

OCC321 Occupational Therapy in Mental Health

School: School of Health - Occupational Therapy

2024 | 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 usc.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. Understanding the medical approach to treating mental health conditions
3. Exploring the occupational therapy role in different mental health practice settings
4. Trauma-informed and recovery-based approaches to occupational therapy in mental health
5. 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 and OCC212 and OCC222 and OCC232 and enrolled in Program 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

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: In-class 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		
FORMAT:	In-class online quiz. A Blueprint will be available via Canvas.		
CRITERIA:	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	

All - Assessment Task 2a: Education Session Plan

GOAL:	Design an evidence-informed education session		
PRODUCT:	Written Piece		
FORMAT:	Complete according to the template provided in Canvas.		
CRITERIA:	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	

All - Assessment Task 2b: Education session facilitation

GOAL:	Demonstrate teamwork and group facilitation skills.		
PRODUCT:	Oral		
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:	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	

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

GOAL:	Provide constructive feedback to peers.		
PRODUCT:	Activity Participation		
FORMAT:	Complete the feedback template for one group allocated to you by the course coordinator. The feedback will be shared with the group.		

CRITERIA:	No.	Learning Outcome assessed
	1 Provides constructive and actionable feedback using template provided	2 3 4 5

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		
FORMAT:	In-class online exam - A Blueprint will be available via Canvas.		
CRITERIA:	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

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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

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:

- The final mark is in the percentage range 47% to 49.4%
- The course is graded using the Standard Grading scale
- You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. 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>

10.9. 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.

10.10. 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