NURS12157 *Concepts of Mental Health Nursing*
Term 2 - 2019

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.

Corrections

Unit Profile Correction added on 22-08-19

The assessment criteria for assessment two has been modified to reflect a mark out of 100 rather than a mark out of 60. This has no impact on the assessment or the marking or the weighting of the assessment, it is purely an administrative change

Criteria	F	P	C	D	HD	Mark
	Below 50%	50-64%	65-74%	75-84%	85-100%	
Presentation	No evidence of title page, table of contents or reference list included in submission as per directions in Moodle.	Three or more elements missing as per Moodle guidelines.	Two elements missing as per Moodle directions.	A single element missing as per Moodle directions.	As per Moodle directions.	/15
Task 1: Assessment	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.	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.	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.	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.	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.	/14
Task 2: Therapeutic Alliance						/14
Task 3: Glossary						/14
Task 4: Interventions						/14
Task 5: Reflection						/14

Over all 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.	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.	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.	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.	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.	/10
Language	Ten or More inaccuracies with spelling, grammar, use of punctuation. Consistent failure to use person centred language.	7-10 inaccuracies with spelling, grammar, use of punctuation.	5-7 inaccuracies with spelling, grammar, use of punctuation.	No more than 5 inaccuracies with spelling, grammar, use of punctuation.	No inaccuracies with spelling, grammar, use of punctuation.	/5
						/100

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 2 - 2019
- Bundaberg
- Online
- Rockhampton

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 via unit evaluation

Feedback

I have no doubt that the 'Concepts' video presentations would work for some students however personally i do not find this facilitates my learning well. I prefer powerpoint lectures I can download and quickly refer to rather then video discussion.

Recommendation

Powerpoints presentation in the form of PDFs are being developed as an addition to all video lectures to supplement the reading and other material already supplied

Feedback from Student feedback via unit evaluation

Feedback

the FORUM... can't you just delete the questions asked by people and put them in a Q & A i spent hours on the forum looking at questions, asking the same thing in 100 different ways and the answer was refer to this question or this question has already been answered.

Recommendation

a system of providing a summary of each forum at the end of each week and removing excessive questions was trailed, in part, in term 2 2018 but not well received by some students who felt their questions had been removed and not answered however a review and further trail may take place in term 3 2018 in an attempt to minimise these issues.

Feedback from Student feedback via unit evaluation

Feedback

I had difficulty with the first assessment piece, the MSE. I feel I may have had a better understanding of concepts and terminology had it been due post residential school or mid placement.

Recommendation

A further examination of the link between CNP 3 and Concepts of mental health nursing needs to take place as the residential school and placement mentioned here are not a component of Concepts of Mental Health Nursing
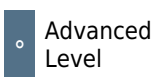
Unit Learning Outcomes

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 in Australia
Edition: 3rd edn
Authors: Hungerford, L
John Wiley and Sons
Milton , Queensland , Australia
ISBN: 978-0-730-344612
Binding: eBook

Additional Textbook Information

The ebook is available from the Wiley Direct website: http://au.wiley.com/WileyCDA/

The paperback text is available at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code)

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
Karen-Lee O'Brien Unit Coordinator
k.obrien@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: From the beginning At the completion of the module it is expected that the student will: 1. Critically examine their preconceptions regarding mental health and mental illness. 2. Discriminate between mental health and mental illness. 3. Discover the prevalence of mental health concerns within society. 4. Explore the history of mental health care.	Chapter 1: Mental health care in Australia	

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Say hello to Jonathon At the completion of the module it is expected that the student will: 1. Identify the key concepts in establishing and maintaining the therapeutic alliance. 2. Examine the therapeutic use of self. 3. Explore communication process in mental health. 4. Identify different elements of relationships.	Chapter 2: Assessment in the mental health context	

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Mental health assessment At the completion of the module it is expected that the student will: 1. Identify ABC STAMP. 2. Complete a Mental Status Examination. 3. Interpret observations based on various assessment tools.	Chapter 2: Assessment in the mental health context	

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 (cont.): Mental health assessment At the completion of the module it is expected that the student will: 1. Identify ABC STAMP. 2. Complete a Mental Status Examination. 3. Interpret observations based on various assessment tools.	Chapter 2: Assessment in the mental health context	

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Exploration of diagnostic categories At the completion of the module it is expected that the student will: 1. Identify differing diagnostic criteria. 2. Compare and contrast presenting symptoms. 3. Interpret observations from assessment based on 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	**Mental Health and Mental Illness** Due: Week 5 Wednesday (14 Aug 2019) 9:00 am AEST

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Module 4 (cont): Exploration of diagnostic categories
At the completion of the module it is expected that the student will:
1. Identify differing diagnostic criteria.
2. Compare and contrast presenting symptoms.
3. Interpret observations from assessment based on 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

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 5: Crisis intervention At the completion of the module it is expected that the student will: 1. Examine the legal and ethical consideration in relation to voluntary and involuntary admissions to acute care environments 2. Be able to complete and summarise a risk assessment. 3. Contrast the role of the mental health nurse in an acute care environment to other members of the multidisciplinary team	Chapter 5. Common reactions to stressful situations Chapter 8. Caring for a person who has self-harmed	

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 (cont): Crisis intervention At the completion of the module it is expected that the student will: 1. Examine the legal and ethical consideration in relation to voluntary and involuntary admissions to acute care environments 2. Be able to complete and summarise a risk assessment. 3. Contrast the role of the mental health nurse in an acute care environment to other members of the multidisciplinary team	Chapter 5. Common reactions to stressful situations Chapter 8. Caring for a person who has self-harmed	

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 6: Therapeutic interventions At the completion of the module it is expected that the student will: 1. Compare and contrast various therapeutic interventions Mental health. 2. Explore psychopharmacological interventions 3. Evaluate various therapeutic interventions and therapies	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 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic

Module 6 (cont.): Therapeutic interventions
At the completion of the module it is expected that the student will:
1. Compare and contrast various therapeutic interventions Mental health.
2. Explore psychopharmacological interventions
3. Evaluate various therapeutic interventions and therapies

Chapter 9. Caring for a person with a serious mental illness
Chapter 12. Approaches to mental health service delivery

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 7: Community options At the completion of the module it is expected that the student will: 1. Exploring various practice settings within Mental health 2. Review Community Options within Mental health Nursing 3. Distinguish public verse private mental health services.	Chapter 12. Approaches to mental health service delivery	**ePortfolio** Due: Week 11 Wednesday (2 Oct 2019) 9:00 am AEST

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 8: Cultural issues At the completion of the module it is expected that the student will: 1. Identify a range of effective appropriate and culturally safe communication strategies to assess and promote a person's mental health and recovery from mental illness. 2. Discuss the development and maintenance of partnerships with the person and his /her immediate and extended family. 3. Reflect on personal attitudes and values regarding cultural interpretations of mental illness (for example, individualistic and community based world views) 4. Describe contemporary issues in indigenous health care (for example, assumptions and stereotypes, access and equity, rural and remote issues and comorbidity)	Chapter 4. Delivering culturally appropriate mental health care	

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Mental Health and Mental Illness

Assessment Type
Written Assessment

Task Description
Assessment 1
When discussing general physical conditions, there is an obvious difference between health and illness but does this apply to mental health and mental illness?

The Task:
Assessment one requires you to examine the terms mental health and mental illness and using peer review literature present a 1500-word essay that compares and contrasts the terms. As a part of your responses you need to explain why an understanding of the difference between mental health and mental illness is important in the daily practice of a registered nurse working in a generalist environment.

Word Limit:
The word limit for this assessment is 1500 words = or – 10% inclusive of in-text referencing, excluding reference list. A minimum of 10 references (from peer-reviewed and grey sources) are necessary to demonstrate broad consideration of the topic.

Assessment Due Date
Week 5 Wednesday (14 Aug 2019) 9:00 am AEST

Return Date to Students
Week 7 Wednesday (4 Sept 2019)

Weighting
40%

Assessment Criteria

HD	D	C	P	F	Marks
Structure -15%					
Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12-point font, page numbers, well structured academic abstract and a contents page. Consistently accurate with spelling, grammar and paragraph structure.	Well presented assignment, double line spaced, 12-point font, page numbers, concise abstract and a contents page, 1 or 2 errors in spelling, grammar or paragraph structure.	Well presented assignment, double line spaced, 12 point font, page numbers, abstract and a contents page, 3 or 4 consistent errors with spelling, grammar or paragraph structure	Adequate assignment presentation, double line spaced with 12-point font. No abstract or contents page included or page numbers, 4 to 7 consistent errors with spelling, grammar or paragraph structure.	Poorly presented assignment. Double spacing not used. 12 point font not used. No abstract or contents page included. Many inaccuracies in spelling, grammar or paragraph structure.	/5
Clear and succinct introduction that introduces the topic and outlines the direction of the paper.	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper.	Appropriate introduction that introduces the topic and outlines the direction of the paper.	Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced.	No recognisable introduction— the topic is not introduced and/or there is not direction offered in respect of the paper.	/5
Organisation and structure is clear and easy to follow. Content is clearly relevant to the topic, the approach clearly and comprehensively addresses the topic and the argument proceeds logically. Well linked to supporting literature.	Organisation and structure is clear. Content is relevant to the topic, the approach clearly addresses the topic and the argument proceeds logically. Supporting literature is used appropriately.	Organisation and structure is appropriate. Content is appropriate and addresses the topic and the argument for the most part proceeds logically. Minimal omissions in links to supporting literature.	Organisation and structure allows misinterpretation of the meaning of the content. Content addresses the topic the argument is at times repetitive or lacks cohesion. Frequent omissions in links to supporting literature.	Organisation and structure detract from the meaning of the content. Content is irrelevant and or does not address the topic. There is a lack of cohesion. Little to no links to supporting literature	/5
Approach and Argument (70%)					
Content is clearly relevant to the topic. The approach comprehensively answers the questions and the argument proceeds logically.	Content is relevant to the topic, the approach clearly answers the questions and the argument proceeds logically.	Content is appropriate and answers the questions and the argument for the most part proceeds logically.	Content answers the task although the argument is at times repetitive or lacks cohesion.	Content does not address all aspects of the assessment task. Inadequate description of required content. Little or no discernible critical thought.	/35
Comprehensively includes a detailed discussion of mental health and mental illness, coherent and convincing critical thought displayed.	Extensively includes a thorough discussion of mental health and mental illness, well-developed critical thought evident.	Generally includes a reasonable discussion of mental health and mental illness, critical thought developed and presented.	Demonstrates a limited discussion mental health and mental illness. Perceptible critical thought.	Content does not include a clear discussion of mental health and mental illness, it fails to present clear differences in the concepts. No significant critical thought	/35
Referencing - 15%					
Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations.	1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations.	3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations.	3 or 4 inconsistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations.	Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect all ideas, factual information and quotations.	/5
A minimum of 10 up-to-date references used including 5 up-to-date journal articles as well as relevant books and web sties.	A minimum of 9 references used including 4 journal articles as well as relevant books and web sties.	A minimum of 8 references used including 4 journal articles as well as relevant books and web sties.	A minimum of 7 references used including3 journal articles as well as relevant books and web sties.	The required number of 7 references not used journal articles not sourced. Web sites not used.	/5

Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style.	Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style.	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style.	Reference list appears in not alphabetical order and does not adhere to reference list presentation guidelines APA style.	/5

Total Marks /100

Total Marks /40

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- 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.

Graduate Attributes

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

2 ePortfolio

Assessment Type
Written Assessment

Task Description
Assessment 2:
You will develop an ePortfolio to showcase your understanding of the module content.
A series of 5 tasks are included in your weekly learnings that together make up this assessment. Each question will specify a word limit and will be required to be correctly referenced using APA referencing.

Task 1: Assessment
Word limit: This task in total is not to exceed 600 words (no more than 200 words per section)
Utilising the guidelines presented in the assessment prompts document, and from watching episodes 1 and 2 of the Jonathon videos complete the following:

a. Reason for referral:
b. History of presenting problems:
c. Psychiatric History:

Task 2: Therapeutic use of self
Word limit: Part a) 500 words Part b) is not to exceed 150 words total
Citations required: a minimum of 4 up to date peer reviewed citations are required.

a. Using up to date peer-reviewed literature, define what is meant by the term 'therapeutic use of self' and discuss how this is an important tool for the registered nurse. (500 words)
b. After watching Jonathon episodes 4, 5 and 6 identify two occasions where Ed utilises 'therapeutic use of self' in an effective manner

Task 3: Glossary
Word Limit- no more than 100 words per definition

Jargon is an element in all professions including mental health. The problem is that it can act as a barrier to effective interpersonal communication and is therefore not person-centred. With this in mind, define the following common mental health terms using everyday language:
a. Affect:
b. Mood:
c. Euthymic:
d. Delusion:
e. Hallucination:

Task 4: Psychopharmacology
Word limit 500 words inclusive of in-text references

Citations required: a minimum of 4 peer reviewed citations are required, please note that MIMs on-line is not a peer reviewed source

Jonathon has been allocated to you as part of your patient load for the shift. He has been settled into the mental health unit and commenced on SNRI-Duloxethine (Cymbalta). Jayne, his wife, approaches you to express her concerns regarding Jonathon starting on yet another anti-depressant.
She says "The last lot of tablets he was on caused problems in the bedroom, you know, it just couldn't happen for him."
"A friend told me that once he starts on them he can never come off them he will never be the same and I should refuse what you are giving him and just give him St John's wort and make him exercise and he will be all better" she continues.
How do you respond to Jayne's concerns? Present your response as if you are talking to Jayne (but include references), remember to use person centred language and not to overwhelm Jayne with clinical language and jargon.

Task 5: Reflection
Word limit: 500 words
A professional nurse is self-aware and remains non-judgemental. With this in mind your final task is to honestly reflect on one element of your learning experience in NURS12157: Concepts of mental health nursing, across this term.
An element may be one of the following:
· Therapeutic use of self in the development of relationships with consumers and their families
· The importance of inclusion of consumer perspectives in the 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?
· How does this influence your "take home message" from this unit?

Assessment Due Date
Week 11 Wednesday (2 Oct 2019) 9:00 am AEST
Return Date to Students
Exam Week Wednesday (23 Oct 2019)
Weighting
60%
Assessment Criteria

Criteria	Not demonstrated/ Not attempted	Superficially demonstrated	Satisfactory	Good Understanding	Excellent	Mark

Criteria					Score
Presentation	No evidence of title page, table of contents or reference list included in submission as per directions in Moodle.	Three or more elements missing as per Moodle guidelines.	Two elements missing as per Moodle directions.	A single element missing as per Moodle directions.	As per Moodle directions.	/5
	1	**2**	**3**	**4**	**5**	
Task 1: Assessment	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.	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.	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.	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.	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.	/8
Task 2: Therapeutic Use of self						/8
Task 3: Glossary						/8
Task 4: Psychopharmacology						/8
Task 5: Reflection	**0 1 2 3**		**4 5 6 7** **8**			/8
Over all 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.	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.	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.	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.	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.	/10
	0 1 2	**3 4**	**5 6**	**7 8 9**	**10**	
Language	Ten or More inaccuracies with spelling, grammar, use of punctuation. Consistent failure to use person centred language.	7-10 inaccuracies with spelling, grammar, use of punctuation.	5-7 inaccuracies with spelling, grammar, use of punctuation.	No more than 5 inaccuracies with spelling, grammar, use of punctuation.	No inaccuracies with spelling, grammar, use of punctuation.	/5
	0 1	**2**	**3**	**4**	**5**	
						/60

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- 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.

Graduate Attributes

- 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