



# CHIR13011 *Mental Health and Chiropractic Care*

## Term 1 - 2019

Profile information current as at 17/05/2022 01:37 pm

All details in this unit profile for CHIR13011 have been officially approved by CQUniversity 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

Within your role as a Chiropractor you will encounter a diversity of clients experiencing a variety of mental health challenges which may impact upon their presentation and recovery. As such, during this unit you will be required to recognise the varying degrees of mental health and identify appropriate therapeutic options and referral pathways. 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 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Co-requisite: CHIR12007 Clinical Assessment and Diagnosis 1

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 1 - 2019

- Brisbane
- Mackay
- Sydney

### 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. **Written Assessment**

Weighting: 50%

#### 2. **Online Test**

Weighting: 50%

### 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 Student feedback (HAVE YOUR SAY)

##### **Feedback**

All of the information was easily accessible, relevant and at a level suitable for our understanding. Assignment information video uploads were especially helpful to outline specifics regarding each portion of what was expected from

our submission. Overall an interesting and enjoyable unit

**Recommendation**

The recommendations from previous offerings have been implemented regarding a more clearer and well developed Moodle navigation platform to improve student experience.

Feedback from Student feedback (HAVE YOUR SAY)

**Feedback**

Very interesting content and delivered in a way that was easy to understand. Martin Harris always responded quickly to email queries and always helpful with explanations

**Recommendation**

Student questions were addressed within 24 hours where possible.

Feedback from Student feedback (HAVE YOUR SAY)

**Feedback**

The outline of the first assessment task could've been outlined more clearly. For example, one of the questions the assessor wanted us to do a MSE on the patient, however it wasn't stated it in the assessment outline, but only in the marking rubric. I think these two things need to be reflective of each other.

**Recommendation**

The feedback is taken into consideration and being refined with each offering, we are working on delivering a high quality unit to address all learning outcomes and assessment tasks. The unit coordinator will look at undertaking professional development in setting clearer assessment requirements for future tasks.

Feedback from Student feedback (HAVE YOUR SAY)

**Feedback**

In a perfect world, this information would probably be better delivered over an intensive weekend with perhaps a brief online preparatory component coming into the course as much of this information would seem to lend itself to instructor led role play in small groups.

**Recommendation**

The subject matter may not lend itself to be delivered in a intensive weekend format, however this will be discussed with the chiropractic faculty.

Feedback from Student feedback (HAVE YOUR SAY)

**Feedback**

As much as I don't like Distance subjects I thought this one was quite good. The text book was easy to follow which made reading it more enjoyable

**Recommendation**

An ebook of the text Pocketbook of Mental Health was placed in Moodle and helped enhance the learning experience for students. Regular engagement of the unit coordinator with the students was maintained throughout the term.

Feedback from Student feedback (HAVE YOUR SAY)

**Feedback**

The "in practice" videos were great insights into how we might deal with client's who present with mental health concerns in future practice. I particularly thought that the lecture regarding the responsibilities of running a clinic was invaluable

**Recommendation**

Practicing clinicians in the field as well as real world scenarios and current issues were used as examples to maintain student engagement and interest in the unit and assist the students with their future practice.

## Unit Learning Outcomes

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

1. Identify different presentations in people experiencing mental health challenges
2. Discuss the therapeutic options available for people who may be experiencing different types of mental health conditions and/or challenges
3. Apply the principles of interpersonal communication and professional behaviours to the standards expected of a chiropractic health professional
4. Apply recovery framework principles throughout the chiropractic assessment of and intervention process for clients experiencing mental health challenges.

This unit is linked to external accreditation requirements for the CB77 course of study.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 50%		•	•	
2 - Online Test - 50%	•	•	•	•

### 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 - Written Assessment - 50%	•	•	•				•	•		
2 - Online Test - 50%	•	•		•		•	•	•		

## Textbooks and Resources

### Textbooks

CHIR13011

#### Prescribed

##### **Mosby's Pocketbook of Mental Health**

Edition: 2nd edn (2015)

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

Elsevier

Sydney , NSW , Australia

ISBN: 9780729541909

Binding: Paperback

#### Additional Textbook Information

*The Pocketbook of Mental Health* is a quick-reference resource that delivers practical strategies and skills for allied health and nursing students, health professionals, general practitioners, paramedics, police and allied health workers to implement. Copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code) Both the 2nd and 3rd edition are available for purchase.

With a focus on social inclusion, recovery, culture and the promotion of consumer rights, this mental health textbook is a pivotal guide for holistic modern health care practices.

#### Key Features

- **Hands on practical strategies** of what to do in commonly encountered situations
- **A focus on recovery and person-centered care**, and new material on co-occurring health problems
- **The latest research and evidence**, including guidance on medications, scales, tools, terminology and DSM-5 updates
- **Case studies** that provide practical examples.

[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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Martin Harris** Unit Coordinator

[m.harris@cqu.edu.au](mailto:m.harris@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Mental Health in Australia	<p>Prescribed text Mosby's Pocketbook of Mental Health 2nd edition:  Chapter 1 Mental health:every health professional's business pp. 1-8.  Chapter 2 Working in a recovery framework pp. 9 - 20.  Chapter 3 Essentials for mental health practice pp. 21 - 31.  Online readings located in Moodle site.</p> <p><b>Optional complete entrance survey for MHFA pilot study.</b>  <b>Optional commence self paced MHFA online training course for pilot study.</b></p>	<p>Lecture Introduction to mental health in Australia  Lived Experience FAQs with Dr Louise Byrne.</p>
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**Week 2 - 18 Mar 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Mental State Examinations and Chiropractic Care	<p>Prescribed text Mosby's Pocketbook of Mental Health 2nd edition:  Chapter 4 Mental health assessment pp. 32 - 46.  Chapter 5 Culture and mental health pp. 47-58.  Online readings located in Moodle site.</p>	Lecture Mental State Examination

**Week 3 - 25 Mar 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Anxiety Related Disorders and Chiropractic Care	<p>Prescribed text Mosby's Pocketbook of Mental Health 2nd edition:  Chapter 6 An overview of mental illness pp. 59 - 82  Online readings located in Moodle site.</p>	<p>Lecture An Introduction to Anxiety related disorders  In Practice with Tamara Taylor Anxiety Disorders.</p>

**Week 4 - 01 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Depressive Disorders and Chiropractic Care	<p>Prescribed text Mosby's Pocketbook of Mental Health 2nd edition:  Chapter 7 Psychiatric and associated emergencies pp. 83 - 98.  Online readings located in Moodle site.</p>	<p>Lecture An Introduction to Depressive Disorders.  In practice with Tamara Taylor Bipolar Case Study (one of the depressive disorders).</p>

**Week 5 - 08 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Chronic Pain and Somatisation in Chiropractic Care	Online readings located in Moodle site.	Lecture Somatic Symptom Disorders and pain.

**Vacation Week - 15 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<b>VACATION</b>	<b>VACATION</b>	<b>VACATION</b>

**Week 6 - 22 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Alcohol and Substance Related Disorders and Chiropractic Care	Online readings located in Moodle site.	<p>Lecture Substance related disorders.  In Practice with Tamara Taylor Tips and Tricks for treating patients with substance related disorders</p>

**Week 7 - 29 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic

Suicide, Parasuicide, Self-harm and Chiropractic Care	Prescribed text Mosby's Pocketbook of Mental Health 2nd edition: Chapter 7 Psychiatric and associated emergencies pp. 83 - 98. (If not completed to date). Chapter 8 Managing medications pp. 98 - 115. Online readings located in Moodle site.	Lecture An Introduction to Suicide. In practice with Tamara Taylor Suicidal ideation case study.  <b>Written Assessment</b> Due: Week 7 Friday (3 May 2019) 11:00 pm AEST
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### Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Sexual and Physical Violence conditions and Chiropractic Care	Prescribed text Mosby's Pocketbook of Mental Health 2nd edition: Chapter 10 Contemporary talking therapies 116 - 120. Online readings located in Moodle site. <b>Optional complete face to face training for MHFA pilot study for accreditation</b>	Lecture An Introduction to Sexual and Physical Violence

### Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Eating Disorders and Chiropractic Care	Prescribed text Mosby's Pocketbook of Mental Health 2nd edition: Chapter 10 Co-occurring medical problems pp. 121 - 127 Chapter 11 Loss and grief pp. 128 - 139. Online readings located in Moodle site. <b>Optional complete online MHFA training course for pilot study</b>	Lecture An Introduction to Eating disorders.  <b>Online Test</b> Due: Week 9 Friday (17 May 2019) 11:00 pm AEST

### Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Surviving Your Profession, Secondary Trauma/PTSD and Chiropractic Care	Prescribed text Mosby's Pocketbook of Mental Health 2nd edition: Appendix 1 Surviving clinical placement 158 - 159. Online readings located in Moodle site. <b>Optional complete exit survey MHFA pilot study and complete MHFA quiz for completion certificate.</b>	Lecture An Introduction to Secondary Trauma and PTSD. In Practice with Tamara Taylor Looking After Yourself.

### Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Consolidation week and Final Assessment preparation.		

### Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Consolidation week and Final Assessment preparation	Revision	Revision

### Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

### Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic



## Term Specific Information

To assess the level of mental health literacy in chiropractic students in Australian educational institutions you will be invited to complete **The Blended Mental Health First Aid for Tertiary Students Course**.

This self paced (6 hour) course that you will complete through the term teaches practical skills to provide the initial support to someone who is developing a mental health problem, experiencing a worsening of an existing mental health problem or in a mental health crisis. Through evidence-based course content, scenarios and films, participants learn to recognise the signs and symptoms of mental health problems and crises, how to provide initial help, and how to guide a person towards appropriate treatments and other supports. This course involves self-paced e Learning followed by a 4-hour face-to-face workshop. Thanks to funding from the Department of Health, enrolment in the e Learning component is free for selected health, allied health, human services, and education students until June 2019 (usual cost is \$50).

Eligible course list here. <http://bit.ly/MHFA1>.

It is hoped that by participating in this e Learning course that you will be better equipped to navigate university life and be able to recognise the signs and symptoms of mental health problems and crises as well as contribute to the growing body of evidence in this area.

## Assessment Tasks

### 1 Written Assessment

#### Assessment Type

Written Assessment

#### Task Description

Read the following information and answer the following questions in essay written in an APA referencing style. As a guideline, the length of the main body of your essay should be around 3000 words or so, excluding references - essays that are substantially longer than this (say over 3500 words) or shorter than this (say less than 2500 words) are unlikely to score as highly as those that make the best use of the 3000 word length (being on-target and making the best use of the word allocation is always better than being off-message).

#### Section 1

Following your recent qualifying as a Chiropractor you've decided to undertake some travel and work in a number of clinics throughout Australia. For the last two days you've been working in a well-established clinic in a small country town (population approximately 12, 000 people).

Your first patient of the day (Evelyn) is new to the practice and a new arrival in town.

General Appearance in waiting room:

Evelyn a 52 year old, immaculately groomed lady of average height and weight appears very nervous in the waiting room. She has positioned herself on the chair in the corner of the waiting room away from everyone else. On being handed the completed patient history your jaded reception staff member whispers to you, "Good luck with this one, I think she's a bit strange. She's been looking down fidgeting in her hand bag the whole time" and not making any eye contact with anyone else in the reception area.

Reading through the history you find Evelyn has presented for ongoing headaches which commenced nine weeks ago following a fall at home. She has had plain x-rays and a CT- scan of the cervical spine which revealed no fractures or any other pathology but she has had ongoing pain, today she rates it as 7 out of 10 on the VAS pain disability scale.

The original Doctor's letter she presents provides you with a diagnosis of uncomplicated myalgia of the cervical para spinal muscles with minor degenerative changes at C5/6 vertebral segments.

Studying the history further you note she has also ticked sleeping problems, anxiety and depression as well as the above.

Question 1 - 10 marks

Given the above information please detail:

What communication techniques you would use to place Evelyn at ease before commencing any further assessment and treatment. You should comment on both verbal and non-verbal approaches which would assist in this task.

Question 2 - 20 marks

On entering the treatment room Evelyn tells you the fall was down four stairs and occurred two days after her twin brother's funeral. The cause was put down to stress following the funeral.

She also informs you four weeks ago she has been prescribed Endep (Amitriptyline) and Tramadol both of which she has been taking intermittently. She is reluctant to take the Tramadol "too often" and at differing times Evelyn breaks down crying telling you "it's hard at the moment but I'm coping. Sorry I don't know what these tears are all about, I don't normally cry".

In order of priority outline any questions and actions you would ask/perform when assessing the patient. This should include:

- Listing which further questions in the Chiropractic Case History would assist you to assess the severity and nature of the patient's current condition. This should include questions you would ask related to the information provided so far.
- Completing a Mental State Examination using the information provided. If information isn't provided describe what actions you would undertake and/or what you would observe to perform this.

\*\* These should be specific questions and make use of the questioning techniques outlined in your prescribed text and Moodle site. The aim of these questions should be to further assess the severity and nature of the patient's current condition.

## Section 2

This relates to specific management of your patient.

Following successfully calming the situation Evelyn allows you to undertake a full physical assessment. The results of which are as follows:

- Postural analysis: the patient has a forward head carriage, an increased thoracic kyphosis and dowagers hump.
- Range of motion: the patient has a slight restriction in right rotation and left lateral flexion of the cervical spine.
- Muscle palpation: The patient displays sub-occipital muscle tension bilaterally with associated muscle tension in the right upper cervical spine neck area.
- Static spinal palpation - Left Rotation Restriction, Right Rotation Malposition RPI C/C6

### Question 3 - 15 Marks

Given the above information it is obvious there are multiple aspects to managing Evelyn's current situation which would require an open and professional discussion on options.

Within this question you are required to complete the following:

- Develop a structured plan for how you would approach the conversation with Evelyn and provide justification on why you have undertaken it. Note there is no one right answer to this section, it's about you providing a plan and justifying why? For example would you discuss her anxiety, depression and sleeping problems first or Chiropractic care?

Within this plan you would need to:

- Discuss various options you would advise for dealing with her anxiety/depression/sleeping problems.

### Question 4 - 5 marks

Outline how your management priorities would change if Evelyn told you she had planned to kill herself. Please include in your answer:

- How you would determine if she posed an imminent threat to her own life?
- The management option/s you would take if you determined the threat was imminent.
- The management option/s you would take if you determined the threat was not imminent.

This segment may be in dot point form but should outline the above information.

## Assessment Due Date

Week 7 Friday (3 May 2019) 11:00 pm AEST

Submits a word doc in Turnit In in your Moodle page.

## Return Date to Students

Week 9 Friday (17 May 2019)

Every effort will be taken to return this assessment within 10 working days.

## Weighting

50%

## Minimum mark or grade

50%

## Assessment Criteria

To gain a high distinction within this assessment you will be expected to undertake the following:

### Question 1. Communication Techniques

Applies extensive (in excess of 10) verbal and non-verbal communication techniques to gain meaningful interaction with the patient. AND

The communication techniques applied are grounded in the recovery based framework and relate to the given situation. AND

AND

Techniques should not just be listed but expanded on e.g. What you would do and how you would achieve it in this given

situation?

### **Question 2. Patient Assessment**

Completes all aspects of the Mental State Examination (MSE) including all patient specific questions related to the MSE.

### **Question 3. Patient Management**

Develops a structured plan for how to approach the conversation with the patient which includes the following:

Provides extensive (in excess of 8) options the patient has available to manage her anxiety, depression and sleeping problems.

### **Question 4. Patient Management-complications**

Outlines the threat assessment process to determine if the patient is an imminent risk to her own life. Assessment is completed without error or omission.

AND

Completes all aspects of management without error or omission.

### **When submitting your essay**

Please note the following details:

Text should be word-processed, with appropriate layout and use of headings/sub-headings. Font and line spacing are not part of the assessment criteria, listed below.

Diagrams should be used to illustrate specific aspects - a picture paints ten thousand words! (please ensure that you correctly cite/reference all sources of diagrams used, unless they are original and composed by you, since this is an important aspect of academic integrity).

Please avoid images with very large file sizes, as this will make your essay too large to upload/download (save any images as lower resolution, to decrease the file size).

The list of references should form the last page or two, at the end of the assessment. Referencing should be in a consistent style - typically APA format.

Please save/upload your file in Word format (.doc or .docx) , so that I can open the files in Word. Note: further support on writing, referencing, etc. is given on the Moodle site for this course

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Submits a word doc in Turnit In in your Moodle page.

### **Learning Outcomes Assessed**

- Discuss the therapeutic options available for people who may be experiencing different types of mental health conditions and/or challenges
- Apply the principles of interpersonal communication and professional behaviours to the standards expected of a chiropractic health professional

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence
- Ethical practice

## **2 Online Test**

### **Assessment Type**

Online Test

### **Task Description**

#### **Assessment component 2.1: Mixed question style online test**

#### **Introduction**

For this assessment you will be asked to answer a mix of short answer, matching questions, true false and multiple choice questions on content from the unit material from weeks 1, 2, 5, 6, 7, and 9

Aim

This assessment aims to test your specific content knowledge and mental health literacy in relation to the unit learning

outcomes

To identify different presentations in people experiencing mental health challenges

To discuss the therapeutic options available for people who may be experiencing different types of mental health conditions and/or challenges

To apply the principles of interpersonal communication and professional behaviours to the standards expected of a chiropractic health professional

To apply recovery framework principles throughout the chiropractic assessment of and intervention process for clients experiencing mental health challenges.

**Format**

The online test will include a mix of short answer, matching questions, true false and multiple choice questions.

Questions will be derived from a variety of sources including lectures, tutorials and online readings. Refer to your Moodle site for further details.

**Assessment Due Date**

Week 9 Friday (17 May 2019) 11:00 pm AEST

Due Friday 17th May (Week 9).

**Return Date to Students**

Week 11 Friday (31 May 2019)

All efforts will be made to return these assessments within 10 days of their due date.

**Weighting**

50%

**Minimum mark or grade**

50%

**Assessment Criteria**

High distinction: 84.5 – 100%

Distinction: 74.5 – 84.4%

Credit: 64.5 – 74.4%

Pass: 49.5 – 64.4%

Fail: <49.5%

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Identify different presentations in people experiencing mental health challenges
- Discuss the therapeutic options available for people who may be experiencing different types of mental health conditions and/or challenges
- Apply the principles of interpersonal communication and professional behaviours to the standards expected of a chiropractic health professional
- Apply recovery framework principles throughout the chiropractic assessment of and intervention process for clients experiencing mental health challenges.

**Graduate Attributes**

- Communication
- Problem Solving
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 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