

Unit Outline (Higher Education)

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| Institute / School: | Institute of Health and Wellbeing |
| Unit Title: | Nursing Practice 4: Mental Health Nursing |
| Unit ID: | NURBN2024 |
| Credit Points: | 15.00 |
| Prerequisite(s): | (NURBN1006 or NURBN1017) |
| Co-requisite(s): | Nil |
| Exclusion(s): | Nil |
| ASCED: | 060301 |

Description of the Unit:

The unit introduces students to contemporary mental health nursing concepts involving a recovery-focused and lifespan-based approach to mental health care. This unit will provide foundational mental health knowledge across the lifespan and diverse settings. This includes assessment skills, communication, and pharmacology principles. The unit will also emphasize the Mental Health and Wellbeing Act and its focus on Rights-Based objectives and principles, views and preferences of people living with mental illness or psychophysical distress, families, carers and supporters. Students will develop a beginning level of confidence and competence in caring for the person with mental health conditions from engaging in active learning sessions, simulation and clinical placement activities.

The unit is underpinned by the current 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 unit 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.

Placement Component: Yes

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

| Level of Unit in Course | AQF Level of Course | | | | | |
|-------------------------|---------------------|---|---|---|---|----|
| | 5 | 6 | 7 | 8 | 9 | 10 |
| Introductory | ■ | ■ | ■ | ■ | ■ | ■ |
| Intermediate | ■ | ■ | ✓ | ■ | ■ | ■ |
| Advanced | ■ | ■ | ■ | ■ | ■ | ■ |

Learning Outcomes:

Knowledge:

- K1.** Discuss the concepts of contemporary mental health nursing practice, inclusive of a recovery-focussed approach.
- K2.** Describe a range of mental health conditions across the lifespan including mood disorders, psychotic disorders, personality disorders, anxiety disorders, including behavioural interventions.
- K3.** Identify the rights-based principles approach in mental health with respect to the Victorian Mental Health and Wellbeing Act and explore the importance of person and family participation and self-determination for recovery
- K4.** Analyse and describe the characteristics of medications used for the management of mental health conditions related to; mechanism(s) of action, drug effects, therapeutic uses, side effects and adverse effects, toxicity and management of overdoses, interactions, and nursing responsibilities.

Skills:

- S1.** Promote Rights-Based principles for people living with mental illness to reduce stigma and discrimination.
- S2.** Conduct a mental health status examination through a comprehensive and systematic nursing assessment.
- S3.** Develop beginning practice skills of therapeutic communication to persons living with mental illness or psychological distress with mental illnesses
- S4.** Communicate effectively with people who are experiencing disturbances of thoughts, feelings and behaviour, and demonstrate cultural sensitivity and safety in mental health practice

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.** Apply the Rights-based approach from the Mental Health and Wellbeing Act to practice.

Unit Content:

The current NMBA Registered Nurse Standards for Practice, NMBA Code of Conduct for Nurses, Code of Ethics for Nurses, National Safety and Quality Health Service Standards, Aged Care Quality Standards, National Health Priority Areas and where applicable the NMBA National Competency Standards for the Midwives, NMBA Code of Conduct for Midwives, ICM/NMBA Code of Ethics for Midwives have informed the content development of this unit. Topics of study will include:

- Mental Health and Wellbeing Act
- Mental health assessment and treatment
- Mental health conditions including related pathophysiology and pharmacology
- Confidentiality, safety and privacy
- Recovery-led, lived and living experience workforce (LLEW), consumer and carer participation and partnership
- awareness of diversity - inclusion and cultural safety
- medication safety in mental health promotion and prevention
- early detection and intervention
- 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

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the Unit | |
|----------------------------------|--|---|------------------------------|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| FEDTASK 1 Interpersonal | Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. | K1, K4, S1, S2, S3, S4, A1, A2 | AT1, AT2, AT3, AT4, AT5, AT6 |

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the Unit | |
|---|--|---|------------------------------|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| FEDTASK 2 Leadership | Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative | K3, K4, S1, S2, S3, S4, A1, A2 | AT1, AT2, AT3, AT4, AT5, AT6 |
| FEDTASK 3 Critical Thinking and Creativity | Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving | K1, K2, K3 K4, S1, S2, S3, S4, A1, A2 | AT1, AT2, AT3, AT4, AT5, AT6 |
| FEDTASK 4 Digital Literacy | Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities | K1, K2, K3 K4, S1, S3 | AT1, AT4, AT5, AT6 |
| FEDTASK 5 Sustainable and Ethical Mindset | Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life | K1, K2, K3 K4, S1, S2, S3, S4, A1, A2 | AT1, AT2, AT3, AT4, AT5, AT6 |

Learning Task and Assessment:

A 15-credit point unit 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 learner directed learning. Additional hours will be required to complete the associated assessment tasks. Learner-directed hours will include self-directed learning, directed activities and formative assessment opportunities via the learning management system. The teacher-directed hours of learning in this unit will be through a variety of in-person or online small group learning sessions. Students are expected to attend and engage with all scheduled classes as per the assessment hurdle requirements for this unit.

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|--|--|---|------------|
| 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 |
| K1, K2, K3, K4, S1, S2, S3, S4, A1, A2 | Clinical Placement | Clinical Placement | S/U Hurdle |
| K1, K2, K3, S1, S2, A1 | Online Quiz | Quiz | 20-40% |
| K1, K3, K4, S1, S2, A1 | Written Case Study | Case Study | 40-60% |
| K1, K2, K3, K4, S1, S2, S3, S4, A1, A2 | Clinical Placement | Clinical Placement | 10-30% |

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)