NURS12157 *Concepts of Mental Health Nursing*
Term 3 - 2019

Profile information current as at 05/05/2024 02:56 am

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 - 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

Feedback

Can I please suggest that an exemplar of each assessment is released after marking, so students can see what a high mark looks like, where they went wrong, and how to improve. An exemplar or two will also help to expand students learning on concepts learnt through assessment work.

Recommendation

As the assessment is based on completing a clinical review of a case study an example would in fact simply give the responses, however further development of additional case studies is in the works and each of theses will have examples of the client assessment that should in fact provide guidance. Rather than a specific example an Assessment Information Package is produced and made available for all students each term. As well as giving overall advice on referencing, academic writing, paraphrasing and more it also has each assessment broken down in to component parts and includes frequently asked questions, hints and tips, referencing requirements specific to each task.

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

At times finding reliable experienced markers for Mental Health Units has been difficult but I have been working with a core of markers to up skill them and will continue into the future to ensure clear and timely feedback is provided. I have also been trialing markers forums and well as providing video education and moderation to markers in an attempt to improve the overall marking.

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

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

Schedule

Week 1 - 11 Nov 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 - 18 Nov 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 - 25 Nov 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 - 02 Dec 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	

Vacation Week - 09 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 16 Dec 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 (18 Dec 2019) 9:00 pm AEST

Week 6 - 23 Dec 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 - 06 Jan 2020

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 - 13 Jan 2020

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 - 20 Jan 2020

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 - 27 Jan 2020

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 - 03 Feb 2020

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
(5 Feb 2020) 9:00 am AEST

Week 12 - 10 Feb 2020

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

Exam Week - 17 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Mental Health and Mental Illness

Assessment Type
Written Assessment

Task Description

Assessment 1:

**As a mental health nursing lecturer, I am often asked the question- "Why do we have to study mental
health and illness in a generalist nursing degree?" So, this term I am asking you the same question.**

The Task:

**Using up to date literature (a minimum of 10 individual citations) and no more than 1500 words respond to
the above question. In your response some things to consider may be: the prevalence of mental health in
the general population, the economic cost of mental illness, the number of hospital admissions each year
for mental health issues, the idea of co-morbidity and even the lack of general understanding of mental
health and illness in the community.**

Unit Learning Outcomes Assessed:
This assessment relates to the following 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.**

1. **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.**

1. **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.**

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 (18 Dec 2019) 9:00 pm AEST

Return Date to Students
Week 8 Wednesday (15 Jan 2020)

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, and a contents page. Consistently accurate with spelling, grammar and paragraph structure.	Well presented assignment, double line spaced, 12-point font, page numbers, concise 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, 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 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 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 set 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 including 3 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

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 each module's content.
A series of five tasks are included in each of your weekly learnings that together make up this assessment. Each task will specify a word limit and will be required to be correctly referenced using APA referencing.
Unit Learning Outcomes Assessed:
This assessment relates to the following Unit Learning Outcomes;
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.
Task 1: Assessment
Word limit: This task in total is not to exceed 600 words (no more than 200 words per section). As this is a reflection of a clinical task there will be no references required.
Utilising the guidelines presented in the assessment prompts document, and from watching episodes 1 and 2 of the Jonathon videos, complete the following:
a. Psychiatric history
b. Forensic history and current legal issues
c. Family history
Task 2: Therapeutic Alliance

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 alliance' and discuss how this is an important tool for the registered nurse. (500 words)

b. After watching Jonathon episodes 1 and 2 identify two occasions where Ed attempts to establish a therapeutic alliance with Jonathon

Task 3: Glossary

Word Limit- no more than 100 words per definition

Jargon is an element in all professional communication 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. Delusion:

b. Hallucination:

c. labile:

d. tangential thoughts:

e. Insight:

Task 4- therapeutic Interventions- E.C.T.

Jayne is very concerned as she overheard some nurses discussing ECT and is worried that it is Jonathon who was going to have to have ECT. The only thing she knows about ECT has been gained from movies like 'One flew Over the Cuckoo Nest'.

In 500 words outline the information you would give Jayne in relation to ECT.

This should include side effects, long term response and any further information you feel necessary, remembering that you are preparing this information for Jayne.

You must reference your work, with a minimum of 3 up to date references.

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;

· Changes in your attitudes, beliefs and values across the term.

· What do you think contributed to any changes? If there are no changes, why do you think this is so?

· How does this influence your "take home message" from this unit?

Assessment Due Date

Week 11 Wednesday (5 Feb 2020) 9:00 am AEST

Return Date to Students

Exam Week Monday (17 Feb 2020)

Weighting

60%

Assessment Criteria

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

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

/100

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