

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	PSYCHO-EMOTIONAL DETERMINANTS OF OCCUPATION
Unit ID:	NHPOT2013
Credit Points:	15.00
Prerequisite(s):	(NHPOT2015)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	061703

Description of the Unit:

This unit will provide students with a thorough understanding of the psycho-emotional factors of human performance and how they influence engagement in occupation. The role of the occupational therapist in empowering engagement in occupation through psycho-emotional factors through assessment, measurement and enabling strategies will be the focus of this unit. This unit draws upon first year occupational therapy, life span development and cognitive-neurological determinants of occupation. The purpose of this unit is for students to develop professional skills and competencies in assessment, measurement intervention planning and implementation of enabling strategies to address personal psycho-emotional factors on engagement in occupation.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider. Fees (provider may charge a student contribution amount or tuition fee.).

Placement Component: Yes

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of

supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

On successful completion of the unit the students are expected to be able to:

Knowledge:

- K1.** Identify and explain factors that interrupt or disrupt psycho-emotional development and functioning
- K2.** Describe appropriate assessment strategies to evaluate psycho-emotional dysfunction.
- K3.** Identify appropriate enabling strategies to address issues of psycho-emotional dysfunction through the use of evidence based practice

Skills:

- S1.** Develop competence in measurement and assessment of psycho-emotional factors impacting on engagement in occupation
- S2.** Develop competence in designing enabling strategies to address psycho-emotional dysfunction impacting on engagement in occupation.
- S3.** Demonstrate competence in professional documentation relating to psycho-emotional determinants of occupation

Application of knowledge and skills:

- A1.** Apply knowledge of life-span development in the analysis of psycho-emotional factors impacting on engagement in occupation.

Unit Content:

The following documentation has substantially informed the syllabus/content of this unit: The AHPRA & National Boards Code of Conduct (2022); Australian Occupational Therapy Competency Standards (2018); National Safety and Quality Health Service (NSQHS) Standards Second Edition (2021); National Standards for Mental Health 2020 as based on Mental Health Act 2014; Aged Care Quality Standards (2021); National Digital Health Framework (2021); and the Aboriginal and Torres Strait Islander Health Curriculum Framework (2020).

Topics may include:

- Psycho-emotional determinants of occupation
- Occupational therapy and well-being
- OT roles in mental health
- Therapeutic activity in mental health practice
- Group intervention
- Stress management
- CBT and motivational interviewing
- Crisis
- Grief and loss

- Population and global trends in mental health
- Approaches in child and adolescent mental health
- OT in community mental health
- OT in acute mental health services

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	<p>Students will demonstrate high-level skills to effectively communicate, interact and work with others both individually and in groups.</p> <p>Students will be required to display (in person and/or online) high-level skills in-person and/or online in:</p> <ul style="list-style-type: none"> • Effective verbal and non-verbal communication via a range of synchronous and asynchronous methods • Active listening for meaning and influencing • High-level empathy for others • Negotiating and demonstrating extended conflict resolution skills • Working respectfully in cross-cultural and diverse teams 	K1, K2, K3, S1, S2, S3, A1	AT1, AT2, AT3, AT4
FEDTASK 2 Leadership	<p>Students will demonstrate the ability to apply leadership skills and behaviours</p> <p>Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Creating, contributing to, and enabling collegial environments • Showing self-awareness and the ability to self-reflect for personal growth • Inspiring and enabling others • Making informed and evidence-based decisions through consultation with others • Displaying initiative and ability to solve problems 	K1, K2, K3, S1, S2, S3	AT1, AT2, AT3,

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 3 Critical Thinking and Creativity	<p>Students will demonstrate an ability to work in complex and ambiguous environments, using their imagination to create new ideas.</p> <p>Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Reflecting critically on complex problems • Synthesising, evaluating ideas, concepts and information • Proposing alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts through deep inquiry • Proposing creative solutions in problem solving 	K1, K2, K3, S1, S2, A1	AT1, AT2, AT3,
FEDTASK 4 Digital Literacy	<p>Students will demonstrate the ability to work proficiently across a range of tools, platforms and applications to achieve a range of tasks</p> <p>Students will be required to display high-level skills in:</p> <ul style="list-style-type: none"> • Finding, accessing, collating, evaluating, managing, curating, organising and appropriately and securely sharing complex digital information at a high-level • Receiving and responding to messages in a range of digital media • Using digital tools appropriately to conduct research • Contributing proficiently to digital teams and working groups • Participating in and utilising digital learning opportunities 	S1, S2, S3	AT1, AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	<p>Students will demonstrate the ability to think ethically and sustainably.</p> <p>Students will be required to display (in person and/or online) high-level skills in-person and/or online in:</p> <ul style="list-style-type: none"> • The responsible conduct of research • Making informed judgments that consider the impact of devising solutions in multiple global economic environmental and societal contexts • Demonstrating commitment to social responsibility as a professional and a citizen • Generating research solutions which are sustainable, ethical, socially responsible and/or sustainable • Extending lifelong, life-wide and life-deep learning to be open to diverse others • Demonstrate extended actions to foster sustainability in their professional and personal life. 	K2, K3, S1, S2, A1	AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1	Individual written reflection on a mental health condition.	Individual written reflection	30-40%
K1, K2, K3, S1, S2, S3, A1	Group case-based oral presentation on person with a mental health condition and practice-based assessments	Group oral presentation	20-30%
K1, K2, K3, S1, S2, S3, A1	Individual written report based on client interview	Individual Written Assignment	30-40%
K1, K2, K3, S1, S2, S3, A1	Attendance and participation in at least 80% of Workshops	Attendance and Participation	S/U

Adopted Reference Style:

APA

 Refer to the [library website](#) for more information

 Fed Cite - [referencing tool](#)