



PMSC13001 *Mental Health for Paramedics*

Term 1 - 2024

Profile information current as at 16/05/2024 12:06 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 stories), recognise alterations in mental health as well as 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 - 2024

- 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. **Presentation**

Weighting: 30%

2. **Written Assessment**

Weighting: 30%

3. **On-campus Activity**

Weighting: 40%

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 SUTE unit report

Feedback

Was a good unit with concise and clear learning objectives. Students were glad it was noted mental health is such a large field, however the unit was able to simplify and stick to relevant aspects for the role of a paramedic.

Recommendation

Continue to set clear learning objectives.

Feedback from SUTE unit report

Feedback

The workbook was quite confusing and students felt as though there was a lack of guidance for it.

Recommendation

The workbook was a new style of assessment for this unit. A redesign and collaboration with Learning and Teaching staff will occur in 2024 to assist in the redevelopment.

Feedback from SUTE unit report

Feedback

Students loved being able to work with real people. The actors were exceptional. Students found this unit really interesting and loved the abilities of the actors and their resilience in such difficult scenes.

Recommendation

The unit should continue using actors to simulate real life cases.

Feedback from SUTE unit report

Feedback

The residential school was outstanding. It was the first res school students felt they were taught to do the job, instead of taught to pass the OSCE.

Recommendation

Residential schools should continue to use actors and run in a way that allows students to train in a way that is the same as in standard practice.

Feedback from SUTE unit report

Feedback

Students found content sometimes repeated topics that were briefly covered in earlier weeks.

Recommendation

Weekly lectures to be reviewed and redone to go into more depth and to reduce the repetitiveness. Additional 'real world' content will continue to be used and added to in 2024.

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 culturally specific context) to assist consumers experiencing mental health challenges
3. Evaluate and explain mental health related legislation within the context of paramedicine
4. Engage in interpersonal communication, ethical, and professional behaviours while collaborating with multiple agencies to the standards expected of a paramedic.

It is 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. In addition, the learning outcomes have also been aligned with the National Safety and Quality Health Service (NSQHS) Standards.

Professional Capabilities for a registered Paramedic

The Paramedicine Board of Australia is responsible for assessing, consulting on and setting the standards for paramedics practicing in Australia. These standards and relevant domains are articulated in the *Professional capabilities for registered paramedics* document. The learning outcomes of the unit are matched to the relevant capabilities

Standard/Attribute/Criteria	Learning Outcome
Domain 1: The professional and ethical practitioner 1.1.1, 1.1.3, 1.1.5, 1.1.6, 1.1.8, 1.1.9, 1.1.10, 1.1.11 1.2.2, 1.2.3, 1.2.5 1.3.1, 1.3.2, 1.4.1, 1.4.2	LO1, LO2, LO3, LO4
Domain 2: The communicator and collaborator 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6	LO1, LO2, LO3, LO4
Domain 3: The evidence-based practitioner 3.1.1, 3.1.2 3.2.1 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6 3.3.1, 3.3.2, 3.3.3 3.4.3	LO1, LO2, LO3, LO4
Domain 4: The safety and risk management practitioner 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5 4.2.1, 4.2.2, 4.2.3, 4.2.4 4.3.1, 4.3.2, 4.3.3 4.4.4 4.5.2, 4.5.3 4.6.5 4.7.7, 4.7.9	LO1, LO2, LO3, LO4
Domain 5: The paramedicine practitioner 5.1.2, 5.1.3, 5.1.4, 5.1.5 5.2.1 5.2.2, 5.2.3, 5.2.4, 5.2.5 5.3.1, 5.3.3, 5.3.4, 5.3.5, 5.3.6 5.4.1, 5.4.2, 5.4.3, 5.4.5, 5.4.6 5.6.1, 5.6.2, 5.6.3, 5.6.4	LO1, LO2, LO3

National Safety and Quality Health Service Standards

The Australian Commission on Safety and Quality in Health Care Standards developed in this unit are:

Standard	Learning Outcomes
Partnering with Consumers	LO2, LO3, LO4
Preventing and Controlling Infections	LO1, LO2
Medication Safety	LO1, LO2
Comprehensive Care	LO1, LO2, LO3, LO4
Communicating for Safety	LO1, LO2, LO4
Recognising and Responding to Acute Deterioration	LO1, LO2

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Presentation - 30%		•		•
2 - Written Assessment - 30%	•		•	
3 - On-campus Activity - 40%	•	•	•	•

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

Mikaela Bray Unit Coordinator

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Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
- Introduction to mental health - Statistics - Definitions - Communication	Pocket Book of Mental Health 4th Edition - Chapters 1, 2 & 3 Mental Health Care (Hungerford, Hodgson, Clancy, Murphy & Doyle) 4th Edition - Chapter 1.4 & 1.5	

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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- Mental status assessment
 - Legislation
- Pocket Book of Mental Health 3rd Edition - Chapters 5
Queensland Ambulance Guidelines - Clinical Practice Manual (CPM) - Clinical practice procedure - Chapters: Behavioural disturbances - Emergency examination authority, Mental illness - the legal framework, transport of persons under the MHA 2016

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> - Bipolar - Schizophrenia - Borderline personality disorder - Excited delirium 	Pocket Book of Mental Health 3rd Edition - Chapters 4 & 9 Mental Health Care (Hungerford, Hodgson, Clancy, Murphy & Doyle) 4th Edition - Chapter 9 & 10	

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> - Anxiety - Depression - PTSD - Grief 	Pocket Book of Mental Health 3rd Edition - Chapters 4 & 12 Mental Health Care (Hungerford, Hodgson, Clancy, Murphy & Doyle) 4th Edition - Chapter 7	

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> - Self harm - Suicidal ideation - Substance abuse/etoh/drug use 	Pocket Book of Mental Health 3rd Edition - Chapters 4, 7 & 9 Mental Health Care (Hungerford, Hodgson, Clancy, Murphy & Doyle) 4th Edition - Chapter 8 Queensland Ambulance Service - Clinical Practice Manual (CPM) - Clinical practice guideline - Chapter - Behavioural disturbances - The suicidal patient	

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> - Acute behavioural disturbance - Verbal de-escalation - Restraints - Other agencies 	Pocket Book of Mental Health 3rd Edition - Chapters 7 Queensland Ambulance Service - Clinical Practice Manual (CPM) - Clinical practice guideline - Chapter - Behavioural disturbances - Acute behavioural disturbance	Poster presentation Due: Week 6 Monday (15 Apr 2024) 9:00 am AEST

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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- Pharmacology
- Sedation management
- Post sedation cares

Pocket Book of Mental Health 3rd Edition - Chapters 9
 Queensland Ambulance Service - Clinical Practice Manual (CPM) - Drug therapy protocols - Chapter - Droperidol
 Queensland Ambulance Service - Clinical Practice Manual (CPM) - Clinical practice procedure - Chapter - Behavioural disturbances - Emergency sedation - acute behavioural disturbance
 Queensland Ambulance Service - Clinical Practice Manual (CPM) - Clinical practice guideline - Chapter - Behavioural disturbances - Acute behavioural disturbance

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
- EEA refresher	Queensland Ambulance Guidelines - Clinical Practice Manual (CPM) - Clinical practice procedure - Chapters: Behavioural disturbances - Emergency examination authority, Mental illness - the legal framework, transport of persons under the MHA 2016	

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
- Domestic violence - Domestic abuse		

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
- Paramedic mental health		Case Study Due: Week 10 Monday (13 May 2024) 9:00 am AEST

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
- Revision/res school preparation		Residential school A 24th-26th

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Case study		

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
Case study		

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Poster presentation

Assessment Type
 Presentation

Task Description

For this assessment you will be required to create a scientific poster on one of the four conditions discussed during Week 3. The conditions you have to choose from are schizophrenia, bipolar disorder, borderline personality disorder (BPD), and excited delirium.

You are required to produce a poster addressing the following topics:

- Background/prevalence
- Pathophysiology
- Signs and symptoms/common presentations
- Prehospital treatment/management pathways
- Tips/takeaways
- Suggestions/research on the horizon
- Summary

The word count is 800-1000 (including references). You are to write using academic language. You must include a reference list on both the poster and the document.

Assessment Due Date

Week 6 Monday (15 Apr 2024) 9:00 am AEST

Return Date to Students

Assessment results will be returned to the student 3 weeks after the due date.

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

Assessment criteria

- Sufficiently introduces the chosen topic including appropriate and relevant statistics
- Appropriate and clear discussion on relevant pathophysiology with strong connections made to the signs and symptoms experienced by the condition
- All levels of treatment discussed with appropriate pre-hospital management described
- Discuss management from definitive care facility as well as ongoing management
- Provide insight on the future direction of management for the chosen topic
- Appropriately summarise the key points and provide appropriate conclusion without introducing new information

The poster must be submitted in the form of a PDF. Additionally, a separate word document that has the contents of the poster included on it in report format must be uploaded to Moodle. This is inclusive of the reference list.

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

You are to include a minimum of ten references in total, which must include at least six recent (dated after 2014) peer-reviewed, scientific articles using APA referencing.

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.

You must pass this assessment in order to be eligible to pass the unit.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Plan and deliver a range of evidence-based therapeutic options (using an individual and culturally specific context) to assist consumers experiencing mental health challenges
- Engage in interpersonal communication, ethical, and professional behaviours while collaborating with multiple agencies to the standards expected of a paramedic.

2 Case Study

Assessment Type

Written Assessment

Task Description

You will be required to complete 4 tasks from a case study provided on the Moodle page. These tasks support your continued professional development through structured self-directed learning.

Task 1 (500 words) - Based on the presentation of the patient, identify all mental health conditions that the patient could be suffering from. Select 1 from the list that you have identified and provide a brief discussion on the condition including a definition, prevalence, characteristics, and relate it back to the patient's presentation. The response must be supported by evidence.

Task 2 (500 words) - Discuss your clinical approach in a sequential order utilising the non pharmacological and pharmacological pathways that can be used to manage this patient. It is important that you discuss each intervention in relation to the patient and the benefits to using each management technique. The response must be supported by evidence.

Task 3 (300 words) - Based on the presentation of this patient in the case study, please choose which of these documents you would complete for this patient: VIRCA, EEA, or transport not required document. This will be provided for you on the Moodle site. There are to be no references used in this response.

Task 4 (100 words) - You are to justify why you did not select the other two forms for this patient. Referencing is not required for this answer.

Assessment Due Date

Week 10 Monday (13 May 2024) 9:00 am AEST

Return Date to Students

Assessment results will be returned to the student 3 weeks after the due date.

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

Formatting criteria - Please submit this assessment using the following:

- Size 12 font
- Double line spacing
- Left justified text
- Calibri font
- Reference list on separate page

You will be required to demonstrate your theoretical knowledge taught to you throughout this unit. This assessment will be conducted by case based learning. The marks awarded to each question will accumulate to the final result. The case study and marking guide will be provided on the unit Moodle page. The assessment will be based on marking criteria covering the following key points:

The student is to provide:

- Definition, characteristics and relate it back to the patient
- Discuss the non pharmacological and pharmacological treatments for the patient in the case study in sequential order
- Complete either an EEA, VIRCA or transport not required form based on the paramedics perspective of what the patient outcome must be
- Justification on why the patient did not meet the requirements for the other two forms

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

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. You must pass this assessment to be eligible to pass this unit.

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
- Evaluate and explain mental health related legislation within the context of paramedicine

3 On Campus activity

Assessment Type

On-campus Activity

Task Description

For this assessment you will be required to attend a compulsory residential school where you will be required to demonstrate your practical application of the concepts taught to you in this unit through a series of simulated cases. The on-campus assessment will consist of three tasks:

- Long case (20% weighting)
- Short case (15% weighting)
- Reflective report (5% weighting)

The assessment tasks will consist of a combination of practical demonstration of patient management as well as a reflective report. The practical assessment tasks will be related to content that has been delivered throughout the unit and aligns with the unit learning outcomes.

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

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

This is a graded assessment. Your assessment tasks are an accumulative total. You will need to achieve a mark of 50% to pass this assessment.

You must pass this assessment task to pass the unit.

Assessment Due Date

This assessment task will be completed during the mandatory residential school.

Return Date to Students

Assessment results will be returned to the student 3 weeks after the final residential school is completed.

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

Rubrics specific to the campus activity will be uploaded onto the Moodle page prior to term commencement.

The rubrics will consist of marks awarded for:

- Patient assessment
- Communication
- Management of condition
- Professionalism
- Safe practitioner

Marks will also be attributed to a reflection assessment piece that will consist of questions about the students performance throughout the on campus activity.

You must pass this assessment to be eligible to pass the unit.

Referencing Style

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

Submission

Offline

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 culturally specific context) to assist consumers experiencing mental health challenges
- Evaluate and explain mental health related legislation within the context of paramedicine

- Engage in interpersonal communication, ethical, and professional behaviours 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