

NUR722 **Assessment in Mental Health**

School: School of Health - Nursing

2026 | Trimester 2

Online

ONLINE

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

Please go to unisc.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	12 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, GC011, 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

5.5. Microcredential Information

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																
AUTHORSHIP STATEMENT:																	
FORMAT:	<p>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.</p> <p>Individual Task.</p> <p>750 words for each journal article review. Minimum of 3 academic references.</p> <p>APA referencing style.</p> <p>Task 1a is due in week 5.</p> <p>Task 1b is due in week 9.</p>																
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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																						
AUTHORSHIP STATEMENT:																							
FORMAT:	<p>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.</p> <p>2000 words.</p> <p>Minimum of 10 (ten) academic reference sources.</p> <p>APA Referencing style.</p>																						
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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										
AUTHORSHIP STATEMENT:											
FORMAT:	<p>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.</p>										
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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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

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

Eligibility for Supplementary Assessment

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

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

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 submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

10.4. 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>

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)