

# Course Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Course Title:</b>	NURSING PRACTICE 4: MENTAL HEALTH NURSING
<b>Course ID:</b>	NURBN2024
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(NURBN1006 or NURBN1017)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	060301

## Description of the Course:

The course introduces students to contemporary mental health nursing concepts involving a recovery-focused and lifespan-based approach to mental health care. The course will provide foundational knowledge around mental health care in various settings, assessment skills, communication, the principles and components of recovery and collaborative relationships with clients in mental health services across the lifespan. The course will also emphasize the Mental Health and Wellbeing Act (2022) to be enacted in September 2023, and its focus on Right based objectives and principles, views preferences of people living with mental illness or psychophysical distress, families carers and supporters. Students will also gain a beginning knowledge and experience in a mental health clinical practice setting in which they can further develop some of these skills.

The course is underpinned by the guiding principles of National Practice Standards for the Mental Health Workforce including rights, responsibilities, safety and privacy, consumer and carer participation, awareness of diversity, early detection and intervention, ethical practice and professional responsibilities

This course contains 80 hours Clinical Placement

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Does Recognition of Prior Learning apply to this course?** No

**Placement Component:** Yes

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

**Learning Outcomes:**
**Knowledge:**

- K1.** Discuss the concepts of mental health and contemporary mental health nursing practice with a lifespan, inclusive and recovery-focused approach to mental health care
- K2.** Describe a range of mental disorders including, but not limited to, mood disorders, psychotic disorders, personality disorders, anxiety disorders, with associated behavioural interventions (including medications), across the lifespan
- K3.** Examine the principles of rights-based objectives and principles in contemporary mental health services with respect to the new Victorian Mental health and Wellbeing act (2022) and explore the importance of person and family participation and self-determination as a perspective of the recovery

**Skills:**

- S1.** Promote positive images and challenge discriminatory stereotypes of people living with mental illness by demonstrating the ability to practice in a way that acknowledges the dignity, culture, values, belief and rights of individuals and groups; (NSQHS Standards: Aged care Quality Standards)
- S2.** Communicate effectively with people who are experiencing disturbances of thoughts, feelings and behaviour, and demonstrate cultural sensitivity and safety in mental health practice
- S3.** Integrate mental health concepts into the nursing assessment, including conducting a mental health status examination through a comprehensive and systematic nursing assessment
- S4.** Develop beginning practice skills of therapeutic communication to persons living with of mental illness or psychological distress with mental illnesses

**Application of knowledge and skills:**

- A1.** Use a recovery-based approach to assess, plan, implement, evaluate, accurately document and communicate evidence-based nursing care for the person living with a mental illness
- A2.** Demonstrate a fundamental knowledge of the Mental Health and Wellbeing Act (2022) and the roles and functions of the members of the mental health workforce encompassing cultural, spiritual, social, biological and psychological features of illness and health

**Course Content:**

The NMBA Registered Nurse Standards for Practice (2016); NMBA Code of Conduct for Nurses (2018) and Code of Ethics for Nurses (2018), National Safety and Quality Health Service (NSQHS) Standards (2017) and National Health Priority areas have substantially informed the syllabus/content of this course.

Topics of study will include:

- National Safety and Quality Health Service (NSQHS) Standards: Aged care Quality Standards 1-6; Paediatric Quality Standards for mental health
- rights and responsibilities
- safety and privacy
- recovery-led consumer and carer participation and partnership
- awareness of diversity - inclusion and cultural safety
- mental health problems and mental disorders including related pathophysiology and pharmacology
- medication safety in mental health promotion and prevention
- early detection and intervention
- mental health assessment
- Mental health treatment
- relapse prevention and support
- integration and partnership
- documentation and information systems
- evaluation and research
- ethical practice and professional responsibilities
- the role of clinical placement in linking theory to practice
- therapeutic communication with clients who suffer from depression, experience suicide ideation and with patients who self-harm/risk take
- implementing the current mental health legislation, within the Australian healthcare system
- recognising and responding to deterioration in a person's mental health state
- develop and assess nursing graduate capabilities allocated to this course

### Graduate Attributes

Federation graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Students will be equipped with advanced level knowledge of the determinants of health, health determinants and the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world;

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, S1, S2, S3, S4, A1, A2	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K1, K2, K3, S1, S2, S3, S4, A1, A2	AT2, AT3

GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, K3, S1, S2, S3, S4, A1, A2	AT1, AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K2, K3, S1, S2, S3, S4, A1, A2	AT1, AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, K2, K3, S1, S2, S3, S4, A1, A2	AT1, AT2, AT3

### Learning Task and Assessment:

## Planned Student Learning Experience

A 15-credit point course will involve a minimum of 150 hours of learning. For every one hour of teacher-directed learning, there will be a minimum of two hours of student/learner directed learning. The *teacher-directed* hours of student learning in this course will be experienced primarily through teaching innovations like interactive technology enhanced learning, class discussions, audio-visual presentations, flexible blended and on-line learning, low and high fidelity simulations, exploration of case studies and inquiry-based learning. You are expected to attend all scheduled classes and actively participate during class sessions. Attendance at all residential intensives (flexible students) and clinical placement is compulsory.

*Learner-directed* hours will include focused learning activities and reflection on practice, and role modelling. Students are expected to access electronic research databases and use computers to facilitate learning

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, A1	Communication and application of mental health skills and techniques of assessment and management Contextualise and assess nursing graduate attributes allocated to this course	Online Activities	20-40%
K1, K3, S1, S2, A1	Application of clinical reasoning in a mental health care context. Contextualise and assess nursing graduate attributes allocated to this course	Written case-based Scenario / or nursing care plan	40-60%
K1, K2, K3, S1, S2, S3, S4, A1, A2	Satisfactory achievement of identified NMBA Registered Nurse Practice Standards (2016) in clinical practicum. Contextualise and assess nursing graduate attributes allocated to this course	Clinical Practicum Assessment a) Preparation for practice b) Clinical assessment tool c) Clinical skills portfolio	10-30%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, S4, A1, A2	Satisfactory achievement of identified NMBA Registered Nurse Practice Standards (2016) in clinical practicum. Contextualise and assess nursing graduate attributes allocated to this course	Clinical Practicum Assessment a) Preparation for practice b) Clinical assessment tool c) Clinical skills portfolio	S/U Hurdle
K1, K2, K3, S1, S2, S3, S4, A1, A2	Attendance at Active Learning Sessions	80% Attendance at Active Learning Sessions	S/U Hurdle
K2, K3, S1, S2, S3, S4, A1, A2	Mental Health Simulation Activity	100% Attendance at Mental Health Simulation	S/U Hurdle

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a program level. Although courses must undertake MiCS mapping, there is NO expectation that courses will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

**MICS Mapping has been undertaken for this course**                      No

Date:

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)