



# PMSC13001 *Mental Health for Paramedics*

## Term 1 - 2020

Profile information current as at 07/05/2024 04:09 pm

All details in this unit profile for PMSC13001 have been officially approved by CQUUniversity 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 - 2020

- 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](#).

## 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



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
<b>1 - Written Assessment - 50%</b>	•			•
<b>2 - On-campus Activity - 0%</b>	•	•	•	•
<b>3 - Online Quiz(zes) - 50%</b>		•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
<b>1 - Communication</b>	•	•		•
<b>2 - Problem Solving</b>	•	•	•	
<b>3 - Critical Thinking</b>	•	•		
<b>4 - Information Literacy</b>			•	
<b>5 - Team Work</b>	•	•		•
<b>6 - Information Technology Competence</b>				
<b>7 - Cross Cultural Competence</b>				
<b>8 - Ethical practice</b>				•
<b>9 - Social Innovation</b>				

Graduate Attributes	Learning Outcomes			
	1	2	3	4
<b>10 - Aboriginal and Torres Strait Islander Cultures</b>				

## Alignment of Assessment Tasks to Graduate Attributes

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

## 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

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#### Supplementary

##### **Behavioral Emergencies for the Emergency Physician**

(2013)

Authors: Leslie S. Zun

Cambridge University Press

London , UK

ISBN: 9781139088077

Binding: eBook

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#### Supplementary

##### **Foundations of Mental Health**

6th Edition (2016)

Authors: Morrison-Valfre, M

Elsevier

Philadelphia , PA , USA

ISBN: 9780323354929

Binding: Paperback

#### Additional Textbook Information

Copies are available for purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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](mailto:j.gott@cqu.edu.au)

## Schedule

### Week 1 - 09 Mar 2020

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

### Week 2 - 16 Mar 2020

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

### Week 3 - 23 Mar 2020

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

### Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Common Mental Health Disorders & Medications - Part 1	Pocketbook of Mental Health 3 <sup>rd</sup> Edition - Ch 4, pages 29-40 & Ch 9, pages 85-102	Web-based resources. Pre-Recorded lectures. Quiz 1 opens Fri 3 <sup>rd</sup> April @ 0800 and closes Mon 6 <sup>th</sup> April @ 0000  <b>Topic Quizzes</b> Due: Week 4 Monday (30 Mar 2020) 12:00 am AEST

### Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Common Mental Health Disorders & Medications - Part 2	Pocketbook of Mental Health 3 <sup>rd</sup> Edition - Ch 4, pages 29-40 & Ch 9, pages 85-102	Web-based resources. Pre-Recorded lectures.

### Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 20 Apr 2020

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

### Week 7 - 27 Apr 2020

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

**Week 8 - 04 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Strategies for De-Escalation		Web-based resources. Pre-Recorded lectures. Quiz 2 opens Fri 8 May @ 0800 and closes Mon 11 May @ 0000

**Week 9 - 11 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Management Pathways		Web-based resources. Pre-Recorded lectures.

**Week 10 - 18 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Surviving your profession - looking after yourself		Web-based resources. Pre-Recorded lectures. Written Assessment Due 22 May @ 0000  <b>ESSAY</b> Due: Week 10 Monday (18 May 2020) 12:00 am AEST

**Week 11 - 25 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Residential School		OSCEs due while at Residential School

**Review/Exam Week - 08 Jun 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 15 Jun 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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**Term Specific Information**

Students enrolled as On-campus will be required to attend compulsory tutorial sessions during the term. Students must nominate their preferred tutorial location and time through MyCQU, under My Timetable in the My Units tab. Tutorial numbers are capped per session, you are not guaranteed a place at your preferred session, but you are guaranteed one session per week.

Students enrolled as Distance will be required to attend a compulsory residential school. Students must nominate their preferred residential school location through MyCQU, under My Timetable in the My Units tab. Numbers at residential schools are capped and a position at the preferred residential school is not guaranteed. Geographical proximity to and/or previous attendance at a residential school location does not guarantee placement at your preferred residential school location

## 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 03 April - 06 April 2020

QUIZ TWO: Available from 08 May - 11 May 2020

**Number of Quizzes**

2

**Frequency of Quizzes**

Other

**Assessment Due Date**

Week 4 Monday (30 Mar 2020) 12:00 am AEST

QUIZ ONE - DUE . 06/04/2020 QUIZ TWO - DUE - 11/05/2020

**Return Date to Students**

Marks will be returned as soon as possible

**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 assignment you are required to write a 2000-word essay on how non-pharmacological brief interventions can be used in the prehospital environment and factors influence the success of using these interventions. To be successful you need to make sure you discuss the following about the non-pharmacological brief interventions in the prehospital environment.**

**· What non-pharmacological techniques exist and in what context can we deliver them. · Explain what type of patients they apply to? · What if the interventions don't work or cause further agitation? · Does evidence support the use of your chosen non-pharmacological interventions?**

### Assessment Format

- Cover Page
- Contents Page
- Introduction
- Body - logically presented and divided into relevant paragraphs
- Conclusion
- References

### Cover Page

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 as per APA guidelines must be on a separate page**

### 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 22 May @ 0000. 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.**

**Assessment Due Date**

Week 10 Monday (18 May 2020) 12:00 am AEST

Essays will not be

**Return Date to Students**

Assessments will be returned as soon as possible to students

**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.

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.

Late submissions will receive a 5% deduction per day on the overall mark if an extension has not been granted.

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**

#### **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 continue and be moderated by the unit coordinator. 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