Unit Outline
MEDS6017 Advances in Neuropsychiatry
Semester 2, 2016

Unit study package code: MEDS6017
Mode of study: Internal
Tuition pattern summary:
Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.
Lecture: 1 x 2 Hours Weekly
Tutorial: 1 x 2 Hours Weekly
This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units:
311077 (v.0) Neuropsychiatry 542 or any previous version
OR
MEDS5012 (v.0) Neuropsychiatry or any previous version
AND
311137 (v.0) Master of Occupational Therapy or any previous version
OR
314309 (v.0) Master of Occupational Therapy or any previous version
OR
311102 (v.0) Graduate Certificate in Occupational Therapy or any previous version
OR
MG-OCCT (v.0) Master of Occupational Therapy or any previous version
OR
GC-OCCT (v.0) Graduate Certificate in Occupational Therapy or any previous version
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.
Unit coordinator:
Title: Mr
Name: Craig Thompson
Phone: 08 9266 3942
Email: Craig.Thompson@curtin.edu.au
Location: Building: 401 - Room: 375A
Teaching Staff:
Name: Jane Gibson
Phone: 08 9266 4653
Email: Jane.Gibson@curtin.edu.au
Location: Building: 401 - Room: 356
Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus


Introduction

Welcome to Advances in Neuropsychiatry. Furthering your learning from Neuropsychiatry I, you will be studying more neuropsychiatric conditions in terms of:

- Why these conditions occur (aetiology)
- How they affect the person (clinical features and implications)
- How these conditions can play out over the lifespan (trajectory & prognosis)
- How we work with people with these conditions, both in the medical and allied health contexts
- Occupational therapy process in psychiatry/mental health
- Evidence-based practice – what works and how well

Only, this time you will grapple with the complexities of working with people with co-occurring (comorbid) conditions, which is more reflective of the mental health picture in practice.

Your learning in Integrated Neuropsychiatry will equip you with the attitudes, knowledge and skills to work with people who experience psychiatric disorders or psychosocial difficulties in all areas of practice because we know that mental health and ill health are inextricably linked with physiological health and ill-health.

It is estimated that one in five of us will experience mental ill-health at some point in our lives. Given such a high prevalence of mental illness, it can be expected that it has touched the lives of some of you already. Therefore, your own experiences and viewpoints will provide a rich and diverse background for learning about mental health and mental ill health. Despite the high prevalence of mental illness in contemporary society, you will learn about the enormous potential for recovery that people with mental illnesses and occupational therapists can mobilise together. We hope that our passion for mental health resonates with your growing interest in an area of study that is central to the health and wellbeing of our communities and the individuals within it.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.
On successful completion of this unit students can:

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<tbody>
<tr>
<td>1</td>
<td>Analyse the aetiology, clinical features and trajectory, of psychiatric disorders across the lifespan</td>
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<td>2</td>
<td>Appraise the impact of psychiatric disorders across the lifespan on occupational performance</td>
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<td>3</td>
<td>Identify, apply and evaluate mental health assessments and multidisciplinary interventions</td>
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<tr>
<td>4</td>
<td>Apply, analyse and appraise intervention to complex clinical issues in mental health assessments and multidisciplinary interventions</td>
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<tr>
<td>5</td>
<td>Design and plan a recovery oriented occupational therapy intervention for service delivery with complex conditions</td>
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<table>
<thead>
<tr>
<th>Graduate Attributes addressed</th>
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<tbody>
<tr>
<td>Outcome 1: Analyse, interpret and communicate data related to aetiology, clinical features and trajectory of psychiatric disorders across the lifespan.</td>
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<tr>
<td>Outcome 2: Appraise, communicate and plan intervention in response to the impact of psychiatric disorders across the lifespan on occupational performance.</td>
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<td>Outcome 3: Identify, apply and evaluate mental health assessments and interventions related to complex clinical issues in mental health assessment and practice.</td>
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<tr>
<td>Outcome 4: Apply, analyse and appraise intervention to complex psychiatric issues in mental health assessment and intervention.</td>
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<td>Outcome 5: Design and plan a recovery oriented occupational therapy intervention for service delivery with complex conditions.</td>
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Curtin’s Graduate Attributes

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
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<tbody>
<tr>
<td>Apply discipline knowledge</td>
<td>(use analytical skills to solve problems)</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Technology skills</td>
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<tr>
<td>International perspective (value the perspectives of others)</td>
<td>Cultural understanding (value the perspectives of others)</td>
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<tr>
<td>Learning how to learn (apply principles learnt to new situations)</td>
<td>Professional Skills (work independently and as a team, plan own work)</td>
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Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities

Lectures: My philosophy of teaching and learning values collaborative and interactive learning, that is students and staff are continuously learning from, with and about each other. Therefore, you will get the most out of this unit by adopting this approach. The lectures are dedicated to recovery, neuropsychiatric conditions, aetiology, clinical features, trajectory, interventions and applied occupational therapy process. Lectures are interactive so it is expected that students will participate in all lectures, despite their availability as iLectures. NB. Guest lectures and discussions will not be available as iLectures.

Tutorials: Tutorials are designed to encourage independent learning and are mostly experiential in nature. The weekly readings from the text and reading list are compulsory, as they are preparatory material for the tutorials. You will be expected to come prepared and actively participate in all tutorial activities.

Learning Resources

Recommended texts

You do not have to purchase the following textbooks but you may like to refer to them.


Other resources

There is no prescribed textbook for this unit, but these texts are good resources.


Internet resource

The Centre for Clinical Interventions (http://www.cci.health.wa.gov.au/) is a very good resource for this unit.
### Detailed information on assessment tasks

1. **Assessment 1: Written assignment**  
   30%
   
   The aims of this assessment are:
   1. Understand the history of mental health services
   2. Explore the effect of mental health service delivery on people
   
   **Background**
   
   The process of delivering mental health treatments through services has been and continues to polarise people experiencing mental health difficulties, the public and clinicians. Exploring and understanding these views, issues and concerns will help you in your clinical practice as an occupational therapist:
   
   "...they never told me that I can get better – I had to discover that for myself...But to have the medical people telling you that [you will not improve/recover] and some of them actually do use the words that ‘You have got this for life and you have got to learn to put up with it’ - it [saying this] is just not necessary." Anonymous (2006)
   
   "I had my life saved by ... electro shock therapy" Surgeon, author and speaker Sherwin Nuland (Ted Talk 2001)
   
   **Task description:**
   
   Complete a report that analyses a mental health service [the service description is available on Blackboard] and provide advice to improve the service so that it is more recovery focused. Include the following headings in the report:
   - Executive summary [it is expected that this section would be less than 250 words]
   - Introduction
   - Background
   - Findings
   - Reflections and recommendations
   - Conclusions
   - References
   
   **Assessment Format**
   - Word limit 1500 words (excluding the reference list and appendices). NB. Markers will not mark beyond the word limit.
   - Cover sheet with required details
   - Typed 12 pt readable font, double spaced with 2.5cm margins on all sides
   - APA (6th version) referencing style must be used
   - Use a minimum of 12 references
   - Submission electronically via Turnitin on Blackboard
2. **Assessment 2: Working alongside the person**  
   30%

   The aims of this assessment are:
   1. Explore recovery assessment process
   2. Explore standardised assessments
   3. Demonstrate use of clinical reasoning
   4. Demonstrate awareness of cultural implications

   **Task description:**
   All aspects of this assignment are to be completed in relation to the narrative about your client that will be available via Blackboard.
   - Complete an initial assessment using a recovery focus (strength focus) on your client using only the information provided on the narrative
   - Indicate what standardised assessment could have been used to enhance your assessment of your client? Indicate why the assessment be be useful? NB. Do not complete the assessment you select.
   - Outline what else you want to know about your client and their situation?
   - Propose a long-term goal and at least three short-term goals (that contribute to achieving the long-term goal)
   - Develop a treatment plan
   - Describe how you would review, monitor and modify the treatment plan
   - Describe how you would measure the outcome of your treatment plan?

   **Assessment Format**
   - Word limit 1500 pages (excluding the reference list and appendices). NB. Markers will not mark beyond the page limit.
   - Cover sheet with required details
   - Typed 12 pt readable font, double spaced with 2.5cm margins on all sides
   - APA (6th version) referencing style must be used
   - Use a minimum of 12 references
   - Submission electronically via Turnitin on Blackboard

3. **Written Exam**

   **Pass requirements**
   Students are required to achieve an overall unit grade of 50% or greater to pass the unit. Students must complete and submit all pieces of assessment to pass the unit. Submission of a blank assignment does not constitute ‘completing’ an assessment.

   **Fair assessment through moderation**
   Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

   **Late assessment policy**
   This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

   1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
   2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.
Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

- Applications for extension should be submitted via email to otswcoursecoordination@curtin.edu.au
- If circumstances for your extension application are likely to impact on multiple units, please contact the course coordinator

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Deferred examinations/tests will be held from 12/12/2016 to 16/12/2016. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

Supplementary assessments

Supplementary assessments are not available in this unit.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style

The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.
Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

It is recommended that you use one of the following web browsers as they support all featurees of Blackboard

- Google Chrome
- Mozilla Firefox, or
- Safari

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Enrolment: It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Students should receive marks, assignments and feedback as soon as practicable, to maximise their opportunity to improve their performance. Research consistently highlights the significant loss of impact to learning when feedback to student is delayed. Ideally, feedback to students for items other than a final examination will be provided under normal circumstances within 15 working days and no later than 20 working days. Further information on this can be found under section 7 in the assessment and student progression policy.


Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.
Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University's Guiding Ethical Principles
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all these things is available through the University's "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesi.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin's online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

The instructions for Assignment 1 and 2 have been updated following feedback. Assignment 1 has also changed from an essay to an industry report.
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<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture/ Seminar</th>
<th>Pre-readings (accessed via links on Blackboard)</th>
<th>Tutorial</th>
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</table>
| 0 week | 25th July | iLectures | Anthony (1993) Recovery from Mental Illness: The Guiding Vision of the mental Health Service System in the 1990’s  
Slade (2010) Mental illness and well-being: the central importance of positive psychology and recovery approaches  
Deegan (1995) Recovery as a journey of the heart | | |
| 1 | 1st August | Topics | Lee & Harris (2010) The development of an effective occupational therapy assessment and treatment pathway for women with a diagnosis of borderline personality disorder in an inpatient setting:  
implanting the Model of Human Occupation  
MOHO text chapter 13 and 17 | Preparation tasks must be completed prior to the tutorial  
Topic: Occupational therapy and recovery | |
| 2 | 10th August | Topics | MOHO text chapter 11 | Preparation tasks must be completed prior to the tutorial  
Topic: MOHO assessment | |

Culverhouse & Bibby (2008) Occupational Therapy and Care Coordination: The Challenges Faced by Occupational Therapists in Community Mental Health Settings  
Knott & Bannigan (2013) A critical review of the approved mental health professional role and occupational therapy
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading Material</th>
<th>Preparation tasks must be completed prior to the tutorial</th>
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<tbody>
<tr>
<td></td>
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<td>Stoffel &amp; Moyers (2004) An Evidence-Based and Occupational Perspective of Interventions for Persons With Substance-Use Disorders</td>
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<tr>
<td>6. 5th September</td>
<td>Topics</td>
<td>Gray (2011) The chasm within: My battle with Personality Disorder</td>
<td>Topic: Working with people experiencing substance use</td>
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<tr>
<td>Date</td>
<td>Topics</td>
<td>References</td>
<td>Preparation tasks must be completed prior to the tutorial</td>
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<td>8. 19th September</td>
<td>Risk management in recovery focused mental health</td>
<td>Hirons, Rose &amp; Burke (2010) The Journey day service: an occupational group work programme for people with personality disorder</td>
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<td>9. 26th September</td>
<td>Tuition free week</td>
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<td>10. 3rd October</td>
<td>Sensory modulation</td>
<td>Lee, Cox, Whitecross, Williams &amp; Hollander (2010) Sensory assessment and therapy to help reduce seclusion use with service users needing psychiatric intensive care</td>
<td>Topic: Risk management or other approaches</td>
</tr>
<tr>
<td>11. 10th October</td>
<td>Eating disorders</td>
<td>Lolyd, King and Machingura (2014) An investigation into the effectiveness of sensory modulation in reducing seclusion within an acute mental health unit</td>
<td>Topic: Managing sensory experiences</td>
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<td>12. 17th October</td>
<td>Topics</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Preparation tasks</td>
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<tr>
<td>24th October</td>
<td>1. Vocational rehabilitation in mental health</td>
<td>Preparation tasks must be completed prior to the tutorial</td>
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<td>31st October</td>
<td>Revision</td>
<td>Preparation tasks must be completed prior to the tutorial</td>
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<td>7th November</td>
<td>Study Week</td>
<td>Topic: Revision</td>
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<td>14th November</td>
<td>Exam Fortnight</td>
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<tr>
<td>21st November</td>
<td>Exam Fortnight</td>
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