PMSC13001 *Mental Health for Paramedics*
Term 1 - 2019

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 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.

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 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 - 2019

- Mixed Mode

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. **Online Quiz(zes)**
Weighting: 50%
2. **Written Assessment**
Weighting: 50%
3. **On-campus Activity**
Weighting: Pass/Fail

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 Moodle Student Feedback

Feedback

Assessment 1 requirements were vague and it was difficult to understand what was required. Some of the wording in the assessment criteria was confusing and contradictory.

Recommendation

The wording of assessment requirements and the marking rubric need to be improved to make it clear what is expected from students.

Feedback from Moodle Student Feedback

Feedback

Assessment 3 requirements were not clear and the rubric did not provide enough guidance. Examples would be beneficial to assist students to understand what is expected for this assessment.

Recommendation

The wording of the assessment requirements need adjustment. The rubric needs to be improved to provide more guidance. Some examples should be provided on moodle to assist students to know what the assessment requires of them.

Feedback from Moodle Student Feedback

Feedback

Lecture recordings and lecture materials were outdated. If there were any updates that students needed to know it was advised by email, rather than an updated lecture.

Recommendation

Lecture materials need to be updated so recent material is provided to students

Feedback from Moodle Student Feedback

Feedback

Lectures focused mainly on symptoms of mental health conditions. Very minimal time was allocated to discuss treatment and approach techniques. Many students felt unprepared attending Residential School.

Recommendation

Treatment and approach options and techniques need to be included in the next delivery of this unit. Lecture materials need to be reviewed and adjusted to link with what students are expected to know when attending Residential School.

Unit Learning Outcomes

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

1. Assess, compare and contrast different presentations of consumers experiencing mental health challenges
2. Plan and deliver 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 paramedicine
4. Apply the principles of interpersonal communication and professional behaviours to the standards expected of a paramedic.

N/A

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
1 - Written Assessment - 50%	●			●
2 - On-campus Activity - 0%	●	●	●	●
3 - Online Quiz(zes) - 50%		●	●	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	●	●		●
2 - Problem Solving	●	●	●	
3 - Critical Thinking	●	●		
4 - Information Literacy			●	
5 - Team Work	●	●		●
6 - Information Technology Competence				
7 - Cross Cultural Competence				
8 - Ethical practice				●
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	●	●	●		●			●		
2 - On-campus Activity - 0%	●	●	●	●	●			●		
3 - Online Quiz(zes) - 50%	●	●	●	●	●					

Textbooks and Resources

Textbooks
PMSC13001

Prescribed

Pocket Book of Mental Health
(2018)
Authors: Muir-Cochrane, E, Barkway, E, Nizette, D
Elsevier
Sydney , NSW , Australia
ISBN: 9780729542852
Binding: Paperback
PMSC13001

Supplementary

Behavioral Emergencies for the Emergency Physician
(2013)
Authors: Leslie S. Zun
Cambridge University Press
London , UK
ISBN: 9781139088077
Binding: eBook
PMSC13001

Supplementary

Foundations of Mental Health
6th Edition (2016)
Authors: Morrison-Valfre, M
Elsevier
Philadelphia , PA , USA
ISBN: 9780323354929
Binding: Paperback

Additional Textbook Information
Paperback copies are available from the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code)
eBooks are available directly from the publisher.

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

Joelene Gott Unit Coordinator
j.gott@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Mental Health and the Recovery Based Framework	<u>Pocketbook of Mental Health 3rd Edition</u> Chapter 1, pages 1 - 5 Chapter 2, pages, 8 – 18	Web-based resources. Pre-Recorded lectures.

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Legal & Ethical Issues	<u>Pocketbook of Mental Health 3rd Edition</u> Chapter 13, pages, 130 – 137	Web-based resources. Pre-Recorded lectures.

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Mental Status Assessment	<u>Pocketbook of Mental Health 3rd Edition</u> Chapter 5, pages,47 - 60	Web-based resources. Pre-Recorded lectures.

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Common Mental Health Disorders & Medications - Part 1	<u>Pocketbook of Mental Health 3rd Edition</u> Chapter 4, pages, 29 - 40 Chapter 9, pages, 85 - 102	Web-based resources. Pre-Recorded lectures.

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Common Mental Health Disorders & Medications - Part 2	<u>Pocketbook of Mental Health 3rd Edition</u> Chapter 4, pages, 29 - 40 Chapter 9, pages, 85 - 102	Web-based resources. Pre-Recorded lectures. Quiz 1 due - Friday the 12th April 2019

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Acute Behavioural Disorders – Part 1	<u>Pocketbook of Mental Health 3rd Edition</u> Chapter 4, pages, 40 - 44	Web-based resources. Pre-Recorded lectures.

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Acute Behavioural Disorders – Part 2	<u>Pocketbook of Mental Health 3rd Edition</u> Chapter 4, pages, 40 - 44	Web-based resources. Pre-Recorded lectures.

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Strategies for De Escalations & Safe Training		Web-based resources. Pre-Recorded lectures.

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Management Pathways		Web-based resources. Pre-Recorded lectures. Quiz 2 due - Friday 17th May 2019

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Surviving your profession – looking after yourself		Web-based resources. Pre-Recorded lectures.

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
REVISION		Written Assessment Due - Friday 31st May 2019 **ESSAY** Due: Week 11 Friday (31 May 2019) 5:00 pm AEST

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
RESIDENTIAL SCHOOL - All Campuses		PRACTICAL ASSESSMENT DUE while on Residential School

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Topic Quizzes

Assessment Type
Online Quiz(zes)

Task Description
You will complete two (2) separate online quizzes. Each quiz may consist of multiple choice questions, True/False, Sequence questions and/or Short Answer questions, exploring content included in the unit (such as but not limited to, lecture materials, online modules, links & required readings).
Content for the quizzes is based on previous weeks' topics (as detailed in the schedule).
QUIZ ONE: Available from the 5th April 2019. DUE Friday 12th April 2019 2355hrs.
QUIZ TWO: Available from the 10th May 2019. DUE Friday 17th May 2019 2355hrs.

Number of Quizzes
2

Frequency of Quizzes
Other

Assessment Due Date

QUIZ ONE - DUE Friday 12th April 2019 2355hrs. QUIZ TWO - DUE Friday 17th May 2019 2355hrs.

Return Date to Students

Students will receive feedback via the Moodle Website within 2 weeks post completion.

Weighting
50%

Minimum mark or grade
50%

Assessment Criteria
There are two (2) quizzes. Students must achieve a pass mark equal to or greater than 50% on each quiz in order to pass assessment item. Failure to achieve a minimum of 50% in either of the quizzes will result in a fail for this assessment item. Each quiz will be worth 25% of the overall mark.
Marks are awarded if a question is answered correctly and the total marks are tallied after each quiz has been attempted. Non-attempts will score a zero mark.
Quizzes are open-book, so the use of Clinical Practice Guidelines, book chapters and journal articles etc. are allowed. Please take note that this is an individual assessment. Collaboration is not allowed and may lead to disciplinary action.
Each quiz will have a specific time limit imposed to complete the quiz.
In the absence of an approved extension, there will be no opportunity to complete the task after the due date, and there will be no opportunity to apply a late penalty of five percent per day. Quizzes may not be re-attempted

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Plan and deliver 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 paramedicine

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work

2 ESSAY

Assessment Type
Written Assessment

Task Description

For this assessment task, you are required to write a 2000 word essay related to one of the conditions listed below. You must research your chosen condition and under each of the headings listed you must examine what that heading means to you and present this as an academic essay. You must research and use evidence-based data to discuss your chosen topic.
You must include the following information: -

Choose only ONE condition

· Post-Traumatic Stress Disorder
· Anxiety

· **Depression**
· **Bipolar**
· **Excited Delirium**
· **Dementia**

Your essay must include the following information:-
· **Introduction**
· **Definitions**
· **Aetiology**
· **Symptomology**
· **Management Pathway**
· **Conclusion**

Assessment Format
Your essay must be formatted in the following manner and must include a cover page – which outlines the following information
· **Name of Assessment**
· **Unit number & name**
· **Student Number**
· **Student Name**
· **Unit Coordinator**
Format
· **Page Numbers, excluding cover page**
· **Header OR Footer with Student Number & Name**
· **Font - all ONE size, no smaller than 11.5**
· **Line Spacing 1.5**
· **Writing should be justified (ctrl +j)**
· **Word Count – 2000 +/- 10%**
· **Your essay must be submitted as either PDF or a Word document.**
· **Reference List APA must be on a separate page**

Assessment Due Date
Week 11 Friday (31 May 2019) 5:00 pm AEST

Return Date to Students
Review/Exam Week Friday (14 June 2019)
Assessments will be returned within 14 days post due date

Weighting
50%

Minimum mark or grade
50%

Assessment Criteria

The assignment should be of a high academic standard in line with the professional standards and in line with a higher education submission. The emphasis should be on the use of credible, recent and scholarly journal articles. Papers will be marked in line with the rubric, which will be posted on the Moodle page at the start of term. All assignments must be put through Turnitin. The word count for the assignment is 2000 words (+ / - 10%) excluding references.

This is due by 5 pm, Friday, week 11. A marking rubric will be provided on the Moodle page at the start of term.

Please note that you should select and use at least SIX (6) recent peer-reviewed scientific journal articles on your topic. These articles should be dated after 2010. You may also use expert textbooks and websites, however, please note that you are not to use your prescribed textbook or lectures from

this unit and references from the website http://www.wikipedia.org will not be accepted. In this assessment, you are required to demonstrate and develop your research skills.

Your assignment MUST be in your own words and must be completed individually and you should not collaborate with any other student. It is expected that you to include AT LEAST 10 references in total.

You must achieve a pass mark of 50% in order to pass this assessment.

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Assess, compare and contrast different presentations of consumers experiencing mental health challenges
- Apply the principles of interpersonal communication and professional behaviours to the standards expected of a paramedic.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Ethical practice

3 On - Campus Activity

Assessment Type
On-campus Activity

Task Description

For this assessment, students will be required to attend a compulsory residential school. This assessment task will consist of Objective Structured Clinical Examination (OSCE's) which will take place during the residential school. The format of the OSCE's will be CME (Case Management Exercise), which relates to the learning outcomes of this unit.

There will be two (2) assessment tasks, which are designed to assess the knowledge and practical skills acquired during this unit.

Students will be allocated 20 minutes per CME to complete the task; you will then be given an extra five minutes to discuss the Mental State Examination (MSE) you have compiled during the CME.

Both CME's will be in the format of a structured scenario looking at the following areas:

Patient assessment and history taking

Evidence gathering and patient treatment

Implementation of interventions, procedures and skills

Overall patient and scene management

MSE

Assessment Due Date

Various schedule throughout your designated residential school

Return Date to Students

Various (All efforts will be made to grade and return work within 14 days from the end of your Residential School)

Weighting
Pass/Fail

Minimum mark or grade
50%

Assessment Criteria

This practical assessment is a pass/fail assessment. Students must achieve a pass mark equal to or greater than 50% for each OSCE assessments in order to pass this assessment. Failure to achieve this will result in a failure of residential school. Each OSCE will be worth 25% of the overall mark.

If you fail to achieve at minimum of 50% in one of the CME's you will be given the opportunity for a resit, however if you fail to achieve a minimum of 50% for both CME's you fail the residential school

There will be varied scoring tools used based on the type of OSCE assessment. The scoring tools for each station are validated and reliable and will be available to students via the Moodle page at the commencement of term.

During these assessments, if there are any errors performed which would cause immediate harm to yourself, partner, patient or bystanders this will result in a critical error being recorded.

Critical errors in this unit will be classed as anything, by act or omission, that causes immediate harm or has the potential to cause harm, to yourself, partner, patient or bystanders or any procedure that is performed outside your scope of practice. During any form of assessment, if any of the following are witnessed the assessment will immediately cease, and no marks will be given for that assessment. Furthermore, any critical error discovered on review or moderation will also result in no marks being given for that particular assessment.

Unsafe defibrillation

Incorrect joule delivered to the patient

Defibrillation of a non-shockable rhythm

Failure to recognise a cardiac arrest within 1 minute

Failure to defibrillate a shockable rhythm within 2 minutes

Failure to perform a complete drug check

Incorrect sharps disposal or unsafe practice with a sharp

Performing a skill or procedure outside the scope of practice taught to you in PMSC12001, PMSC12004 or PMSC13001

Any grossly unsafe practice, as determined by the assessing academic

Referencing Style

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

Submission
No submission method provided.

Learning Outcomes Assessed

- Assess, compare and contrast different presentations of consumers experiencing mental health challenges
- Plan and deliver 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 paramedicine
- Apply the principles of interpersonal communication and professional behaviours to the standards expected of a paramedic.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- 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