



## COURSE OUTLINE

HLT301

# Contexts of Practice: Mental Health Care

**Course Coordinator:** Karen-Ann Clarke (kclarke@usc.edu.au) **School:** School of Nursing, Midwifery and Paramedicine

2021 | Semester 1

USC Sunshine Coast  
USC Moreton Bay  
USC Caboolture  
USC Fraser Coast  
USC Gympie  
SCHI

**ON CAMPUS**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

In this course you will gain an understanding of the broad range of factors integral to mental health and mental illness. You have the opportunity to integrate theory and develop skills related to mental health promotion with a focus on individuals and/or families experiencing mental health concerns. You will explore and apply therapeutic communication skills, mental health assessment tools, and clinical management plans. The focus will be multidisciplinary using a person-centred recovery paradigm.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Lecture</b> – Online	1hr	Refer to Format	11 times
<b>Tutorial/Workshop</b>	6hrs	Refer to Format	3 times

### 1.3. Course Topics

Module 1. Contemporary Mental Health Care in Australia and Mental Health Legislation.

Module 2. Stress, Anxiety, Depression and Perinatal Mental Health.

Module 3. Personality Disorders and Self Harming Behaviours.

Module 4. Psychotic Disorders.

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Demonstrate an understanding of the factors that contribute to the development of mental illness in individuals	Knowledgeable Empowered
2 Identify presentations of mental illness in a variety of situational and cultural contexts	Knowledgeable Empowered
3 Demonstrate the ability to utilise mental status assessment skills and apply clinical reasoning skills to a variety of complex mental health situations	Empowered Sustainability-focussed
4 Critically reflect on the role that ethical practice can play in the reduction of stigma at an individual, social and political level	Knowledgeable Ethical
5 Describe the key elements of recovery-informed practice as a model of person-centred mental health care.	Knowledgeable Sustainability-focussed
6 Explain how the therapeutic use of self establishes and sustains a therapeutic relationship.	Knowledgeable Empowered
7 Demonstrate how you, as a health professional, can best initiate, develop and maintain a therapeutic alliance with a person with a mental illness.	Creative and critical thinker

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Not applicable

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

PAR341 or NUR301

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

## 6.2. Details of early feedback on progress

You will begin to develop your skill of undertaking a mental state assessment in week 3, during attendance at your Intensive Workshops. These early assessments will likely underpin your approach to Assessment Task 1, the Mental State Examination Workbook. Tutors will provide formative feedback in class

## 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	30%	1500 words	Refer to Format	Online Assignment Submission with plagiarism check
All	2	Essay	Individual	40%	2000 words	Refer to Format	Online Assignment Submission with plagiarism check
All	3	Quiz/zes	Individual	30%	90 minutes	Refer to Format	Online Test (Quiz)

### All - Assessment Task 1: Mental State Examination Workbook

<b>GOAL:</b>	To apply a mental state examination to a person with a mental illness who is being interviewed by a health professional		
<b>PRODUCT:</b>	Written Piece		
<b>FORMAT:</b>	Submit: Group 1: Week 1 Group 2: Week 5  You will observe a video in which a person with a mental illness is interviewed by a health professional. You will then provide short responses in a workbook that assesses your application of knowledge of the mental state examination.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Accuracy of your assessment of the person's mental state, and their associated risks for aggression, suicide, self-harm, vulnerability, and withdrawal from treatment and proposed pathways of care and treatment	
	2	The use of relevant sources to support your findings	
	3	Academic communication including structure, grammar and referencing	
	4	Assessment criteria are mapped to the course learning outcomes	1 2 3 4 5 6 7

### All - Assessment Task 2: Essay

<b>GOAL:</b>	To critically explore a selected mental health disorder
<b>PRODUCT:</b>	Essay
<b>FORMAT:</b>	Group 1: Week 4, Group 2: Week 8  Choose one of the mental health disorders listed on Blackboard. Critically explore the chosen disorder and plan a pathway of care for a person experiencing the disorder.

CRITERIA:	No.	Learning Outcome assessed
	1	The depth of your critical exploration of the disorder, associated risks and appraisal of treatment and care pathways
	2	The use of academic literature to support the essay
	3	Academic communication including structure, grammar and referencing

### All - Assessment Task 3: Online Quiz

<b>GOAL:</b>	The aim of the quiz is to enable you to review important foundational concepts related to mental health and illness that can be found in the prescribed text and in Blackboard materials	
<b>PRODUCT:</b>	Quiz/zes	
<b>FORMAT:</b>	Group 1: Week 6, Group 2: Week 10  60 multiple choice questions of 90 minutes duration using an Open-Book format using the prescribed textbook and material found on Blackboard.	
<b>CRITERIA:</b>	No.	Learning Outcome assessed
	1	Accurate discipline knowledge and ethical practice

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Hungerford, C., Hodgson, D., Clancy, R., Murphy, G. & Doyle, K	2021	Mental Health Care (4th edition)	Wiley

### 8.2. Specific requirements

N/A

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

## 10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

## 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

## 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)