School of Health Sciences

OCCT2150: Enabling Occupation: Mental Health and Wellbeing
Callaghan
Semester 1 - 2024

OVERVIEW

Course Description This course aims to develop the student's learning about the person-environment-occupation [PEO] interface and its impact on occupational performance with a focus on mental health and wellbeing. Through participation in this course students will develop knowledge, skills and attitudes essential for practice with people who have, or are at risk of having, disorders of mental health including: understanding of how mental disorders impact on an individual's occupational performance and participation, application of relevant theoretical frameworks, implementation of the occupational therapy process including assessment, intervention and evaluation, evidence based practice and the context of practice including policy, legal and ethical issues.

Academic Progress Requirements Nil

Requisites This course is only available to students enrolled in the Bachelor of Occupational Therapy (Honours) program.
Pre-requisite - successful completion of OCCT1201.

Contact Hours **Callaghan**
Lecture
Face to Face On Campus
2 hour(s) per week(s) for 13 week(s) starting Week 1

Workshop
Face to Face On Campus
2 hour(s) per week(s) for 13 week(s) starting Week 1

Unit Weighting 10
Workload Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

CONTACTS

Course Coordinator   **Callaghan**
Dr Kirsti Haracz
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(02) 4921 6338
Consultation: Discussions on CANVAS – responds within two working days.
For more personal matters email or phone or arrange an appointment to discuss in person

Teaching Staff   Other teaching staff will be advised on the course Canvas site.

School Office   **School of Health Sciences**
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SYLLABUS

Course Content   Through participation in this course students will develop:
- knowledge, skills and attitudes essential for practice with people who have, or are at risk of disorders of mental health, including understanding of how mental disorders impact the occupational performance and participation of individuals;
- application of relevant theoretical frameworks,
- implementation of the OT process including assessment, intervention and evaluation, evidence based practice and the context of practice including policy, legal and ethical issues.

Course Learning Outcomes   **On successful completion of this course, students will be able to:**
1. Describe the impact of mental health problems and mental illness on occupational performance and participation..

2. Apply theoretical frameworks when reasoning about occupational therapy intervention for people with mental health problems and mental illness.

3. Plan appropriate occupational therapy interventions to enhance the occupational performance and participation of people with mental health problems and mental illness.

4. Demonstrate consideration of the context of practice including policy, legal and ethical issues when planning occupational therapy interventions for people with mental health problems or mental illness.

Course Materials   **Lecture Materials:**
- You should plan to attend the lectures live on campus, this will give you the best opportunity to engage with the lecture content, have your questions answered and be well prepared to participate in the lab sessions. If unable to attend in person you are welcome to join via zoom using the link that will be available on the CANVAS site. For occasions when you are not able to attend lectures, and for purposes of revision and review, you will be able to access recordings of the lectures via the CANVAS site. Powerpoints of the lecture slides will also be available on the CANVAS site.

Workshop Materials:
- Workshops for this course are on campus and you are required to attend at least 80% of these sessions across the semester. PDFs of the Powerpoint presentations for the workshops, worksheets and other materials to be used during the workshops will be available in the weekly folders in course materials on the CANVAS site.

Required Reading:
- Required reading will be identified each week in the weekly folder in course materials on the CANVAS site. Most of the readings will be from the required text.

Required Text:
- The required text for this course, available in hard copy or as an e-book, is:
  Brown, C., Stoffel, V.V., & Munoz, J. (2019). *Occupational therapy in mental health: A vision for participation (2nd edition).* FA Davis Company.
  The textbook is available for purchase through School Locker at this link https://theschoollocker.com.au/universities/the-university-of-newcastle/subjects/semester-one/occt2150-enabling-occupation-mental-health-and-wellbeing

SCHEDULE

Week	Week Begins	Lecture	Laboratory/Workshop	Assessment Due
1	26 Feb	Introduction	Introduction	
2	4 Mar	Occupational Therapy Process: Evaluation	Tools for developing an occupational profile	
3	11 Mar	Social Participation Communication and Interaction Skills	Conducting effective clinical interviews	
4	18 Mar	Lived Experience Perspectives	Simulation Interviews	
5	25 Mar	ADL, IADL, Health Management and Sleep	ADL, IADL, Health Management and Sleep - Tuesday only * No Friday classes this week due to Easter – access self-directed session on change, intervention planning and outcomes	
6	1 Apr	Performance Patterns Motivation * Lecture will be recorded Easter Concession Day	ADL, IADL, Health Management and Sleep - Friday only * No Tuesday classes this week due to Easter – access self-directed session on change, intervention planning and outcomes	
7	8 Apr	Education and Work Leisure and Play	Group Presentations	Peer Assessment and PowerPoint 08:00 am on 08/04/2024 Presentations in workshop sessions
Mid-Semester Recess				
8	29 Apr	Older Adults Cognition and Process Skills	Cognition and Process Skills	
9	6 May	Mental Health and Substance Use Sensory Processing	Sensory Processing	
10	13 May	Children and Young People	Children and Young People	
11	20 May	Aboriginal and Torres Strait Islander People	Aboriginal and Torres Strait Islander People	Case Study Assignment 08:00 on 20/05/2024
12	27 May	Stress and Resilience	Stress and Resilience	
13	3 Jun	Working in Mental Health Practice	Review and Exam Preparation	
Examination Period				Formal Exam

COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

Contact Hour Requirements:

Students are required to attend at least 80% of workshop sessions.

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Group Case Study Presentation	Self and Peer Assessment and Powerpoint by 08.00 am on 08/04/24 Group Presentations in workshop sessions in week 7	Group	20%	1, 2, 3
2	Individual Case Study	08:00 am on 20/05/24	Individual	40%	2, 3, 4
3	Formal Examination	Exam Weeks	Individual	40%	1, 2, 3, 4

Late Submissions   The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Reminder   It is a breach of Academic Integrity Policy to submit work or part thereof previously submitted for academic credit in this or any other course without permission from the course coordinator. This information is located in the policy glossary, the Academic Integrity Module and/or details in HLSC1000 content on Academic Integrity for more information.

Assessment 1 - Group Case Study Presentation

Assessment Type   Presentation

Purpose   To demonstrate:
- Awareness of the impact of mental illness on occupational performance and participation
- Understanding of the scope and use of a Model of Human Occupation (MOHO) initial assessment tool
- Ability to discuss occupational performance and participation, occupational issues and strengths and resources using MOHO concepts.

Description   Your group will provide a 15-minute presentation, based on your case study client, that demonstrates your understanding of: the impact of mental illness on occupational performance and participation, the use of a MOHO initial assessment tool and ability to discuss occupational performance and participation, occupational issues and strengths and resources using MOHO concepts.

Weighting   20%

Length   15 Minutes

Due Date   Self and Peer Assessment and Powerpoint by 08.00 am on 08/04/24
Group Presentations in workshop sessions

Submission Method   In Class
Online

Assessment Criteria   Your presentation should address the following criteria:

1. A brief overview of your case study client: demographics, living situation, diagnosis, the service at which you conducted the assessment, and the reason for their presentation to that service (1 minute).
2. A brief description of the assessment tool you used for the initial assessment, a rationale for this choice and any limitations of the assessment that you identified (3 minutes).
3. A discussion of your client's occupational participation and performance (from the assessment findings), in relation to what is known from the research evidence (based on your reading of reference material) regarding the impact of their mental illness. This discussion should be framed using concepts from the Model of Human Occupation (8 minutes).
4. Identification of three prioritised occupational issues. You should explain your rationale for prioritising each of these issues (2 minutes).
5. Identification of three strengths or resources that your client has that will support their efforts to address the identified issues (1 minute).

6. Your presentation should be supported by at least 12 references from quality academic sources, at least half of which should be journal articles.

* Suggested length, in minutes, is provided for each criterion. These are approximate allocations of time that will enable you to deliver the required information, in the required depth according to the marking rubric.

** Quality academic sources include peer reviewed journal articles and textbooks. You may also cite reports from organisations such as the Australian Bureau of Statistics, Australian Institute of Health and Welfare, and government policy and reports. Fact sheets, websites, Wikipedia etc., are not acceptable references

***As this is a group assessment task, individual marks will be determined by moderating the group mark using the self and peer assessment of contribution. Details of this are provided on CANVAS and will be discussed in class

See marking rubric at the end of course outline, also on CANVAS

The mark you receive for the group presentation will be the mark awarded to the group, moderated by the Self and Peer assessment of contribution.

Self and Peer Assessment of Contribution Due: 08:00 on 08/04/2024
Every member of your group must complete a self and peer assessment form. Using the form provided on CANVAS, each student will rate themselves and all of the other members of their group using two criteria that account for that person's contribution to the group assessment effort.
The rating that you give yourself and those given you by all the other students in your group are averaged to give a value out of one.
Your average is compared to the average for the group to determine what proportion of the groups mark you should receive. If your average is greater than or equal to the average of the group, you will receive the whole mark awarded to the group for the task. If your average is less than the average for the group, you will receive a proportionately lower mark.

Return Method	Online
Feedback Provided	Online - 29/04/24. Marks and Comments

Assessment 2 - Individual Case Study Report

Assessment Type	Case Study / Problem Based Learning
Purpose	To demonstrate:
	- Ability to describe the impact of mental illness on occupational performance and participation
	- Ability to use appropriate theoretical frameworks when reasoning about Occupational therapy intervention for a client with mental illness
	- Plan appropriate occupational therapy intervention to enhance occupational Performance and participation of a client with a mental illness
Description	You will submit a 1500 word report, based on a case study client provided in class. Your report will be written as a plan for occupational therapy for this client in relation to one occupational issue that you identify from the case study information you are provided. Your report will include: identification and discussion of an occupational issue, and plans for assessment, intervention and evaluation of that intervention for the identified issue.
Weighting	40%
Length	1500 words
Due Date	08:00 am on 20/05/24
Submission Method	Online
Assessment Criteria	Your report should include the following;

1. An introduction: This should include a brief overview of your case study client (demographics, living situation, diagnosis), the service at which you are seeing them, the reason/s for their presentation to this service, and an overview of what will be covered in your report (95 words).
2. A description of the occupational issue that will be the focus of the report and a discussion of how this issue is related to the client's mental disorder and other significant factors in their profile (280 words).

3. A discussion of the assessment you plan to carry out in relation to this occupational issue (460 words). This should include:
   a. A description of the assessment tool/s you will use to gain further information about the occupational issue to expand on the information that came from the initial assessment, (this was given to you with the case study).
   b. Your rationale for using this assessment tool/s, and
   c. A description of the type of information you expect to gain from this assessment and how this will inform your intervention.
4. A statement of the goal (COAST) that you will be working towards with the client in relation to the identified occupational issue (25 words).
5. A discussion of your intervention (460 words). This should include:
   a. A description of the intervention you plan to carry out with this client in relation to this goal (not a generic description of the type of intervention).
   b. Your rationale for this intervention.
   c. Identification of the frame of reference and how it guided the intervention plan
6. How you will evaluate the outcomes of the intervention, and the type of information you expect to gain from this evaluation (180 words).
7. Your report should be supported by at least 12 references from quality academic sources.

* Suggested length, in words, is provided for each criterion. These are approximate allocations that will enable you to deliver the required information, in the required depth according to the marking rubric.
** Quality academic sources include peer reviewed journal articles and textbooks. You may also cite reports from organisations such as the Australian Bureau of Statistics, Australian Institute of Health and Welfare, and government policy and reports. Fact sheets, websites, Wikipedia etc., are not acceptable references.

See marking rubric at the end of course outline, also on CANVAS

Return Method   Online
Feedback Provided   Online - 10/06/24. Marks and comments

Assessment 3 - Formal Examination

Assessment Type   Formal Examination
Description   Multiple Choice Exam
Weighting   40%
Due Date   Exam Weeks
Submission Method
Assessment Criteria
Return Method   Not Returned
Feedback Provided   Marks only

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.

50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).
Attendance/participation will be recorded in the following components:

Attendance

Workshop
- Students are required to attend at least 80% of workshop classes. Attendance will be recorded via a class register in the workshop sessions.

Communication Methods

Communication methods used in this course include:
- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face-to-face meetings or supervision.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:
1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.
Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:
https://policies.newcastle.edu.au/document/view-current.php?id=236

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures that support a safe and respectful environment at the University.

Group Case Study Presentation

	Fail (30%)	Pass (60%)	Credit (70%)	Distinction (80%)	High Distinction (100%)
Assessment description, rationale and critique (25%)	Fails to demonstrate understanding of the assessment tool and its use. No or inappropriate rationale for choice. Discussion lacks criticality.	Demonstrates some understanding of assessment tool but discussion is limited. Rationale may lack clarity or be superficial in nature. Some evidence of critical thinking.	Demonstrates good understanding of assessment tool and it's use. Clear rationale that considers client, setting and tool. Good evidence of critical thinking.	Demonstrates sound understanding of tool. Very clear and thorough rationale. Critical reflection addressing a range of issues.	Demonstrates a high level of understanding of the assessment and it's use. Outstandingly well constructed rationale. Outstanding evidence of critical thinking.
Assessment findings and discussion of occupational performance and participation (considering categories of occupation and person and environment factors that impact) relative to research evidence (30%)	No, inappropriate or unclear findings. Demonstrates little understanding of the implications of the client's mental disorder on occupational performance and participation. Significant omissions in discussion of categories of occupation, or factors impacting on occupational performance and participation.	Findings appropriate, may lack clarity or consideration of some aspects. Demonstrates some understanding of the implications of the client's mental disorder on occupational performance and participation. Discussion of categories of occupation or factors impacting on participation and performance may have some omissions or be superficial.	Clear and thorough reporting of findings. Demonstrates good beginning understanding of the implications of the client's mental disorder on occupational performance and participation. Discussion of categories of occupation or factors impacting on participation and performance includes good attention to most factors.	Clear and concise findings which demonstrate a high level of understanding. Demonstrates very good understanding of the implications of the client's mental disorder on occupational performance and participation. Thorough and well considered discussion of categories of occupation or factors impacting on participation and performance.	Outstandingly clear and concise findings. Comprehensive and insightful discussion of the implications of the client's mental disorder on occupational performance and participation. Very effective consideration of all categories of occupation and factors that impact on occupational performance and participation.
Identification and prioritisation of occupational issues and identification of strengths that will support change relative to issues (15%)	Occupational issues and prioritisation of these are inappropriate, unclear or show no association with assessment findings. Strengths are inappropriate or unclear or not associated with issues.	Occupational issues and prioritisation are clear and broadly appropriate with some association with assessment findings. Strengths are clear, broadly appropriate and show some association with issues.	Occupational issues and prioritisation are clear and demonstrate good understanding and linking with assessment findings. Strengths are clear, and appropriate and show good association with issues.	Occupational issues and prioritisation are very clear and demonstrate very good understanding and linking with assessment findings. Strengths are clear, and appropriate and show good association with issues.	Outstandingly clear and insightful discussion and prioritisation of occupational issues and strengths.
Theory and Evidence (20%)	Lack of understanding of MOHO concepts evident. Does not use the required number of references. Fails to use reference material to support discussion.	Evidence of some understanding of MOHO concepts. Required number of reference but reliance on lower quality sources. Use of reference material in discussion is limited.	Evidence of good understanding of MOHO concepts. At least required number of references from quality academic sources. Good use of reference material to support some parts of discussion.	Evidence of very good understanding of MOHO concepts. Each part of the presentation is supported with a good range of sources. Good use of reference material to support some parts of discussion.	Evidence of a well-developed understanding of MOHO concepts. Evidence of extensive research from quality sources. Consistent outstanding use of references to support and strengthen discussion.
Presentation (10%)	Unclear and/or unprofessional. Lacks structure. No/inadequate introduction. Few/poorly developed visual aids. >7 referencing errors.	Some elements unclear and/or unprofessional. Loose organisation. Satisfactory introduction. Appropriate visual aids. 3-6 referencing errors.	Clear and professional. Clear and logical organisation. Clear and sufficient introduction. Good visual aids. 1-2 referencing errors.	Very clear and professional. Information presented in logical and interesting manner. Clear and succinct introduction. Visual aids enhance presentation. No referencing errors.	Outstandingly clear and professional. Highly structured. Interesting and well developed. Outstandingly effective introduction. Highly developed visual aids. No referencing errors.

Individual Case Study Report

Criteria	Fail 30%	Pass 60%	Credit 70%	Distinction 80%	High Distinction 100%
OPI and Goal (15%) Clear statement and comprehensive discussion of OPI considering impact of illness and other client factors. Goal Conforms to COAST format and demonstrates good understanding of illness, other client factors and setting.	OPI is not clearly stated. Demonstrates little or no understanding of impact of illness and other client factors in OPI. Goal is inconsistent with client condition and setting and not COAST format.	OPI is broadly appropriate. Demonstrates some understanding of impact of illness and other client factors in OPI. Some inconsistency between goal, client condition and setting and not COAST format.	OPI is clearly stated. Demonstrates good beginning understanding, some aspects may still be lacking Goal consistent with client condition and setting and COAST format.	OPI is very clear and specific. Demonstrates good understanding, with effective discussion of a range of factors Goal demonstrates very good understanding of client condition and setting and is well formulated using COAST.	OPI is outstandingly clear and specific. Comprehensive, insightful discussion of impact of illness and other client factors. Very well articulated goal demonstrating very good understanding of client condition and setting and use of COAST format.
Assessment (30%) Demonstrates good understanding of assessment and its appropriate use. Evidence of critical thinking in rationale for choice of assessment and consideration of alternative options. Clear identification of appropriate evaluation strategy and outcomes.	Fails to demonstrate understanding of the chosen assessment tool and its use. No evidence of criticality, lacks consideration of alternatives, or those identified are not viable. Evaluation strategy and outcomes not clearly identified or inappropriate	Demonstrates some understanding of chosen assessment tool but discussion is limited. Some criticality evident in discussion. Consideration of one factor distinguishing tool from an alternative. Evaluaion may lack clarity or consistency with stated goal, intervention and client.	Demonstrates good beginning understanding of chosen assessment tool. Consideration of more than one factor and/or more than one alternative in rationale for choice of tool. Clearly described evaluation strategy and outcomes broadly consistent with goal, client and intervention.	Demonstrates sound understanding of chosen assessment tool. Critical thinking adressing a range of issues and thorough consideration of viable alternatives in rationale. Very clearly described evaluation and outcomes, appropriate to client, intervention, and identified goal	Comprehensive discussion of the chosen assessment and its appropriate use. Outstanding critical thinking and clarity of discussion of factors determining selection of assessment tool with thorough consideration of alternative. An outstandingly well developed and clearly articulated evaluation strategy and outcomes.
Intervention (30%) Description of intervention demonstrates good understanding and application to client. Clear rationale for intervention that considers evidence, client and setting. Demonstrates good understanding of how frame of reference guides intervention.	Demonstrates poor understanding, inappropriate or no application to client. No or inappropriate rationale. No, or innapropriate use of frame of reference.	Demonstrates some understanding but little or no application to client. Superficial rationale. Demonstrates limited understandingof frame of reference and it's use.	Demonstrates good beginning understanding and clear evidence of application to client. Clear rationale considering client needs or setting and drawing on evidence base. Demonstrates good beginning understanding of frame of reference and its use.	Demonstrates sound understanding and effective application to client. Excellent rationale, incorporating client needs, setting and evidence. Demonstrates good understanding of frame of reference with clear evidence of application.	Demonstrates a high level of understanding and exceptional application to client. Outstanding rationale, well formulated and through consideration of all aspects. Demonstrates a high level of understanding of frame of reference with very effective application.
Evidence (15%) Demonstrates thorough and critical review of relevant literature from required number of quality sources to support all aspects of report.	Does not include the required number of references. Fails to draw on reference material to support discussion.	Required number of references but reliance on lower quality sources. Use of reference material in discussion is limited	Effective use of references to strengthen and support most of discussion.	Each part of the discussion is supported with a good range of quality academic references.	Evidence of extensive research from quality sources. Consistent outstanding use of references to support and strengthen discussion.
Presentation (10%) Clear and logical structure with effective introduction and logical flow of ideas. Professional layout and formatting. Correct APA referencing, spelling and grammar.	Lacks structure. No/inadequate introduction. Inconsistent or poor layout and formatting. ≥7 referencing errors. ≥7 spelling or grammar errors.	Loose organisation/ difficult to follow. Introduction includes most elements. Some inconsistency in formatting, distracting to reader. 3-6 referencing errors. 3-6 spelling or grammar errors.	Clearly organised, logical sequence of ideas. Clear introduction, includes all key elements. Consistent and appropriate formatting. 1-2 referencing errors. 1-2 spelling or grammar errors.	Information presented in logical and interesting sequence. Clear and succinct introduction includes all key elements. Consistent professional presentation. No referencing errors. No spelling or grammar errors.	Highly structured, interesting and well developed. Outstandingly clear and succinct introduction. Exceptional professional presentation. No referencing errors. No spelling or grammar errors.