## UniSC

**COURSE OUTLINE**

# NUR722 Assessment in Mental Health

**School:** School of Health - Nursing

## 2025 | Semester 2

| Online | ONLINE | You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement. |
|---|---|---|

*Please go to usc.edu.au 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 students will examine advanced assessment strategies utilised in mental health care. Clinicians working with people with mental health needs, value assessment as being core to strengthening professional practice. Through practical learning experiences, you will develop skills to perform these comprehensive assessments at an advanced level, including interviewing and risk assessment skills. The perspectives of people with lived experience of mental illness will be integrated within the learning experiences.

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

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|---|---|---|
| **ONLINE** | | | |
| **Online** – Online asynchronous learning and teaching materials and self-directed study. | 3hrs | Week 1 | 13 times |

### 1.3. Course Topics

Classification of mental disorders.

Mental status assessment/examination.

Risk assessment.

Use of standardised assessment tools.

Case formulation.

Understanding mental illness.

Treatments for mental illnesses.

## 2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

## 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 MAPPING | PROFESSIONAL STANDARD MAPPING * |
|---|---|---|
| On successful completion of this course, you should be able to... | Completing these tasks successfully will contribute to you becoming... | Nursing and Midwifery Board of Australia |
| 1  Demonstrate advanced understanding of communication, assessment and interviewing skills required for a mental state examination | Empowered | 1.2, 1.3, 1.6, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4 |
| 2  Critically examine principles of comprehensive Risk Assessment | Empowered | 1.1, 1.4, 1.5, 1.6, 2.2, 2.5, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3 |
| 3  Demonstrate advanced understanding and application of classification systems to mental health disorders | Knowledgeable | 1.1, 3.2, 4.3, 6.2 |
| 4  Critically analyse the ethical and legal factors that are involved in mental health assessments | Ethical Engaged | 1.3, 1.4, 1.5, 2.4, 2.5, 2.9, 3.2, 6.1, 6.5, 6.6, 7.3 |
| 5  Apply principles and practices of academic writing and referencing | Knowledgeable | 1.1, 1.2, 3.3 |
| 6  Demonstrate ethical use of intellectual property | Ethical | 1.4, 1.5 |

## * Competencies by Professional Body

| CODE | COMPETENCY |
|---|---|
| **NURSING AND MIDWIFERY BOARD OF AUSTRALIA** | |
| 1.1 | The RN accesses, analyses, and uses the best available evidence, that includes research findings for safe quality practice |
| 1.2 | The RN develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice |
| 1.3 | The RN 1.3 respects all cultures and experiences, which includes responding to the role of family and community that underpin the health of Aboriginal and Torres Strait Islander peoples and people of other cultures |
| 1.4 | The RN complies with legislation, common law, policies, guidelines and other standards or requirements relevant to the context of practice when making decisions |
| 1.5 | The RN uses ethical frameworks when making decisions |
| 1.6 | The RN maintains accurate, comprehensive and timely documentation of assessments, planning, decision-making, actions and evaluations |
| 2.1 | The RN establishes, sustains and concludes relationships in a way that differentiates the boundaries between professional and personal relationships |
| 2.2 | The RN communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights |
| 2.3 | The RN recognises that people are the experts in the experience of their life |
| 2.4 | The RN provides support and directs people to resources to optimise health related decisions |
| 2.5 | The RN advocates on behalf of people in a manner that respects the person's autonomy and legal capacity |
| 2.9 | The RN reports notifiable conduct of health professionals, health workers and others. |
| 3.2 | The RN provides the information and education required to enhance people's control over health |
| 3.3 | The RN uses a lifelong learning approach for continuing professional development of self and others |
| 4.1 | The RN conducts assessments that are holistic as well as culturally appropriate |

| CODE | COMPETENCY |
|------|-----------|
| 4.2 | The RN uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice |
| 4.3 | The RN works in partnership to determine factors that affect, or potentially affect, the health and well being of people and populations to determine priorities for action and/or for referral |
| 4.4 | The RN assesses the resources available to inform planning |
| 5.1 | The RN uses assessment data and best available evidence to develop a plan |
| 5.2 | The RN collaboratively constructs nursing practice plans until contingencies, options priorities, goals, actions, outcomes and timeframes are agreed with the relevant persons |
| 5.3 | The RN documents, evaluates and modifies plans accordingly to facilitate the agreed outcomes |
| 6.1 | The RN provides comprehensive safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people |
| 6.2 | The RN practises within their scope of practice |
| 6.5 | The RN practises in accordance with relevant nursing and health guidelines, standards, regulations and legislation |
| 6.6 | The RN uses the appropriate processes to identify and report potential and actual risk related system issues and where practice may be below the expected standards |
| 7.3 | The RN determines, documents and communicates further priorities, goals and outcomes with the relevant persons |

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

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

### 5.1. Pre-requisites

Enrolled in Program SC546, SC742, SC423 or SC420

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 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

Short quizzes will be included with the learning materials in weeks 1-4 to provide early feedback on learning progress and to provide examples of the questions in Task 3.

## 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% | 750 words each. | Throughout teaching period (refer to Format) | Online Submission |
| All | 2 | Case Study | Individual | 30% | 2000 words | Week 12 | Online Assignment Submission with plagiarism check |
| All | 3 | Quiz/zes | Individual | 40% | 90 minutes | Exam Period | Online Test (Quiz) |

**All - Assessment Task 1:** Journal Article Review

| GOAL: | The aim of the two journal article review activities is for you to critically reflect on issues related to mental health assessment, providing an evidence-base for your response. | |
|---|---|---|
| PRODUCT: | Written Piece | |
| FORMAT: | You will be provided with a peer reviewed journal article regarding mental health assessment. You will provide a response to set questions using evidence to support your thoughts and findings.<br>Individual Task.<br>750 words for each journal article review. Minimum of 3 academic references.<br>APA referencing style.<br>Task 1a is due in week 5.<br>Task 1b is due in week 9. | |
| CRITERIA: | **No.** | **Learning Outcome assessed** |
| | 1   Depth of analysis of theory | ① ② ④ |
| | 2   Use of relevant academic sources to support your findings | ④ |
| | 3   Adherence to principles of academic integrity | ⑥ |
| | 4   Application of academic writing and use of the APA 7 referencing style guide | ⑤ |
| GENERIC SKILLS: | | |

**All - Assessment Task 2:** Case Assessment

| | |
|---|---|
| **GOAL:** | The goal is for you to perform a Mental State Examination and then to critically analyse the scenario to demonstrate an advanced understanding of the assessment of a person with a mental disorder. |
| **PRODUCT:** | Case Study |
| **FORMAT:** | You will be provided with a video of a simulated interview of a person experiencing a mental disorder. You will observe the video and then undertake a full Mental State Assessment. You will also address issues such as risk, case formulation, diagnostic classification of illness using the DSM-5, and suggested treatment pathways for this person. Individual Assignment Structure.<br>2000 words.<br>Minimum of 10 (ten) academic reference sources.<br>APA Referencing style. |

| **CRITERIA:** | No. | | Learning Outcome assessed |
|---|---|---|---|
| | 1 | Depth and accuracy of mental status and risk assessment | 2 3 |
| | 2 | Critical analysis of the diagnostic process using contemporary classification systems | 3 |
| | 3 | Attention to ethical and legal considerations within the assessment process | 4 |
| | 4 | The use of an evidence base to support a proposed pathway of care and treatment for the individual with a mental health disorder | 1 2 |
| | 5 | Application of academic writing and use of the APA 7 referencing style guide | 5 |
| | 6 | Adherence to principles of academic integrity | 6 |

| | |
|---|---|
| **GENERIC SKILLS:** | Communication, Information literacy |

**All - Assessment Task 3:** Online quiz

| | |
|---|---|
| **GOAL:** | The aim of the quiz is for you to review important concepts in mental health theory and mental health practice. |
| **PRODUCT:** | Quiz/zes |
| **FORMAT:** | Multiple choice and extended response questions of 90 minutes duration using an Open-Book format. Questions will assess your understanding of the learning materials, including from the Learning Management System, your prescribed text and from the readings that have been provided to you as part of the course materials. |

| **CRITERIA:** | No. | | Learning Outcome assessed |
|---|---|---|---|
| | 1 | Accurate discipline knowledge and ethical practice | 1 2 3 4 |
| | 2 | Adherence to principles of academic integrity | 6 |

| | |
|---|---|
| **GENERIC SKILLS:** | |

# 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. 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 Canvas 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 | EDITION | PUBLISHER |
|---|---|---|---|---|---|
| Required | Steve Trenoweth, Nicola Moone | 2017 | Psychosocial Assessment in Mental Health | n/a | Sage Publications Limited |

### 8.2. Specific requirements

Not applicable

## 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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 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. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

### 10.5. 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.

## 10.6. 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 or call 07 5430 1226.

## 10.7. 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 or call 07 5430 2890.

## 10.8. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

**In person:**

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

**Tel:**  +61 7 5430 2890

**Email:**  studentcentral@usc.edu.au