Activity Participation	Individual	10%	Two pages (using the template provided)	Week 7	Online Assignment Submission with plagiarism check
All	3	Quiz/zes	Individual	35%	2 hours	Week 8	Online Test (Quiz)

All - Assessment Task 1a: Online quiz

GOAL:	To check that your learning from the readings and workshops is on track early and prepare you for the final graded quiz.							
PRODUCT:	Quiz/zes							
AUTHORSHIP STATEMENT:								
FORMAT:	Online quiz. A Blueprint will be available via Canvas.							
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>You will be assessed on the causes, presentation, and problems associated with key mental health issues and the role and approaches used by occupational therapy in contemporary practice.</td> <td>1 2 4</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	You will be assessed on the causes, presentation, and problems associated with key mental health issues and the role and approaches used by occupational therapy in contemporary practice.	1 2 4	
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GENERIC SKILLS:	Problem solving, Applying technologies, Information literacy							

All - Assessment Task 2a: Education Session Plan

GOAL:	Design an evidence-informed education session													
PRODUCT:	Written Piece													
AUTHORSHIP STATEMENT:														
FORMAT:	Complete according to the template provided in Canvas.													
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Explanation of mental health condition</td> <td>1 4 5</td> </tr> <tr> <td>2</td> <td>Description of approach</td> <td>2 3 4 5</td> </tr> <tr> <td>3</td> <td>Practicality of planned in-service session</td> <td>5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Explanation of mental health condition	1 4 5	2	Description of approach	2 3 4 5	3	Practicality of planned in-service session	5	
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GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Information literacy													

All - Assessment Task 2b: Education session facilitation

GOAL:	Demonstrate teamwork and group facilitation skills.																
PRODUCT:	Oral																
AUTHORSHIP STATEMENT:																	
FORMAT:	As a team, design and deliver an interactive education session for peers. Topics will be allocated by the course coordinator. Deliver your session in week 6 or 7.																
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Application of groupwork process</td> <td>3 4 5</td> </tr> <tr> <td>2</td> <td>Practicality of groupwork intervention</td> <td>2 4 5</td> </tr> <tr> <td>3</td> <td>Quality of verbal and non-verbal communication</td> <td>3</td> </tr> <tr> <td>4</td> <td>Time management</td> <td></td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Application of groupwork process	3 4 5	2	Practicality of groupwork intervention	2 4 5	3	Quality of verbal and non-verbal communication	3	4	Time management		
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2	Practicality of groupwork intervention	2 4 5															
3	Quality of verbal and non-verbal communication	3															
4	Time management																
GENERIC SKILLS:	Communication, Collaboration, Organisation																

All - Assessment Task 2c: Group work participation and feedback

GOAL:	Provide constructive feedback to peers.							
PRODUCT:	Activity Participation							
AUTHORSHIP STATEMENT:								
FORMAT:	Complete the feedback template for one group allocated to you by the course coordinator. The feedback will be shared with the group.							
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Provides constructive and actionable feedback using template provided</td> <td>2 3 4 5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Provides constructive and actionable feedback using template provided	2 3 4 5	
No.		Learning Outcome assessed						
1	Provides constructive and actionable feedback using template provided	2 3 4 5						
GENERIC SKILLS:	Communication, Applying technologies, Information literacy							

All - Assessment Task 3: In-class Quiz

GOAL:	Test your ability to recall and apply your learning from the course readings and workshops.							
PRODUCT:	Quiz/zes							
AUTHORSHIP STATEMENT:								
FORMAT:	In-class online exam - A Blueprint will be available via Canvas.							
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>You will be assessed on the causes, presentation, and problems associated with key mental health issues and the role and approaches used by occupational therapy in contemporary practice.</td> <td>1 2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	You will be assessed on the causes, presentation, and problems associated with key mental health issues and the role and approaches used by occupational therapy in contemporary practice.	1 2	
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GENERIC SKILLS:	Problem solving, Applying technologies, Information literacy							

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Brown, Stoffel, & Muñoz	2019	Occupational Therapy in Mental Health	2nd edition	F. A. Davis Company
Recommended	Meadows, Farhall, Fossey, Happell, Mcdermott, Rosenberg, Edan, Epstein, Kennedy, & Roper	2021	Mental Health and Collaborative Community Practice: An Australian Perspective	4th edition	Oxford University Press

8.2. Specific requirements

Learning materials will be available via the Learning Management System (Canvas) and PebblePad. Students should access Canvas for all course requirements. Queries regarding assessment will be addressed on Canvas discussion pages instead of email. Other issues can be discussed with your course coordinator via appointment during designated contact hours as specified on Canvas. Students will be expected to wear their UniSC Occupational Therapy uniform for in-class presentations and practice education activities throughout their degree.

9. How are risks managed in this course?

Risk assessments have been performed for all studio and laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au