Faculty of Health and Behavioural Sciences
School of Nursing, Midwifery and Indigenous Health
Subject Outlines
GHMB989 Mental Health Nursing: Clinical Principles and Practice
Annual (Autumn & Spring) 2013

Section A: Subject Information

Subject Code & Name: GHMB989 Mental Health Nursing: Clinical Principles and Practice
Credit Points: 12
Pre-requisite(s): None
Co-requisite(s): None
Restrictions: None
Equivalence: None
Assessment: Audio Tape Interview 30%; Clinical Assessment; Assignment 20%; Assignment 50%
Session: Annual
Campus Locations: Wollongong
Delivery Method: Flexible
Contact Hours: Online, no attendance requirements

Subject Timetable
All timetable information is subject to variation, with last minute room changes due to change in enrolment numbers being the most common. Check the latest information on the university web timetable at via the Timetable link under Study Resources on the Current Students webpage or log into SOLS to view your personal timetable prior to attending classes, particularly in the first few weeks of session.

Subject Coordinator
Name: Sue Liersch
Location: School of Nursing, Midwifery and Indigenous Health, Building 41, Room 220
Consultation times: Monday 13.30 – 15.30 pm
Telephone: 61 2 4221 3470
Email: sliersch@uow.edu.au

Student Administration
Location: 41.152
Telephone: 61 2 4221 3492
Email: hbs_central@uow.edu.au
Students should refer to the Faculty of Health & Behavioural Sciences Student Guide for general advice and information. For information refer to the following link http://www.uow.edu.au/health/hbs_central/index.html

Prescribed Text
Any good mental health nursing text book (no older than 2007) can be used.

Assessment Tasks

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>1- Audio Tape Interview</th>
<th>2- Assessment</th>
<th>3- Assignment</th>
<th>4- Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>5/04/2013</td>
<td>14/06/2013</td>
<td>30/08/2013</td>
<td>1/11/2013</td>
</tr>
<tr>
<td>Percentage</td>
<td>30%</td>
<td>Completion at a satisfactory level</td>
<td>20%</td>
<td>50%</td>
</tr>
</tbody>
</table>

eLearning Space
For information refer to the following link http://www.uow.edu.au/student/elearning/vista/index.html
Section A: Subject Information

Subject Description
This subject is a core component of the Postgraduate Certificate and Masters Degree in Mental Health Nursing. It will provide a broad perspective into:

- nursing assessment and care for people who experience episodes of mental illness
- the diagnostic system for classifying mental illness, the main diagnostic groups within this and current issues associated with classification
- contemporary issues in mental health care, including adopting a recovery focus, understanding care through the lifespan, suicide prevention and intervention, co-morbidity, physical health and cultural considerations.

Learning Outcomes
On completion of this subject, students should be able to:
(a) demonstrate a comprehensive nursing assessment in a mental health setting
(b) understand the role of classification and appreciate current issues
(c) describe the diagnostic criteria for the major mental disorders
(d) demonstrate an understanding of contemporary issues in mental health care. These include; mental health across the lifespan, the meaning of recovery, physical health, legal issues, current treatment and models of mental health care and culturally aware mental health care.

Subject Contacts
Subject Coordinator/Lecturer
Name: Susan Liersch
Location: School of Nursing, Midwifery and Indigenous Health, Building 41, Room 220
Consultation times: Monday 1.30 to 3.30 or any time by email or phone
Telephone: 61 2 4221 3470
Email: sliersch@uow.edu.au

Lecturer
Name: Philip Biro
Consultation times: Consultation is welcomed at any time via phone and email
Telephone: 0423 974 770
Email: Philip.Biro@sesiahss.health.nsw.gov.au

Subject Timetable
All timetable information is subject to variation, with last minute room changes due to change in enrolment numbers being the most common. Check the latest information on the university web timetable at via the Timetable link under Study Resources on the Current Students webpage or log into SOLS to view your personal timetable prior to attending classes, particularly in the first few weeks of session.

Attendance/Study time
It is expected that students will allocate 12 hours per week to this subject to complete the study guide requirements, complete your assignments and prepare for an examination where applicable.

Timetable of Topics
Study Guide Topics
Unit 1 Recovery focussed care
Unit 2 Mental Health Nursing Assessment
Unit 3 Legal and ethical issues
Unit 4 Anxiety and Eating Disorders
Unit 5 Personality Disorders
Unit 6 Schizophrenia and Other Psychotic Disorders
Unit 7 Mood Disorders
Unit 8  Suicide
Unit 9  Cultural considerations
Unit 10  Cognitive Disorders
Unit 11  Child and Adolescent and Older Persons Mental Health Care
Unit 12  Dual diagnosis
Unit 13  Treatment modalities and the therapeutic alliance

Textbooks and Supplementary Materials
Prescribed Text
Any recent (no older than 2007), good mental health nursing textbook can be used, for example;

Evans, J & Brown, P 2012, Mental health nursing, 1st Australian Edn, Lippincott, Williams & Wilkins, Sydney.


Meadows, G, Singh, B & Grigg, M 2007, Mental health in Australia: collaborative community practice, Oxford University, South Melbourne.


Supplementary Materials to Be Purchased by Students
Nil.

Recommended Additional Readings
Evans, J & Brown, P 2012, Mental health nursing, 1st Australian Edn, Lippincott, Williams & Wilkins, Sydney.


Recommended readings are not intended as an exhaustive list and students should use the Library catalogue and databases to locate additional resources.
Distance students studying within Australia should refer to the information and resources found via the Library link on the UOW homepage regarding off-campus library services available.
Distance students studying outside Australia should contact their subject coordinator, as arrangements for library services may be available within their own country.

eLearning Space
This subject has materials and activities available via eLearning. To access eLearning you must have a UOW user account name and password, and be enrolled in the subject. eLearning is accessed via SOLS (student online services). Log on to SOLS and then click on the eLearning link in the menu column.

eReadings
Electronic readings for this subject are available through the SUBJECT eLearning page and the link to the library website, or visit the Catalogue via the Library link on the UOW homepage or see staff at the Information Desk in the Library for information and help with eReadings.

Graduate Qualities
Information on the UOW Graduate Qualities can be found at via the Learning and Teaching link on the UOW homepage. The University of Wollongong has developed five graduate qualities which it considers express valuable qualities that are essential for UOW graduates in gaining employment and making an important contribution to society and their chosen field. Student development of the following graduate qualities in particular will be enhanced by their participation in this subject:

1. Informed: Have a sound knowledge of an area of study or profession and understand its current issues, locally and internationally. Know how to apply this knowledge. Understand how an area of study has developed and how it relates to other areas.
2. Independent learners: Engage with new ideas and ways of thinking and critically analyse issues. Seek to extend knowledge through ongoing research, enquiry and reflection. Find and evaluate information, using a variety of sources and technologies. Acknowledge the work and ideas of others.
3. Problem solvers: Take on challenges and opportunities. Apply creative, logical and critical thinking skills to respond effectively. Make and implement decisions. Be flexible, thorough, innovative and aim for high standards.
4. Effective communicators: Articulate ideas and convey them effectively using a range of media. Work collaboratively and engage with people in different settings. Recognise how culture can shape communication.
5. Responsible: Understand how decisions can affect others and make ethically informed choices. Appreciate and respect diversity. Act with integrity as part of local, national, global and professional communities.

Recent Improvements to this Subject
Change: Upgrade of core course materials
Reason: To capture emerging concepts and evidence

Other Information
Students should refer to the Faculty of Health & Behavioural Sciences Student Guide for general advice and information. The Student Guide is available on the HBS Central website, which is accessed by navigating the links on the Faculty of Health & Behavioural Sciences homepage.
Section B: Assessment

Minimum Requirements for a Pass in this Subject
To receive a clear pass in this subject a total mark of 50% or more must be achieved. In addition, students must meet all of the minimum performance requirements as listed below. Failure to meet any of the minimum performance requirements is grounds for awarding a Technical Fail (TF) in the subject even where total marks accumulated are greater than 50%.

Minimum Academic Performance: A Technical Fail (TF) grade will be awarded for the subject even where a student gains a total mark that would otherwise allow a passing grade if a student meets one or more of the following criteria:

- does not attempt all assessment tasks

Students who do not meet the overall minimum performance level requirements outlined above may be given a Technical Fail (TF) grade on their academic transcript even where the total marks accumulated are 50% or higher. Where a Technical Fail is awarded, the grade is displayed as TF but a mark is not displayed on the academic transcript. For the purposes of calculating a Weighted Average Mark (WAM) a TF is allocated a mark of 49.
### Details of Assessment Tasks

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Taped interview with written critique</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td>Interview Techniques</td>
</tr>
<tr>
<td><strong>Due date</strong></td>
<td>Friday, 5 April 2013 (Week 5)</td>
</tr>
<tr>
<td><strong>Weighting</strong></td>
<td>30%</td>
</tr>
<tr>
<td><strong>Pass mark</strong></td>
<td>50%</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>1,500 words</td>
</tr>
</tbody>
</table>

**Details**

This is to be a clinical interview and may include assessment, client management, or therapy. The tape is to be accompanied by a critique of the interview. The critique of your interview will be the sole criteria for marks as the interview itself will not be marked.

Marks will be awarded for your description of the following in your report:

- Discussion of the main goal of the interview.
- Critique of the relevance of the goal to the person being interviewed.
- Identifying specific skills used effectively within the interview with use of references.
- Identifying other areas dealt with positively.
- Identification and discussion of areas for improvement.
- Feedback from person interviewed on the effectiveness of the interview and your skills from their perspective.

The main areas of the interview in which you felt you could have been more effective.

- Identification of specific clinical areas for improvement (e.g. listening skills, counselling skills, clinical knowledge, consumer perspective).
- Evaluating and discussing strategies from literature to support improvements.

**Note:** Choosing a work colleague or friend to role play in the interview is very acceptable; however please ensure the role play is life-like. If a client is chosen for the interview, you will be required to obtain and provide a copy of the client’s consent for the tape and maintain their confidentiality. The consent is to be submitted with the report. No mark will be provided unless a written consent is provided. If a client’s consent is unable to be obtained, a role play with a colleague or friend would be acceptable. Please make this explicit if this is the case.

- Attach the HBS Assignment Cover Sheet to the Front of the Assignment.
- Attach the Marking Guide after the Reference List.
- Do not include your name on the cover sheet, title page, or header / footer of your assignment. Student numbers are to be used as an identifier.

**Submission**

Submit/post hardcopy of your assignment to HBS Central on Level 1 in Bld 41, or as per submission of assignment guidelines within this document.
### Assessment 2

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Clinical Skills Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due date</td>
<td>Friday, 14 June 2013</td>
</tr>
<tr>
<td>Weighting</td>
<td>N/A</td>
</tr>
<tr>
<td>Pass mark</td>
<td>Completion at a satisfactory standard</td>
</tr>
<tr>
<td>Length</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Assessment**

You are required to complete to a satisfactory level an initial assessment of a client. The assessment format should be the one used in your clinical area. If your area does not have one, you will need to choose one from a text. The components that will need to be assessed include:

- psychiatric history
- mental status assessment
- social assessment
- spiritual assessment

**Details**

Your preceptor/supervisor will use the marking form at the end of this outline. This form needs to be completed, signed by yourself and the marker and posted to the tutor by the due date.

NB. If an unsatisfactory performance is attained, a copy of the unsatisfactory attempt does not need to be submitted.

- Attach the HBS Assignment Cover Sheet to the Front of the Assignment.
- Attach the Marking Guide after the Assessment sheet.
- Do not include your name on the cover sheet, title page, or header / footer of your assignment. Student numbers are to be used as an identifier.

**Submission**

Submit/post hardcopy of your assignment to HBS Central on Level 1 in Bld 41, or as per submission of assignment guidelines within this document.
<table>
<thead>
<tr>
<th>Assessment 3</th>
<th>Literature review on agreed topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td>Literature review</td>
</tr>
<tr>
<td><strong>Due date</strong></td>
<td>Friday, 30 August 2013 (Week 5 Spring Session)</td>
</tr>
<tr>
<td><strong>Weighting</strong></td>
<td>20%</td>
</tr>
<tr>
<td><strong>Pass mark</strong></td>
<td>50%</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>2,000 words</td>
</tr>
</tbody>
</table>

**Details**

Students are required to submit a written assignment that reflects current literature regarding best practice guidelines and evidence-based practice on an agreed topic area. The topic of the assignment must be discussed with the tutor and an agreement reached between student and tutor on an appropriate topic area.

This is an exercise in research that prepares you for the final assignment. Evidence is required that you have researched the topic. Therefore, the search strategies that you use to obtain your literature should be provided. A long essay is not required.

Features to be considered in the Written Assignment include:

- identifying a clinical area that may require development;
- identifying the state of the literature in this area (brief outline);
- examining how this development can occur and the form it should take;
- evaluation guidelines to demonstrate the effectiveness of the development and how this effectiveness could be measured; a section documenting the search strategies implemented (key words used, databases searched) to locate the literature, underneath which you are to list the titles of the articles found within each search.

Please remember to adhere to School requirements in relation to presentation and writing style and to attempt to find articles that are peer-reviewed and scholarly resources.

- Attach the HBS Assignment Cover Sheet to the Front of the Assignment.
- Attach the Marking Guide after the Reference List.
- Do not include your name on the cover sheet, title page, or header / footer of your assignment. Student numbers are to be used as an identifier.

**Submission**

Submit/post hardcopy of your assignment to HBS Central on Level 1 in Bld 41, or as per submission of assignment guidelines within this document.
<table>
<thead>
<tr>
<th><strong>Assessment 4</strong></th>
<th><strong>Essay</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td>Essay</td>
</tr>
<tr>
<td><strong>Due date</strong></td>
<td>Friday, 1 November 2013 (Week 13 Spring Session)</td>
</tr>
<tr>
<td><strong>Weighting</strong></td>
<td>50%</td>
</tr>
<tr>
<td><strong>Pass mark</strong></td>
<td>50%</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>2,500 words</td>
</tr>
</tbody>
</table>

### Details

**a)** Discuss the principles of either community-based care or inpatient care for either schizophrenia or bipolar disorder (choose one only). In your answer, discuss how these principles aim at a greater quality of life for the client. Also include how the principles incorporate the role of the mental health nurse in delivering this care.

**OR**

**b)** Discuss the current views of aetiology and current research findings on effective care strategies for a depressive disorder, an anxiety disorder or an eating disorder (choose one only). Include the role of the nurse in each care strategy that you have outlined.

Your assignment is to be in essay format (introduction, body, conclusion) and include references to contemporary, scholarly literature on your chosen topic. The search strategy used to obtain the research is also required. Your essay is to also include evidence of critical analysis of the peer-reviewed and scholarly research used.

- Attach the HBS Assignment Cover Sheet to the Front of the Assignment.
- Attach the Marking Guide after the Reference List.
- Do not include your name on the cover sheet, title page, or header / footer of your assignment. Student numbers are to be used as an identifier.

### Submission

Submit/post hardcopy of your assignment to HBS Central on Level 1 in Bld 41, or as per submission of assignment guidelines within this document.

### Scaling

Scaling will not occur in this subject.

### Submission of Assignments

Specific submission instructions have been included in the assignment details section of this outline. A Health and Behavioural Sciences assignment cover sheet must be attached to all assignments and all sections of the cover sheet (except Family Name and Given Name) must be completed by the student. Receipts will be issued on submission of assignments and students are required to retain this receipt until they have received the final mark for that assessment task. The receipt is the only proof of submission of assignments and students will be required to produce this in the event that an assessment task is considered to be lost. Students are also expected to keep a copy of all their submitted assignments in the event that re-submission is required.

Note that if assignments are submitted in the after-hours slot in HBS Central or via post, the receipt must be filled out and left attached to the coversheet. The receipt will be stamped and retained under the counter at HBS Central for later collection during business hours. You must collect your receipt personally and you will be required to show your student card at the counter of HBS Central to obtain your receipt. Any assignments received without the coversheet attached, receipt section completed in full or receipt missing will not be receipted.

Students may post their assignments in to:

HBS Central (41.152)
University of Wollongong
Wollongong NSW 2522

Assignment coversheets downloadable from [http://www.uow.edu.au/health/hbs_central/UOW024546.html](http://www.uow.edu.au/health/hbs_central/UOW024546.html) are to be completed and attached to all assignments individually – do not attach more than one assignment to a coversheet. Receipt of assignments from Distance students will be acknowledged by email provided that you
include your student email account (e.g. js234@uowmail.edu.au) on the assignment coversheet. As per previous instructions, please do not complete your Family name or Given name. If you have submitted an assignment that includes your email account details and have not received an email receipt within 5 working days, please contact HBS Central on 02 4221 3492. Please keep a copy of your assignment in case of loss after mailing. Assignments will be returned by post as quickly as possible after marking.

Any other requests to submit assignments by post must be agreed in advance with the Subject Coordinator.

**Due Date**

Unless otherwise specified, assignments are due by 4:00pm on the due date specified for the assessment task.

The date of submission by post for students will be considered to be the postmark date stamped on the assignment envelope. Note that it is not generally necessary to use Express Post as long as the envelope is clearly postmarked. However, approved late submission or other requirements of the Subject Coordinator may necessitate use of Express Post. If Express Post is used you will need to specifically request that the Post Office postmark your envelope, as Express Post envelopes do not normally carry a postmark.

**Late Submission**

Late submission of an assessment task without an approved extension of the deadline is not acceptable. Marks will be deducted for late submission at the rate of 5% of the total possible marks for that particular assessment task per day. This means that if a piece of work is marked out of 100, then the late penalty will be 5 marks per day (5% of 100 possible marks per day). The formula for calculating the late penalty is the total possible marks x 0.05 x number of days late. For example:

Student A submits an assignment which is marked out of 100. The assignment is submitted 7 days late. This means that a late penalty of 35 marks will apply (100 x 0.05 x 7). The assignment is marked as per normal out of 100 and is given a mark of 85/100, and then the late penalty is applied. The result is that the student receives a final mark of 50/100 for the assignment (85 (original mark) – 35 marks (late penalty) = 50/100 (final mark)).

Student B submits a report which is marked out of 20. The report is submitted three days late. This means that a late penalty of 3 marks will apply (20 x 0.05 x 3). The report is marked as per normal out of 20 and is given a mark of 17/20, and then the late penalty is applied. The result is that the student receives a final mark of 14/20 for the report (17 (original mark) – 3 marks (late penalty) = 14/20 (final mark)).

For the purposes of this policy a weekend (Saturday and Sunday) will be regarded as two days.

No marks will be awarded for work submitted either: a) after the assessment has been returned to the students or b) more than two weeks after the due date, whichever is the sooner. Notwithstanding this, students must complete all assessment tasks to a satisfactory standard and submit them, regardless of lateness or loss of marks, where submission is a condition of satisfactorily completing the subject.

**Extensions**

An extension of time to submit assignments can only be granted by the subject coordinator in exceptional circumstances. Pressure of work, either from employment or from other studies, is not an acceptable reason for seeking an extension of time. Carefully note the due date for each assignment and plan your work so that deadlines can be met.

Students seeking an extension must submit an application for academic consideration through SOLS with appropriate documentation PRIOR to the deadline for submission of the assessment task.

**Assessment Return**

Assessments will be marked and assessment results and marked assignments will be available to students by 21 days after the date of submission. In exceptional circumstances, Subject Coordinators may notify of an extension to this timeframe via SOLS mail and in this case assessments will be returned no later than 28 days after submission. Marked assignments will be handed out in class or be available for collection during academic consultation hours OR according to the arrangement announced by the Subject Coordinator. In accordance with University Policy marked assignments will usually only be retained by the Subject Coordinator/Tutor for 21 days.
after the declaration of the marks for that assignment. After that time any uncollected assignments will be destroyed.

**Supplementary Assessments**

Students can log on to SOLS and click on the link titled “Supplementary Assessment” to view any applicable offers or use the following link; http://www.uow.edu.au/student/exams/suppassess/index.html.

Supplementary assessment may be offered to students who apply for student academic consideration and can demonstrate suitable grounds in accordance with the Student Academic Consideration Policy. The precise form of supplementary assessment will be determined at the time the offer of a supplementary assessment is made.

**Examination Rules**

In 2012, there were a number of changes to the University Examination Rules that affect all current students. You can find this information at the following link; http://www.uow.edu.au/student/exams/index.html.

**Supplementary Examinations**

You can find the information for supplementary examinations at the following link; http://www.uow.edu.au/student/exams/aboutsupp/index.html.

**Student Academic Consideration Policy**

Academic Consideration is a process intended to help minimise the impact of serious or extenuating circumstances beyond a student’s control which significantly impair a student’s ability to complete an assessment task on or by the due date as stipulated in the Subject Outline or to progress academically in a subject relevant to their course of study. Academic consideration may be granted on the basis of medical grounds, compassionate grounds and/or extenuating circumstances.

It is not possible for academic consideration to compensate for every consequence of illness, injury, other serious cause, or extenuating circumstance affecting a student’s academic progress. However, academic consideration, where appropriate, may help to minimise the impact of such circumstances by providing a mechanism to vary assessment requirements of a subject or to avoid some of the usual consequences of failure in a subject.

To apply for academic consideration you must submit an application via SOLS, as well as relevant documentation which is submitted in person to Student Central in Bld 17. The Subject Coordinator will be automatically notified of your request once you have submitted documentation and they will approve or decline your application. Students should log on to SOLS to see if their request has been approved. In the event of a genuine emergency, you must notify the Subject Coordinator as soon as possible by whatever means practical at the time, and follow with a formal academic consideration request as soon as you are able to.

The full policy on Student Academic Consideration is found in the Policy Directory on the UOW website.

**System of Referencing Used for Written Work**

The School uses the Harvard system of referencing, unless otherwise specified for a particular assignment – check Details of Assessment Tasks.


**Use of Internet Sources**

Students are able to use the Internet to access the most current information on relevant topics and information. Internet sources should only be used after careful critical analysis of the currency of the information, the role and standing of the sponsoring institution, reputation and credentials of the author, the clarity of the information and the extent to which the information can be supported or ratified by other authoritative sources.
Plagiarism

Plagiarism means using the ideas of someone else without giving them proper credit. ALL work submitted for assessment MUST BE YOUR OWN. The other person may be an author, a lecturer or another student. The work may previously have been published in print or on the Web.

Plagiarism will not be tolerated and may result in the imposition of severe penalties. The University of Wollongong has the power to reprimand and penalise any student found guilty of such offences. If plagiarism is suspected, this will result in appropriate investigations.

“Students are responsible for submitting original work for assessment, without plagiarising or cheating, abiding by the University’s Academic Integrity and Plagiarism Policy as set out in the University Handbook, the University’s online Policy Directory and in Faculty Handbooks and subject guides. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement. Plagiarism has led to the expulsion from the University.”

To avoid plagiarism when using other people’s work, take care to reference appropriately. For assistance with correct referencing technique, consult with your tutor or lecturer. The Learning Development Centre also provides assistance to students on how to correctly reference.

Please note that you are required to sign a declaration on the assignment cover sheet, stating that you have read and met the requirements for the assignment, that (except for group assignments) you have not collaborated with other students, that you have not plagiarised and that, where you have used the work of others, you have referenced it appropriately. Academic staff will return your assignment unmarked if you have not signed the declaration.

The full policy on Academic Integrity and Plagiarism is found in the Policy Directory on the UOW website.

Section C – General Advice

Students should refer to the Faculty of Health & Behavioural Sciences Student Guide for information on policies, learning and support services and other general advice.

The HBS Student Guide is available on the HBS Central website, which is accessed by navigating the links on the Faculty of Health & Behavioural Sciences homepage.
**Student No. ........................................**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Absent</th>
<th>Inadequate</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
<th>Marks</th>
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</thead>
<tbody>
<tr>
<td>Discussion of the main goal of the interview.</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td>/20</td>
</tr>
<tr>
<td>Critique of the relevance of the goal to the person being interviewed.</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td></td>
</tr>
<tr>
<td>Identifies specific skills used effectively within the interview with use of references.</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td></td>
</tr>
<tr>
<td>Identifies other areas dealt with positively.</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td>/30</td>
</tr>
<tr>
<td>Identification and discussion of areas for improvement.</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td></td>
</tr>
<tr>
<td>Feedback from person interviewed on the effectiveness of the interview and your skills from their perspective.</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td></td>
</tr>
<tr>
<td>The main areas of the interview in which you felt you could have been more effective.</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td>/30</td>
</tr>
<tr>
<td>Identification of specific clinical areas for improvement (eg. listening skills, counselling skills, clinical knowledge, consumer perspective).</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td></td>
</tr>
<tr>
<td>Evaluates and discusses strategies from literature to support improvements.</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td>/10</td>
</tr>
<tr>
<td>Written expression:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Sentence and paragraph structure</td>
<td>0</td>
<td>1 2</td>
<td>2.5</td>
<td>3</td>
<td>4 5</td>
<td>/10</td>
</tr>
<tr>
<td>▪ Referencing as per school policy</td>
<td>0</td>
<td>1 2</td>
<td>2.5</td>
<td>3</td>
<td>4 5</td>
<td></td>
</tr>
</tbody>
</table>

This assignment is worth 30% of the total assessment for this subject.  

Late Penalty (if applicable):

**COMMENTS**

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Marker: ...........................................................................
The student must complete all of the criteria below

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Introduces self to client</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Explains the purpose of the assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Asks questions pertaining to psychiatric history</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Asks questions pertaining to mental status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Documents information pertaining to mental status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Asks questions pertaining to social assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>Documents information pertaining to social assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Asks questions pertaining to spiritual assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>Documents information pertaining to spiritual assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Concludes interview appropriately</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A tick in the yes column is required for a satisfactory completion

Date ...........................................

Signature and name of Preceptor.................................................................

Signature and name of Student.................................................................

COMMENTS

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Marker: .................................................................
## GHMB989 Mental Health Nursing: Clinical Principles and Practice
### Assessment 3: Written Assignment on Agreed Topic Marking Guide

**ATTACH THIS MARKING GUIDE AT THE END OF YOUR ASSIGNMENT**

**Student No.** ....................................

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Absent</th>
<th>Inadequate</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content (80%)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/80</td>
</tr>
<tr>
<td>• The area of clinical practice that is the focus of the written assignment is clearly described</td>
<td>0</td>
<td>1-2</td>
<td>2.5</td>
<td>3</td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>• The need for inquiry in this particular area is clearly demonstrated.</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>• Lists keywords for searches and databases used</td>
<td>0</td>
<td>1-2</td>
<td>2.5</td>
<td>3</td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>• Results of searches are printed out and included</td>
<td>0</td>
<td>1-2</td>
<td>2.5</td>
<td>3</td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>• Quantity and quality of literature sourced</td>
<td>0</td>
<td>1-2</td>
<td>2.5</td>
<td>3</td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>• Outline of the state of the literature in this area</td>
<td>0</td>
<td>1-2</td>
<td>2.5</td>
<td>3</td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>• Discussion and critique of the content of the literature</td>
<td>0</td>
<td>1-9</td>
<td>10-12</td>
<td>13-16</td>
<td>17-20</td>
<td></td>
</tr>
<tr>
<td>• A brief summary of the main points of the literature</td>
<td>0</td>
<td>1-2</td>
<td>2.5</td>
<td>3</td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>• Identification of the process for developing / improving the area of practice</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>6-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>• Criteria for evaluating improvement is discussed</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td><strong>Structure (20%)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/20</td>
</tr>
<tr>
<td>• The package is well-presented and contains all the necessary information including referencing in the school style.</td>
<td>0</td>
<td>1-9</td>
<td>10-12</td>
<td>13-16</td>
<td>17-20</td>
<td></td>
</tr>
</tbody>
</table>

This assignment is worth 20% of the total assessment for this subject

| Late Penalty (if applicable): |

**COMMENTS**

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Marker: ..............................................................
### GHMB989 Mental Health Nursing: Clinical Principles and Practice

**Assessment 4: Assignment Marking Guide**

ATTACH THIS MARKING GUIDE AT THE END OF YOUR ASSIGNMENT

#### Student No. .................................

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Absent</th>
<th>Inadequate</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content (80%)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For schizophrenia or bipolar disorder</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Introduction to the area of inquiry</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td>9 10</td>
</tr>
<tr>
<td>• Identifies and describes principles of care in relevant area</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td>9 10</td>
</tr>
<tr>
<td>• Relates principles of care to quality of life</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td>9 10</td>
</tr>
<tr>
<td>• Discusses principles and the role of the mental health nurse in delivering care</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td>9 10</td>
</tr>
<tr>
<td>For depressive disorder, etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Introduction to the area of inquiry</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td>9 10</td>
</tr>
<tr>
<td>• Discusses current views of aetiology</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td>9 10</td>
</tr>
<tr>
<td>• Discusses current research findings on effective care strategies</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td>9 10</td>
</tr>
<tr>
<td>• Discusses the role of the mental health nurse in each care strategy</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td>9 10</td>
</tr>
<tr>
<td>• Analysis and synthesis of content to reach valid conclusions</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td>9 10</td>
</tr>
<tr>
<td>• Clear evidence of critical analysis of the research data</td>
<td>0</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</td>
<td>7 8</td>
<td>9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clear introduction, body and conclusion to argument</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td>9 10</td>
</tr>
<tr>
<td><strong>Style, Organisation &amp; Referencing (20%)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Comprehensive search, quality and quantity of references: appropriate number of peer-reviewed, scholarly resources</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5-6</td>
<td>7 8</td>
<td>9 10</td>
<td>9 10</td>
</tr>
<tr>
<td>• Communicates clearly, using appropriate academic and professional language</td>
<td>0</td>
<td>1 2</td>
<td>2.5</td>
<td>3 4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>• Adheres to School requirements for referencing and presentation</td>
<td>0</td>
<td>1 2</td>
<td>2.5</td>
<td>3 4</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

This assignment is worth **50%** of the total assessment for this subject.  

**/100**

**MARKER**: .................................................................

**COMMENTS**

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