



BMSC11009 *Mental Health Literacy for Health Professionals*

Term 2 - 2022

Profile information current as at 05/07/2022 04:19 pm

All details in this unit profile for BMSC11009 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

As a health care professional, you may encounter clients whose mental health challenges impact upon their daily lives. In this unit you will develop knowledge that will assist in your recognition of mental health disorders as a health care professional, and learn about the appropriate referral networks and therapeutic options that are available to deal with these issues. Your ability to communicate effectively with clients, with consideration and awareness of their different cultural backgrounds and beliefs, will be developed as part of this unit.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2022

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Essay**

Weighting: 40%

2. **Online Quiz(zes)**

Weighting: 30%

3. **Presentation**

Weighting: 30%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Have your Say and verbal feedback

Feedback

It was reported that the thoughtful feedback received from the Unit Coordinator helped encourage learning.

Recommendation

It is recommended that the new unit coordinator continue to provide thoughtful feedback to encourage learning.

Feedback from Have your Say

Feedback

Some students would have appreciated clearer and more consistent guidance on the assessment tasks

Recommendation

It is recommended that the new unit coordinator review the assessment task instructions to ensure clarity and consistency for students.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Explain the mental health landscape in Australia
2. Recognise indications that a person might be experiencing mental health challenges from an inclusive and cross cultural perspective
3. Describe the therapeutic options available for people who may be experiencing different types of mental health conditions and/or challenges
4. Communicate effectively and considerately with clients of different cultural backgrounds and beliefs.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Essay - 40%	•	•	•	
2 - Online Quiz(zes) - 30%		•		
3 - Presentation - 30%	•		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•		•	•
2 - Problem Solving		•		
3 - Critical Thinking				
4 - Information Literacy		•		•
5 - Team Work	•			
6 - Information Technology Competence		•		
7 - Cross Cultural Competence	•	•	•	•
8 - Ethical practice			•	
9 - Social Innovation			•	•
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Essay - 40%	•			•			•	•	•	
2 - Online Quiz(zes) - 30%		•		•		•	•			
3 - Presentation - 30%	•			•	•		•			•

Textbooks and Resources

Textbooks

BMSC11009

Prescribed

Mental Health Care

Edition: 4th (2020)

Authors: Catherine Hungerford, Donna Hodgson, Richard Clancy, Gillian Murphy, Auntie Kerrie Doyle

John Wiley & Sons Australia

Australia

ISBN: 9780730382928

Binding: Paperback

BMSC11009

Prescribed

Pocketbook of Mental Health

Edition: 3rd (2018)

Authors: Muir-Cochrane, E, Barkway, P & Nizette, D

Mosby Elsevier

United States

ISBN: 978-0-7295-4285-2

Binding: eBook

Additional Textbook Information

The third edition of the Mosbys Pocketbook of Mental Health is Out of Print, but is still available to view online at the CQUni Library website. If you prefer your own copy, you can purchase the 4th edition in both print and eBook versions at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

David McNaughton Unit Coordinator

d.mcnaughton@cqu.edu.au

Schedule

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
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1.1 Introduction and Expectations for the unit	Resources and Readings will be given via Reading List
1.2 Introduction to Mental Health	
1.3 Prevalence of Mental Health Illness in Australia	

- Read Mosby's Pocketbook of Mental Health 3rd edition:
- Chapter 1 Mental health: Every health professional's business pp. 1-7
- Chapter 2 Working in a recovery framework pp. 8-18
- Chapter 3 Essentials for Mental Health Practice pp. 19- 28
- Online readings located in Moodle site in Reading List

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
2.1 Classification of Mental Health Disorders	Resources and Readings will be given via Reading List	
2.2 WHO 10 Facts about Mental Health		
2.3 Professional Communication		

- Read Mosby's Pocketbook of Mental Health 3rd edition:
- Chapter 4 Overview of Mental Health Problems pp. 29-47
- Online readings located in Moodle site in Reading List

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
3.1 Recognising a Problem	Resources and Readings will be given via Reading List	
3.2 Introduction to Mental State Examination		

- Read Mosby's Pocketbook of Mental Health 3rd edition:
- Chapter 5 Mental Health Assessment pp. 47- 60
- Online readings located in Moodle site in Reading List

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
4.1 Depressive Disorders	Resources and Readings will be given via Reading List	Online Quiz 1: Opens 9:00am Monday 2nd August and Closes 5:00 pm Sunday 8th August 2021
4.2 Anxiety Disorders		

- Read Mosby's Pocketbook of Mental Health 3rd edition:
- Chapter 10 Culture and Mental Health pp.103- 111
- Online readings located in Moodle site in Reading List

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
5.1 The Importance of Understanding Mental Health	Resources and Readings will be given via Reading List	
5.2 The relationship between Mental and Physical Health		
5.3 Alcohol and Substance Use Disorders		
5.4 Mental Health Nurse Practitioner Interview		

- Read Mosby's Pocketbook of Mental Health 3rd edition:
- Chapter 11: Co-occurring Mental Health Problems pp. 113- 119
- Read Hungerford et al Mental Health Care 4th edition:
- Chapter 10: Substance Use Disorders pp. 362- 410
- Online readings located in Moodle site in Reading List

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Vacation		

Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
6.1 Autistic Spectrum 6.2 ADHD 6.3 Mental Health Practitioner Interviews	Resources and Readings will be given via Reading List <ul style="list-style-type: none"> • Read Mosby's Pocketbook of Mental Health 3rd edition: <ul style="list-style-type: none"> • Chapter 14 Settings for Mental Health Care pp. 138- 146 • appendix 2 Who Does What in Mental Health pp 149- 151 • Read Hungerford et al Mental Health Care 4th edition: <ul style="list-style-type: none"> • Chapter 2: Assessment in a Mental Health Context pp. 44- 77 • Online readings located in Moodle site in Reading List 	

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
7.1 Violence in Relationships 7.2 Common Reactions to Stressful Situations 7.3 Case Studies	Resources and Readings will be given via Reading List <ul style="list-style-type: none"> • Read Hungerford et al Mental Health Care 4th edition: <ul style="list-style-type: none"> • Chapter 5 Common reactions to Stressful Situations pp 167- 201 • Online readings located in Moodle site in Reading List 	Essay Due: Week 7 Friday (2 Sept 2022) 3:00 pm AEST

Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
8.1 Suicide and Intentional Self Harm Parasuicide 8.2 Caring for a Person who has Self Harmed	Resources and Readings will be given via Reading List <ul style="list-style-type: none"> • Read Mosby's Pocketbook of Mental Health 3rd edition: <ul style="list-style-type: none"> • Chapter 12: Loss and Grief pp. 120- 129 • Read Hungerford et al Mental Health Care 4th edition: <ul style="list-style-type: none"> • Chapter 8 Caring for a person who has self-harmed pp. 285- 323 • Online readings located in Moodle site in Reading List 	Online Quiz 2: Opens 9:00 am Monday 6th September and Closes 5:00 pm Sunday 12th September 2021

Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
9.1 A Brief Snapshot of Other Important Disorders 9.2 Indigenous Lived Experience of Grief and Loss	Resources and Readings will be given via Reading List <ul style="list-style-type: none"> • Read Mosby's Pocketbook of Mental Health 3rd edition: <ul style="list-style-type: none"> • Chapter 4 An Overview of Mental Health Problems pp.29-46 • Online readings located in Moodle site in Reading List 	

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
10.1 Dementia 10.2 Caring for an Older Person with a Mental Illness	Resources and Readings will be given via Reading List <ul style="list-style-type: none"> • Read Hungerford et al Mental Health Care 4th edition: <ul style="list-style-type: none"> • Chapter 11 Caring for an older person with a mental illness pp. 413- 439 • Online readings located in Moodle site in Reading List 	Infographic Due: Week 10 Wednesday (21 Sept 2022) 6:00 pm AEST

Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
11.1 Eating Disorders	Resources and Readings will be given via Reading List <ul style="list-style-type: none">• Read Hungerford et al Mental Health Care 4th edition:<ul style="list-style-type: none">• Chapter 8: Eating Disorders pp. 293-298• Online readings located in Moodle site in Reading List	

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
12.1 Caring for a Person with a Serious Mental Illness	Resources and Readings will be given via Reading List <ul style="list-style-type: none">• Read Hungerford et al Mental Health Care 4th edition:<ul style="list-style-type: none">• Chapter 9: Caring for a person with a Serious Mental Illness pages 329- 359• Online readings located in Moodle site in Reading List	On-Line Quizzes Due: Week 12 Friday (7 Oct 2022) 5:00 pm AEST

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Essay

Assessment Type

Essay

Task Description

The Topic

The experience of low back pain is associated with an individual's thoughts, feelings, and social environment. The following case describes John, a 40 year old Meeanjin man who presented to a chiropractic clinic with persistent low back pain and associated depression.

Introducing John

John, 40 years old and a Meeanjin man, lives in Brisbane. He presented to a local chiropractor for help regarding his persistent low back pain. During the history, it was revealed that John's back pain had been present for more than 10 years, after a motor vehicle accident. John was a keen rugby player and could not return to sport due to the injury. As such, John developed ongoing depression and he reported during times of intense sadness, his back pain would become worse.

Your Task

Based on John's case, your task is to review the empirical evidence regarding the relationship between depression and chronic pain. In addition, outline how psychological therapy may improve John's symptoms.

Assessment format

- Title page including essay title, full name, student number, and word count
- 1000 words maximum (not including title page and reference list)
- 12pt Times New Roman font
- Double-spaced
- 2.54cm margins

- APA 7th Edition referencing and formatting style (<https://delivery-cqucontenthub.stylelabs.cloud/api/public/content/apa-referencing-style.pdf?v=51e1aea7>)

Starter references

Bair, M. J., Robinson, R. L., Katon, W., & Kroenke, K. (2003). Depression and Pain Comorbidity: A Literature Review. *Archives of Internal Medicine*, 163(20), 2433-2445.

<https://doi.org/10.1001/archinte.163.20.2433>

Campbell, L. C., Clauw, D. J., & Keefe, F. J. (2003). Persistent pain and depression: a biopsychosocial perspective. *Biological Psychiatry*, 54(3), 399-409.

[https://doi.org/https://doi.org/10.1016/S0006-3223\(03\)00545-6](https://doi.org/https://doi.org/10.1016/S0006-3223(03)00545-6)

Lin, I., O'Sullivan, P., Coffin, J., Mak, D., Toussaint, S., & Straker, L. (2012). 'I am absolutely shattered': The impact of chronic low back pain on Australian Aboriginal people. *European Journal of Pain*, 16(9), 1331-1341. <https://doi.org/10.1002/j.1532-2149.2012.00128.x>

Eccleston, C., Morley, S. J., & Williams, A. C. d. C. (2013). Psychological approaches to chronic pain management: evidence and challenges. *BJA: British Journal of Anaesthesia*, 111(1), 59-63. <https://doi.org/10.1093/bja/aet207>

Assessment Due Date

Week 7 Friday (2 Sept 2022) 3:00 pm AEST
upload via Turnitin in Moodle

Return Date to Students

Week 9 Friday (16 Sept 2022)
All efforts will be made to return these assessments within 14 days of the due date.

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

You will be assessed on your essay writing skills to logically organize and present ideas and arguments with clarity of expression, correct grammar and spelling. All work submitted must be your own original work and appropriately referenced. You will demonstrate an understanding of topics and unit material relevant to the assessment task. You will use the APA 7th Edition style of referencing for in-text as well as your scholarly list that is correctly formatted. A detailed rubric and guidance information will be available on Moodle.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

upload via Turnitin in Moodle

Learning Outcomes Assessed

- Explain the mental health landscape in Australia
- Recognise indications that a person might be experiencing mental health challenges from an inclusive and cross cultural perspective
- Describe the therapeutic options available for people who may be experiencing different types of mental health conditions and/or challenges

Graduate Attributes

- Communication
- Information Literacy
- Cross Cultural Competence
- Ethical practice
- Social Innovation

2 On-Line Quizzes

Assessment Type

Online Quiz(zes)

Task Description

The task associated with this assessment item is to complete the online quizzes during the term on the unit's Moodle website. These quizzes will be available in Weeks 4, 8 and 12 and each quiz will test the student's knowledge of unit material for the previous weeks.

Each quiz will consist of twenty (20) questions that are randomly selected from a question bank. Each quiz will be worth 10% of the total grade for the unit and the complete assessment of three (3) quizzes will be worth 30% of the total grade. Feedback will be given to students after each quiz to enhance their mental health literacy.

Points to note:

Students will be allowed (1) one attempt at each quiz.

There will be a time limit on quizzes.

Students are encouraged to refer to the unit materials in order to obtain as many correct answers as possible.

If students have technical problems with the quiz, they should contact the unit coordinator or TASAC as soon as possible.

Refer to your Moodle site for further details.

Number of Quizzes

3

Frequency of Quizzes

Other

Assessment Due Date

Week 12 Friday (7 Oct 2022) 5:00 pm AEST

Return Date to Students

Review/Exam Week Friday (14 Oct 2022)

All efforts will be made to return these assessments within 14 days of the due date.

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

You will be required to complete a series of open book online quizzes across the term, that will assist you with improving your mental health literacy. You will demonstrate through answering the online quiz questions an ability to recognize indications, that a person might be experiencing mental health challenges from an inclusive and cross cultural perspective.

You are marked according to the number of correct responses for each quiz

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Online

Learning Outcomes Assessed

- Recognise indications that a person might be experiencing mental health challenges from an inclusive and cross cultural perspective

Graduate Attributes

- Problem Solving
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence

3 Inforgraphic

Assessment Type

Presentation

Task Description

In this assessment, you will select one of the weekly topics covered in the unit and create a one-page, single-sided (A4 size) infographic based on the most up-to-date published evidence. This infographic should be created with the specific aim to be used in the outpatient clinic as a patient resource. The infographic should be submitted to Moodle as a high-resolution PDF file

What is an infographic? Infographics are visual representations of information, data, or knowledge. They're can also visualise understanding of concepts and explain processes.

Key steps in developing an infographic:

1. Choose a psychological disorder from one of the weekly topics covered in the unit.

2. Locate peer reviewed evidence related to the chosen topic. This will include the following:

§ Aetiology

§ Epidemiology

§ Diagnostic criteria according to DSM-V.

§ Clinical presentation § Treatment (e.g. therapies and medications)

§ Management of the condition to help develop a better understanding in which health care professionals are best able to serve the community.

§ Any cultural accommodations to be aware of with the condition.

3. Using the located evidence from point 2, create a single sided (A4 page) infographic. Consider the below points.

§ Provide accurate, detailed, and well-researched information, which is presented and supports the chosen disorder.

§ Ensure all content (visuals & text) are intentional and complementary to the purpose of the infographic.

§ Colours, fonts, graphics, and data visualisation effectively contribute to the topic and message being conveyed.

§ The infographic effectively informs the audience of its intended purpose.

§ Information is systematically organised and effectively aligns with the main message.

§ Full APA citations are included for all sources of information referenced.

§ The infographic is free of spelling and grammatical errors.

4. Use software applications such as PowerPoint to create infographic. Other software such as Canva may be used

Assessment Due Date

Week 10 Wednesday (21 Sept 2022) 6:00 pm AEST

Please submit this through Moodle.

Return Date to Students

Week 12 Wednesday (5 Oct 2022)

All efforts will be made to return these assessments within 14 days of the due date.

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

The criteria for this assessment will include;

- Overall task completion
- Language & grammar
- Referencing & the use of additional external references or resources
- General composition and overall written presentation

A detailed rubric will be available on Moodle.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

upload to Moodle

Learning Outcomes Assessed

- Explain the mental health landscape in Australia
- Describe the therapeutic options available for people who may be experiencing different types of mental health conditions and/or challenges
- Communicate effectively and considerately with clients of different cultural backgrounds and beliefs.

Graduate Attributes

- Communication
- Information Literacy
- Team Work

- Cross Cultural Competence
- Social Innovation

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem