NURS12157 *Concepts of Mental Health Nursing*
Term 3 - 2017

Profile information current as at 12/10/2024 03:38 pm

All details in this unit profile for NURS12157 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
This unit will provide you with knowledge of the different patterns of symptom presentation in people experiencing mental health challenges. You will be able to critically reflect on the use of self in the development and maintenance of therapeutic relationships with consumers and their families. The integral nature of consumer perspectives and input into mental health care will be examined. In this unit you will be encouraged to critically examine interventions for people experiencing different mental health challenges.

Details
Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
Pre-requisites NURS11163 Recovery Approach to Mental Health or NURS12150 Recovery Approach in Mental Health NURS12156 Clinical Nursing Practice 2 or NURS11156 Acute Nursing Management NURS11158 Evidence Informed Nursing Practice or NHLT12001 Evidence Informed Practice
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 3 - 2017

- Distance

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: 40%
2. **Written Assessment**
Weighting: 60%

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

Feedback

I feel that the assessment could have been made clearer by only including the relevant parts in the template and removing the other parts that are out of the scope of practice. This may help to lessen the number of questions asked.

Recommendation

A template has been developed for both assessment items for term 3 2017 that includes all elements and guidelines included

Feedback from Student feedback

Feedback

Assessment feedback needs to be more clear and concise so that the student can see why they received the mark they received

Recommendation

An audit has been completed and the markers that provided limited feedback will not be employed to mark again

Unit Learning Outcomes

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

1. Explore the different presentations in people experiencing mental health challenges.
2. Appraise the use of self in the development and maintenance of therapeutic relationships with consumers and their families.
3. Analyse the integral nature of consumer perspectives and input into mental health care.
4. Use professional, legal and ethical frameworks to investigate a range of culturally appropriate interventions and management strategies for people experiencing different forms of mental health challenges.
5. Examine mental health and mental health promotion as a component of overall health and well-being as it applies to consumers, carers, families and communities inclusive of health care professionals at a local, national and international level.

The learning outcomes are linked to the Australian Nursing and Midwifery Accreditation Council (ANMAC) Standards for registered nurses and the Nursing and Midwifery Board of Australia (NMBA) registered nurse standards for practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level | • Introductory Level | • Intermediate Level | • Graduate Level | ∘ Professional Level | ∘ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 40%	•	•	•	•	•
2 - Written Assessment - 60%	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - 40%	•	•	•	•	•	•	•	•		
2 - Written Assessment - 60%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks

NURS12157

Prescribed

Mental health care: An introduction for health professionals.
Second Edition (2014)
Authors: Hungerford, C., Clancy, R., Hodgson, D., & Jones, T.
Wiley
Milton , QLD , Australia
ISBN: E-Text: 9780730317487 Textbook: 9781118644805
Binding: Paperback

Additional Textbook Information

Available as either

Wiley E-Text

Mental Health Care: An Introduction for Health Professionals in Australia, 2nd Edition

ISBN : 978-0-7303-1748-7240 pagesJuly 2014, ©2014

approx. $55.00

from Wiley direct. website: **http://au.wiley.com/WileyCDA/**

Paperback

Mental Health Care: An Introduction for Health Professionals in Australia, 2nd Edition

ISBN : 978-1-118-64480-5

May 2014, ©2014

approx. $113.95

from CQUni Bookshop **http://bookshop.cqu.edu.au/texts.asp**

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

Scott Harris Unit Coordinator
s.a.harris@cqu.edu.au

Schedule

Week 1 - 06 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: From the beginning	Chapter 1: Mental health care in Australia	

Week 2 - 13 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Say hello to Jonathon	Chapter 2: Assessment in the mental health context	

Week 3 - 20 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Mental health Assessment	Chapter 2: Assessment in the mental health context	

Week 4 - 27 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 (cont.): Mental health Assessment	Chapter 2: Assessment in the mental health context	

Vacation Week - 04 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 11 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Exploration of diagnostic categories	Chapter 7: Caring for a person with depression, anxiety or perinatal mental health Chapter 9. Caring for a person with a serious mental illness	Assessment One due Wednesday at 4:00pm **Written Assessment** Due: Week 5 Wednesday (13 Dec 2017) 4:00 pm AEST

Week 6 - 18 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 (cont): Exploration of diagnostic categories	Chapter 10. Caring for a person with a substance use disorder Chapter 11. Caring for an older person with a mental illness	

Week 7 - 01 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 5: Crisis Intervention	Chapter 5. Common reactions to stressful situations Chapter 8. Caring for a person who has self-harmed	

Week 9 - 15 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 6: Therapeutic Interventions	Chapter 7. Caring for a person with depression, anxiety or perinatal mental health Chapter 10. Caring for a person with a substance use disorder	

Week 10 - 22 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 6 (cont.): Therapeutic Interventions	Chapter 9. Caring for a person with a serious mental illness Chapter 12. Approaches to mental health service delivery	

Week 11 - 29 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 7: Community options	Chapter 12. Approaches to mental health service delivery	Assessment Two due Wednesday at 4:00pm **Written Assessment** Due: Week 11 Wednesday (31 Jan 2018) 4:00 pm AEST

Week 12 - 05 Feb 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 8: Cultural Issues	Chapter 4. Delivering culturally appropriate mental health care	

Review/Exam Week - 12 Feb 2018

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written Assessment

Assessment Type
Written Assessment

Task Description
Assessment Objectives:
This assessment tasks requires the student to:
1. Explore the assessment process within mental health nursing.
2. Appraise the interviewer's use of self in establishing a therapeutic relationship with Jonathon
3. Record observed symptom presentation in relation to a Mental Status Examination.
4. Utilise a Mental Health assessment tool in recording the mental health assessment.

The Task:
After watching the Jonathon episode 2 video and utilising the assessment one template for submission. You are required to record a Mental State Examination on Jonathon Doeman.
This is to be recorded on the provided template. It is acknowledged that all information required for this assessment may not be presented on the video and as a part of this assessment you must clearly identify what elements are missing or need to be further assessed.

Assessment Due Date
Week 5 Wednesday (13 Dec 2017) 4:00 pm AEST

Return Date to Students
Week 8 Monday (8 Jan 2018)

Weighting
40%

Minimum mark or grade
10/40

Assessment Criteria
Not Attempted/Not Demonstrated (0,1 or 2): No recognisable attempt made at the task as described. If task attempted no demonstration of understanding or response is off topic or not related to the task at hand. Superficially Demonstrated (3 or 4): Task attempted but no demonstration of significant understanding to warrant a pass. There is no direction offered in respect of the task. Does not demonstrate evidence of critical thinking, argument lacks cohesion. Satisfactory (5-6): Limited demonstration of how content is relevant but Content addresses the assigned assessment task. May be repetitive at times or lacks cohesion. Content provides passable evidence based rationale for all interventions. Good Understanding (7-8): Clearly demonstrates how content is relevant, show broad consideration of most aspects of the assigned assessment task. The approach clearly answers the question and the argument proceeds logically with well-defined evidence based rationale for all interventions. Excellent (9-10): The work accurately and consistently reflects the task required. Thorough demonstration of relevance of content is clearly evident and comprehensive consideration of all aspects of the assigned assessment task. Content that provides comprehensive evidence of critical thinking and decision making ability. Criteria Not demonstrated/ Not attempted Superficially demonstrated satisfactory Good Understanding Excellent Mark Appearance 0 1 2 3 4 5 6 7 8 9 10 /10 Behaviour 0 1 2 3 4 5 6 7 8 9 10 /10 Cognition 0 1 2 3 4 5 6 7 8 9

10 /10 Speech 0 1 2 3 4 5 6 7 8 9 10 /10 Thought 0 1 2 3 4 5 6 7 8 9 10 /10 Affect 0 1 2 3 4 5 6 7 8 9 10 /10 Mood 0 1 2 3 4 5 6 7 8 9 10 /10 Perception 0 1 2 3 4 5 6 7 8 9 10 /10 Language- terminology 0 1 2 3 4 5 6 7 8 9 10 /10 Spelling and Grammar 0 1 2 3 4 5 6 7 8 9 10 /10

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

assessmentOutcome

- Explore the different presentations in people experiencing mental health challenges.
- Appraise the use of self in the development and maintenance of therapeutic relationships with consumers and their families.
- Analyse the integral nature of consumer perspectives and input into mental health care.
- Use professional, legal and ethical frameworks to investigate a range of culturally appropriate interventions and management strategies for people experiencing different forms of mental health challenges.
- Examine mental health and mental health promotion as a component of overall health and well-being as it applies to consumers, carers, families and communities inclusive of health care professionals at a local, national and international level.

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Written Assessment

Assessment Type
Written Assessment

Task Description
Assessment Objectives:
1. To assess the students' understanding of the coursework in relation to the course learning objectives.
The Task:
To develop an ePortfolio that demonstrates an understanding of the module content.
As this is a series of 7 smaller task the following mapping for each individual task will be followed by an overall mapping for the assessment as a whole:

ePortfolio tasks:

1: Mini Essay: Why Study Mental Health?

At the beginning of each term I often hear students say things like: "I am going to work in kids ward, I don't understand why I need to learn mental health" so this term I am turning it around and as task 1 of your second assessment I am asking you to tell me why an understanding of Mental Health is important in all areas of nursing.
You must use a minimum of 4 current references in your response.

2: Mental Health Assessment

While watching the first two videos your task is to:
Identify and analyse 1 example of the way in which Ed facilitates Jonathon's input into his mental health care.
Identify and appraise 1 example of Ed's therapeutic use of self during the assessment process.
Word Limit: 500 words total and utilising a minimum of 3 current references to support your observations and appraisals.

3: Exploring Diagnostic Criteria

Choose one of the following and present a 500 word description of the diagnostic criteria, the ethical and legal

implications and culturally appropriate interventions and management strategies to address these issues.

- Depression
- Anxiety
- Post-Traumatic stress disorder

A minimum of 3 current references plus the DSM-5 must be used

4: Risk Assessment

Whilst affected by alcohol Jonathon was involved in a single vehicle accident and admitted to hospital. Episode 4,5 and 6 show Ed assessing Jonathon in the hospital after this accident.
While watching these next videos your task is to complete a suicide risk assessment, provided, on Jonathon. The risk assessment document presented allows you to identify the ethical and legal implications in undertaking a risk assessment and to commence management planning within a consumer focused ethico-legal framework.
Once you have completed the risk assessment add this information to your assessment prompts document for submission as a part of your ePortfolio
You are not required to justify your responses unless the risk assessment tool you use specifically asks.

5: E.C.T.

Jayne is very concerned as she overheard some nurses discussing ECT and is worried that it was Jonathon who was going to have to have ECT. The only things she knows about ECT has been gained from movies like 'One flew Over the Cuckoo Nest'.
How do you prepare yourself to engage with Jayne in a therapeutic manner to provide her with important information on ECT to alley her concerns? In your response consider side effects, short and long term response to treatment and any further information you feel necessary that will facilitate the knowledge required for them both to have input into Jonathon's further mental health care.
You must reference your work, with a minimum of 3 up to date references.

6: Exploring your local mental health services.

This week's ePortfolio task requires you to explore what services provide on-going mental health care management and health promotion strategies in your local area that would be appropriate for Jonathon and his family to access at this time. Don't forget to include any services that may be accessed via the internet or telephone services. In your ePortfolio list a minimum of 10 services, including public and private sector services as well as Non-Government Organisations (NGOs).
Choose three services and discuss how they might provide appropriate intervention and management for Jonathon and his family at this time.

7: Reflection

This final task of the ePortfolio is a capstone for the unit that requires you to critically reflect on your learning journey, paying particular attention to the following elements:
(Please note that the following elements are provided to help guide your reflective process and should not be used as headings in your reflection)

- Therapeutic use of self in the development of relationships with consumers and their families
- The importance of inclusion of consumer perspectives in provision of mental health care
- The importance of using an ethico-legal framework for assessment, intervention and evaluation of mental health care and culturally appropriate mental health care management.

In your response consider the following;

- Have you noticed any change in your attitudes, beliefs and values across the term?
- If yes what do you think contributed to this? If there is no change why do you think this is so?
- What is your "take home message" from this unit?

Word Limit: 400 words.

Assessment Due Date
Week 11 Wednesday (31 Jan 2018) 4:00 pm AEST

Return Date to Students
Review/Exam Week Monday (12 Feb 2018)

Weighting
60%

Minimum mark or grade
20/60

Assessment Criteria
NURS12157 - Concepts of Mental Health Nursing Assessment Two: Marking Guide Explained Not Attempted/Not Demonstrated (0,1 or 2): Presentation: No evidence of title page, table of contents or reference list included in submission as per directions in Moodle. Referencing: Fails to up-to-date references to support and reflect ideas, factual information and quotations. Many inaccuracies with referencing. . Reference list does not adhere to APA presentation guidelines. No evidence of reading widely on the topic through brevity of references on the reference list, not all of which are used in the body of the activities Language: Ten or More inaccuracies with spelling, grammar, use of punctuation General Tasks: No recognisable attempt made at the task as described. If task attempted no demonstration of understanding or response is off topic or not related to the task at hand. Superficially Demonstrated (3 or 4): Presentation: three or more elements missing as per Moodle guidelines. Referencing: Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations. Occasional inaccuracies with referencing. Reference list adheres to APA presentation guidelines. Evidence of reading widely on the topic through a passable reference list, all of which are used in the body of the activities Language: 7-10 inaccuracies with spelling, grammar, use of punctuation General Task attempted but no demonstration of significant understanding to warrant a pass. There is no direction offered in respect of the task. Does not demonstrate evidence of critical thinking, argument lacks cohesion. Satisfactory (5-6): Presentation: two elements missing as per Moodle directions. Referencing: Satisfactory integration up-to-date references to support and reflect ideas, factual information and quotations. Occasional inaccuracies with referencing. Reference list adheres to APA presentation guidelines. Evidence of reading widely on the topic through an adequate reference list, all of which are used in the body of the activities Language: 5-7 inaccuracies with spelling, grammar, use of punctuation . General Task: Limited demonstration of how content is relevant but Content addresses the assigned assessment task. May be repetitive at times or lacks cohesion. Content provides passable evidence based rationale for all interventions. Good Understanding (7-8): Presentation: A single element missing as per Moodle directions Referencing: Generally integrates up-to-date references to support and reflect ideas, factual information and quotations. Generally accurate with referencing. Reference list adheres to APA presentation guidelines. Evidence of reading widely on the topic through an ample reference list, all of which are used in the body of the activities. Language: No more than 5 inaccuracies with spelling, grammar, use of punctuation. General Task: Clearly demonstrates how content is relevant, show broad consideration of most aspects of the assigned assessment task. The approach clearly answers the question and the argument proceeds logically with well-defined evidence based rationale for all interventions. Excellent (9-10): Presentation: As per Moodle directions Referencing: Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. Consistently accurate with referencing. Reference list adheres to APA presentation guidelines. Evidence of reading widely on the topic through an extensive reference list, all of which are used in the body of the activities. Language: No inaccuracies with spelling, grammar, use of punctuation. General Task:The work accurately and consistently reflects the task required. Thorough demonstration of relevance of content is clearly evident and comprehensive consideration of all aspects of the assigned assessment task. Content that provides comprehensive evidence of critical thinking and decision making ability. Criteria Not demonstrated/ Not attempted Superficially demonstrated satisfactory Good Understanding Excellent Mark Presentation 0 1 2 3 4 5 6 7 8 9 10 /10 Why Study Mental Health? 0 1 2 3 4 5 6 7 8 9 10 /10 Mental Health Assessment 0 1 2 3 4 5 6 7 8 9 10 /10 Diagnostic Criteria 0 1 2 3 4 5 6 7 8 9 10 /10 Risk Assessment 0 1 2 3 4 5 6 7 8 9 10 /10 E.C.T. 0 1 2 3 4 5 6 7 8 9 10 /10 Community Options 0 1 2 3 4 5 6 7 8 9 10 /10 Reflection 0 1 2 3 4 5 6 7 8 9 10 /10 Over all Referencing 0 1 2 3 4 5 6 7 8 9 10 /10 Language 0 1 2 3 4 5 6 7 8 9 10 /10

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

assessmentOutcome

- Explore the different presentations in people experiencing mental health challenges.
- Appraise the use of self in the development and maintenance of therapeutic relationships with consumers and their families.
- Analyse the integral nature of consumer perspectives and input into mental health care.
- Use professional, legal and ethical frameworks to investigate a range of culturally appropriate interventions and management strategies for people experiencing different forms of mental health challenges.
- Examine mental health and mental health promotion as a component of overall health and well-being as it applies to consumers, carers, families and communities inclusive of health care professionals at a local, national

and international level.

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- 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