



# **SOWK13012 Professional Practice and Mental Health**

## **Term 2 - 2017**

Profile information current as at 10/04/2024 04:48 am

All details in this unit profile for SOWK13012 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

You should be able to critically examine the various models of mental health, specific intervention strategies and the role of social workers and allied health professionals within mental health services. You should be able to integrate knowledge of the role of community, culture and models of mental health in the provision of evidence based strategies that promote mental health practice consistent with professional values and ethics. You should be able to evaluate the socio structural context of mental health and the implications for various client groups and determine how these elements translate into various models for intervention.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Successful completion of 48 credit points in any course.

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 2 - 2017

- Distance

### 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).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 25%

#### 2. **Written Assessment**

Weighting: 50%

#### 3. **Written Assessment**

Weighting: 25%

### 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 In class In student evaluation Moodle

**Feedback**

Students felt that the range of learning materials enhanced their learning experience.

**Recommendation**

To keep the learning materials up to date and varied to engage students.

## Unit Learning Outcomes
















































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

1. Analyse the social construction of mental health.
2. Critically evaluate models of mental health, their corollary intervention strategies and the professionals' role in delivering those various models and strategies.
3. Critically evaluate the use of current mental health status and assessment tools.
4. Integrate social work/allied health strategies within an interdisciplinary context using professional values and ethics.
5. Critically evaluate different models for mental health practice with individuals, families and communities.
6. Propose relevant effective and culturally appropriate evidence based strategies for intervention.






















## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1		2		3	4 5 6
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 - 25%										
2 - Written Assessment - 50%										
3 - Written Assessment - 25%										

## Textbooks and Resources

### Textbooks

SOWK13012

#### Prescribed

##### **Social Work Practice in Mental Health: An Introduction**

2nd Edition (2015)

Authors: Bland, R., Renouf, N., Tullgren, A.

Allen & Unwin

Crows Nest , NSW , Australia

ISBN: 9781743314753

Binding: Paperback

SOWK13012

#### Supplementary

##### **Mental Health in Australia: Collaborative Community Practice**

3rd Edition (2012 )

Authors: Meadows, G., Grigg,, M., Farhall, J., McDermott., F., Fossey., E., Singh, B. (ed.)

Oxford University Press

Melbourne , Victoria , Australia

ISBN: 9780195574883

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: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Paloma Cesare** Unit Coordinator

[p.cesare@cqu.edu.au](mailto:p.cesare@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
The history of mental illness The lived experience	Please refer to Moodle for unit readings and activities.	

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Concepts in mental health	Please refer to Moodle for unit readings and activities.	

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Psychiatric illnesses	Please refer to Moodle for unit readings and activities.	

#### Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Psychiatric assessment	Please refer to Moodle for unit readings and activities.	<b>Written Assessment 1 (1500 words)</b> Due: Week 4 Friday (4 Aug 2017) 11:45 pm AEST

#### Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Assessment and management of suicide risk	Please refer to Moodle for unit readings and activities.	

#### Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Case management & continuity of care	Please refer to Moodle for unit readings and activities.	

#### Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Multi-disciplinary teams	Please refer to Moodle for unit readings and activities.	

#### Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Carers & COPMI	Please refer to Moodle for unit readings and activities.	<b>Written Assessment 2 (2000 words)</b> Due: Week 8 Friday (8 Sept 2017) 12:00 am AEST

#### Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Culture & mental health	Please refer to Moodle for unit readings and activities.	

#### Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Mental health social work practice	Please refer to Moodle for unit readings and activities.	

#### Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Models of care in mental health	Please refer to Moodle for unit readings and activities.	

#### Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
The policy and legal context	Please refer to Moodle for unit readings and activities.	<b>Written Assessment 3 (1500 words)</b> Due: Week 12 Friday (6 Oct 2017) 12:00 am AEST

#### Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Written Assessment 1 (1500 words)

#### Assessment Type

Written Assessment

#### Task Description

The assessment is designed to develop student knowledge about mental health issues.

You are required to watch the audiovisual material which can be located on Moodle and titled *Assessment Item 1*. The audiovisual material is 1 hour in duration.

Your readings should inform your postings and where relevant, cite the literature. Responses to each question should be no more than 150 words each, that is, make one point thoroughly rather than several points superficially.

#### Discussion Questions:

1. What were some of the symptoms that Millie demonstrated or discussed by family members and what impacts did they have on her family relationships?
2. To what degree was Alan's response to his wife's attempted suicide a product of the era (i.e. mid 1960s)?
3. What could have Alan, other relatives, or neighbours have done to help?
4. Standing in the shoes of Millie's children, informed by theories of child development, how do you believe Susan and Tina understood their mother's illness?
5. How could mental health providers have done more to protect Susan and Tina?
6. What role has Susan and Tina played in ensuring Millie's well being and safety?
7. Why doesn't Millie believe that she is ill?
8. What factors do you think ultimately influenced Millie to take medication? Millie has been in the same home and has held a job for more than 2 1/2 years. What was Millie's contribution to her own progress?
9. How might Millie's life have been different if she was engaged in treatment at the onset of her illness?
10. Comparing beliefs about schizophrenia in the past with the present - is the pessimism that often accompanies schizophrenia justified over the long term?

#### Assessment Due Date

Week 4 Friday (4 Aug 2017) 11:45 pm AEST

#### Return Date to Students

Vacation Week Friday (18 Aug 2017)

Electronic Feedback

#### Weighting

25%

#### Assessment Criteria

Demonstrates the following:

- Demonstrate an understanding of contemporary mental health issues.
- Demonstrate a capacity for critical analysis of the presenting issues.
- Demonstrate consultation of the literature relevant to the assignment topic.
- Demonstrates synthesis and integration of literature, correct spelling (Macquarie) and punctuation, with appropriate citation and referencing (Harvard) and adheres to the word limit.

#### Referencing Style

- [Harvard \(author-date\)](#)

#### Submission

Online

#### Learning Outcomes Assessed

- Analyse the social construction of mental health.
- Critically evaluate models of mental health, their corollary intervention strategies and the professionals' role in delivering those various models and strategies.
- Critically evaluate the use of current mental health status and assessment tools.
- Integrate social work/allied health strategies within an interdisciplinary context using professional values and ethics.
- Critically evaluate different models for mental health practice with individuals, families and communities.

- Propose relevant effective and culturally appropriate evidence based strategies for intervention.

### **Graduate Attributes**

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

## **2 Written Assessment 2 (2000 words)**

### **Assessment Type**

Written Assessment

### **Task Description**

You are required to examine the Coroner's report located on the Moodle site to identify the problems associated with the treatment and care. You need to make reference to some of the key concepts that underpin contemporary mental health services. The concepts are as follow:

- Continuity of care
- Mental state assessment
- Suicide risk assessment and management
- Multi-disciplinary teamwork
- Family and carer's roles' in the treatment and care of loved ones.

The course material and readings introduce you to some of the key concepts that underpin contemporary mental health services. The Coroner's report covers some of these concepts and the problems associated with the treatment provided. The report is located on Moodle and titled *Assessment Item 2*.

### **Assessment Due Date**

Week 8 Friday (8 Sept 2017) 12:00 am AEST

Upload electronically to moodle

### **Return Date to Students**

Week 10 Friday (22 Sept 2017)

Electronic Feedback

### **Weighting**

50%

### **Assessment Criteria**

Demonstrates the following:

- Drawing on relevant unit and independent readings, apply and discuss the relevance of the following concepts to the information provided in the Coroner's Report: continuity of care, mental state assessment, suicide risk assessment and management, multidisciplinary team work, family and carers' roles in the treatment and care of loved ones.
- A critical analysis about the relevance of these concepts in relation to the problems associated with the treatment received.
- Demonstrates consultation of the literature relevant to the assignment topic.
- Demonstrates synthesis and integration of literature, strength and logic of argument, correct spelling (Macquarie) and punctuation, with appropriate citation and referencing (Harvard) and adheres to the word limit.

### **Referencing Style**

- [Harvard \(author-date\)](#)

### **Submission**

Online

### **Submission Instructions**

Moodle Upload

### **Learning Outcomes Assessed**

- Analyse the social construction of mental health.

- Critically evaluate models of mental health, their corollary intervention strategies and the professionals' role in delivering those various models and strategies.
- Critically evaluate the use of current mental health status and assessment tools.
- Integrate social work/allied health strategies within an interdisciplinary context using professional values and ethics.
- Critically evaluate different models for mental health practice with individuals, families and communities.
- Propose relevant effective and culturally appropriate evidence based strategies for intervention.

#### **Graduate Attributes**

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

### **3 Written Assessment 3 (1500 words)**

#### **Assessment Type**

Written Assessment

#### **Task Description**

You are working within a multi-disciplinary mental health team. You undertake generic tasks which your multi-disciplinary colleagues also undertake. You are concerned that you are losing focus on the social work perspective within mental health and decide to examine the literature to identify the distinct social work mental health role.

You consider the following:

A comprehensive social work approach in mental health emphasises and integrates the clinical and critical perspectives. How can social workers draw on the principles of contemporary mental health and ensure a focus on critical social work practice. Discuss critical mental health social work practice approaches and how to integrate the clinical and critical perspectives effectively in practice.

#### **Assessment Due Date**

Week 12 Friday (6 Oct 2017) 12:00 am AEST

Electronic submission via moodle

#### **Return Date to Students**

Exam Week Friday (20 Oct 2017)

Electronic Feedback

#### **Weighting**

25%

#### **Minimum mark or grade**

This assessment must be submitted to pass the unit.

#### **Assessment Criteria**

##### **Social Work Student Assessment**

- Critically reflects on contemporary mental health issues and their implications for practice.
- Critically evaluates the clinical and critical perspectives of mental health social work.
- Critically assesses opportunities within mental health services to ensure a focus on the social context and consequences of mental illness.
- Demonstrates consultation of literature relevant to the assignment's topic.
- Demonstrates synthesis and integration of literature, strength and logic of argument, correct spelling (Macquarie) and punctuation, with appropriate citation and referencing (Harvard) and adheres to the word limit.

##### **Other Discipline (Allied Health, Psychology etc) Assessment:**

- Critically reflects on contemporary mental health issues and their implications for practice.
- Critically evaluates the distinct professional perspective of mental health care delivery.
- Critically assesses opportunities within mental health services to ensure a focus on on your professional expertise.
- Demonstrates consultation of literature relevant to the assignment's topic.
- Demonstrates synthesis and integration of literature, strength and logic of argument, correct spelling (Macquarie) and punctuation, with appropriate citation and referencing (Harvard) and adheres to the word limit.

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Submission Instructions**

Upload to moodle

**Learning Outcomes Assessed**

- Analyse the social construction of mental health.
- Critically evaluate models of mental health, their corollary intervention strategies and the professionals' role in delivering those various models and strategies.
- Critically evaluate the use of current mental health status and assessment tools.
- Integrate social work/allied health strategies within an interdisciplinary context using professional values and ethics.
- Critically evaluate different models for mental health practice with individuals, families and communities.
- Propose relevant effective and culturally appropriate evidence based strategies for intervention.

**Graduate Attributes**

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

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem