



# SOWK13012 Professional Practice and Mental Health

## Term 2 - 2021

Profile information current as at 19/04/2024 08:23 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 - 2021

- Online

### 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 Have your say survey Personal feedback

**Feedback**

Students reported to like the video assessment because of its authenticity and relevance to social work practice.

**Recommendation**

Review how the video is used in the unit.

#### Feedback from Have your say Personal feedback

**Feedback**

Students reported to appreciate the opportunity to write a range of mental health assessments in group discussion forums in preparation for the assessment.

**Recommendation**

Continue to provide formative learning opportunities in group discussions in preparation for assessment.

## 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



### 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

#### Additional Textbook Information

Both paper and eBook versions can be purchased 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 styles below:**

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

For further information, see the Assessment Tasks.

## Teaching Contacts

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**Jan Pascal** Unit Coordinator

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## Schedule

### Week 1: What is mental illness - 12 Jul 2021

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: Concepts of mental health - 19 Jul 2021

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

### Week 3: Psychiatric illnesses - 26 Jul 2021

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

### Week 4: Psychiatric assessment - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Psychiatric assessment	Please refer to Moodle for unit readings and activities	<b>Written assessment (1500 words)</b> Due: Week 4 Friday (6 Aug 2021) 6:00 pm AEST

### Week 5: Assessment and management of suicide risk - 09 Aug 2021

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

### Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

### Week 6: Case management - 23 Aug 2021

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

### Week 7: Multidisciplinary teams - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Multidisciplinary teams	Please refer to Moodle for unit readings and activities	

### Week 8: Carers and COPMI - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Carers and COPMI	Please refer to Moodle for unit readings and activities	<b>Mental Health Assessment (2000 words)</b> Due: Week 8 Friday (10 Sept 2021) 6:00 pm AEST

### Week 9: Culture - 13 Sep 2021

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

### Week 10: Social work practice and human Rights - 20 Sep 2021

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

### Week 11: Models of care in mental health - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic

Models of care in mental health Please refer to Moodle for unit readings and activities

### Week 12: The policy and legal context - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
The policy and legal context	Please refer to Moodle for unit readings and activities	

### Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Assessment of social justice and human rights 3 (1500 words)</b> Due: Review/Exam Week Monday (11 Oct 2021) 9:00 am AEST

### Exam Week - 18 Oct 2021

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

### 1 Written assessment (1500 words)

#### Assessment Type

Written Assessment

#### Task Description

##### Aim

The aim of this assessment is to explore a mental health case study and evaluate the assessment of the client, their current and past mental health, their family, relationships and possible interventions that could occur.

##### Instructions

Please follow the steps below to complete your assessment task:

Length: 1500 words

This Assessment task is designed to develop your knowledge about mental health issues.

Watch the mental health scenario at the following address:

- <https://www.youtube.com/watch?v=4YhpWZCdiZc> (14:44mins)
- University of Nottingham, (2012). Psychiatric interview for teaching depression  
Your readings should inform your answers and where relevant, you should cite the literature.
- Responses to each question should be no more than 150 words each.

#### Assessment Task Questions to be Answered:

1. 1. What were the symptoms that Alison Wells demonstrated, described and what impact did they have on her family relationships?
1. 2. What further information might have been explored about Alison's explanation about her mental health journey?
1. 3. What could Alison's sister or friends have done to help - past and present?
1. 4. Standing in the shoes of children, informed by theories of child development, how might her children understand their mother's illness?
1. 5. What can mental health providers do to support Alison's children?
1. 6. What role does Alison's sister and children play in supporting her well being and safety?
1. 7. Using literature to support your answer, What might be the reasons Alison did not seek help when her marriage broke up and she was experiencing suicidal ideation?

1. 8. Describe the interventions are required for Alison at this time?
1. 9. Describe Alison’s contribution towards a positive health outcome?
1. 10. Analyse how might life be different for Alison if she had sought medical intervention four (4) years ago?
1. 11. Comparing beliefs about depression, what are the common misconceptions and contemporary viewpoints on how communities deal with mental illness like depression?

**Literature and references**

In this assessment use at least 10 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian Association of Social Workers.

**Requirements**

- o Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- o Include page numbers on each page in a footer.
- o Write in the third-person perspective.
- o Use formal academic language.
- o Use the Harvard referencing style. The CQUniversity Academic Learning Centre has an online [Harvard Referencing Style Guide](#).
- o The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

**Resources**

- o You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- o We recommend that you access your discipline specific [library guide](#): the [Social Work and Community Services Guide](#).
- o We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- o For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- o Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

**Assessment Due Date**

Week 4 Friday (6 Aug 2021) 6:00 pm AEST  
Upload electronically to moodle

**Return Date to Students**

As per policy electronic feedback

**Weighting**

25%

**Assessment Criteria**

SOWK13012: Professional practice and mental health  
Assessment 1: Marking Criteria/Rubric

HD 84.5-100%	D 74.5-84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	MARKS
<b>Presentation and Structure - overall submission (10%)</b>					

<p>Excellent discussion which completely conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Answers all questions Correct spelling, grammar, sentence structure and paragraphs. Introduction and Conclusion have been written. Within expected word length.</p>	<p>Discussion mostly conforms to the Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Answers all questions Correct spelling, grammar, sentence structure and paragraphs. Introduction and conclusion have been written. Within expected word limit.</p>	<p>Discussion <b>adequately</b> conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Mostly correct spelling, grammar, sentence structure and paragraphs, content can occasionally be difficult to follow or understand. Answers all questions Introduction and conclusion have been written. Within expected word limit.</p>	<p>Discussion <b>occasionally</b> conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Somewhat correct spelling, grammar, sentence structure and paragraphs, content often, can be difficult to follow or understand. Attempts all questions Introduction and conclusion have been written. Within/exceeds expected word limit.</p>	<p>Discussion unsuccessfully conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Poor spelling, grammar, sentence structure and paragraphs, making content difficult to read or follow. Some answers not supplied. Introduction and conclusion have not been included. Deviates from expected word limit.</p>	<p>...../10</p>
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**Demonstrated understanding of contemporary mental health issues.....(30%)**

<p>Excellent understanding demonstrated which integrates academic literature and observations from the YouTube video</p>	<p>Very good understanding demonstrated which integrates academic literature and observations from the YouTube video</p>	<p>Good understanding demonstrated which integrates academic literature and observations from the YouTube video</p>	<p><b>Fair</b> understanding demonstrated which integrates academic literature and observations from the YouTube video</p>	<p><b>Poor or no</b> application and understanding demonstrated which integrates academic literature and observations from the YouTube video</p>	<p>...../30</p>
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**Demonstrates capacity for critical analysis of the presenting issues in the video.....(30%)**

<p>Excellent analysis of the presenting issues in the video. Identifies and evaluates all of the evidence and provides new or critical insights, analyses, assumptions and how this influences understanding of the context, and considers the implications of the critical analysis</p>	<p>Very good analysis of the presenting issues in the video. Identifies and evaluates the evidence and provides critical insights, analyses, assumptions and how this influences understanding of the context, and considers the implications of this analysis</p>	<p>Good analysis of the presenting issues in the video. Mostly identifies and evaluates the evidence and provides critical insights, analyses, assumptions and how this influences understanding of the context.</p>	<p>Fair analysis of the presenting issues in the video. Identifies the evidence and provides insights, some analyses, assumptions,</p>	<p>Poor or no analysis of the presenting issues in the video. Fails to identify the evidence or provides insights,</p>	<p>...../30</p>
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<b>Application of relevant literature in demonstrating critical analysis applicable to the video questions. ....(20%).</b>					
Excellent application of relevant social work literature with examples specifically related to the presenting issues included.	Very good application of relevant social work literature with examples specifically related to the presenting issues included.	Good application of relevant social work literature with examples specifically related to the presenting issues included.	Fair application of relevant social work literature with some examples specifically related to the presenting issues included.	Poor or no critique of the application of relevant social work literature with limited or no examples specifically related to	...../20
<b>Referencing.....(10%)</b>					
All literature used is appropriate and scholarly. Minimum of 10 references Harvard referencing formatted used with no mistakes.	Most of the literature used is appropriate and scholarly. Minimum of 8 references. Harvard referencing formatted used with minimal mistakes	Most of the literature used is appropriate and scholarly. Minimum of 6 references. Harvard referencing formatted used with some mistakes.	Some of literature used is appropriate and scholarly. Minimum of 5 references Harvard referencing formatted used with many mistakes	Most of the literature used is inappropriate and not from a scholarly source. Harvard referencing formatted not used. Less than 5 references	...../10
<b>TOTAL MARKS</b>					

### Referencing Style

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

### Submission

Online

### Submission Instructions

Upload electronically 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

## 2 Mental Health Assessment (2000 words)

### Assessment Type

Written Assessment

### Task Description

Aim

The aim of this assessment is to explore the mental health case study and complete a mental health assessment

Instructions

Please follow the steps below to complete your assessment task: Word length: 2000 words

In this Assessment Task, you are required to complete a mental health assessment for Allison Wells from the video.

Watch the mental health scenario is at the following address:

<https://www.youtube.com/watch?v=4YhpWZCdIZc> (14:44mins)

University of Nottingham, (2012). Psychiatric interview for teaching depression

You are required to use the following structure (Queensland Health, Mental Health Assessment to complete this Assignment Task.

Assessment requirements	Completed
Presenting problems	
History of presenting problems (onset, duration, course, severity)	
Current functioning: Across domains, e.g. employment/education, family, social	
Relevant cultural issues (personal and family)	
Previous assessments and interventions	
Psychiatric history (personal and family history)	
Current medications	
Family history	
Developmental history	
Substance abuse	
Forensic and legal history	
Risk screen (e.g. suicide, self-harm, aggression, vulnerability, absconding risk, risks to dependent children, and risk of disrupted attachment)	
Family perspective	
Client perspective	
Goals for treatment	
Clinical formulation	
Treatment plan	

Literature and references

In this assessment use at least 10 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

Requirements

Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

Include page numbers on each page in a footer.

Write in the third-person perspective.

Use formal academic language

Use headings

Use the Harvard referencing style. The CQUniversity Academic Learning Centre has an online [Harvard Referencing Style Guide](#).

The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.

We recommend that you access your discipline specific [library guide: Social Work and Community Services Guide](#).

We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).

For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.

Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

**Assessment Due Date**

Week 8 Friday (10 Sept 2021) 6:00 pm AEST

Upload electronically to moodle

**Return Date to Students**

As per policy

**Weighting**

50%

**Assessment Criteria**

SOWK13012: Professional practice and mental health

Assessment 2: Marking Criteria/Rubric

HD 84.5-100%	D 74.5-84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	MARKS
<b>Presentation and Structure - overall submission (10%)</b>					
Excellent discussion which completely conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Uses headers Correct spelling, grammar, sentence structure and paragraphs. Introduction and Conclusion have been written. Within expected word length.	Discussion mostly conforms to the Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Uses headers Correct spelling, grammar, sentence structure and paragraphs. Introduction and conclusion have been written. Within expected word limit.	Discussion adequately conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Mostly correct spelling, grammar, sentence structure and paragraphs, content can occasionally be difficult to follow or understand. Mostly uses headers Introduction and conclusion have been written. Within expected word limit.	Discussion occasionally conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Somewhat correct spelling, grammar, sentence structure and paragraphs, content often, can be difficult to follow or understand. Some headers. Introduction and conclusion have been written. Within/exceeds expected word limit.	Discussion unsuccessfully conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Poor spelling, grammar, sentence structure and paragraphs, making content difficult to read or follow. No Headers Introduction and conclusion have not been included. Deviates from expected word limit.	/10
<b>Demonstrated understanding of Alison's presenting issues.....(20%)</b>					
Excellent demonstration of understanding of Alison's presenting issues	Very good understanding demonstration of understanding of Alison's presenting issues	Good demonstration of understanding of Alison's presenting issues	<b>Fair</b> demonstration of understanding of Alison's presenting issues	<b>Poor or no</b> application and demonstration of understanding of Alison's presenting issues	/20
<b>Demonstrates an understanding of contemporary mental health issues that are relevant to Alison.....(30%)</b>					
Excellent understanding of mental health issues relevant to Alison	Very good understanding of mental health issues relevant to Alison	Good understanding of mental health issues relevant to Alison	Fair understanding of mental health issues relevant to Alison	Poor or no understanding of mental health issues relevant to Alison	/30
<b>Demonstrates an ability to develop a clinical formulation that integrates a social work and mental health analysis of Alison's needs.....(30%)</b>					

Excellent ability to develop a clinical formulation that integrates social work and mental health analysis	Very good ability to develop a clinical formulation that integrates social work and mental health analysis	Good ability to develop a clinical formulation that integrates social work and mental health analysis	Fair ability to develop a clinical formulation that integrates social work and mental health analysis	Poor or no ability to develop a clinical formulation that integrates social work and mental health analysis	...../30
<b>Referencing.....(10%)</b>					
All literature used is appropriate and scholarly. Minimum of 10 references Harvard referencing formatted used with no mistakes.	Most of the literature used is appropriate and scholarly. Minimum of 8 references. Harvard referencing formatted used with minimal mistakes	Most of the literature used is appropriate and scholarly. Minimum of 6 references. Harvard referencing formatted used with some mistakes.	Some of literature used is appropriate and scholarly. Minimum of 5 references Harvard referencing formatted used with many mistakes	Most of the literature used is inappropriate and not from a scholarly source. Harvard referencing formatted not used. Less than 5 references	.../10
<b>TOTAL MARKS</b>					

### Referencing Style

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

### 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.
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### Graduate Attributes

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

## 3 Assessment of social justice and human rights 3 (1500 words)

### Assessment Type

Written Assessment

### Task Description

#### Aim

The aim of this assessment is to develop your knowledge of human rights/social justice perspective of a mental health issue.

#### Instructions

Please follow the steps below to complete your assessment task:

Word length: 1500 words

In this Assessment Task, you are required to write an essay:

Examine a contemporary mental health issue (list below) and consider the historical and socio-political and economic contexts that have shaped the issue.

Demonstrate an understanding of the social consequences of the issue including race, gender and discrimination.

How might social workers practice within a social justice framework to protect the human rights of those experiencing the social consequences of the particular mental health issue identified.

**Mental health issue:**

- Drug and alcohol addiction
- Eating disorders
- Bipolar disorder
- Schizophrenia
  
- Personality disorder
- Post-traumatic stress disorder
- Post-partum depression

**Literature and references**

In this assessment use at least 10 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian Association of Social Workers.

**Requirements**

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
  
- Write in the third-person perspective.
- Use academic formal language.
- Use the Harvard referencing style. The CQUniversity Academic Learning Centre has an online [Harvard Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

**Resources**

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
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- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

**Assessment Due Date**

Review/Exam Week Monday (11 Oct 2021) 9:00 am AEST

Electronic submission via moodle

**Return Date to Students**

Electronic Feedback

**Weighting**

25%

**Minimum mark or grade**

This assessment must be submitted to pass the unit.

**Assessment Criteria**

SOWK13012: Professional practice and mental health

Assessment 3: Marking Criteria/Rubric

HD 84.5-100%	D 74.5-84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	MARKS
<b>Presentation and Structure - overall submission (10%)</b>					
Excellent discussion which completely conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Uses headers Correct spelling, grammar, sentence structure and paragraphs. Introduction and Conclusion have been written. Within expected word length.	Discussion mostly conforms to the Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Uses headers Correct spelling, grammar, sentence structure and paragraphs. Introduction and conclusion have been written. Within expected word limit.	Discussion adequately conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Mostly correct spelling, grammar, sentence structure and paragraphs, content can occasionally be difficult to follow or understand. Mostly uses headers Introduction and conclusion have been written. Within expected word limit.	Discussion occasionally conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Somewhat correct spelling, grammar, sentence structure and paragraphs, content often, can be difficult to follow or understand. Some headers. Introduction and conclusion have been written. Within/exceeds expected word limit.	Discussion unsuccessfully conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Poor spelling, grammar, sentence structure and paragraphs, making content difficult to read or follow. No Headers Introduction and conclusion have not been included. Deviates from expected word limit.	...../10
HD 84.5-100%	D 74.5-84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	MARKS
<b>Critically reflects on contemporary mental health issues and the implications for practice.....(20%)</b>					
Advanced critical analysis of the presenting issues, identifies and evaluates all evidence and provides new or critical insights analyses, assumptions and implications for practice	Very good critical analysis of the presenting issues, identifies and evaluates all evidence and provides critical insights analyses, assumptions and implications for practice	Good critical analysis of the presenting issues, identifies and evaluates most evidence and provides critical insights analyses, assumptions and implications for practice	<b>Fair</b> analysis of the presenting issues, identifies and some evidence and provides some analysis, assumptions and implications for practice	<b>Poor or no</b> analysis of the presenting issues, assumptions or implications for practice	/25
<b>Critically evaluates the historical, socio-political, and economic context that has shaped the issue.....(25%)</b>					
Advanced critical analysis of the presenting issues, identifies and evaluates all evidence and provides new or critical insights analyses, assumptions and implications for practice. Attention is given to the historical, socio-political and economic contexts.	Very good critical analysis of the presenting issues, identifies and evaluates all evidence and provides critical insights analyses, assumptions and implications for practice. Mostly attention is historical, socio-political and economic contexts.	Good critical analysis of the presenting issues, identifies and evaluates most evidence and provides critical insights analyses, assumptions and implications for practice. Some attention is historical, socio-political and economic contexts.	Fair analysis of the presenting issues, identifies and some evidence and provides some analysis, assumptions and implications for practice. Limited attention is historical, socio-political and economic contexts.	<b>Poor or no</b> analysis of the presenting issues, assumptions or implications for practice or any attention to the historical, socio-political and economic contexts	...../25

<b>Critically assesses opportunities with mental health to ensure a focus on social justice and human rights.....(25%)</b>					
Advanced critical analysis of the presenting issues, identifies and evaluates all evidence and provides new or critical insights analyses, assumptions and implications for practice. Attention is paid to how social workers work within a social justice framework to protect human rights	Very good critical analysis of the presenting issues, identifies and evaluates all evidence and provides critical insights analyses, assumptions and implications for practice. Mostly attention is paid to how social workers work within a social justice framework to protect human rights	Good critical analysis of the presenting issues, identifies and evaluates most evidence and provides critical insights analyses, assumptions and implications for practice. Some attention is paid to how social workers work within a social justice framework to protect human rights	Fair analysis of the ability to of the presenting issues, identifies and some evidence and provides some analysis, assumptions and implications for practice. Limited attention is paid to how social workers work within a social justice framework to protect human rights	Poor or no analysis of the presenting issues, assumptions or implications for practice or any attention paid to how social workers work within a social justice framework to protect human rights.	...../25
<b>Referencing.....(15%)</b>					
All literature used is appropriate and scholarly. Minimum of 10 references Harvard referencing formatted used with no mistakes.	Most of the literature used is appropriate and scholarly. Minimum of 8 references. Harvard referencing formatted used with minimal mistakes	Most of the literature used is appropriate and scholarly. Minimum of 6 references. Harvard referencing formatted used with some mistakes.	Some of literature used is appropriate and scholarly. Minimum of 5 references Harvard referencing formatted used with many mistake	Most of the literature used is inappropriate and not from a scholarly source. Harvard referencing formatted not used. Less than 5 references	...../15
<b>TOTAL MARKS</b>					

### Referencing Style

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

### 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