



COURSE OUTLINE

OCC321 Occupational Therapy in Mental Health

Course Coordinator: Anita Hamilton (ahamilt1@usc.edu.au) **School:** School of Health and Behavioural Sciences

2021 | Session 1

USC Sunshine Coast

ON CAMPUS

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

Please go to the USC website 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, you will be required to consider health and well-being holistically and take into account how mental health contributes to occupational engagement. Drawing on occupational science and occupational therapy theories, you will demonstrate an understanding of how mental health can positively and negatively impact occupational performance. This course will provide you with opportunities to research and apply basic intervention strategies that enhance mental health. You will develop an awareness of the impact of mental health on health and well-being for individuals and communities.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
SESSION ON CAMPUS: ALL LOCATIONS			
Lecture – Week 1: Online scheduled lecture 1 x 2 hours Week 2-7: Online scheduled lectures 2 x 2 hours per week Week 8: 2.5 hours for final exam	2hrs	Week 1	13 times
Tutorial/Workshop – Two 3-hour experiential workshops per week during Weeks 2-7	3hrs	Week 2	12 times

1.3. Course Topics

Modules

1. History and context of mental health practice
2. Approaches in mental health practice
3. Mental health conditions
4. Mental health practice settings
5. Differentiating mental health by life stages
6. Occupational therapy interventions for 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
<p>1 Identify the determinants of mental health.</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>2 - Knowledge and learning 2.1 - Applies current and evidence informed knowledge of occupational therapy and other appropriate and relevant theory in practice. 2.10 - Maintains digital literacy for practice. 2.2 - Applies theory and frameworks of occupation to professional practice and decision-making. 2.5 - Maintains current knowledge for cultural responsiveness to all groups in the practice setting.</p>
<p>2 Research and describe the role of occupational therapy in working with clients with mental health issues.</p>	<p>Creative and critical thinker Engaged</p>	<p>1 - Professionalism 1.1 - Complies with the OTBA standards, guidelines and code of conduct 1.14 - Recognises and manages her/his own physical and mental health for safe, professional practice. 1.5 - Practices in a culturally responsive and culturally safe manner, with particular respect to culturally diverse client groups. 2 - Knowledge and learning 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. 2.5 - Maintains current knowledge for cultural responsiveness to all groups in the practice setting. 4 - Communication 4.1 - Communicates openly, respectfully and effectively.</p>

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
<p>3 Know how to create an evidence-based occupational therapy intervention to support the mental health of individuals.</p>	<p>Creative and critical thinker Empowered</p>	<p>1 - Professionalism 1.1 - Complies with the OTBA standards, guidelines and code of conduct 1.3 - Maintains professional boundaries in all client and professional relationships 1.5 - Practices in a culturally responsive and culturally safe manner, with particular respect to culturally diverse client groups. 1.9 - Identifies and manages the influence of her/his values and culture on practice. 2 - Knowledge and learning 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. 3 - Occupational therapy process and practice 3.1 - Addresses occupational performance and participation of clients, identifying the enablers and barriers to engagement. 3.2 - Performs appropriate information gathering and assessment while identifying a client's status and functioning, strengths, occupational performance and goals. 3.4 - Develops a plan with the client and relevant others to meet identified occupational therapy goals. 4 - Communication 4.10 - Seeks and responds to feedback, modifying communication and/or practice accordingly. 4.2 - Adapts written, verbal and non-verbal communication appropriate to the client and practice context. 4.4 - Uses culturally responsive, safe and relevant communication tools and strategies.</p>

5. Am I eligible to enrol in this course?

Refer to the [USC 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 weekly quizzes during scheduled Zoom Lectures using Kahoot (or equivalent) tool. The questions in the quizzes will give you early feedback and help you to prepare for the mid-way and final exams.

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	1	Examination	Individual	30%	90 minutes	Week 5	In Class
All	2	Examination	Individual	40%	120 minutes	Week 8	In Class
All	3	Plan	Group	30%	2000 words	Week 9	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Mid-way Examination

GOAL:	This exam requires you to recall and apply information relating to the first three week's learning activities		
PRODUCT:	Examination		
FORMAT:	Online exam - Blueprint will be made available in Blackboard.		
CRITERIA:	No.		Learning Outcome assessed
	1	You will be assessed on the causes, presentation, and problems associated with common mental health issues. An exam blueprint will be available on Blackboard	1

All - Assessment Task 2: Final Examination

GOAL:	This exam requires you to recall and apply information relating to all course learning activities.		
PRODUCT:	Examination		
FORMAT:	Online exam - Knowledge recall and case-study based questions. A Blueprint will be made available in Blackboard.		
CRITERIA:	No.		Learning Outcome assessed
	1	You will be assessed on the causes, presentation, and problems associated with common medical and mental health issues	1 2 3

All - Assessment Task 3: Intervention Plan

GOAL:	To demonstrate the ability to work in a team to develop an occupational therapy intervention plan for a case study client.		
PRODUCT:	Plan		
FORMAT:	You will work in small groups to develop an intervention plan for a case study client. The case study will specify the client's life stage, mental health and other medical concerns, and their occupational goals. Your group will develop an overview of your client's occupational profile, detail their condition/s and the impact of the condition on their occupational performance. You will then create an occupation-based intervention plan. Total word-count: 2000 words.		

CRITERIA:	No.	Learning Outcome assessed	
	1	Application of the OT process	1 2
	2	Relevance of data sources and evidence	2
	3	Analysis of evidence with reference to client's context	2 3
	4	Critical identification of specific problems and solutions	3
	5	Practicality and relevance of interventions	3
	6	Writing quality	1 2 3

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. Directed study hours may vary by location. 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 Blackboard 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	PUBLISHER
Required	Katrina Bannigan, Wendy Bryant, Jon Fieldhouse	2014	Creek's Occupational Therapy and Mental Health	Churchill Livingstone
Recommended	Ben Atchison, Diane Dirette	2016	Conditions in Occupational Therapy	LWW
Recommended	Catana Brown, Virginia C. Stoffel, Jaime Munoz	2019	Occupational Therapy in Mental Health	F.A. Davis Company

8.2. Specific requirements

Learning materials will be available via Blackboard and PebblePad. Course-related discussion will occur in online and face-to-face classes and in the Blackboard discussion board.

9. How are risks managed in this course?

Risk assessments have been performed for all 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

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%
- b. The course is graded using the Standard Grading scale
- c. 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. 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.

10.5. 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.

10.6. 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.

10.7. 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.8. General Enquiries

In person:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au