NURS12157 *Concepts of Mental Health Nursing*
Term 3 - 2020

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 - 2020
- Online

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.

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 Have your say.

Feedback
Some feedback received regarding the weekly zoom sessions were that there was not enough structure to assist with learning, however the majority of feedback commented positively on the discussion style of these tutorials. Students highlighted how valuable it was to be able to talk and expand on the weekly content.

Recommendation
For Term 3, it has been made clear to students that the formal lectures are delivered via the concepts in mental health videos and the weekly zoom is intended to be a discussion workshop. Students are still expected to view the recording if they are unable to attend live presentation.

Feedback from Have your say. Student emails.

Feedback
The pre-recorded lecture style was highly rated by students. Students reported the lecture style was engaging, informative and motivating and enabled a positive learning experience.

Recommendation
To continue using this delivery style in future terms.

Feedback from Have your say.

Feedback
Students felt the pre-recorded lectures had aged and needed updating. Students noted that some staff in the lectures no longer worked at the university.

Recommendation
Concepts of Mental Health not part of new curriculum in 2021, therefore lectures not re-recorded/updated for term 3, 2020.

Feedback from Have your say. Student emails.

Feedback
The real-life scenarios/videos of the consumer throughout the term was highlighted as valuable, engaging and informative.

Recommendation
Continue using the real-life scenarios/videos in future terms/units.

Feedback from Have your say. Student emails.

Feedback
The second assessment was embedded in the unit content throughout the term. This meant that students were empowered to successfully complete the unit without large pressures or stress at the end of the term, particularly if they continually engaged with the unit content throughout the term.

Recommendation
Continue using this assessment style in future units.

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	•	•	•	•	•

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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
If you prefer to study with a paper text, they are still available to purchase 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)
- Zoom

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

Alanna Ivory Unit Coordinator
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Scott Harris Unit Coordinator
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Schedule

Week 1 - 09 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: From the beginning At the completion of the module it is expected that you will: 1. Critically examine your 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 - 16 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Say hello to Jonathon At the completion of the module it is expected that you 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 - 23 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Mental health assessment At the completion of the module it is expected that you 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 - 30 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 (cont.): Mental health assessment At the completion of the module it is expected that you 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 - 07 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 14 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Exploration of diagnostic categories At the completion of the module it is expected that you 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 as a component of overall health and wellbeing** Due: Week 5 Wednesday (16 Dec 2020) 9:00 am AEST

Week 6 - 21 Dec 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 you 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	

Vacation Week - 28 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 7 - 04 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 5: Crisis intervention At the completion of the module it is expected that you 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 - 11 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 (cont): Crisis intervention At the completion of the module it is expected that you 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 - 18 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 6: Therapeutic interventions At the completion of the module it is expected that you 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 - 25 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 6 (cont.): Therapeutic interventions At the completion of the module it is expected that you 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 - 01 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 7: Community options At the completion of the module it is expected that you 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	**Assessment 2** Due: Week 11 Wednesday (3 Feb 2021) 9:00 am AEST

Week 12 - 08 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 8: Cultural issues At the completion of the module it is expected that you 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 their immediate and extended family. 3. Reflect on your 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 - 15 Feb 2021

Assessment Tasks

1 Mental Health as a component of overall health and wellbeing

Assessment Type
Written Assessment

Task Description
Assessment 1- Mental Health as a component of overall health and wellbeing.

Type: Written assessment.

Due date: 16/12/2020 @9:00am

Weighting: 40%

Length: 1500 words

Explore the different presentations in people experiencing mental health challenges.

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.

Aim The aim of this assessment is to demonstrate the interaction between mental health and physical health.

It will strengthen your understanding of the holistic nature of mental health and its integral link to all areas of nursing.

Instructions "Mental Health is an integral component of overall health and wellbeing." Discuss this statement.

This is an essay allowing you to demonstrate your understanding of the impact of mental health and illness on a person's overall health and wellbeing.

Your response is required to use three of the following areas to guide your discussion:

· The long-term impact of chronic mental health conditions on a person's physical health and well-being.
· The financial impact of mental health conditions which may affect a person's overall health and well being.
· The influence of chronic medical conditions on a person's mental health.
· The impact of acute illness on a person's mental health.
· The social consequences of mental health conditions.

Assessment Due Date
Week 5 Wednesday (16 Dec 2020) 9:00 am AEST

Return Date to Students
Week 7 Wednesday (6 Jan 2021)

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
Structure :15%					

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

Approach and Argument (70%)

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 role of mental health in overall health and wellbeing and convincing critical thought displayed. [35-29.75]	Extensively includes a thorough discussion of the role of mental health in overall health and wellbeing well-developed critical thought evident. [29.4-26.26]	Generally includes a reasonable discussion of the role of mental health in overall health and wellbeing thought developed and presented. [25.9-22.75]	Demonstrates a limited discussion of the role of mental health in overall health and wellbeing. Perceptible critical thought. [22.4-17.5]	Content does not include a clear discussion of the of the role of mental health in overall health and wellbeing No significant critical thought [17.4-0]	/35

Referencing - 15%

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

Total Marks /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

2 Assessment 2

Assessment Type
Written Assessment

Task Description

Type: Written assessment

Weighting: 60%

Length: Various activity lengths- see instructions

Task 1. Mental Health Assessment
Formulate a Mental State Examination on Jonathon after watching Episode 6 of the Jonathon videos. Use the guidelines presented in the 'Assessment prompts document'.
Referencing requirements:
This task requires no references

Task 2. Stigma
Using up to date peer-reviewed literature, define what is meant by the term stigma in mental health and mental illness.
Once you have defined the terms discuss briefly how this may affect a person accessing mental health care.
Word limit: 500 words

Task 3 . Glossary
Define, using everyday language, the following common mental health terms:
Hallucinations:
Affect:
Depot medication:
Word Limit- no more than 150 words per definition
This task requires no references

Task 4. Therapeutic Interventions
It has been suggested to Jonathon and Jayne that Electro-Convulsive Therapy (ECT) may be beneficial as a form of treatment for Jonathon. They approach you to discuss this form of therapy.
In 500 words outline the information you would give them.
Remember that your response must be written so that it would be easily understood by Jonathon and Jayne. In other words, use simple language without jargon.
Some things to include might be:
· What it is
· What will Jonathon experience before, during and after the procedure
· Types of side-effects, if any
· Long term response
· Demystifying any myths

Task 5: Exploring your local mental health services.
This week's task requires you to explore the services that would be appropriate for Jonathon and/or his family to access which provide mental health management that can be accessed in your local area. You may wish to include services that are accessed via the internet or telephone.
List ten services. Be sure to include a mix of public, private and Non-Government Organisations (NGOs).
Choose three services from you list and provide a 200 word rationale of why this service would benefit

Jonathon and/or his family.

Due date: 03/02/2021 @ 9:00am

Assessment Due Date
Week 11 Wednesday (3 Feb 2021) 9:00 am AEST

Return Date to Students
Exam Week Wednesday (17 Feb 2021)

Weighting
60%

Minimum mark or grade
25%

Assessment Criteria

Criteria	HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F 25%- 50%	Low Fail 0-25%	Mark
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. [7.4-3.75]	No attempt to include any elements of template [0-3.75]	
Task 1: Mental Health Assessment	Completely accurate observation and objective recording of observations. Observations recorded without judgment or bias. Professional language used. No attempt to explain or give reason or make meaning of observations [14-11.9]	Mostly Accurate observation and objective recording of observations. Observations recorded without judgment or bias. Professional language predominantly used. There may be minor attempts to explain or give reason or make meaning of observations [11.76-10.5]	Somewhat accurate with observation and objective recording of observations Most observations recorded without judgment or bias. Professional language mostly used. Some attempts to explain or give reason or make meaning of observations [10.36-9.1]	Some accurate observations and objective recording of observations. Observations recorded. Professional language used at times but requires further review. Attempts to explain or give reason or make meaning of observations. [8.96-7]	Task attempted but there is limited demonstration of most MSE elements. Extensive bias or judgemental language noted in recording of observations. [4-7]	Task not attempted [0] [1-4]	
Task 2: Stigma	Comprehensive discussion of stigma associated with mental illness. Coherent and convincing critical thought displayed. [14-11.9]	Clear discussion of stigma associated with mental illness. Critical thought evident. [11.76-10.5]	Reasonable discussion of stigma associated with mental illness. Some critical thought apparent. [10.36-9.1]	Limited discussion of stigma associated with mental illness. . Critical thought not evident or minimal. [8.96-7]	Unclear discussion of stigma associated with mental illness or fails to present clear understanding of the impact of stigma [4-7]	Did not attempt [0] Does not demonstrate either understanding of stigma or relationship to care barrier [1-4]	/15
Task 3: Glossary	Defined terms accurately using simple easy to understand terms [14-11.9]	Defined terms accurately but some use of clinical language noted [11.76-10.5]	Error in defining 1 term and/or use of clinical language evident [10.36-9.1]	Error in defining 2 terms and/or extensive use of clinical language evident [8.96-7]	Defined terms but did not use simple easy to understand language [4-7	Did not attempt [0] Or inaccurate definition of all 3 terms [1-4]	

Criterion							Marks
Task 4: Interventions	Accurate and clear discussion of ECT in simple language that is easily understood. The discussion carefully takes into account the clients' anxiety. [14-11.9]	Largely accurate and clear discussion of of ECT that is easily understood. It may include some clinical jargon. The discussion takes into account the clients' anxiety. [11.76-10.5]	Generally clear discussion of ECT but Included significant clinical jargon. The discussion only partly takes into account the clients' anxiety. [10.36-9.1]	Limited discussion of ECT and included significant clinical jargon. The discussion did not really take into account the clients' anxiety. [8.96-7]	Did not include a clear discussion of ECT or extensively included clinical language. The discussion ignored the client's anxiety. [4-7]	Did not attempt [0] Does not demonstrate understanding of ECT. [1-4]	/14
Task 5: Mental Health Promotion	10 relevant services listed accurately and rationale related to 3 services is very relevant to Jonathon and/or his family. [14-11.9]	8-9 relevant services listed accurately. Rationale presented for 3 services relevant to Jonathon and/or his family. If 10 listed accurately, only minimal errors in rationale. [11.76-10.5]	6-7 relevant services listed accurately. Rationale presented for 3 services largely relevant to Jonathon and/or his family. If 10 listed accurately only 2 rationales presented or errors in rationale. [10.36-9.1]	5-6 relevant services listed accurately and rationale presented for 3 services relevant to Jonathon and/or his family. If 10 listed accurately only 1 rationale presented or multiple errors in rationale. [8.96-7]	Less than 5 relevant services listed. The rationales were not relevant to Jonathon and/or his family or no rationales presented. [4-7]	Did not attempt [0] Less than 5 services listed and no discussion [1-4]	
Overall Referencing	Where required, 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. [10-8.5]	Where required, 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. [8.4-7.5]	Where required, 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. [7.4-6.5]	Where required, 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. [6.4-5]	Fails to up-to-date references where required to support and reflect ideas, factual information and quotations. Many inaccuracies with referencing. Reference list does not adhere to APA presentation guidelines. [4.9-1]	No evidence of referencing where required. [0]	/14
Language	No inaccuracies with spelling, grammar, use of punctuation. [5-4.25]	Less 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. [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