



PMSC13001 *Mental Health for Paramedics*

Term 1 - 2022

Profile information current as at 23/04/2024 04:51 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 challenges that 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 Please note: Any student who has not successfully completed a PMSC residential school within the preceding 12 months or undertaken a clinical placement unit, must complete a PMSC12001 Procedures & Skills refresher. This ensures currency with all contemporary skills and procedures in line with industry standards and professional capabilities
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 - 2022

- 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 Have your say

Feedback

Detailed information in slides/lectures

Recommendation

Maintain the current unit slides with up to date relevant industry information.

Feedback from Have your say

Feedback

Students enjoyed the practical component as it allowed them to step outside the systematic approach they follow in other scenarios.

Recommendation

During residential school we use actors to simulate patients as it allows the students to experience what a real mental health case could be like. The unit will maintain the use of actors.

Feedback from Have your say

Feedback

The quiz and written assignment were really good as they focused on what we had been taught and will greatly help us apply our practical skills when on placement.

Recommendation

Continue to keep quiz questions and the written assignment topic clinically relevant to allow the assessments to be authentic.

Feedback from Have your say

Feedback

Students asked if the addition of short videos with paramedics talking about de-escalation and how to perform it could occur instead of TED talks and articles.

Recommendation

In addition to maintaining TED talks as learning resources, consider developing and providing further short videos related to discussions and practical implementation of de-escalation practices..

Unit Learning Outcomes

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

1. Assess, compare and treat different presentations of consumers experiencing mental health challenges
2. Plan and deliver a range of evidence-based therapeutic options (using an individual and cultural specific context) to assist persons experiencing mental health challenges
3. Evaluate and explain mental health related legislation within the context of paramedicine
4. Demonstrate the principles of interpersonal communication, ethical and professional behaviors while collaborating with multiple agencies to the standards expected of a paramedic.

It is now a requirement of the Paramedicine Board of Australia that units align with the AHPRA Professional capabilities for registered paramedics. These are broken down into five (5) domains. Below aligns the proposed learning outcomes with these domains, with each domain also listed below:

- **Learning outcome 1** aligns with professional capabilities for registered paramedics **Domain 1, 3, 4 & 5**
- **Learning outcome 2** aligns with professional capabilities for registered paramedics **Domain 1, 2, 3, 4 & 5**

- **Learning outcome 3** aligns with professional capabilities for registered paramedics **Domain 1, 2, 3, 4 & 5**
- **Learning Outcome 4** aligns with professional capabilities for registered paramedics **Domain 1, 2, 4 & 5.**

Domain 1 - Professional and ethical conduct

- Practice ethically and professionally, consistent with relevant legislation and regulatory requirements
- Provide each patient with an appropriate level of dignity and care
- Assume responsibility, and accept accountability, for professional decisions
- Advocate on behalf of the patient, when appropriate within the context of the practitioner's practice as a paramedic.

Domain 2 - Professional communication and collaboration

- Communicate clearly, sensitively and effectively with patient and other relevant people
- Collaborate with other health practitioners.

Domain 3 - Evidence-based practice and professional learning

- Make informed and reasonable decisions
- Use clinical reasoning and problem-solving skills to determine clinical judgements and appropriate actions
- Draw on appropriate knowledge and skills in order to make professional judgements
- Identify ongoing professional learning, developmental needs and opportunities.

Domain 4 - Safety, risk management and quality assurance

- Protect and enhance patient safety
- Maintain safety of self and others in the work environment
- Operate effectively in an emergency care environment
- Maintain records appropriately
- Monitor and review the ongoing effectiveness of their practice and modify it accordingly
- Audits, reflects on and reviews practice
- Participate in the mentoring, teaching and development of others.

Domain 5 - Paramedicine practice

- Use patient information management systems appropriately
- Assess and monitor the patient capacity to receive care
- understand the key concepts of the bodies of knowledge which are specifically relevant to paramedicine practice
- Conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely
- Demonstrate the requisite knowledge and skills to participate in mass casualty or major incident situations
- Formulate specific and appropriate patient care and treatment actions.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



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				

Textbooks and Resources

Textbooks

PMSC13001

Prescribed

Mental Health Care: An Introduction for Health Professionals in Australia

Edition: 4th (2020)

Authors: Catherine Hungerford, Donna Hodgson, Richard Clancy, Gillian Murphy, Aunty Kerrie Doyle
Wiley

Milton Milton , Queensland , Australia

ISBN: 9780730382928

Binding: Paperback

PMSC13001

Prescribed

Pocket Book of Mental Health

Edition: 4th (2021)

Authors: Debra O'Kane

Elsevier

Sydney , NSW , Australia

ISBN: 9780729544030

Binding: Paperback

[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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Joelene Gott Unit Coordinator

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Priya Pitt Unit Coordinator

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Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Mental Health & Mental Illness	Pocket Book of Mental Health 4th Edition - Chapters 1 & 2 Mental Health Care (Hungerford, Hodgson, Clancy, Murphy & Doyle) 4th Edition - Chapter 1.4 & 1.5	Web based resources Pre-recorded lectures

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Common Mental Health Call outs 1 <ul style="list-style-type: none"> Anxiety Depression Suicidality Self-harm 	Pocket Book of Mental Health 4th Edition - Chapters 4 & 9 Mental Health Care (Hungerford, Hodgson, Clancy, Murphy & Doyle) 4th Edition - Chapter 7 & 8	Web based resources Pre-recorded lectures

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Common Mental Health Call outs 2 <ul style="list-style-type: none"> Bipolar Schizophrenia Borderline Personality Disorder Addiction 	Pocket Book of Mental Health 3rd Edition - Chapters 4 & 9 Mental Health Care (Hungerford, Hodgson, Clancy, Murphy & Doyle) 4th Edition - Chapter 9 & 10	Web based resources Pre-recorded lectures

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Common Mental Health Call outs 3 <ul style="list-style-type: none"> Acute Behavioral Disturbances (ABD) Loss & Grief Post Traumatic Stress Disorder (PTSD) Post Traumatic Growth 	Pocket Book of Mental Health 3rd Edition - Chapters 4 & 12 Queensland Ambulance Guidelines - Clinical Practice Manual (CPM)	Web based resources Pre-recorded lectures

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Mental Health Assessments <ul style="list-style-type: none"> Scene Safety Person, Object, place (POP) Mental Status Assessment (MSA) Mental Status Exam (MSE) 	Pocket Book of Mental Health 3rd Edition - Chapters 5 Queensland Ambulance Guidelines - Clinical Practice Manual (CPM)	Quiz 1 opens 04/04/22 @0800 and close 08/04/2022 @ 1700 Web based resources Pre-recorded lectures

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Break Week		

Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Communication	Pocket Book of Mental Health 3rd Edition - Chapters 3	Web based resources Pre-recorded lectures

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Management Tactics <ul style="list-style-type: none"> Verbal De-escalation Restraints Other Agencies (Queensland police / Mental Health co-responders) Acute behavioral disturbances and sedation 	Queensland Ambulance Guidelines - Clinical Practice Manual (CPM)	Web based resources Pre-recorded lectures

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Sedation <ul style="list-style-type: none"> Pharmacology Protocols Complications Sedation Assessment Tool (SAT Score) 	Queensland Ambulance Guidelines - Clinical Practice Manual (CPM)	Web based resources Pre-recorded lectures

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Legal Considerations <ul style="list-style-type: none"> Emergency Examination Authority (EEA) VIRCA Which one do you use and when Paperwork requirements Consequences - Coronial Inquests 	Queensland Ambulance Guidelines - Clinical Practice Manual (CPM)	Quiz 2 open Monday 16/05/2022 @ 0800 and close Friday 20/05/2022 @ 1700. Web based resources Pre-recorded lectures

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Paramedic Mental Health <ul style="list-style-type: none"> Paramedic Safety Peer Support Priority One Debriefs - Learning Opportunities 	Pocket Book of Mental Health 3rd Edition - Chapters 3	Web based resources Pre-recorded lectures

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Case Study		Written Assessment due 25/05/22 @ 1800 Web based resources Pre-recorded lectures

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Case Study Residential School		Web based resources Pre-recorded lectures Residential School

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

You are required to attend a compulsory Residential School for this unit. You must nominate your preferred Residential School location through MyCQU, under My Timetable in the My Units tab. Numbers at Residential Schools are capped and a position at your preferred Residential School is not guaranteed. Geographical proximity to and previous attendance at a particular Residential School location does not guarantee placement at your preferred location. The unit coordinator will play no role in assisting in residential school changes if you did not receive your preferred residential school allocation. If student numbers are considered low at a particular school, you may be requested to change the date of your attendance, with appropriate notice, to enhance the overall student experience.

Attendance at Residential School is compulsory and you must attend 100% of Residential School days. If, for any reason, you cannot participate in a day at Residential School, you must immediately notify the Unit Coordinators and provide appropriate evidence, as per Assessment Policy and Procedure, to justify your absence. You will be responsible for making arrangements with the Unit Coordinators to make up for all missed learning and assessments.

Assessment Tasks

1 ONLINE QUIZ(ES)

Assessment Type

Online Quiz(zes)

Task Description

For this assessment you will be required to undertake two on-line quizzes. The quizzes will be accessed through the unit Moodle page under the Assessment tab.

The quizzes are designed to assess your knowledge and understanding of content covered throughout this unit.

Each quiz may consist of multiple-choice questions, True/False questions, sequence questions and/or short answer questions.

Quiz 1 will assess content covered during Week 1 to Week 4 inclusive and Quiz 2 will assess content covered during Week 5 to Week 9 inclusive.

Number of Quizzes

2

Frequency of Quizzes

Assessment Due Date

Quiz 1 open Monday 04/04/2022 @ 0800 and close 08/04/2022 @ 1700. Quiz 2 open Monday 16/05/2022 @ 0800 and close Friday 20/05/2022 @ 1700.

Return Date to Students

Weighting

50%

Assessment Criteria

For this assessment you will be required to undertake two on-line quizzes. The quizzes will be accessed through the unit Moodle page under the Assessment tab.

The quizzes are designed to assess your knowledge and understanding of content covered throughout this unit.

Each quiz may consist of multiple-choice questions, True/False questions, sequence questions and/or short answer questions.

Quiz 1 will assess content covered during Week 1 to Week 4 inclusive and Quiz 2 will assess content covered during Week 5 to Week 9 inclusive.

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Plan and deliver a range of evidence-based therapeutic options (using an individual and cultural specific context) to assist persons experiencing mental health challenges
- Evaluate and explain mental health related legislation within the context of paramedicine

2 WRITTEN

Assessment Type

Written Assessment

Task Description

For this assessment you will be provided a case study outlining two separate Mental Health Conditions. You will be required to assess and compare the following elements for each condition:

- Background and pathophysiology
- Signs and symptoms
- Treatment and management pathways in the prehospital setting
- Communication styles and approaches that can be utilised.

Assessment Due Date

Return Date to Students

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

Please see the Moodle page for a detailed rubric however, broadly you will be assessed on:

- Knowledge of different presentations of Mental Health challenges
- The ability to assess, compare and treat Mental Health challenges
- Understanding of appropriate interpersonal communication styles and professional behaviours
- Application of appropriate communication and professional behaviours to the standards expected of a paramedic
- Ability to communicate and present key information in an academic and professional manner

The assessment should be of an academic standard expected of a 3rd year Paramedic Science student and the professional standards required of a paramedic.

The assessment will be marked against the provided rubric, which has undergone peer review and a quality review process.

All assessments must be submitted via the unit Moodle page and undergo review via Turnitin.

The word count for this assessment is 2500 words (+/-10%), excluding the title page, headings, in-text references and the reference page.

This assessment must be in your own words and completed individually, collaboration with other students is not permitted.

You are to include at least ten references in total, which must include at least six recent (dated after 2012) peer-reviewed, scientific articles on the listed Mental Health conditions. You may utilise expert textbooks and/or websites however, you may not use the prescribed textbook or reference lectures from this unit. Additionally, references from Wikipedia will not be accepted.

In the absence of an approved extension, a penalty of 5% of the total marks for the assessment will be deducted for each full or part calendar day the assessment is overdue, in accordance with Assessment Policy and Procedure.

The pass mark for this assessment is 50%.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Assess, compare and treat different presentations of consumers experiencing mental health challenges
- Demonstrate the principles of interpersonal communication, ethical and professional behaviors while collaborating with multiple agencies to the standards expected of a paramedic.

3 RESIDENTIAL SCHOOL

Assessment Type

On-campus Activity

Task Description

For this assessment you will be required to attend a compulsory residential school.

The Residential School will be marked against three assessments tasks. The Residential School is a Pass/Fail assessment.

The assessment tasks will consist of Objective Structured Clinical Examinations (OSCE), which will be conducted during the residential school. The OSCEs may consist of a combination of Case Management Exercises and Documentation Exercises. The OSCEs will relate to content delivered throughout the unit and align with the relevant unit learning outcomes and are designed to assess the knowledge and practical skills acquired throughout the unit and residential school.

Assessment Due Date

Return Date to Students

Weighting

Pass/Fail

Assessment Criteria

Assessments undertaken during the residential school may be assessed against a combination of the following criteria:

- Patient assessment and patient history taking
- Application of appropriate legislation
- Implementation of interventions and patient management
- Scene management and patient safety
- Mental Status Examination (MSE) / Mental Status Assessment (MSA) / Sedation Assessment Tool (SAT)
- Verbal / Non-verbal and written communication skills

The practical assessment is a pass/fail assessment.

You will be required to achieve a Pass on all listed criterion for each assessment item to achieve an overall Pass for the residential school.

Each criterion may consist of several elements.

If you fail 50% or more of the elements in a single criterion you will fail that criterion overall.

If you fail 50% or less of the overall criterion in a single OSCE you will be provided with a resit, which will occur during the residential school. You will only be provided one resit.

If you fail more than 50% of the overall criterion in a single OSCE you will be awarded a fail for that assessment task.

Multiple assessment marking rubrics will be used during the residential school. The marking rubrics have undergone peer-review and a quality review process. Example marking rubrics for each assessment task will be provided prior to the residential school, via the Assessment tile on the unit Moodle page.

Critical Errors

Critical errors in this unit will be classed as anything, by act or omission, that causes immediate harm or the potential to cause harm to yourself, partner, patient or bystanders, or any procedure performed outside your scope of practice.

During any form of assessment, if any of the following critical errors are witnessed, if safety permits, the scenario will continue; however, the assessment will be graded as a fail. Furthermore, any critical error discovered on review or moderation will also result in no marks being given for that particular assessment:

- Unsafe defibrillation.
- Incorrect joules were delivered during defibrillation.
- Defibrillation of a non-shockable rhythm.
- Failure to recognise cardiac arrest (>1minute).
- Failure to shock a shockable rhythm in a timely manner (<2 minutes).
- Failure to perform a complete drug check, including dose, volume, indications and contra-indications.
- Failure to check indications and contra-indications before performing a skill or procedure.
- Performing a skill or procedure outside your scope of practice.
- Administering a drug or drug dose outside your scope of practice.
- Incorrect sharps disposal or unsafe practice with a sharp.
- Any grossly unsafe practice, as determined by the assessing academic.

If you do not understand any of the above, please do not hesitate to clarify with your unit coordinator

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Assess, compare and treat different presentations of consumers experiencing mental health challenges
- Plan and deliver a range of evidence-based therapeutic options (using an individual and cultural specific context) to assist persons experiencing mental health challenges
- Evaluate and explain mental health related legislation within the context of paramedicine
- Demonstrate the principles of interpersonal communication, ethical and professional behaviors while collaborating with multiple agencies to the standards expected of a paramedic.

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