



# NURS12157 Concepts of Mental Health Nursing

## Term 2 - 2020

Profile information current as at 27/04/2024 07:38 pm

All details in this unit profile for NURS12157 have been officially approved by CQU University 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 2 - 2020

- 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 these 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



### Alignment of Assessment Tasks to Learning Outcomes



## 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

Paper copies can be purchased 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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Scott Harris** Unit Coordinator

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## Schedule

### Week 1 - 13 Jul 2020

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 - 20 Jul 2020**

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: <ol style="list-style-type: none"> <li>1. Identify the key concepts in establishing and maintaining the therapeutic alliance.</li> <li>2. Examine the therapeutic use of self.</li> <li>3. Explore communication process in mental health.</li> <li>4. Identify different elements of relationships.</li> </ol>	Chapter 2: Assessment in the mental health context	

**Week 3 - 27 Jul 2020**

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: <ol style="list-style-type: none"> <li>1. Identify ABC STAMP.</li> <li>2. Complete a Mental Status Examination.</li> <li>3. Interpret observations based on various assessment tools.</li> </ol>	Chapter 2: Assessment in the mental health context	

**Week 4 - 03 Aug 2020**

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: <ol style="list-style-type: none"> <li>1. Identify ABC STAMP.</li> <li>2. Complete a Mental Status Examination.</li> <li>3. Interpret observations based on various assessment tools.</li> </ol>	Chapter 2: Assessment in the mental health context	

**Week 5 - 10 Aug 2020**

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: <ol style="list-style-type: none"> <li>1. Identify differing diagnostic criteria.</li> <li>2. Compare and contrast presenting symptoms.</li> <li>3. Interpret observations from assessment based on diagnostic categories.</li> </ol>	Chapter 7: Caring for a person with depression, anxiety or perinatal mental health Chapter 9. Caring for a person with a serious mental illness	<b>The role of stigma in the treatment of Mental Illness</b> Due: Week 5 Wednesday (12 Aug 2020) 9:00 am AEST

**Vacation Week - 17 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6 - 24 Aug 2020**

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 - 31 Aug 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: <ol style="list-style-type: none"> <li>1. Examine the legal and ethical consideration in relation to voluntary and involuntary admissions to acute care environments</li> <li>2. Be able to complete and summarise a risk assessment.</li> <li>3. Contrast the role of the mental health nurse in an acute care environment to other members of the multidisciplinary team</li> </ol>	Chapter 5. Common reactions to stressful situations Chapter 8. Caring for a person who has self-harmed	

**Week 8 - 07 Sep 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: <ol style="list-style-type: none"> <li>1. Examine the legal and ethical consideration in relation to voluntary and involuntary admissions to acute care environments</li> <li>2. Be able to complete and summarise a risk assessment.</li> <li>3. Contrast the role of the mental health nurse in an acute care environment to other members of the multidisciplinary team</li> </ol>	Chapter 5. Common reactions to stressful situations Chapter 8. Caring for a person who has self-harmed	

**Week 9 - 14 Sep 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: <ol style="list-style-type: none"> <li>1. Compare and contrast various therapeutic interventions Mental health.</li> <li>2. Explore psychopharmacological interventions</li> <li>3. Evaluate various therapeutic interventions and therapies</li> </ol>	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 - 21 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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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 - 28 Sep 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: <ol style="list-style-type: none"> <li>1. Exploring various practice settings within Mental health</li> <li>2. Review Community Options within Mental health Nursing</li> <li>3. Distinguish public verse private mental health services.</li> </ol>	Chapter 12. Approaches to mental health service delivery	<b>ePortfolio</b> Due: Week 11 Wednesday (30 Sept 2020) 9:00 am AEST

### Week 12 - 05 Oct 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: <ol style="list-style-type: none"> <li>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.</li> <li>2. Discuss the development and maintenance of partnerships with the person and his /her immediate and extended family.</li> <li>3. Reflect on personal attitudes and values regarding cultural interpretations of mental illness (for example, individualistic and community based world views)</li> <li>4. Describe contemporary issues in indigenous health care (for example, assumptions and stereotypes, access and equity, rural and remote issues and comorbidity)</li> </ol>	Chapter 4. Delivering culturally appropriate mental health care	

### Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 The role of stigma in the treatment of Mental Illness

#### Assessment Type

Written Assessment



## Task Description

**Assessment 1: The stigma associated with Mental Illness has often been called a barrier to treatment. Assessment one is asking you to examine ideas in terms of the history of the stigma of Mental Illness. How it does present as a barrier to care? How is this being overcome from an Australian perspective? Is the work around stigma reduction effective?**

### The Task:

**Using up to date literature (a minimum of 10 individual citations) and no more than 1500 words respond to the above questions.**

**In your response some things to consider may be:**

- **History and prevalence of mental health in the general population**
- **The number of hospital admissions each year for mental health issues and how this differs from past treatments of Mental Illness**
- **Public awareness campaigns.**

**Other areas to also consider include:**

- **Current and past suicide rates**
- **Response to care**
- **The impact that the Recovery Approach has had on treatment.**

**This is not an exhaustive list but a few ideas to get you started.**

### 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.**

**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.**

**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 (12 Aug 2020) 9:00 am AEST

### Return Date to Students

Week 7 Wednesday (2 Sept 2020)

### Weighting

40%

### Minimum mark or grade

25%

### Assessment Criteria

HD (85-100%)	D (75-84%)	C (65-74%)	P (50-64%)	F (Below 50%)	Marks
<b>Structure -15%</b> Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12-point font, page numbers, Consistently accurate with spelling, grammar and paragraph structure. [5-4.25]	Well presented assignment, double line spaced, 12-point font, page numbers, concise 1 or 2 errors in spelling, grammar or paragraph structure. [4.2-3.75]	Well presented assignment, double line spaced, 12 point font, page numbers, , 3 or 4 consistent errors with spelling, grammar or paragraph structure [3.7-3.25]	Adequate assignment presentation, double line spaced with 12-point font. No page numbers, 4 to 7 consistent errors with spelling, grammar or paragraph structure. [3.2-2.5]	Poorly presented assignment. Double spacing not used. 12 point font not used. Many inaccuracies in spelling, grammar or paragraph structure. [2.4-0]	/5
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. [5-4.25]	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. [4.2-3.75]	Appropriate introduction that introduces the topic and outlines the direction of the paper. [3.7-3.25]	Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. [3.2-2.5]	No recognisable introduction— the topic is not introduced and/or there is not direction offered in respect of the paper. [2.4-0]	/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. [5-4.25]	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. [4.2-3.75]	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. [3.7-3.25]	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. [3.2-2.5]	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 [2.4-0]	/5
<b>Approach and Argument (70%)</b>					
Content is clearly relevant to the topic. The approach comprehensively answers the questions and the argument proceeds logically. [35-29.75]	Content is relevant to the topic, the approach clearly answers the questions and the argument proceeds logically. [29.4-26.26]	Content is appropriate and answers the questions and the argument for the most part proceeds logically. [25.9-22.75]	Content answers the set task although the argument is at times repetitive or lacks cohesion. [22.4-17.5]	Content does not address all aspects of the assessment task. Inadequate description of required content. Little or no discernible critical thought. [17.4-0]	/35
Comprehensively includes a detailed discussion of the stigma associated with mental illness coherent and convincing critical thought displayed. [35-29.75]	Extensively includes a thorough discussion of the stigma associated with mental illness well-developed critical thought evident. [29.4-26.26]	Generally includes a reasonable discussion of the stigma associated with mental illness critical thought developed and presented. [25.9-22.75]	Demonstrates a limited discussion mental health and mental illness. Perceptible critical thought. [22.4-17.5]	Content does not include a clear discussion of the stigma associated with mental illness it fails to present clear differences in the concepts. No significant critical thought [17.4-0]	/35
<b>Referencing - 15%</b>					
Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations. [5-4.25]	1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. [4.2-3.75]	3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. [3.7-3.25]	3 or 4 inconsistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. [3.2-2.5]	Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect all ideas, factual information and quotations. [2.4-0]	/5
A minimum of 10 up-to-date references used including 5 up-to-date journal articles as well as relevant books and websites. [5-4.25]	A minimum of 9 references used including 4 journal articles as well as relevant books and websites. [4.2-3.75]	A minimum of 8 references used including 4 journal articles as well as relevant books and websites. [3.7-3.25]	A minimum of 7 references used including 3 journal articles as well as relevant books and websites. [3.2-2.5]	The required number of 7 references not used journal articles not sourced. Web sites not used. [2.4-0]	/5
Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style. [5-4.25]	Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style. [4.2-3.75]	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style [3.7-3.25]	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style. [3.2-2.5]	Reference list appears in not alphabetical order and does not adhere to reference list presentation guidelines APA style. [2.4-0]	/5
High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	<b>Total Marks /100</b>	Fail Below 50%

## Referencing Style

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

## 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: Overview

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

Utilising the guidelines presented in the assessment prompts document, and from watching episode 2 of the Jonathon videos, you are to formulate a mental state examination:

Word limit: This task in total should not to exceed 600.

As this is an example of an everyday clinical task it can be completed in dot points, there will be no references required most of all it should be concise and to the point

Mental State Examination

- Appearance:
- Behaviour:
- Cognition:
- Speech:
- Thought:
- Affect:
- Mood:
- Perception:

### Task 2: Mental Health V Mental Illness

Using up to date peer-reviewed literature, define what is meant by the term Mental Health and Mental Illness. Once you have defined the terms you are then to highlight some differences and similarities between the terms

Word limit: 500 words

Citations required: a minimum of 4 up to date peer reviewed citations are required.

### Task 3: Glossary

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. Perception:
- b. Consumer:
- c. Recovery:

Word Limit- no more than 150 words per definition

### Task 4: Therapeutic Interventions

It has been suggested to Jonathon and Jayne that either Cognitive Behavioural therapy (CBT) or Acceptance and Commitment Therapy (ACT) would be beneficial as a form of treatment for Jonathon. They approach you to discuss these forms of psychotherapy. Choose one and in 500 words outline the information you would give them.

Remembering that your response must be written in such a way that it is easily understood by your client and his wife at this time.

Some things to include might be:

- History
- Long term response
- Side effects, if any
- and any further information you deem may be required to help them understand the form of therapy.

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

#### Task 5: Reflection

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?

Word limit: 500 words

#### Assessment Due Date

Week 11 Wednesday (30 Sept 2020) 9:00 am AEST

#### Return Date to Students

Review/Exam Week Wednesday (14 Oct 2020)

#### Weighting

60%

#### Minimum mark or grade

25%

#### Assessment Criteria

Criteria	HD	D	C	P	F	Mark
	85-100%	75-84%	65-74%	50-64%	Below 50%	
Presentation	As per Moodle directions. [15-12.75]	A single element missing as per Moodle directions. [12.6-11.25]	Two elements missing as per Moodle directions. [11.1- 9.75]	Three or more elements missing as per Moodle guidelines. [9.6- 7.5]	No evidence of title page, table of contents or reference list included in submission as per directions in Moodle. [7.4-0]	/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. [14-11.9]	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. [11.76-10.5]	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. [10.36-9.1]	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. [8.96-7]	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. [6.0-0]	/14
Task 2: Mental Health V Mental Illness						/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. [10-8.5]	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. [8.4-7.5]	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. [7.4-6.5]	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. [6.4-5]	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. [4.9-0]	/10

Language	No inaccuracies with spelling, grammar, use of punctuation. [5-4.25]	No more than 5 inaccuracies with spelling, grammar, use of punctuation. [4.2-3.75]	5-7 inaccuracies with spelling, grammar, use of punctuation. [3.7-3.25]	7-10 inaccuracies with spelling, grammar, use of punctuation. [3.2-2.5]	Ten or more inaccuracies with spelling, grammar, use of punctuation. Consistent failure to use person centred language. [2.45-0]	/5
						/100

### Referencing Style

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

### 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