

## OCCT4170: Promoting Health and Wellbeing in Occupational Therapy Practice

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

<b>Course Description</b>	The aim of this course is to develop knowledge and skills relevant to the role of occupational therapy in health promotion and prevention of illness and disability. Students will learn about determinants of health and health inequalities, principles of health promotion and how these are addressed in occupational therapy practice with a particular emphasis on lifestyle, balance and the role of leisure. Learning will take place through a combination of lectures, workshop sessions and independent activities, underpinned by the principles of experience-based learning.
<b>Academic Progress Requirements</b>	Nil
<b>Requisites</b>	This course is only available to students enrolled in the Bachelor of Occupational Therapy (Honours) program. Pre-requisite - successful completion of OCCT3161, OCCT3262, OCCT3264 and HLSC4120.
<b>Contact Hours</b>	<b>Callaghan Lecture</b> Face to Face On Campus 1 hour(s) per week(s) for 12 week(s)  <b>Workshop</b> Face to Face On Campus 2 hour(s) per week(s) for 12 week(s)
<b>Unit Weighting Workload</b>	10 Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

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# CONTACTS

<b>Course Coordinator</b>	<b>Callaghan</b> Dr Kirsti Haracz Kirsti.Haracz@newcastle.edu.au (02) 4921 6338 Consultation: Discussion board on CANVAS Email: please allow a day or two for a response. Appointments: please email or phone to arrange.
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.
<b>School Office</b>	<b>School of Health Sciences</b> Room 302, ICT Building Callaghan SchoolHealthSciences@newcastle.edu.au +61 2 4921 7053

# SYLLABUS

<b>Course Content</b>	This course will include content about: <ul style="list-style-type: none"><li>• Definitions of concepts related to health and promotion and prevention and leisure in occupational therapy.</li><li>• Determinants of health, health inequalities, health promotion priorities (conditions, risk factors and populations).</li><li>• Needs assessment for occupational therapy health promotion and prevention and leisure interventions.</li><li>• Policy and theory informing occupational therapy health promotion and prevention interventions,</li><li>• Considerations when working with specific population groups including Indigenous people.</li></ul>
<b>Course Learning Outcomes</b>	<b>On successful completion of this course, students will be able to:</b> <ol style="list-style-type: none"><li>1. Determine the existence of and factors contributing to health inequalities for a given population group.</li><li>2. Outline the principles of health promotion and prevention in occupational therapy practice.</li><li>3. Outline the association between leisure and health and wellbeing and the role of leisure in health promotion and prevention.</li><li>4. Apply appropriate theoretical frameworks, research evidence and policy to inform clinical reasoning around interventions targeting health promotion and leisure participation.</li><li>5. Develop and evaluate occupational therapy interventions for health promotion and leisure participation for individual, group and population level practice.</li></ol>
<b>Course Materials</b>	<b>Lecture Materials:</b> <ul style="list-style-type: none"><li>- You should plan to attend the lectures 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 workshop sessions. If you are unable to attend on campus, you are welcome to join us 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. PDFs of the lecture PowerPoint will be available on the CANVAS site.</li></ul> <b>Workshop Materials:</b> <ul style="list-style-type: none"><li>- Workshops for this course are on campus and you are required to attend at least 80% of these across the semester. PDFs of the PowerPoints for the workshops, worksheets and</li></ul>

other materials to be used during the sessions will be available in the weekly folders in course materials on the CANVAS site.

**Required Reading:**

- Required reading for each week will be identified in the weekly folders in course materials on the CANVAS site and available online via course readings.

## SCHEDULE

Week	Week Begins	Lecture	Laboratory/Workshop	Assessment Due
1	26 Feb	Introduction	Introduction	
2	4 Mar	Planning Occupational Therapy Health Promotion Interventions	Planning Occupational Therapy Health Promotion Interventions	
3	11 Mar	Needs Assessment, goals and objectives and evaluation of health promotion activities	Needs Assessment, goals and objectives and evaluation of health promotion activities	
4	18 Mar	Occupational Therapy and Behaviour Change Theory	Occupational Therapy and Behaviour Change Theory	
5	25 Mar	Occupational Therapy Health Promotion Intervention Strategies	Occupational Therapy Health Promotion Intervention Strategies	
6	1 Apr	Health Promotion with Aboriginal and Torres Strait Islander People	Health Promotion with Aboriginal and Torres Strait Islander People	
7	8 Apr	Health Promotion with Aboriginal and Torres Strait Islander People	Group Presentations	PowerPoint of Presentation and Self and Peer Assessment: 08.00am 10.04.24 Presentation - In usual workshop class times
<b>Mid-Semester Recess</b>				
<b>Mid-Semester Recess</b>				
8	29 Apr	Leisure and Health	Leisure and Health	
9	6 May	Leisure and Occupational Therapy	Leisure and Occupational Therapy	
10	13 May	Leisure and Occupational Therapy	Healthy Conversation Skills 1	
11	20 May	Leisure and Occupational Therapy in Practice	Healthy Conversation Skills 1	
12	27 May	Motivational Interviewing	Occupational Therapy and Coaching	Leisure Participation Report 08.00 am 29.05.24
13	3 Jun			
<b>Examination Period</b>				
<b>Examination Period</b>				

## 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 Presentation	10.04.2024 8:00am submission of Self and Peer Assessment of contribution (all students) and presentation PowerPoint or equivalent (one group member) Presentations in your usual workshop sessions in week 7	Group	30%	2, 3, 5
2	Leisure Participation Reflection	08:00 am on 29.05.2024	Individual	35%	1, 2, 4
3	Formal Exam	In exam weeks	Individual	35%	1, 2, 3, 4, 5

**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.

**Formatting for Written Assignments** Written assignments must be formatted according to the requirements outlined below.

- Font: Times New Roman 12pt
- Margins: 2.5 top, bottom, left and right
- Line spacing: Minimum 1.5

**Page Limit for Written Assessment Items** Markers will stop marking when they reach the page limit set for an assignment. Any material outside that page limit will not be marked. N.B. The reference list and appendices are not included in the page limit.

**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 Presentation

**Assessment Type** Presentation

**Purpose** Demonstrate understanding of principles of occupational therapy health promotion and lifestyle intervention through application in planning an intervention for an identified population.

**Description** In groups, students will provide a 12-minute presentation based on the following premise: You have been tasked with developing a lifestyle related health promotion intervention that addresses an identified need for a population served by the organisation for whom you work. You are required to give a presentation of your preliminary plans for the intervention to the management team to gain approval before progressing.

**Weighting** 30%

**Length** 12 minute presentation

**Due Date** 10.04.2024 8:00am submission of Self and Peer Assessment of contribution (all students) and presentation PowerPoint or equivalent (one group member) Presentations in your usual workshop sessions in week 7

**Submission Method** Online/In person

**Assessment Criteria** Your presentation (12 minutes) should include the following:

1. A brief introduction that provides a context for the rest of your presentation. This should include:
  - 1.1. identification of the organization for whom you work,
  - 1.2. your role within that organisation,
  - 1.3. the population that will be the focus of the intervention and
  - 1.4. the issue that will be addressed.
2. An outline of the issue that is the focus of the intervention. This should address the

- 2.1. nature,
- 2.2. scale and
- 2.3. impact of this issue for your identified population.
3. The findings of your preliminary needs assessment. This should include
  - 3.1. factors that contribute to the issue,
  - 3.2. existing assets and resources and
  - 3.3. priority needs to be addressed in relation to the issue.
4. Your plans for further needs assessment with key stakeholders. This should include
  - 4.1. identification of key stakeholders who will be included,
  - 4.2. the data gathering methods and
  - 4.3. what information you will gain.
5. Preliminary goals for the intervention and how they would be evaluated
  - 5.1. These should address at least three of the Ottawa Charter Action Items
6. A preliminary outline of the intervention
7. Your presentation should be clearly grounded in policy, evidence and theory.
8. The presentation should be supported by at least 15 references from quality academic sources.

\*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 on CANVAS

<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - 1/05/2024. Marks and comments
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment.

## Assessment 2 - Leisure Participation Reflection

<b>Assessment Type</b>	Written Assignment
<b>Purpose</b>	Demonstrate understanding of core concepts from the course as a whole and ability to reflect on own experience and reference material to draw implications for practice.
<b>Description</b>	<p>Select a new leisure occupation. You will need to spend at least six weeks engaged in this occupation, devoting time each week to participating in the occupation and recording your experiences in the journal. You should plan to commence your new leisure occupation no later than week four of semester to enable you to complete and reflect on the required six weeks before the assessment submission date.</p> <p>Each week you should complete a journal entry of approximately half a page including when and for how long you participated in the activity, what you did and your experience of this. Your journal entries will be submitted as appendices to your responses to focused questions. Your answers to the questions should draw on your experiences as outlined in the journal entries and discuss these in the context of relevant reference material.</p>
<b>Weighting</b>	35%
<b>Length</b>	Five Pages
<b>Due Date</b>	08:00 am on 29.5.24
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	<ol style="list-style-type: none"><li>1. Discuss what factors influenced your decision about what leisure occupation to take up.<ol style="list-style-type: none"><li>1.1. This discussion should include consideration of, but not be confined to the results of the assessments carried out in the week one workshop for this course.</li></ol></li><li>2. Discuss any factors that impacted on your participation in the leisure activity (facilitators and/or barriers).</li><li>3. Discuss how adding this leisure activity affected your pattern of daily occupations and occupational balance.<ol style="list-style-type: none"><li>3.1. Consider time-use, harmonic mix, abilities and resources and congruence with values and personal meaning.</li></ol></li><li>4. Identify whether you experienced flow while engaged in your new leisure activity.</li></ol>

- 4.1. Discuss what factors do you think enabled or prevented this.
5. Identify the 'therapeutic' aspects of this occupation for you.
  - 5.1. Consider in terms of prevention, coping and/or transcendence.
6. Discuss the key learnings you gained through this experience.
  - 6.1. Identify how this learning will inform your practice as an occupational therapist.
7. Your journal entries for all six weeks of the activity must be submitted as appendices.
8. Your report should be supported by at least 15 references from quality sources.

\* 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 on CANVAS

<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online – 19.6.24 Marks and comments
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment.

### Assessment 3 - Formal Exam

<b>Assessment Type</b>	Formal Examination
<b>Description</b>	Multiple Choice exam
<b>Weighting</b>	35%
<b>Length</b>	2 hours
<b>Due Date</b>	In exam weeks
<b>Submission Method</b>	
<b>Assessment Criteria</b>	
<b>Return Method</b>	Not Returned
<b>Feedback Provided</b>	Online - . Mark only
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment.

## 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.

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<b>Attendance</b>	<p>*Skills are those identified for the purposes of assessment task(s). Attendance/participation will be recorded in the following components:</p> <ul style="list-style-type: none"><li>- Workshop (Method of recording: Students are required to attend at least 80% of workshop sessions. Attendance will be recorded on a register in class)</li></ul>
<b>Communication Methods</b>	<p>Communication methods used in this course include:</p> <ul style="list-style-type: none"><li>- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.</li></ul>
<b>Course Evaluation</b>	<p>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.</p> <p>As a result of student feedback, the following changes have been made to this offering of the course:</p> <ul style="list-style-type: none"><li>- Presentation earlier in the semester to enable feedback earlier.</li><li>- Increased indigenous input to course</li></ul>
<b>Oral Interviews (Vivas)</b>	<p>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 <a href="#">Oral Examination (viva) Procedure</a>. 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 <a href="#">Student Conduct Rule</a>.</p>
<b>Academic Misconduct</b>	<p>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 <a href="https://policies.newcastle.edu.au/document/view-current.php?id=35">https://policies.newcastle.edu.au/document/view-current.php?id=35</a>.</p>
<b>Adverse Circumstances</b>	<p>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:</p> <ol style="list-style-type: none"><li>1. the assessment item is a major assessment item; or</li><li>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;</li><li>3. you are requesting a change of placement; or</li><li>4. the course has a compulsory attendance requirement.</li></ol> <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: <a href="https://policies.newcastle.edu.au/document/view-current.php?id=236">https://policies.newcastle.edu.au/document/view-current.php?id=236</a></p>
<b>Important Policy Information</b>	<p>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 <a href="https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures">https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures</a> that support a safe and respectful environment at the University.</p>

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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