

How do occupational therapy curricula align with priorities identified by occupational therapists to prepare graduates for working in mental health?

Project completed by the
Australia and New Zealand Occupational Therapy Mental
Health Academics (ANZOTMHA) network.

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INTRODUCTION

All professional preparation programs need to ensure that university curricula remain reflective of current practice, and also prepare graduates for practice in the future. Upon formation, the Australia and New Zealand Occupational Therapy Mental Health Academics (ANZOTMHA) network identified that there was insufficient or poorly organised information available about how well current occupational therapy curricula prepared students for practice in the field of mental health. One of the first priorities established by ANZOTMHA was to undertake a program of research to examine this issue.

The aim of this report is to summarise and integrate the outcomes of two inter-related studies to explore the extent to which current occupational therapy university curricula in Australia and New Zealand match educational priorities identified by practising occupational therapists in mental health.

The following pages will present each study, including their aims, methodologies, and a brief summary of their results. The last section of this document will present a “cross-analysis” of the two studies in order to examine the alignment between existing occupational therapy curricula and priorities identified by occupational therapists in mental health when reflecting on what graduates need to know to be prepared for working in mental health.

STUDY 1:

Identifying educational priorities for occupational therapy students to prepare for mental health practice in Australia and New Zealand: Opinions of practising occupational therapists

The first study in this project was undertaken to engage occupational therapy clinicians working in varied mental health settings in generating and then ranking a list of educational priorities to prepare occupational therapy students for practice in mental health.

Method

The full methodology of Study 1 is described in a previously published paper (Scanlan et al., 2015). In brief, Study 1 had two phases. *Phase 1* of this study required respondents to identify what they believed to be important educational priorities to prepare occupational therapy students for mental health practice. Participants were also asked to indicate the degree to which the educational needs of students and new graduates were met by existing coverage of these priorities in occupational therapy programs (using the coding “Met”, “Partially met” or “Unmet”). In *Phase 2* of the study the identified priorities were reviewed, ranked, and categorised by an expert panel using a policy Delphi approach.

Results

A total of 85 participants provided responses to *Phase 1* of this study, and 149 “educational topics” were derived from these responses.

In *Phase 2* of the study, the Delphi panel included 37 occupational therapists from a diverse range of mental health practice and geographical areas. At the conclusion of the Delphi panel process, these educational topics had been organised into four categories. These categories were:

- “Essential priorities” (topics that should be covered in ALL programs): 29 topics;
- “Important priorities” (topics that should be covered in MOST programs): 25 topics;
- “Optional priorities” (topics that might be included in some programs, for example in elective units): 44 topics; and
- “Not priorities” (topics considered not important enough to be included in the final list): 51 topics.

STUDY 2:

Coverage of clinician priorities in university curricula

The second study involved identifying whether and how each of the educational priorities identified in Study 1 was covered in occupational therapy curricula in universities across Australia and New Zealand.

Method

The second study involved inviting occupational therapy mental health academics from universities across Australia and New Zealand to identify how each of the educational priorities identified in Study 1 were covered in the occupational therapy program/s provided by their university.

Response options for each topic included:

- (8) In depth coverage in mental health occupational therapy unit
- (7) In depth coverage in general occupational therapy unit
- (6) In depth coverage in “health sciences” type unit
- (5) Brief coverage in mental health occupational therapy unit
- (4) Brief coverage in general occupational therapy unit
- (3) Brief coverage in “health sciences” type unit
- (2) In depth coverage in elective
- (1) Brief coverage in elective
- (0) Not covered
- Not known

Using the ratings listed above, each respondent scored each topic according to the highest level of coverage at their university, from 8 (“In depth coverage in a mental health unit”) to 0 (“Not covered”). Topics that were listed as “not known” were treated as missing in the analysis.

Data were then entered into a many-faceted Rasch analysis using the analysis program “Facets.” This process was designed to produce overall *measure scores* for level of coverage of each topic in university programs and to use these measure scores to develop a ranking of these topics. Although the data set included only two facets (topic and level of coverage), the many-faceted analysis approach allowed for the consideration of the varying levels of coverage of the same topic across multiple programs simultaneously. Initial review of this analysis suggested that some categories could be collapsed together to improve the accuracy of the overall measure scores. The optimal scale eventually used for the analysis is presented in Table 1.

Table 1. Coding used for final analysis

Code	Original Categories included
4	In depth coverage in mental health occupational therapy unit
3	In depth coverage in general occupational therapy unit; In depth coverage in “health sciences” type course
2	Brief coverage in mental health occupational therapy unit
1	Brief coverage in general occupational therapy unit; Brief coverage in “health sciences” type course; In depth coverage in elective; Brief coverage in elective
0	Not covered
	“Not known” topics treated as missing data

Results

Responses were received from a total of 19 occupational therapy programs from 16 universities (3 universities provided responses for both undergraduate and graduate entry master programs). At the time of the study (early 2015) there were a total of 21 universities in Australia and New Zealand offering occupational therapy programs, so this represented a response rate of 76%. Table 2 includes a summary of university programs for which responses were provided.

Table 2. Summary data for university programs providing information for this study

	NZ	WA	Qld	NSW	ACT	Vic	SA	Other	Total
Undergraduate	2	1	3	4	0	2	1	1	14
Graduate Entry Master	0	0	1	1	1	0	2	0	5
Total	2	1	4	5	1	2	3	1	19

Notes: NZ = New Zealand; WA = Western Australia; NSW = New South Wales; ACT = Australian Capital Territory; Vic = Victoria; SA = South Australia; Other = multiple campus programs

Measure scores derived from the Rasch analysis were used to rank topics according to the level of coverage in university programs. Measure scores ranged from 2.66 to -2.05 logits. These measure scores were used to divide topics into four “level of coverage” categories. These categories were: “High level of coverage” (34 topics, logit range from 2.66 to 1.00); “Moderate to high level of coverage” (23 topics, logit range 0.87 to 0.61); “Moderate to low coverage” (37 topics, logit range 0.56 to 0.10); and “Low to no coverage” (55 topics, logit range 0.06 to -2.05). Categories were selected so as to create a similar spread of items to the clinician categorisation from Study 1 whilst maintaining logical “cut points” according to the spread of measure scores from the analysis. The item map (with higher level coverage topics listed at the top) is shown in Figure 1. Colour codes represent the spread of topics allocated to different categories.

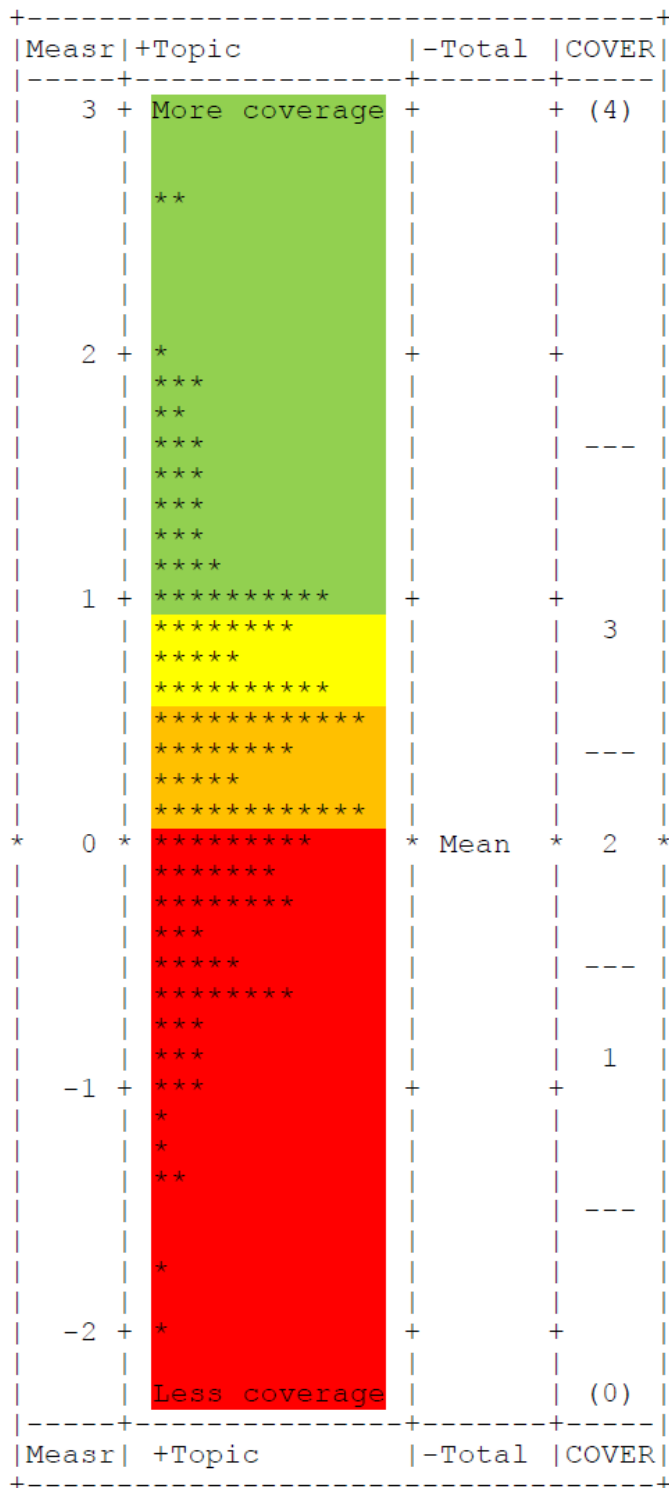


Figure 1. Item map.

Notes:

Measr = Measure score (in logits); * = topic

■	In depth coverage	34 topics	Logit range: 2.66 to 1.00
■	Moderate to high level of coverage	23 topics	Logit range: 0.87 to 0.61
■	Moderate to low level of coverage	37 topics	Logit range: 0.56 to 0.10
■	Low to no coverage	55 topics	Logit range: 0.06 to -2.05

CROSS-ANALYSIS OF STUDY 1 AND STUDY 2

Results from Study 1 and Study 2 were further analysed to determine the extent to which the level of coverage in university curricula aligned with clinicians' categorisation of the importance of the educational priorities.

Method

Prior to comparing clinician rankings with level of university coverage for each educational priority, topics were clustered into groupings so that similar topics could be compared with one another. Authors JNS and PE separately grouped the topics using an inductive approach and then met to discuss and reach consensus on the final groupings. These were then checked by other members of the research team and further discussed until all members agreed with the final grouping areas. These groupings are summarised in Table 3.

Table 3: Final grouping areas for educational topics

Grouping	Summary of topics included in this grouping
Grouping 1: Therapeutic relationships	Educational topics that relate to the ability to build positive therapeutic relationships with consumers in the context of mental health service provision.
Grouping 2: Fieldwork	This grouping included one educational topic: mental health fieldwork
Grouping 3: Skills for effective practice	Practice skills required by occupational therapists in mental health (e.g., clinical reasoning; therapeutic use of occupation)
Grouping 4: Foundational knowledge	Educational topics that provide students with baseline knowledge to enable them to function effectively within the clinical environment.
Grouping 5: Assessments	Occupational therapy specific and general mental health assessments.
Grouping 6: Interventions	Occupational therapy specific and general interventions.
Grouping 7: Theoretical / philosophical underpinnings	Theoretical and philosophical knowledge supporting practice in mental health (e.g., recovery philosophy; occupational therapy models)
Grouping 8: Mental health service systems / types of services	Topics covering the structure of mental health services and exploring specific types of services.
Grouping 9: People are complex / people's lives are complex	Topics exploring some of the complexities faced by individuals living with mental illness.
Grouping 10: Professional behaviour	Topics supporting the development of foundational professional behaviours required in the workplace.

Following this grouping, data were tabulated to allow comparison of information from multiple sources: (i) clinician rankings; (ii) clinician perception of how well the topic area was met by current university curricula; and (iii) level of coverage in the various university programs. This tabulation was designed to allow for the identification of potential discrepancies between the different sources of information for each topic. These tables are presented in the next section.

Results

The findings for this cross-analysis are presented in a series of tables, one for each of the groupings of educational topics. For each of the topics in a grouping, the following information is provided to allow comparison:

- Rank (clinicians)
- Rank (university coverage)
- Name of educational topic
- Category (clinicians)
- Clinician Perception of how well this priority area is met
- Level of coverage (universities)

These data can be useful for reviewing university curricula to examine the alignment between current content and the content that was recommended / prioritised by clinicians.

The tables on the following pages include a number of different columns to summarise data from a range of different sources. The information below provides an explanation of how the data presented in each of the different columns should be interpreted.

Rank (clinicians)

The first column presents the rank of the educational topic as determined by the expert panel of clinicians in the Delphi survey completed as the first step of this overall research program (**Study 1**). Ranks range from 1 to 149: see detail in “Category (clinicians)” section below for which ranks were included in which categories.

Rank (university coverage)

The second column presents the rank of the educational topic according to the level of university coverage. See the methods section of this report for a detailed explanation of how this ranking was determined (**Study 2**). Again, ranks ranged from 1 to 149: see detail in “Level of coverage (universities)” section below for which ranks were included in which categories.

Educational topic

This column includes the title of the educational topic.

Category (clinicians)

This column presents the “category” that the educational topic was placed into as part of the Delphi panel process in Study 1. Categories are described below.

Essential	<i>Should be included in ALL occupational therapy programs (rank 1 to 29)</i>
Important	<i>Should be included in MOST occupational therapy programs (rank 30 to 54)</i>
Optional	<i>These topics are considered important, but not critical. Could be covered if there was additional space in the curriculum or in elective units (rank 55 to 98)</i>
Not a priority	<i>Ranked by members of the expert panel as not sufficiently important to be included on the final list of educational topics to prepare occupational therapy graduates for mental health practice (rank 99 to 149)</i>

Clinician Perception of how well this priority area is met

For topics suggested by clinicians in the first part of Study 1, participants were asked to rate how well they perceived this educational priority area was met by current university curricula. Participants were asked to rate on a scale of 0 = Unmet; 1 = Partially met; 2 = Met. These responses were then averaged.

Mostly met	<i>Mean score > 1.33</i>
Partially met	<i>Mean score between 0.67 and 1.33</i>
Mostly unmet	<i>Mean score < 0.67</i>
(Not a priority)	<i>No ratings are available for topics not included in the final list, therefore this is not applicable for some topics</i>

Level of coverage (universities)

This column provides information on the level of coverage for the particular topic in university curricula. For a detailed explanation of how these categories were determined, please see the description provided in the methods section of this report.

In depth coverage	<i>Those topics that were reported to be covered in most depth across programs (rank 1 to 34)</i>
Moderate - high coverage	<i>Topics that were generally covered in reasonable depth across most programs (rank 35 to 57)</i>
Moderate-low coverage	<i>Topics that tended to be covered less or covered in fewer programs (rank 58 to 94)</i>
Low / no coverage	<i>Topics that were generally covered only briefly or not at all in most programs (rank 95 to 149)</i>

Overall, when considering the broad “alignment” between clinician priorities, clinician perception of how well the priority area is met and the level of coverage in university curricula, the following categories are approximately equivalent:

When a topic is considered important and is covered appropriately:

Essential priority = Mostly met = In depth coverage

When a topic is considered of lower importance and receives lower coverage:

Not priority = Mostly unmet or (Not a priority) = Low / no coverage

The table below outlines the approximately “equivalent” categories across the different elements.

	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
More important / more coverage	Essential	Mostly met	In depth coverage
	Important	Partially met	Moderate - high coverage
	Optional		Moderate-low coverage
Less important / less coverage	Not a priority	Mostly unmet	Low / no coverage

Grouping 1: Therapeutic relationships

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
2	15	Client-centred practice and consumer engagement	Essential	Mostly met	In depth coverage
3	16	Therapeutic use of self / therapeutic relationship / boundaries	Essential	Partially met	In depth coverage
7	20	Collaborative goal setting	Essential	Partially met	In depth coverage
12	47	Engaging challenging consumers: Low motivation / lack of engagement	Essential	Partially met	Moderate - high coverage
14	7	Intervention planning	Essential	Partially met	In depth coverage
18	32	Basic communication skills: communicating with consumers and families	Essential	Partially met	In depth coverage
25	28	Interviewing skills	Essential	Mostly met	In depth coverage
27	68	Engaging challenging consumers: disruptive / abusive / inappropriate behaviour	Essential	Partially met	Moderate-low coverage
49	92	Engaging challenging consumers: Lack of awareness of illness	Important	Mostly unmet	Moderate-low coverage
64	60	Counselling skills	Optional	Partially met	Moderate-low coverage
92	106	Engaging challenging consumers: managing symptoms	Optional	Partially met	Low / no coverage

This grouping includes educational topics that relate to the ability to build positive therapeutic relationships with consumers in the context of mental health service provision. At a broad level, topics included in this area were generally well-matched between what clinicians perceived to be important to support optimal practice and level of coverage in curricula, although rankings determined by “level of coverage” in university programs tended to be lower than the rankings determined by the Delphi expert panel.

Areas in which there were the most obvious discrepancies between clinician rankings and level of coverage in university programs were in those topics relating to “Engaging challenging consumers.” The topic area of *Engaging challenging consumers: Low motivation / lack of engagement* was ranked by clinicians as the 12th most important area (in the category of “Essential Priorities”), but ranked at number 47 (moderate – high coverage) in terms of level of coverage in university programs. Similarly the topic of *Engaging challenging consumers: disruptive / abusive / inappropriate behaviour* was also considered “Essential” by clinicians (ranked 27th), but received only “Moderate – low coverage” in university programs (ranked at 68). Finally, *Engaging challenging consumers: Lack of awareness of illness* was ranked at number 49 by clinicians (Important Priority), but at number 92 (moderate – low coverage) in terms of level of coverage in university programs.

Grouping 2: Fieldwork

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
6	54	Mental health fieldwork experiences	Essential	Mostly unmet	Moderate - high coverage

The discrepancy between the level of importance placed on mental health fieldwork experiences by clinicians (ranked 6th most important) and the level of coverage in university programs (ranked at number 54) highlights a commonly-discussed issue in mental health education in occupational therapy. Although most programs recognise the importance of students gaining fieldwork experiences in mental health, limited numbers of high quality placements being offered (coupled with the increasing numbers of students in occupational therapy programs) means that not all students have the opportunity to gain fieldwork placements in mental health settings.

Grouping 3: Skills for effective practice

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
1	1	Clinical reasoning / assessment formulation: combining occupational and psychiatric information to inform goal setting and intervention planning	Essential	Partially met	In depth coverage
5	18	Therapeutic use of occupation	Essential	Partially met	In depth coverage
22	6	Reflective practice	Essential	Mostly met	In depth coverage
32	12	Evidence-Based Practice	Important	Partially met	In depth coverage
36	33	Grading and adaptation	Important	Partially met	In depth coverage
37	42	Evaluation of occupational therapy practice	Important	Partially met	Moderate - high coverage
41	38	Communication for effective teamwork	Important	Partially met	Moderate - high coverage
51	14	Group work	Important	Partially met	In depth coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
56	40	Ethics and ethical reasoning (** also in Theoretical / philosophical underpinnings)	Optional	Partially met	Moderate - high coverage
82	87	Problem solving	Optional	Mostly unmet	Moderate-low coverage
87	91	Advocacy for clients	Optional	Partially met	Moderate-low coverage
90	100	Communication / collaboration with other service providers (e.g., NGO, primary care)	Optional	Partially met	Low / no coverage
98	31	Research	Optional	Partially met	In depth coverage
139	115	Professional networking	Not a priority	(Not a priority)	Low / no coverage
140	145	Staff education	Not a priority	(Not a priority)	Low / no coverage
146	143	Consultation and staff education	Not a priority	(Not a priority)	Low / no coverage

In the grouping of “Skills for effective practice,” the topic area of *Clinical reasoning* was ranked first in terms of both clinician-ranked priorities and level of coverage in university programs. However, clinicians’ ratings of how well-prepared students and new graduates are to apply these skills in practice (rated as “partially met”) highlights that more could be done to support students to develop their expertise in this essential area of practice. Alternatively, it could reflect the need for new clinicians to gain exposure, practice and role models in real world settings to refine this complex skill.

Interestingly, although at a broad level, there was a match between clinician rankings and level of coverage in university programs for the area of *Therapeutic use of occupation* (categorised as an “Essential Priority” by clinicians and receiving “In depth coverage” in university programs), the ranking by clinicians (5th) was higher than the ranking in terms of coverage in university programs (18th). *Evidence-based practice* and *Research* were ranked substantially higher in terms of level of coverage in university programs (both receiving “In depth coverage”) than they were ranked by clinicians. Other topics that were ranked higher in terms of depth of coverage in university programs when compared with clinician rankings included *Reflective practice* and *Group work*. Despite this, at a broad level, there was a match for *Reflective practice*, as this was considered an “Essential Priority” by clinicians and received “In depth coverage” in university programs. However, while *Group work* received “In depth coverage” in university programs (ranked 14th), it was considered only an “Important Priority” (ranked 51st) by clinicians.

Grouping 4: Foundational knowledge

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
4	9	Functional implications of mental illness	Essential	Partially met	In depth coverage
10	25	Importance of occupation for positive mental health	Essential	Partially met	In depth coverage
20	5	Knowledge of high prevalence disorders (e.g., anxiety, depression)	Essential	Mostly met	In depth coverage
24	3	Knowledge of low prevalence disorders (e.g., schizophrenia / bipolar disorder)	Essential	Mostly met	In depth coverage
35	49	Psychiatric terminology	Important	Partially met	Moderate - high coverage
69	30	Personality Disorders	Optional	Mostly unmet	In depth coverage
72	77	Grief and loss	Optional	Mostly unmet	Moderate-low coverage
74	99	Medications: Knowledge of medications and side effects	Optional	Mostly unmet	Low / no coverage
75	82	Knowledge of basic sociological / psychological concepts	Optional	Partially met	Moderate-low coverage
81	61	Child and Adolescent Mental Health (** also in Mental health service systems / types of services)	Optional	Mostly unmet	Moderate-low coverage
85	116	Medications - compliance / adherence difficulties and strategies (** also in Interventions)	Optional	Mostly unmet	Low / no coverage
94	125	Eating Disorders (** also in Mental health service systems / types of services)	Optional	Mostly unmet	Low / no coverage
97	72	Older Person's Mental Health (** also in Mental health service systems / types of services)	Optional	Partially met	Moderate-low coverage
99	120	Childhood sexual assault (** also in People are complex / people's lives are complex)	Not a priority	(Not a priority)	Low / no coverage
104	45	Neuroanatomy / neurophysiology	Not a priority	(Not a priority)	Moderate - high coverage
110	46	Basic awareness of anatomy and physiology	Not a priority	(Not a priority)	Moderate - high coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
118	139	Nutrition and mental health	Not a priority	(Not a priority)	Low / no coverage
129	149	Technology and its impact on mental health	Not a priority	(Not a priority)	Low / no coverage
149	127	Politics and Power	Not a priority	(Not a priority)	Low / no coverage

The grouping of “Foundational knowledge” contains educational topics that provide students with baseline knowledge to enable them to function effectively within practice environments.

Awareness of different diagnoses relevant for the mental health setting (e.g., *Knowledge of high prevalence disorders (e.g., anxiety, depression); Knowledge of low prevalence disorders (e.g., schizophrenia / bipolar disorder); and Personality Disorders*) were all given in-depth coverage in university programs. This was broadly aligned with the priorities established by clinicians. However, rankings based on university curricula were generally higher than rankings by the expert panel of clinicians. This was especially the case for the topic of *Personality Disorders* which was ranked at number 69 by the clinician Delphi panel (“optional priority”), but 30 according to level of coverage in university programs.

There were several topics that were classified as “optional” priorities from the clinician Delphi panel, but that received low / no coverage in university programs. These topics included *Medications: Knowledge of medications and side effects, Medications- compliance / adherence difficulties and strategies and Eating Disorders*.

Additionally, two specialist topics: *Child and Adolescent Mental Health* and *Older Person’s Mental Health* which were ranked as “optional priorities” by the clinician Delphi panel tended to be ranked higher according to level of university coverage (although these rankings aligned at the broad level, with university coverage being in the ‘moderate-low coverage’ category).

Two final topics: *Neuroanatomy / neuropsychology* and *Basic awareness of anatomy and physiology* were ranked much higher in terms of level of coverage in university programs than they were by the clinician expert panel. This discrepancy is likely to relate to the need for in depth coverage of these topics for areas of occupational therapy practice in addition to mental health.

Grouping 5: Assessments

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
9	4	Occupational therapy assessments in Mental Health	Essential	Partially met	In depth coverage
11	35	Observational assessment / Task and activity analysis	Essential	Mostly met	Moderate - high coverage
15	26	Occupational therapy assessments: Functional assessment / assessment of basic and instrumental activities of daily living	Essential	Mostly met	In depth coverage
16	36	Risk assessment and management (**also in Interventions)	Essential	Mostly unmet	Moderate - high coverage
28	10	Mental State Examination	Essential	Partially met	In depth coverage
33	8	Occupational therapy Assessments: Comprehensive occupational assessment	Important	Mostly met	In depth coverage
53	81	Occupational therapy assessments: Cognitive Assessments [§]	Important	Partially met	Moderate-low coverage
63	73	Generic mental health assessments	Optional	Partially met	Moderate-low coverage
68	75	Psychosocial assessment	Optional	Mostly unmet	Moderate-low coverage
84	89	Psychiatric Assessment	Optional	Mostly unmet	Moderate-low coverage
88	88	Needs assessment	Optional	Partially met	Moderate-low coverage
102	19	OT Assessments- MOHO Assessments	Not a priority	(Not a priority)	In depth coverage
115	119	OT Assessments- Allen's Cognitive Levels	Not a priority	(Not a priority)	Low / no coverage
117	62	Outcome measures	Not a priority	(Not a priority)	Moderate-low coverage
119	134	OT Assessments- Assessment of Motor and Process Skills (AMPS)	Not a priority	(Not a priority)	Low / no coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
122	135	OT Assessments- Driving Assessment	Not a priority	(Not a priority)	Low / no coverage
131	140	OT Assessments- PRPP	Not a priority	(Not a priority)	Low / no coverage

In the grouping of assessments, although *Observational assessment / Task and activity analysis* was ranked just outside of the “in depth coverage” category, clinicians perceived that this topic was “mostly met” in terms of students’ / graduates’ knowledge of the area.

The topic of *Risk assessment and management* was rated as essential by clinicians and they perceived that the area was “mostly unmet” in terms of students’ / graduates’ knowledge / skills in this area.

Both clinicians and academics appear to value the importance of discussion of *Occupational therapy assessments in mental health* and *Mental State Examination*, (both topics were ranked as “essential priorities” by clinicians and received in depth coverage in occupational therapy programs. Similar to the topic of *Risk assessment and management*, although these topics received in depth coverage in university curricula, clinicians considered that educational needs around these topics were only “partially met.”

Conversely, the topic of *OT Assessments – MOHO assessments* was not considered important enough to be included in the final list of priority topics, however received in depth coverage in term of university curricula.

Grouping 6: Interventions

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
8	21	Common occupational therapy interventions in community and inpatient settings	Essential	Partially met	In depth coverage
13	48	Consumer self-management of illness (e.g., relapse prevention, early warning signs, management of hallucinations)	Essential	Partially met	Moderate - high coverage
16	36	Risk assessment and management (**also in Assessments)	Essential	Mostly unmet	Moderate - high coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
29	58	Sensory approaches	Essential	Mostly unmet	Moderate-low coverage
31	37	Non-pharmacological interventions	Important	Partially met	Moderate - high coverage
34	13	Interventions to support independence in basic and instrumental activities of daily living	Important	Partially met	In depth coverage
38	22	Intervention strategies for anxiety and depression	Important	Mostly met	In depth coverage
39	83	Crisis intervention	Important	Mostly unmet	Moderate-low coverage
40	69	Early intervention (**also in Mental health service systems / types of services)	Important	Partially met	Moderate-low coverage
42	67	Skills training approaches	Important	Mostly met	Moderate-low coverage
43	39	Environmental interventions to enhance functional performance	Important	Partially met	Moderate - high coverage
44	64	Mindfulness	Important	Mostly unmet	Moderate-low coverage
46	111	De-escalation and containment strategies	Important	Partially met	Low / no coverage
47	84	Physical health needs of mental health consumers / physical health interventions	Important	Partially met	Moderate-low coverage
48	55	Motivational Interviewing	Important	Mostly unmet	Moderate - high coverage
50	85	Social skills interventions	Important	Partially met	Moderate-low coverage
58	43	Work / vocational rehabilitation	Optional	Partially met	Moderate - high coverage
61	117	Brief interventions in acute settings	Optional	Mostly unmet	Low / no coverage
62	112	Emotion regulation	Optional	Mostly unmet	Low / no coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
66	93	Positive mental health / building resilience	Optional	Partially met	Moderate-low coverage
67	56	Psychological theories- Cognitive-behavioural approaches / CBT (** also in Theoretical/philosophical underpinnings)	Optional	Partially met	Moderate - high coverage
70	104	Cognitive difficulties - remediation approaches	Optional	Mostly unmet	Low / no coverage
76	65	Relaxation skills training	Optional	Partially met	Moderate-low coverage
80	108	Cognitive difficulties - compensatory approaches	Optional	Mostly unmet	Low / no coverage
83	90	Consumer psychoeducation	Optional	Partially met	Moderate-low coverage
85	116	Medications- compliance / adherence difficulties and strategies(** also in Foundational Knowledge)	Optional	Mostly unmet	Low / no coverage
93	138	Solution-focussed therapy	Optional	Mostly unmet	Low / no coverage
96	142	Mental Health First Aid	Optional	Mostly unmet	Low / no coverage
105	95	New / contemporary intervention approaches	Not a priority	(Not a priority)	Low / no coverage
107	124	Psychological theories- Acceptance and Commitment Therapy (ACT)	Not a priority	(Not a priority)	Low / no coverage
108	107	Psychological theories - Dialectic behavioural therapy (DBT)	Not a priority	(Not a priority)	Low / no coverage
121	136	Psychotherapy	Not a priority	(Not a priority)	Low / no coverage
123	101	Family interventions- family psychoeducation / therapy	Not a priority	(Not a priority)	Low / no coverage
124	123	Assertive treatment (** also in Mental Health service systems / types of services)	Not a priority	(Not a priority)	Low / no coverage
127	147	Psychological theories- Interpersonal therapy	Not a priority	(Not a priority)	Low / no coverage
128	146	Exercise therapy	Not a priority	(Not a priority)	Low / no coverage
130	103	Creative interventions	Not a priority	(Not a priority)	Low / no coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
132	137	Psychological theories- Narrative Therapy	Not a priority	(Not a priority)	Low / no coverage
136	98	Community access interventions	Not a priority	(Not a priority)	Low / no coverage
144	130	Social cognition interventions	Not a priority	(Not a priority)	Low / no coverage

In terms of interventions, there were a number of discrepancies between the level of importance placed upon specific interventions by clinicians in the Delphi panel and the level of coverage in university programs.

This is most notable in the areas of *Risk assessment and management* and *Sensory approaches* which were both ranked by clinicians as being “essential” priorities, but were perceived to be “mostly unmet.” This is reflective of the lower level of coverage provided for these topics in university programs. Similar discrepancies were observed in the topic areas of *Crisis intervention*, *Mindfulness* and *De-escalation and containment strategies*.

Despite the comparatively lower rankings in terms of university coverage, some topics were ranked higher in terms of university coverage when compared with clinician rankings. These topics included: *Interventions to support independence in basic and instrumental activities of daily living*, *Intervention strategies for anxiety and depression*, *Environmental interventions to enhance functional performance* and *Work / vocational rehabilitation*.

The discrepancies in this grouping suggests that the types of interventions covered in university curricula should be reviewed and particular consideration given to increasing the level of coverage in the areas of *Risk assessment and management* and *Sensory approaches*.

Grouping 7: Theoretical/philosophical underpinnings

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
21	27	Strengths focus	Essential	Partially met	In depth coverage
23	2	Recovery, hope-inspiring practice and recovery orientation of services	Essential	Partially met	In depth coverage
26	29	Lifespan development approach / considering consumers' developmental needs / bio-psycho-social-developmental approach	Essential	Partially met	In depth coverage
45	41	Occupational balance / occupational dysfunction	Important	Partially met	Moderate - high coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
52	23	Culturally sensitive practice (including for specific populations such as Indigenous and refugee populations)	Important	Partially met	In depth coverage
55	11	Occupational therapy models: general application of models to practice	Optional	Partially met	In depth coverage
56	40	Ethics and ethical reasoning (** also in Skills for Effective Practice)	Optional	Partially met	Moderate - high coverage
57	76	Family-inclusive practice / carer engagement	Optional	Mostly unmet	Moderate-low coverage
59	44	Trauma-informed care	Optional	Mostly unmet	Moderate - high coverage
60	17	Occupational therapy models: Model of Human Occupation	Optional	Mostly met	In depth coverage
67	56	Psychological theories - Cognitive-behavioural approaches / CBT (** also in Interventions)	Optional	Partially met	Moderate - high coverage
79	71	Mental health frames of reference	Optional	Partially met	Moderate-low coverage
89	63	Empowerment	Optional	Partially met	Moderate-low coverage
95	34	Occupational Therapy Models: Canadian Model of Occupational Performance and Engagement	Optional	Partially met	In depth coverage
100	53	Occupational / social justice / occupational science	Not a priority	(Not a priority)	Moderate - high coverage
101	109	Attachment theory	Not a priority	(Not a priority)	Low / no coverage
113	97	Models of mental health / illness	Not a priority	(Not a priority)	Low / no coverage
116	121	Occupational Therapy Models – Cognitive Disabilities Model (Allen's)	Not a priority	(Not a priority)	Low / no coverage
133	144	Psychodynamic theory	Not a priority	(Not a priority)	Low / no coverage
141	132	Systems theory	Not a priority	(Not a priority)	Low / no coverage

In contrast to the results for topics in the “Interventions” grouping, topics in the “Theoretical / philosophical underpinnings” grouping tended to be ranked higher in terms of coverage in university programs when compared with clinicians’ rankings.

In terms of this discrepancy, coverage of occupational therapy models tended to be the most notable example. *Occupational therapy models: general application of models to practice, Occupational therapy models: Model of Human Occupation and Occupational Therapy Models: Canadian Model of Occupational Performance and Engagement* were all ranked as “Optional Priorities” in the clinician Delphi panel, but each received in depth coverage in occupational therapy programs.

Although the level of coverage of topics in this area tended to be high, most areas were considered only “partially met” in terms of students’ / graduates’ knowledge and skills in these areas. Of particular note was that students’ / graduates’ knowledge and skills around the topic of *Trauma-informed care* was perceived as “mostly unmet.”

Grouping 8: Mental health service systems / types of services

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
17	80	Occupational therapy roles: Maintaining occupational focus (including in generic positions)	Essential	Partially met	Moderate-low coverage
30	24	Occupational therapy role: explaining occupational therapy role to others (multidisciplinary team / clients / other service providers)	Important	Partially met	In depth coverage
40	69	Early intervention (**also in Interventions)	Important	Partially met	Moderate-low coverage
65	50	Occupational therapy roles: Understanding occupational therapy roles in a variety of settings	Optional	Partially met	Moderate - high coverage
71	57	Mental Health Act	Optional	Mostly unmet	Moderate - high coverage
73	86	Care coordination / case management	Optional	Partially met	Moderate-low coverage
81	61	Child and Adolescent Mental Health (** also in Foundational knowledge)	Optional	Mostly unmet	Moderate-low coverage
91	105	Understanding roles of other mental health professionals in MDT	Optional	Partially met	Low / no coverage
94	125	Eating Disorders (** also in Foundational Knowledge)	Optional	Mostly unmet	Low / no coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
97	72	Older Person's Mental Health (** also in Foundational knowledge)	Optional	Partially met	Moderate-low coverage
103	66	Mental Health Policies and Legislation	Not a priority	(Not a priority)	Moderate-low coverage
112	94	History of mental health services / Mental health reform	Not a priority	(Not a priority)	Moderate-low coverage
124	123	Assertive treatment (** also in Interventions)	Not a priority	(Not a priority)	Low / no coverage
125	102	Awareness of community services / resources	Not a priority	(Not a priority)	Low / no coverage
126	74	Mental health service structure / systems	Not a priority	(Not a priority)	Moderate-low coverage
137	114	Awareness of role of primary health care services	Not a priority	(Not a priority)	Low / no coverage
138	126	How to access mental health services	Not a priority	(Not a priority)	Low / no coverage
145	129	Housing support services	Not a priority	(Not a priority)	Low / no coverage

The most notable discrepancy included in this grouping was the difference in ranking for the topic *Occupational therapy roles: Maintaining occupational focus (including in generic positions)*. This was ranked as an “Essential Priority” by clinicians in the Delphi panel, but is only given moderate – low coverage in university programs. While other, related topics (namely *Occupational therapy role: explaining occupational therapy role to others (multidisciplinary team / clients / other service providers)* and *Occupational therapy roles: Understanding occupational therapy roles in a variety of settings*) were given higher coverage in university programs. This discrepancy highlights two things: the importance placed on this aspect of professional identity by clinicians, and the possible need for a more specific focus on this area in occupational therapy curricula.

In addition, the topics of *Understanding roles of other mental health professionals in MDT* and *Eating Disorders* were ranked as “Optional Priorities” in the Delphi Panel but typically received “Low / no coverage” in university programs.

Grouping 9: People are complex / people's lives are complex

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
54	59	Complexity: substance abuse / dual diagnosis / drug and alcohol	Important	Mostly unmet	Moderate-low coverage
77	51	Stigma	Optional	Partially met	Moderate - high coverage
78	52	Complexity: co-morbidities	Optional	Mostly unmet	Moderate - high coverage
99	120	Childhood sexual assault (** also in Foundational knowledge)	Not a priority	(Not a priority)	Low / no coverage
106	122	Complexity – homelessness	Not a priority	(Not a priority)	Low / no coverage
109	96	Complexity - Brain injury / intellectual disability	Not a priority	(Not a priority)	Low / no coverage
114	110	Complexities - Chronic pain	Not a priority	(Not a priority)	Low / no coverage
120	131	Complexity - Poverty	Not a priority	(Not a priority)	Low / no coverage

This grouping, exploring some of the complexities faced by individuals living with mental illness were generally given lower priority by clinicians in the Delphi panel and typically receive moderate to low coverage in university curricula. From clinicians' perspectives, the most important topic in this grouping was the effects of substance misuse / addiction; however, this received moderate – low levels of coverage in university curricula.

Grouping 10: Professional behaviour

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
19	70	Professional self-care / resilience	Essential	Mostly unmet	Moderate-low coverage
86	118	Time management	Optional	Partially met	Low / no coverage
111	128	Dressing appropriately	Not a priority	(Not a priority)	Low / no coverage
134	113	Career planning- continuing professional development	Not a priority	(Not a priority)	Low / no coverage
135	78	Data collection and statistics	Not a priority	(Not a priority)	Moderate-low coverage
142	148	Dealing with Medicare	Not a priority	(Not a priority)	Low / no coverage
143	133	Dealing with AHPRA	Not a priority	(Not a priority)	Low / no coverage
147	141	Business skills / running a private practice	Not a priority	(Not a priority)	Low / no coverage
148	79	Project management	Not a priority	(Not a priority)	Moderate-low coverage

Finally, the grouping of “Professional behaviour” included only one topic that was considered to be an “Essential priority” by clinicians in the Delphi panel. This topic: Professional self-care / resilience was considered by clinicians to be “mostly unmet” and was reported to receive only “Moderate – Low” coverage in university programs.

DISCUSSION

The aim of this report was to compare the educational priorities identified by mental health occupational therapy clinicians with the content of current occupational therapy curricula as reported by mental health occupational therapy academics in a variety of university programs across Australia and New Zealand.

In a broad sense, there was coherence between priorities identified by practising clinicians and coverage in current curricula across Australia and New Zealand. However, some priorities received less coverage than desired by clinicians, while other topic areas received more coverage than clinicians thought necessary for work in mental health.

In considering the findings from this research, it is important to keep in mind that rankings for “level of coverage in university programs” are based on averages. Coverage of specific content areas varies between different programs. The primary value of the data presented in this report is to support conversations between clinicians and academics to support the development of curricula that are optimally placed to support the development of graduates who have a strong foundation of theoretical and practical knowledge, skills and attitudes that enable them to practice in all areas.

A range of reasons may underpin discrepancies between clinician perspectives and university curricula and these discrepancies warrant further discussion between clinicians and academics. For example, findings that a university pays less attention to a topic than is recommended by clinicians may suggest: (a) a possible need to further develop mental health curricula; (b) a possible need to consider other reasons for the level of the priority, or perception that it was unmet, allocated to the topic by clinicians; or (c) other factors, such as practice context or personal preferences of clinicians involved in the expert panel.

Areas classified by clinicians as “essential priorities”, but that received lower than “in-depth coverage” in university programs may warrant particular attention. These include:

- (6) Mental health fieldwork experiences
- (11) Observational assessment / Task and activity analysis
- (12) Engaging challenging consumers - Low motivation / lack of engagement
- (13) Consumer self-management of illness (e.g., relapse prevention, early warning signs, management of hallucinations)
- (16) Risk assessment and management
- (17) Occupational therapy roles - Maintaining occupational focus (including in generic positions)
- (19) Professional self-care / resilience
- (27) Engaging challenging consumers - disruptive / abusive / inappropriate behaviour
- (29) Sensory approaches

Additionally, topics that received more in depth coverage than would be expected given clinicians’ prioritisation could reflect the structure or current curricula or attempts by universities and individual academics to prepare graduates for practice areas of the future. Alternatively, these differences could reflect that some curricula are not keeping pace with practice changes.

In this report, we have attempted to avoid commentary on the specific advantages and disadvantages of different approaches to curriculum design and have tried to remain as “neutral” as possible in our discussion of results.

The information presented in this report will be useful in promoting discussion between clinicians and academics to support the curriculum review process in individual universities, as well as to better understand the overall state of mental health education for occupational therapists in Australia and New Zealand.

Although there are many different factors that influence curriculum planning, this report provides one important source of information.

Reference

Scanlan, J. N., Pepin, G., Haracz, K., Ennals, P., Webster, J. S., Meredith, P. J., ... & Bruce, R. (2015). Identifying educational priorities for occupational therapy students to prepare for mental health practice in Australia and New Zealand: Opinions of practising occupational therapists. *Australian Occupational Therapy Journal*, 62(5), 286-298.

LIST OF APPENDICES

Appendix 1: Full list of topic areas (ranked by clinician ratings in Delphi panel [Study 1])

Appendix 2: Full list of topic areas (ranked by level of coverage in university programs [Study 2])

Appendix 3: List of items rated as essential priorities

Appendix 1: Full list of topic areas (ranked by clinician ratings in Delphi panel [Study 1])

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
1	1	Clinical reasoning / assessment formulation: combining occupational and psychiatric information to inform goal setting and intervention planning	Essential	Partially met	In depth coverage
2	15	Client-centred practice and consumer engagement	Essential	Mostly met	In depth coverage
3	16	Therapeutic use of self / therapeutic relationship / boundaries	Essential	Partially met	In depth coverage
4	9	Functional implications of mental illness	Essential	Partially met	In depth coverage
5	18	Therapeutic use of occupation	Essential	Partially met	In depth coverage
6	54	Mental health fieldwork experiences	Essential	Mostly unmet	Moderate - high coverage
7	20	Collaborative goal setting	Essential	Partially met	In depth coverage
8	21	Common occupational therapy interventions in community and inpatient settings	Essential	Partially met	In depth coverage
9	4	Occupational therapy assessments in Mental Health	Essential	Partially met	In depth coverage
10	25	Importance of occupation for positive mental health	Essential	Partially met	In depth coverage
11	35	Observational assessment / Task and activity analysis	Essential	Mostly met	Moderate - high coverage
12	47	Engaging challenging consumers: Low motivation / lack of engagement	Essential	Partially met	Moderate - high coverage
13	48	Consumer self-management of illness (e.g., relapse prevention, early warning signs, management of hallucinations)	Essential	Partially met	Moderate - high coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
14	7	Intervention planning	Essential	Partially met	In depth coverage
15	26	Occupational therapy assessments: Functional assessment / assessment of basic and instrumental activities of daily living	Essential	Mostly met	In depth coverage
16	36	Risk assessment and management	Essential	Mostly unmet	Moderate - high coverage
17	80	Occupational therapy roles: Maintaining occupational focus (including in generic positions)	Essential	Partially met	Moderate-low coverage
18	32	Basic communication skills: communicating with consumers and families	Essential	Partially met	In depth coverage
19	70	Professional self-care / resilience	Essential	Mostly unmet	Moderate-low coverage
20	5	Knowledge of high prevalence disorders (e.g., anxiety, depression)	Essential	Mostly met	In depth coverage
21	27	Strengths focus	Essential	Partially met	In depth coverage
22	6	Reflective practice	Essential	Mostly met	In depth coverage
23	2	Recovery, hope-inspiring practice and recovery orientation of services	Essential	Partially met	In depth coverage
24	3	Knowledge of low prevalence disorders (e.g., schizophrenia / bipolar disorder)	Essential	Mostly met	In depth coverage
25	28	Interviewing skills	Essential	Mostly met	In depth coverage
26	29	Lifespan development approach / considering consumers' developmental needs / bio-psycho-social-developmental approach	Essential	Partially met	In depth coverage
27	68	Engaging challenging consumers: disruptive / abusive / inappropriate behaviour	Essential	Partially met	Moderate-low coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
28	10	Mental State Examination	Essential	Partially met	In depth coverage
29	58	Sensory approaches	Essential	Mostly unmet	Moderate-low coverage
30	24	Occupational therapy role: explaining occupational therapy role to others (multidisciplinary team / clients / other service providers)	Important	Partially met	In depth coverage
31	37	Non-pharmacological interventions	Important	Partially met	Moderate - high coverage
32	12	Evidence-Based Practice	Important	Partially met	In depth coverage
33	8	Occupational therapy Assessments: Comprehensive occupational assessment	Important	Mostly met	In depth coverage
34	13	Interventions to support independence in basic and instrumental activities of daily living	Important	Partially met	In depth coverage
35	49	Psychiatric terminology	Important	Partially met	Moderate - high coverage
36	33	Grading and adaptation	Important	Partially met	In depth coverage
37	42	Evaluation of occupational therapy practice	Important	Partially met	Moderate - high coverage
38	22	Intervention strategies for anxiety and depression	Important	Mostly met	In depth coverage
39	83	Crisis intervention	Important	Mostly unmet	Moderate-low coverage
40	69	Early intervention	Important	Partially met	Moderate-low coverage
41	38	Communication for effective teamwork	Important	Partially met	Moderate - high coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
42	67	Skills training approaches	Important	Mostly met	Moderate-low coverage
43	39	Environmental interventions to enhance functional performance	Important	Partially met	Moderate - high coverage
44	64	Mindfulness	Important	Mostly unmet	Moderate-low coverage
45	41	Occupational balance / occupational dysfunction	Important	Partially met	Moderate - high coverage
46	111	De-escalation and containment strategies	Important	Partially met	Low / no coverage
47	84	Physical health needs of mental health consumers / physical health interventions	Important	Partially met	Moderate-low coverage
48	55	Motivational Interviewing	Important	Mostly unmet	Moderate - high coverage
49	92	Engaging challenging consumers: Lack of awareness of illness	Important	Mostly unmet	Moderate-low coverage
50	85	Social skills interventions	Important	Partially met	Moderate-low coverage
51	14	Group work	Important	Partially met	In depth coverage
52	23	Culturally sensitive practice (including for specific populations such as Indigenous and refugee populations)	Important	Partially met	In depth coverage
53	81	Occupational therapy assessments: Cognitive Assessments	Important	Partially met	Moderate-low coverage
54	59	Complexity: substance abuse / dual diagnosis / drug and alcohol	Important	Mostly unmet	Moderate-low coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
55	11	Occupational therapy models: general application of models to practice	Optional	Partially met	In depth coverage
56	40	Ethics and ethical reasoning	Optional	Partially met	Moderate - high coverage
57	76	Family-inclusive practice / carer engagement	Optional	Mostly unmet	Moderate-low coverage
58	43	Work / vocational rehabilitation	Optional	Partially met	Moderate - high coverage
59	44	Trauma-informed care	Optional	Mostly unmet	Moderate - high coverage
60	17	Occupational therapy models: Model of Human Occupation	Optional	Mostly met	In depth coverage
61	117	Brief interventions in acute settings	Optional	Mostly unmet	Low / no coverage
62	112	Emotion regulation	Optional	Mostly unmet	Low / no coverage
63	73	Generic mental health assessments	Optional	Partially met	Moderate-low coverage
64	60	Counselling skills	Optional	Partially met	Moderate-low coverage
65	50	Occupational therapy roles: Understanding occupational therapy roles in a variety of settings	Optional	Partially met	Moderate - high coverage
66	93	Positive mental health / building resilience	Optional	Partially met	Moderate-low coverage
67	56	Psychological theories- Cognitive-behavioural approaches / CBT	Optional	Partially met	Moderate - high coverage
68	75	Psychosocial assessment	Optional	Mostly unmet	Moderate-low coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
69	30	Personality Disorders	Optional	Mostly unmet	In depth coverage
70	104	Cognitive difficulties - remediation approaches	Optional	Mostly unmet	Low / no coverage
71	57	Mental Health Act	Optional	Mostly unmet	Moderate - high coverage
72	77	Grief and loss	Optional	Mostly unmet	Moderate-low coverage
73	86	Care coordination / case management	Optional	Partially met	Moderate-low coverage
74	99	Medications: Knowledge of medications and side effects	Optional	Mostly unmet	Low / no coverage
75	82	Knowledge of basic sociological / psychological concepts	Optional	Partially met	Moderate-low coverage
76	65	Relaxation skills training	Optional	Partially met	Moderate-low coverage
77	51	Stigma	Optional	Partially met	Moderate - high coverage
78	52	Complexity: co-morbidities	Optional	Mostly unmet	Moderate - high coverage
79	71	Mental health frames of reference	Optional	Partially met	Moderate-low coverage
80	108	Cognitive difficulties - compensatory approaches	Optional	Mostly unmet	Low / no coverage
81	61	Child and Adolescent Mental Health	Optional	Mostly unmet	Moderate-low coverage
82	87	Problem solving	Optional	Mostly unmet	Moderate-low coverage
83	90	Consumer psychoeducation	Optional	Partially met	Moderate-low coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
84	89	Psychiatric Assessment	Optional	Mostly unmet	Moderate-low coverage
85	116	Medications - compliance / adherence difficulties and strategies	Optional	Mostly unmet	Low / no coverage
86	118	Time management	Optional	Partially met	Low / no coverage
87	91	Advocacy for clients	Optional	Partially met	Moderate-low coverage
88	88	Needs assessment	Optional	Partially met	Moderate-low coverage
89	63	Empowerment	Optional	Partially met	Moderate-low coverage
90	100	Communication / collaboration with other service providers (e.g., NGO, primary care)	Optional	Partially met	Low / no coverage
91	105	Understanding roles of other mental health professionals in MDT	Optional	Partially met	Low / no coverage
92	106	Engaging challenging consumers: managing symptoms	Optional	Partially met	Low / no coverage
93	138	Solution-focused therapy	Optional	Mostly unmet	Low / no coverage
94	125	Eating Disorders	Optional	Mostly unmet	Low / no coverage
95	34	Occupational Therapy Models: Canadian Model of Occupational Performance and Engagement	Optional	Partially met	In depth coverage
96	142	Mental Health First Aid	Optional	Mostly unmet	Low / no coverage
97	72	Older Person's Mental Health	Optional	Partially met	Moderate-low coverage
98	31	Research	Optional	Partially met	In depth coverage
99	120	Childhood sexual assault	Not a priority	(Not a priority)	Low / no coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
100	53	Occupational / social justice / occupational science	Not a priority	(Not a priority)	Moderate - high coverage
101	109	Attachment theory	Not a priority	(Not a priority)	Low / no coverage
102	19	OT Assessments - MOHO Assessments	Not a priority	(Not a priority)	In depth coverage
103	66	Mental Health Policies and Legislation	Not a priority	(Not a priority)	Moderate-low coverage
104	45	neuroanatomy / neurophysiology	Not a priority	(Not a priority)	Moderate - high coverage
105	95	New / contemporary intervention approaches	Not a priority	(Not a priority)	Low / no coverage
106	122	Complexity- homelessness	Not a priority	(Not a priority)	Low / no coverage
107	124	Psychological theories - Acceptance and Commitment Therapy (ACT)	Not a priority	(Not a priority)	Low / no coverage
108	107	Psychological theories - Dialectic behavioural therapy (DBT)	Not a priority	(Not a priority)	Low / no coverage
109	96	Complexity - Brain injury / intellectual disability	Not a priority	(Not a priority)	Low / no coverage
110	46	Basic awareness of anatomy and physiology	Not a priority	(Not a priority)	Moderate - high coverage
111	128	Dressing appropriately	Not a priority	(Not a priority)	Low / no coverage
112	94	History of mental health services / Mental health reform	Not a priority	(Not a priority)	Moderate-low coverage
113	97	Models of mental health / illness	Not a priority	(Not a priority)	Low / no coverage
114	110	Complexities - Chronic pain	Not a priority	(Not a priority)	Low / no coverage
115	119	OT Assessments - Allen's Cognitive Levels	Not a priority	(Not a priority)	Low / no coverage
116	121	Occupational Therapy Models - Cognitive Disabilities Model (Allen's)	Not a priority	(Not a priority)	Low / no coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
117	62	Outcome measures	Not a priority	(Not a priority)	Moderate-low coverage
118	139	Nutrition and mental health	Not a priority	(Not a priority)	Low / no coverage
119	134	OT Assessments - Assessment of Motor and Process Skills (AMPS)	Not a priority	(Not a priority)	Low / no coverage
120	131	Complexity - Poverty	Not a priority	(Not a priority)	Low / no coverage
121	136	Psychotherapy	Not a priority	(Not a priority)	Low / no coverage
122	135	OT Assessments - Driving Assessment	Not a priority	(Not a priority)	Low / no coverage
123	101	Family interventions - family psychoeducation / therapy	Not a priority	(Not a priority)	Low / no coverage
124	123	Assertive treatment	Not a priority	(Not a priority)	Low / no coverage
125	102	Awareness of community services / resources	Not a priority	(Not a priority)	Low / no coverage
126	74	Mental health service structure / systems	Not a priority	(Not a priority)	Moderate-low coverage
127	147	Psychological theories - Interpersonal therapy	Not a priority	(Not a priority)	Low / no coverage
128	146	Exercise therapy	Not a priority	(Not a priority)	Low / no coverage
129	149	Technology and its impact on mental health	Not a priority	(Not a priority)	Low / no coverage
130	103	Creative interventions	Not a priority	(Not a priority)	Low / no coverage
131	140	OT Assessments - PRPP	Not a priority	(Not a priority)	Low / no coverage
132	137	Psychological theories - Narrative Therapy	Not a priority	(Not a priority)	Low / no coverage
133	144	Psychodynamic theory	Not a priority	(Not a priority)	Low / no coverage
134	113	Career planning - continuing professional development	Not a priority	(Not a priority)	Low / no coverage
135	78	Data collection and statistics	Not a priority	(Not a priority)	Moderate-low coverage
136	98	Community access interventions	Not a priority	(Not a priority)	Low / no coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
137	114	Awareness of role of primary health care services	Not a priority	(Not a priority)	Low / no coverage
138	126	How to access mental health services	Not a priority	(Not a priority)	Low / no coverage
139	115	Professional networking	Not a priority	(Not a priority)	Low / no coverage
140	145	Staff education	Not a priority	(Not a priority)	Low / no coverage
141	132	Systems theory	Not a priority	(Not a priority)	Low / no coverage
142	148	Dealing with Medicare	Not a priority	(Not a priority)	Low / no coverage
143	133	Dealing with AHPRA	Not a priority	(Not a priority)	Low / no coverage
144	130	Social cognition interventions	Not a priority	(Not a priority)	Low / no coverage
145	129	Housing support services	Not a priority	(Not a priority)	Low / no coverage
146	143	Consultation and staff education	Not a priority	(Not a priority)	Low / no coverage
147	141	Business skills / running a private practice	Not a priority	(Not a priority)	Low / no coverage
148	79	Project management	Not a priority	(Not a priority)	Moderate-low coverage
149	127	Politics and Power	Not a priority	(Not a priority)	Low / no coverage

Appendix 2: Full list of topic areas (ranked by level of coverage in university programs [Study 2])

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
1	1	Clinical reasoning / assessment formulation: combining occupational and psychiatric information to inform goal setting and intervention planning	Essential	Partially met	In depth coverage
23	2	Recovery, hope-inspiring practice and recovery orientation of services	Essential	Partially met	In depth coverage
24	3	Knowledge of low prevalence disorders (e.g., schizophrenia / bipolar disorder)	Essential	Mostly met	In depth coverage
9	4	Occupational therapy assessments in Mental Health	Essential	Partially met	In depth coverage
20	5	Knowledge of high prevalence disorders (e.g., anxiety, depression)	Essential	Mostly met	In depth coverage
22	6	Reflective practice	Essential	Mostly met	In depth coverage
14	7	Intervention planning	Essential	Partially met	In depth coverage
33	8	Occupational therapy Assessments: Comprehensive occupational assessment	Important	Mostly met	In depth coverage
4	9	Functional implications of mental illness	Essential	Partially met	In depth coverage
28	10	Mental State Examination	Essential	Partially met	In depth coverage
55	11	Occupational therapy models: general application of models to practice	Optional	Partially met	In depth coverage
32	12	Evidence-Based Practice	Important	Partially met	In depth coverage
34	13	Interventions to support independence in basic and instrumental activities of daily living	Important	Partially met	In depth coverage
51	14	Group work	Important	Partially met	In depth coverage
2	15	Client-centred practice and consumer engagement	Essential	Mostly met	In depth coverage
3	16	Therapeutic use of self / therapeutic relationship / boundaries	Essential	Partially met	In depth coverage
60	17	Occupational therapy models: Model of Human Occupation	Optional	Mostly met	In depth coverage
5	18	Therapeutic use of occupation	Essential	Partially met	In depth coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
102	19	OT Assessments - MOHO Assessments	Not a priority	(Not a priority)	In depth coverage
7	20	Collaborative goal setting	Essential	Partially met	In depth coverage
8	21	Common occupational therapy interventions in community and inpatient settings	Essential	Partially met	In depth coverage
38	22	Intervention strategies for anxiety and depression	Important	Mostly met	In depth coverage
52	23	Culturally sensitive practice (including for specific populations such as Indigenous and refugee populations)	Important	Partially met	In depth coverage
30	24	Occupational therapy role: explaining occupational therapy role to others (multidisciplinary team / clients / other service providers)	Important	Partially met	In depth coverage
10	25	Importance of occupation for positive mental health	Essential	Partially met	In depth coverage
15	26	Occupational therapy assessments: Functional assessment / assessment of basic and instrumental activities of daily living	Essential	Mostly met	In depth coverage
21	27	Strengths focus	Essential	Partially met	In depth coverage
25	28	Interviewing skills	Essential	Mostly met	In depth coverage
26	29	Lifespan development approach / considering consumers' developmental needs / bio-psycho-social-developmental approach	Essential	Partially met	In depth coverage
69	30	Personality Disorders	Optional	Mostly unmet	In depth coverage
98	31	Research	Optional	Partially met	In depth coverage
18	32	Basic communication skills: communicating with consumers and families	Essential	Partially met	In depth coverage
36	33	Grading and adaptation	Important	Partially met	In depth coverage
95	34	Occupational Therapy Models: Canadian Model of Occupational Performance and Engagement	Optional	Partially met	In depth coverage
11	35	Observational assessment / Task and activity analysis	Essential	Mostly met	Moderate - high coverage
16	36	Risk assessment and management	Essential	Mostly unmet	Moderate - high coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
31	37	Non-pharmacological interventions	Important	Partially met	Moderate - high coverage
41	38	Communication for effective teamwork	Important	Partially met	Moderate - high coverage
43	39	Environmental interventions to enhance functional performance	Important	Partially met	Moderate - high coverage
56	40	Ethics and ethical reasoning	Optional	Partially met	Moderate - high coverage
45	41	Occupational balance / occupational dysfunction	Important	Partially met	Moderate - high coverage
37	42	Evaluation of occupational therapy practice	Important	Partially met	Moderate - high coverage
58	43	Work / vocational rehabilitation	Optional	Partially met	Moderate - high coverage
59	44	Trauma-informed care	Optional	Mostly unmet	Moderate - high coverage
104	45	Neuroanatomy / neurophysiology	Not a priority	(Not a priority)	Moderate - high coverage
110	46	Basic awareness of anatomy and physiology	Not a priority	(Not a priority)	Moderate - high coverage
12	47	Engaging challenging consumers: Low motivation / lack of engagement	Essential	Partially met	Moderate - high coverage
13	48	Consumer self-management of illness (e.g., relapse prevention, early warning signs, management of hallucinations)	Essential	Partially met	Moderate - high coverage
35	49	Psychiatric terminology	Important	Partially met	Moderate - high coverage
65	50	Occupational therapy roles: Understanding occupational therapy roles in a variety of settings	Optional	Partially met	Moderate - high coverage
77	51	Stigma	Optional	Partially met	Moderate - high coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
78	52	Complexity: co-morbidities	Optional	Mostly unmet	Moderate - high coverage
100	53	Occupational / social justice / occupational science	Not a priority	(Not a priority)	Moderate - high coverage
6	54	Mental health fieldwork experiences	Essential	Mostly unmet	Moderate - high coverage
48	55	Motivational Interviewing	Important	Mostly unmet	Moderate - high coverage
67	56	Psychological theories- Cognitive-behavioural approaches / CBT	Optional	Partially met	Moderate - high coverage
71	57	Mental Health Act	Optional	Mostly unmet	Moderate - high coverage
29	58	Sensory approaches	Essential	Mostly unmet	Moderate-low coverage
54	59	Complexity: substance abuse / dual diagnosis / drug and alcohol	Important	Mostly unmet	Moderate-low coverage
64	60	Counselling skills	Optional	Partially met	Moderate-low coverage
81	61	Child and Adolescent Mental Health	Optional	Mostly unmet	Moderate-low coverage
117	62	Outcome measures	Not a priority	(Not a priority)	Moderate-low coverage
89	63	Empowerment	Optional	Partially met	Moderate-low coverage
44	64	Mindfulness	Important	Mostly unmet	Moderate-low coverage
76	65	Relaxation skills training	Optional	Partially met	Moderate-low coverage
103	66	Mental Health Policies and Legislation	Not a priority	(Not a priority)	Moderate-low coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
42	67	Skills training approaches	Important	Mostly met	Moderate-low coverage
27	68	Engaging challenging consumers: disruptive / abusive / inappropriate behaviour	Essential	Partially met	Moderate-low coverage
40	69	Early intervention	Important	Partially met	Moderate-low coverage
19	70	Professional self-care / resilience	Essential	Mostly unmet	Moderate-low coverage
79	71	Mental health frames of reference	Optional	Partially met	Moderate-low coverage
97	72	Older Person's Mental Health	Optional	Partially met	Moderate-low coverage
63	73	Generic mental health assessments	Optional	Partially met	Moderate-low coverage
126	74	Mental health service structure / systems	Not a priority	(Not a priority)	Moderate-low coverage
68	75	Psychosocial assessment	Optional	Mostly unmet	Moderate-low coverage
57	76	Family-inclusive practice / carer engagement	Optional	Mostly unmet	Moderate-low coverage
72	77	Grief and loss	Optional	Mostly unmet	Moderate-low coverage
135	78	Data collection and statistics	Not a priority	(Not a priority)	Moderate-low coverage
148	79	Project management	Not a priority	(Not a priority)	Moderate-low coverage
17	80	Occupational therapy roles: Maintaining occupational focus (including in generic positions)	Essential	Partially met	Moderate-low coverage
53	81	Occupational therapy assessments: Cognitive Assessments	Important	Partially met	Moderate-low coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
75	82	Knowledge of basic sociological / psychological concepts	Optional	Partially met	Moderate-low coverage
39	83	Crisis intervention	Important	Mostly unmet	Moderate-low coverage
47	84	Physical health needs of mental health consumers / physical health interventions	Important	Partially met	Moderate-low coverage
50	85	Social skills interventions	Important	Partially met	Moderate-low coverage
73	86	Care coordination / case management	Optional	Partially met	Moderate-low coverage
82	87	Problem solving	Optional	Mostly unmet	Moderate-low coverage
88	88	Needs assessment	Optional	Partially met	Moderate-low coverage
84	89	Psychiatric Assessment	Optional	Mostly unmet	Moderate-low coverage
83	90	Consumer psychoeducation	Optional	Partially met	Moderate-low coverage
87	91	Advocacy for clients	Optional	Partially met	Moderate-low coverage
49	92	Engaging challenging consumers: Lack of awareness of illness	Important	Mostly unmet	Moderate-low coverage
66	93	Positive mental health / building resilience	Optional	Partially met	Moderate-low coverage
112	94	History of mental health services / Mental health reform	Not a priority	(Not a priority)	Moderate-low coverage
105	95	New / contemporary intervention approaches	Not a priority	(Not a priority)	Low / no coverage
109	96	Complexity - Brain injury / intellectual disability	Not a priority	(Not a priority)	Low / no coverage
113	97	Models of mental health / illness	Not a priority	(Not a priority)	Low / no coverage
136	98	Community access interventions	Not a priority	(Not a priority)	Low / no coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
74	99	Medications: Knowledge of medications and side effects	Optional	Mostly unmet	Low / no coverage
90	100	Communication / collaboration with other service providers (e.g., NGO, primary care)	Optional	Partially met	Low / no coverage
123	101	Family interventions- family psychoeducation / therapy	Not a priority	(Not a priority)	Low / no coverage
125	102	Awareness of community services / resources	Not a priority	(Not a priority)	Low / no coverage
130	103	Creative interventions	Not a priority	(Not a priority)	Low / no coverage
70	104	Cognitive difficulties - remediation approaches	Optional	Mostly unmet	Low / no coverage
91	105	Understanding roles of other mental health professionals in MDT	Optional	Partially met	Low / no coverage
92	106	Engaging challenging consumers: managing symptoms	Optional	Partially met	Low / no coverage
108	107	Psychological theories- Dialectic behavioural therapy (DBT)	Not a priority	(Not a priority)	Low / no coverage
80	108	Cognitive difficulties - compensatory approaches	Optional	Mostly unmet	Low / no coverage
101	109	Attachment theory	Not a priority	(Not a priority)	Low / no coverage
114	110	Complexities- Chronic pain	Not a priority	(Not a priority)	Low / no coverage
46	111	De-escalation and containment strategies	Important	Partially met	Low / no coverage
62	112	Emotion regulation	Optional	Mostly unmet	Low / no coverage
134	113	Career planning- continuing professional development	Not a priority	(Not a priority)	Low / no coverage
137	114	Awareness of role of primary health care services	Not a priority	(Not a priority)	Low / no coverage
139	115	Professional networking	Not a priority	(Not a priority)	Low / no coverage
85	116	Medications - compliance / adherence difficulties and strategies	Optional	Mostly unmet	Low / no coverage
61	117	Brief interventions in acute settings	Optional	Mostly unmet	Low / no coverage
86	118	Time management	Optional	Partially met	Low / no coverage
115	119	OT Assessments- Allen's Cognitive Levels	Not a priority	(Not a priority)	Low / no coverage
99	120	Childhood sexual assault	Not a priority	(Not a priority)	Low / no coverage
116	121	Occupational Therapy Models- Cognitive Disabilities Model (Allen's)	Not a priority	(Not a priority)	Low / no coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
106	122	Complexity - homelessness	Not a priority	(Not a priority)	Low / no coverage
124	123	Assertive treatment	Not a priority	(Not a priority)	Low / no coverage
107	124	Psychological theories - Acceptance and Commitment Therapy (ACT)	Not a priority	(Not a priority)	Low / no coverage
94	125	Eating Disorders	Optional	Mostly unmet	Low / no coverage
138	126	How to access mental health services	Not a priority	(Not a priority)	Low / no coverage
149	127	Politics and Power	Not a priority	(Not a priority)	Low / no coverage
111	128	Dressing appropriately	Not a priority	(Not a priority)	Low / no coverage
145	129	Housing support services	Not a priority	(Not a priority)	Low / no coverage
144	130	Social cognition interventions	Not a priority	(Not a priority)	Low / no coverage
120	131	Complexity - Poverty	Not a priority	(Not a priority)	Low / no coverage
141	132	Systems theory	Not a priority	(Not a priority)	Low / no coverage
143	133	Dealing with AHPRA	Not a priority	(Not a priority)	Low / no coverage
119	134	OT Assessments - Assessment of Motor and Process Skills (AMPS)	Not a priority	(Not a priority)	Low / no coverage
122	135	OT Assessments - Driving Assessment	Not a priority	(Not a priority)	Low / no coverage
121	136	Psychotherapy	Not a priority	(Not a priority)	Low / no coverage
132	137	Psychological theories - Narrative Therapy	Not a priority	(Not a priority)	Low / no coverage
93	138	Solution-focused therapy	Optional	Mostly unmet	Low / no coverage
118	139	Nutrition and mental health	Not a priority	(Not a priority)	Low / no coverage
131	140	OT Assessments - PRPP	Not a priority	(Not a priority)	Low / no coverage
147	141	Business skills / running a private practice	Not a priority	(Not a priority)	Low / no coverage
96	142	Mental Health First Aid	Optional	Mostly unmet	Low / no coverage
146	143	Consultation and staff education	Not a priority	(Not a priority)	Low / no coverage
133	144	Psychodynamic theory	Not a priority	(Not a priority)	Low / no coverage
140	145	Staff education	Not a priority	(Not a priority)	Low / no coverage

Rank (clinicians)	Rank (university coverage)	Educational topic	Category (clinicians)	Clinician Perception of how well this priority area is met	Level of coverage (universities)
128	146	Exercise therapy	Not a priority	(Not a priority)	Low / no coverage
127	147	Psychological theories - Interpersonal therapy	Not a priority	(Not a priority)	Low / no coverage
142	148	Dealing with Medicare	Not a priority	(Not a priority)	Low / no coverage
129	149	Technology and its impact on mental health	Not a priority	(Not a priority)	Low / no coverage

Appendix 3: List of items rated as essential priorities

	Rank	Priority area	Clinician Perception of how well this priority area is met	Level of coverage (universities)
Therapeutic relationship	2	Client-centred practice and consumer engagement	Mostly met	In depth coverage
	3	Therapeutic use of self / therapeutic relationship / boundaries	Partially met	In depth coverage
	7	Collaborative goal setting	Partially met	In depth coverage
	12	Engaging challenging consumers- Low motivation / lack of engagement	Partially met	Moderate - high coverage
	14	Intervention planning	Partially met	In depth coverage
	18	Basic communication skills- communicating with consumers and families	Partially met	In depth coverage
	25	Interviewing skills	Mostly met	In depth coverage
	27	Engaging challenging consumers- disruptive / abusive / inappropriate behaviour	Partially met	Moderate-low coverage
	6	Mental health fieldwork experiences	Mostly unmet	Moderate - high coverage
Skills for effective practice	1	Clinical reasoning / assessment formulation- combining occupational and psychiatric information to inform goal setting and intervention planning	Partially met	In depth coverage
	5	Therapeutic use of occupation	Partially met	In depth coverage
	22	Reflective practice	Mostly met	In depth coverage
Foundational knowledge	4	Functional implications of mental illness	Partially met	In depth coverage
	10	Importance of occupation for positive mental health	Partially met	In depth coverage
	20	Knowledge of high prevalence disorders (e.g., anxiety depression)	Mostly met	In depth coverage
	24	Knowledge of low prevalence disorders (e.g., schizophrenia / bipolar disorder)	Mostly met	In depth coverage
Assessment	9	Occupational therapy assessments in Mental Health	Partially met	In depth coverage
	11	Observational assessment / Task and activity analysis	Mostly met	Moderate - high coverage
	15	Occupational therapy assessments - Functional assessment / assessment of basic and instrumental activities of daily living	Mostly met	In depth coverage
	16	Risk assessment and management (**also in Interventions)	Mostly unmet	Moderate - high coverage
	28	Mental State Examination	Partially met	In depth coverage
Interventions	8	Common occupational therapy interventions in community and inpatient settings	Partially met	In depth coverage
	13	Consumer self-management of illness (e.g., relapse prevention early warning signs management of hallucinations)	Partially met	Moderate - high coverage
	16	Risk assessment and management (**also in Assessments)	Mostly unmet	Moderate - high coverage
	29	Sensory approaches	Mostly unmet	Moderate-low coverage
Theoretical/ philosophical underpinnings	21	Strengths focus	Partially met	In depth coverage
	23	Recovery hope-inspiring practice and recovery orientation of services	Partially met	In depth coverage
	26	Lifespan development approach / considering consumers' developmental needs / bio-psycho-social-developmental approach	Partially met	In depth coverage
MH service system	17	Occupational therapy roles- Maintaining occupational focus (including in generic positions)	Partially met	Moderate-low coverage
Prof behav four	19	Professional self-care / resilience	Mostly unmet	Moderate-low coverage

Note: There was a 10th grouping that did not include topics listed in the 29 essential priorities. This was: **People are complex / people's lives are complex**