



PMSC13001 *Mental health for Paramedics and Other Health Professionals*

Term 1 - 2017

Profile information current as at 05/05/2024 04:35 am

All details in this unit profile for PMSC13001 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

Within your role as a Paramedic or other health care professional you will encounter consumers experiencing many differing forms of mental health challenge which affect their presentation and recovery. During this unit you will develop communication skills (including the ability to actively listen to consumer and family story), recognise alterations in mental health and gain knowledge of therapeutic options and referral pathways available to assist consumers. As mental health challenges are over represented in Aboriginal and Torres Strait Islander, and a number of other communities in Australia you will also examine cultural aspects affecting individual recovery. This unit also introduces the contemporary concepts of lived experience and self-care within your challenging profession.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-Requisites CG95 – Bachelor of Paramedic Science Students PMSC12002 Clinical Paramedic Practice 1 PMSC12001 Procedures and Skills in Paramedic Care

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 1 - 2017

- Distance
- 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).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

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: 20%

2. **On-campus Activity**

Weighting: 50%

3. **Presentation and Written Assessment**

Weighting: 30%

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 Course Coordinator observation
Assisting Academic Staff observation
Student feedback via survey, text, and email.

Feedback

On - campus experience (residential school) inconsistent between facilitators.

Recommendation

Review selection of staffing and preparation procedures for those casual staff members engaging with our students at residential school.

Action

Extensive briefing process undertaken with Casual Academic staff employed for residential schools at Cairns, Townsville and Rockhampton.

Feedback from Course Coordinator observation
Assisting Academic Staff observation
Student feedback via survey, text, and email.

Feedback

Viva Voce Assessment being inconsistently applied

Recommendation

Review the need for the Viva as an assessment item and examine any processes which contributed to it being inconsistently applied.

Action

Viva Voce Assessment task was eliminated from this Unit. Changed to a documentation exercise.

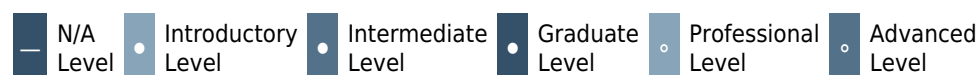
Unit Learning Outcomes

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

1. Identify different presentations in people experiencing mental health challenges.
2. Plan and deliver within a discipline scope of practice, a range of therapeutic options (using an individual and cultural specific context) to assist a person who may be experiencing mental health challenges.
3. Apply mental health related legislation within the context of your discipline.
4. Apply the principles of interpersonal communication and professional behaviours to the standards expected of a health professional.
5. Compare and contrast various systems of classifying mental health conditions.

This unit is linked to external accreditation requirements for the CG95 program of study.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 20%	•	•		•	•

Textbooks and Resources

Textbooks

PMSC13001

Prescribed

Mosby's Pocketbook of Mental Health

Edition: 2nd ed (2015)

Authors: Muir-Cochrane, E, Barkway, E, Nizette, D

Mosby Elsevier

Sydney , New South Wales , Australia

ISBN: 9780729541909

Binding: Paperback

Additional Textbook Information

This text is used extensively for course readings to gain a background on content which is explored further within the program. Please note we are using the second edition of this text.

[View textbooks at the CQUniversity Bookshop](#)

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

Carl Legros Unit Coordinator

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Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Lived Experience, Recovery Based Framework and Classification Systems	Study Guide Online Readings Textbook reading: Mosby's Pocketbook of mental health Edition 2: Chapter 1. Mental Health: every health professional's business pp: 1 – 8 Chapter 2. Working in a recovery framework pp 9- 20 Chapter 3 Essentials for mental Health Practice pp 21 – 31.	Online lecture/s. Introduction to Mental Health in Australia

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Mental State Examination	Study Guide Web based resources Clinical Practice Guidelines Textbook reading: Mosby's Pocketbook of mental health Edition 2 Chapter 4 Mental Health Assessment pp. 32 - 46	Online lecture/s Introduction to Mental Health Assessment.
Week 3 - 20 Mar 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Anxiety Related Disorders	Study Guide Online readings Textbook reading: Mosby's Pocketbook of mental health Edition 2 Chapter 6 An Overview of mental illness pp. 59 - 82.	Online Lecture/s and Tutorials Lecture Anxiety related disorder Tutorial Anxiety related case study 1. Tutorial Anxiety related case study 2.
Week 4 - 27 Mar 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Suicide, Self-harm and depressive disorders	Study Guide Online Readings Clinical Practice Guidelines Chapter 7. Psychiatric and Associated Emergencies pp. 83 - 97.	Online lecture/s and Tutorials Lecture Depressive Disorders Tutorial Self-harm Tutorial Bipolar case presentation
Week 5 - 03 Apr 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Substance related disorders - Alcohol and Cannabis	Study guide reading Online readings	Online Lecture Lecture Introduction to Substance related disorder Tutorial Substance related disorder - Cannabis
Vacation Week - 10 Apr 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 17 Apr 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Self-defence, Sedation and Substance related disorders - Methamphetamines	Study Guide Online readings Clinical Practice Guidelines Self-defence Handbook	Online Tutorials Tutorial Substance related disorder Methamphetamines Tutorial Management of the violent patient on a stretcher 1 - 3 Assessment 1 Portfolio - Reflective Case review Due: Week 6 Friday (21 Apr 2017) 11:45 pm AEST
Week 7 - 24 Apr 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Medications used to treat Mental Health Challenges - MAOIs and Tricyclic Antidepressants	Study guide reading Online readings Clinical Practice Guidelines Textbook reading: Mosby's Pocketbook of mental health Edition 2. Chapter 10, Co-occurring medical problems pp. 121 -127	Online Tutorials Lecture Tricyclic Antidepressants Tutorial TCA Overdose
Week 8 - 01 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic

Medication used to treat Mental Health Challenges - SSRIs, SNRIs and Anti-psychotics	Study guide reading Online readings Clinical Practice Guidelines	Online lectures and Tutorials Lecture SSRIs and SNRIs Lecture Antipsychotics Tutorial SSRI overdose Tutorial Dystonic Reaction
Week 9 - 08 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
An Introduction to Legal and Ethical issues in Mental Health	Study guide reading Online readings Textbook reading: Mosby's Pocketbook of mental health Edition 2. Chapters 12 Law and Ethics pp. 140 -147 Chapter 13 Settings for Mental Health Care pp. 148 - 157	Online Lectures and Tutorials Lecture Legal Aspects of the Mental Health Act Bronwyn Betts -Lawyer. Lecture Ethics and mental health with Kirsty Shearer. Tutorial Emergency Examination Orders
Week 10 - 15 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Surviving Your profession	Study guide reading Online reading - Finding the Silver lining by John Murray Online video - Paramedics under pressure. Textbook reading: Mosby's Pocketbook of mental health Edition 2. Appendix 1 Tips on surviving clinical placement pp 158 - 159.	Online Lecture/s and Tutorials Lecture Trauma and stress related disorders Tutorial Looking after yourself.
Week 11 - 22 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Mental Health in a Culturally Diverse Society	Study guide reading Online readings Textbook reading: Mosby's Pocketbook of mental health Edition 2. Chapter 5 Culture and Mental Illness pp 47 - 58. Chapter 11 Loss and grief pp 128 - 139.	Online lecture/s Lecture An Indigenous experience 10 years on Palm Island
Week 12 - 29 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Poster Presentation assessment work and more on Mental Health in a Culturally Diverse Society	This week has largely been set aside to allow you to work on Assessment 3. Any further resources contained in this week are OPTIONAL.	Online lecture/s Interview with Imam Abdul Aziz on the Muslim Faith. Presentation and Written Assessment Due: Week 12 Friday (2 June 2017) 5:00 pm AEST
Review/Exam Week - 05 Jun 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 12 Jun 2017		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment 1 Portfolio – Reflective Case review

Assessment Type

Written Assessment

Task Description

Aim of the assessment

The purpose of reflecting on your placement experiences and completing this assessment is to:

- Develop your questioning techniques in relation to those experiencing mental health challenges.
- Explore and incorporate the Mental State Examination into your overall systematic approach.
- Develop your observation techniques for early detection of people experiencing mental health challenges.
- Identify therapeutic techniques utilised by Paramedics and compare these with options available within the course materials.
- Compare your patient's current presentation with any diagnoses from their past medical history.

Section 1.

Provide a brief description of the case to which you were called. This should include:

- Age, sex and any cultural identity considerations important to the person suffering the mental health challenge.
- Time of day and conditions at the scene.
- History of incident to which you were called and the individual's description of the problem (this will become relevant in the insight and perception sections).

Section 2.

This section relates to your observation and questioning surrounding the mental state examination. Using the following as a guide please document the findings of your Mental State Examination. Please include questions you would ask to gain further information from your patient.

- Appearance
- Behaviour
- Speech and language
- Mood and Affect (feelings)
- Thought content (thinking)
- Perception
- Cognition or Cognitive Functioning
- Insight and Judgement

Section 3.

Compare your patient's current presentation with any diagnoses from their past medical history. What aspects of their presentation match their diagnosis/diagnoses. If the person does not provide or does not a diagnosis or diagnoses related to mental health please provide a provisional diagnosis which you believe may be relevant to the person.

Section 4.

Document any therapeutic techniques your team may have undertaken during your time with the person.

For example this may include any de-escalation techniques, pharmacological interventions, involvement of significant others or appropriate referral utilised to assist the person suffering a mental health challenge. Please note this list is only an indicator of what may be included and is not comprehensive.

If no or little therapeutic options were used please provide what therapeutic options you would utilise.

Assessment Due Date

Week 6 Friday (21 Apr 2017) 11:45 pm AEST

Return Date to Students

Week 7 Friday (28 Apr 2017)

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

Assessment criteria

The following outlines the requirements to gain a high distinction for this assessment piece.

Section 1.

Present a succinct evidence based description of the individual and scene.

AND

Uses contemporary language descriptors associated with the Recovery Based Framework.

Section 2.

Documents (for the person outlined in Section 1) all components of a Mental State Examination (MSE) using the above as a guide.

AND

The MSE is succinct and specific to the patient and the challenges they are suffering in all aspects.

AND

Questions developed to illicit further information are specific to the individual's mental health challenges and current circumstances in all instances.

Section 3.

Compares the findings of the MSE with any past diagnosis/provisionally diagnoses the patient identified.

The comparison is succinct and each area of the MSE is matched with the relevant diagnosis/diagnoses. OR

If no diagnosis/diagnoses are available clearly state this fact and provide a provisional diagnosis based on the presentation.

Section 4.

Provides a succinct and detailed account of all therapeutic techniques utilised with the individual

AND

Provides a succinct detailed account of the effects they had (positive or negative -if any).

Referencing Style

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

Submission

Online

Submission Instructions

All Online Quiz submissions must be undertaken through this course's moodle site.

Learning Outcomes Assessed

- Identify different presentations in people experiencing mental health challenges.
- Plan and deliver within a discipline scope of practice, a range of therapeutic options (using an individual and cultural specific context) to assist a person who may be experiencing mental health challenges.
- Apply the principles of interpersonal communication and professional behaviours to the standards expected of a health professional.
- Compare and contrast various systems of classifying mental health conditions.

Graduate Attributes

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

2 On-campus Activity

Assessment Type

On-campus Activity

Task Description**Introduction**

The aim of the three day residential school is for you to put into practice the lessons learned on placement/s and in Assessment 1 (your reflective case review) in a safe but challenging environment.

Throughout the first two days of residential school you will practice Objective Structured Clinical Examinations (OSCEs) (or practical scenarios as they are sometimes known) and receive feedback from Qualified Paramedics. During this time

you will be provided with feedback regarding how you can improve or hone your practical skills in this subject area. The third day of residential is where (at scheduled times) you complete your on-campus assessments including two long cases and a documentation exercise.

Aim of the Assessment

The purpose of this assessment is to

- Examine your questioning techniques in relation to patients experiencing mental health challenges.
- Assess your ability to incorporate the Mental State Examination into your overall systematic approach.
- Gauge your ability to communicate with patients experiencing varying forms of mental health challenge in a caring and professional manner.
- Evaluate your ability to deliver a range of therapeutic options in a simulated but challenging environment. This will not only include the ability to deliver clinical care for situations such as overdoses of varying types, but also focus on the ability to de-escalate highly emotive consumers experiencing mental health challenges.

In effect, this is you developing work ready practical skills and knowledge to prepare you for the challenging clinical environments you will face on graduation.

This assessment is made up of two components:

1. 2 x Long cases
2. 1 x Documentation exercise

Assessment 1. 2 x Long cases

Along with a partner you will have 20 minutes to communicate with, assess and manage a patient suffering a mental health challenge commonly seen in the field.

The primary officer will be the only one being assessed and you will be allocated 20 minutes to complete the case.

During the next 10 minutes you will be expected to clean up the assessment scene and assist with restocking as you would be in the workplace.

There will be a break between doing your long cases.

Duration of Assessment: 20 minutes + 10 minutes of clean up and restocking.

Weighting: 35% of Course Total (this will be an average of marks from your two OSCEs).

Documentation exercise Following the first long case you will be required to document a Mental State Examination on the person you have treated. This is NOT necessarily an Emergency Examination Order or Assessment Order but rather just the mental State Examination using the guide from your Moodle site.

You will be provided with a form in either a paper format or on an electronic device to complete. Many services still utilise paper based patient records.

Time frame to complete: 30 minutes.

Weighting: 15% of Course Total

The above components of the On-campus Assessment tasks are completed at designated times during your residential school. Assessors will submit results electronically and these will be posted via your Moodle site.

****The On-campus assessment task must be completed at the dates and times allocated during the residential school: in the absence of an approved extension there will be no opportunity to complete the assessment at a later date, and there will be no opportunity to apply a 5% per day late penalty.**

****The Clinical Practicum Attendance Procedure is applicable for this assessment item. Students should view this prior to attending residential school (copy included within your Moodle site).**

Assessment Due Date

Various scheduled throughout your designated residential school

Return Date to Students

Various (All efforts will be made to grade and return work within 7 days from the end of your Residential School)

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

To gain a high distinction within the On-campus activities you will be required to:

Long Cases Assessment Criteria

Section 1.

Interpersonal Communication and professional behaviours - Uses clear, concise, communication techniques to achieve assessment and management goals.

Section 2.

Patient Assessment - Clear articulation of all components of discipline specific assessment in particular Mental State Examination.

Section 3.

Discipline Specific Management/Referral - Complete appropriate management within scope of practice (ACP II Queensland Ambulance Service, unless an alternative is negotiated with Course Coordinator).

Documentation exercise Assessment Criteria

Section 1.

Grammar and Spelling - Practitioner makes no errors in grammar or spelling whilst documenting.

Section 2.

Components of the Mental State Examination - Documents all aspects of the Mental State Examination with examples of patient behaviour in each.

Section 3.

Terminology - Uses accepted Mental Health/Medical terminology within the various dimensions/categories of the Mental State Examination.

Referencing Style

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

Submission

Offline

Submission Instructions

Assessors will complete submission of documentation.

Learning Outcomes Assessed

- Identify different presentations in people experiencing mental health challenges.
- Plan and deliver within a discipline scope of practice, a range of therapeutic options (using an individual and cultural specific context) to assist a person who may be experiencing mental health challenges.
- Apply mental health related legislation within the context of your discipline.
- Apply the principles of interpersonal communication and professional behaviours to the standards expected of a health professional.

Graduate Attributes

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

3 Presentation and Written Assessment

Assessment Type

Presentation and Written Assessment

Task Description

Introduction

Assessment three is focused on two crucial areas within the mental health arena, self-care and minimisation of the effects of the job on Paramedics and cultural communication aspects when assisting people who identify as Indigenous. Your Assessment task is in two parts:

1. Development of a poster AND

2. Answering a cultural communication question within a written assignment

Task 1 Poster (can be developed as a group or individually)

Introduction

The incidence of Post-Traumatic Stress Disorder and Secondary Trauma in Paramedics and other emergency services has in recent times become the focus of a number of studies (people are talking). This said while many Australian and International Ambulance Services have peer support programs in place for staff experiencing these mental health challenges, there hasn't been the same degree of focus on preventative and awareness programs for this same group. In all things medical, prevention is better than cure.

Details

For task 1 you are required to prepare a poster that can be used as a comprehensive learning resource for Paramedics and Managers/Supervisors in an Ambulance Service. The focus of the poster is:

- The effects of PTSD and secondary trauma.
- How to minimise the effects of PTSD and secondary trauma.
- Therapeutic options to assist the person experiencing PTSD and secondary trauma.

The poster should include the following information on both conditions.

- Introduction
- Definitions
- Epidemiology
- Aetiology
- Symptomology
- Methods for early detection including self-care detecting methods such as stress scales.
- Therapeutic options aimed at assisting the person. This should be backed up with references wherever possible.
- Reference list.

Each section should be succinct and a graphic/s should be incorporated into the poster to increase visual appeal.

Task 2 Written Assessment (Individual assessment)

Section 1

Dispatch Details: Called by the Queensland Police Service (QPS) to a 19 year old aboriginal male who is jumping at shadows and not 'talking normally'. QPS are on scene.

Time of Day: 2000 hours (Summer time in the tropics).

Time to Hospital: 15 mins

Time to Scene: 10 mins

CCP back up: 15 minutes from time of call.

Other Ambulance back up: Nil

On arrival at scene

Windscreen survey: Shows a small house on a suburban street. The yard is full of people with around 60 to 70 outside the house, on the street and generally milling around.

Scene detail: There are 10 Aboriginal teens in a small corner of the backyard with the patient. There is also a small group of older people sitting on the patio out of the way of the main groups.

The girlfriend of the patient leads you to the male who is literally jumping at shadows.

General Appearance: On approaching, you notice the patient (Cedric Grey) is shirtless has very well defined musculature and scarring on his upper torso indicating he has been through a cultural ritual of becoming a man. He is confused about day, time and events but recognises his family on scene. As you get nearer to the patient you see him lunge at one of the Police Officers hugging him and he refuses to let go. Cedric is non-violent but appears to be suffering auditory and visual hallucinations about someone wanting to hurt him.

Presenting History: Patient's girlfriend informs you he is from the remote Indigenous community of Aurukun (see map below, Aurukun lands are marked in red) and has schizophrenia. He travelled to Cairns for a family funeral two weeks ago and forgot his medications. The funeral for his 20 year old Cousin Brother (not a typo, this is an Indigenous relative or cousin on the mothers side in Caucasian terms) was earlier in the day and all of the extended family gathered at the family home in the suburbs.

Cedric has not consumed any alcohol or drugs during his stay.

****This assessment is based on a real case attended by Paramedics. Details have been altered so no person can be identified.**

Question 1

Given what has been discussed within your resources for 'Mental State Assessment in a Culturally Diverse Society' and your prescribed text, how would you manage this situation in a culturally sensitive manner?

Note: This question is not about the clinical situation or even about the Mental State Assessment it's about communication. Communication underpins your ability to identify a patient's mental health condition (if one is there) and determine an effective treatment pathway.

There is an obvious need for this patient to attend hospital but what would you say and do to get him there?

- Think about people you could use to potentially convince the patient to attend hospital.
- Think about statements you would make and to whom (on scene) to assist you to get this patient into the vehicle and accept treatment.

Your task is to document your communication strategy for this situation. It's important to note this is about you and your interaction not a prescriptive response.

What works for a solidly built, bald, middle aged Paramedic may not work for a petite 21 year old female or indeed a 30 year old male built the same way with ink and dreadlocks.

Document in detail who you would target to assist you and what you would say to them to get them to assist you.

Assessment Due Date

Week 12 Friday (2 June 2017) 5:00 pm AEST

Return Date to Students

Exam Week Friday (16 June 2017)

All efforts will be made to return this assessment within 7 days.

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

Assessment Criteria

To attain a high distinction for this assessment piece you will be required to fulfill the following:

Poster Assessment

Section 1.

Coverage of the topic (excluding therapeutic options) - Presents succinct and comprehensive coverage of the topic within each section of the poster.

Section 2.

Layout and design - All text and graphics on the poster are in focus and can be easily viewed from 2 metres. AND Information is organised with titles and subheadings consistent with the text below it.

Section 3.

Demonstrated knowledge of therapeutic options - Presents a succinct and comprehensive list of therapeutic options. AND Provides specific references for all options.

Section 4.

References using CQUniversity approved system of referencing for this course in all instances.

Written Assessment

Communication Techniques (Techniques should not just be listed but expanded on eg. What you would do and how you would achieve it in this given situation.) - Applies extensive (in excess of 10) culturally sensitive verbal and non-verbal communication techniques to gain meaningful interaction with the patient and those around him. AND The communication techniques applied are grounded in the recovery based framework and relate to the given situation.

Referencing Style

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

Submission

Online

Submission Instructions

If working on the poster as a group please clearly list all group members on the poster. Each group member must submit a copy of the poster for assessment.

Learning Outcomes Assessed

- Identify different presentations in people experiencing mental health challenges.
- Plan and deliver within a discipline scope of practice, a range of therapeutic options (using an individual and cultural specific context) to assist a person who may be experiencing mental health challenges.
- Apply the principles of interpersonal communication and professional behaviours to the standards expected of a health professional.

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