



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM
KEYANO COLLEGE**

COURSE SYLLABUS

NURSING 209

Mental Health Nursing Practice

January 8, 2018 – April 13, 2018

Instructors:

Tania Lysak
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Reviewed and revised: 2017/12

**NURSING 209
MENTAL HEALTH NURSING PRACTICE
COURSE OUTLINE**

CALENDAR STATEMENT

NURS 209 Mental Health Nursing Practice ★6 (fi 12) (either term, 0-14c-0). Students have the opportunity to apply concepts of mental health nursing to the care of individuals experiencing acute and chronic alterations in mental health in hospital or community settings.

Prerequisites: NURS 114, 116 and 113.

Co-requisite: NURS 208.

COURSE HOURS

Lecture: 0

Seminar: 0

Clinical/Lab: 160

COURSE DESCRIPTION

In this course students will have the opportunity to apply theory and develop skills relevant to the provision of nursing care to clients with acute and chronic alterations in mental health in the hospital or community setting. Students will develop competence in the assessment of mental health status, the use of communication as a therapeutic tool, and the planning, implementation and evaluation of therapeutic interventions.

INSTRUCTOR INFORMATION

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Instructors are available for student consultation in their office. Please contact your instructor or the Nursing Office (780-791-4889) to arrange a specific time.

LEARNING OUTCOMES

LEVELS OF INDEPENDENCE

(Based on the anticipated competencies of a second-year nursing student)

Levels of independence:

With assistance: The student requires direction and information.

With minimal assistance: The student requires *occasional* direction and information.

With guidance: The student requires clarification, prompting and confirmation.

With minimal guidance: The student requires *occasional* clarification, prompting and confirmation.

Independently: The student works mostly on his or her own and seeks information, clarification and consultation as appropriate.

Direction: faculty tells student what to do, about steps to take

Information: faculty tells student specifics about a concept, topic

Clarification: faculty, through questioning and feedback assists the student to state their information in a different and clear way, often with more details. Student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base

Prompting: faculty provides student with a cue the answer is incomplete and how to resolve the lack of information. Prompting is generally used to add breadth or depth.

Confirmation: faculty provides positive feedback for correct information and direction provided by the student.

Consultation: student provides faculty with information and/or direction and asks specific questions about the information.

Occasional: indicates that input is provided by faculty now and then.

LEARNING OUTCOMES

Overarching statements:

Students are responsible to familiarize themselves with *Graduate Competencies and Year Outcomes (with Cross Reference to courses) 2017-2018*. Attention must be given to the competencies that are identified as being relevant to NURS 209.

Students must regularly refer to the document entitled *NEPAB's Condensed Version of CARNA's Entry-to-Practice Competencies for the Registered Nurses Profession (2013)*.

All students must practice in a manner that is consistent with:

- CARNA Entry-to-Practice Competencies for the Registered Nurses Profession (2013)
 - CARNA Practice Standards for Regulated Members (2013)
 - CNA Code of Ethics for Registered Nurses (2008)
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It is an expectation that students bring forward competencies acquired in previous courses and that students provide safe, knowledgeable, ethical nursing care. Students who do not meet this expectation are at risk of failing N209 prior to the end of the course.

In addition to maintaining competency with previous course learning outcomes, upon completion of Nursing 209, the nursing student will be able to:

1. Describe, understand and articulate an understanding of theory related to key patient safety concepts including communication, teamwork, environmental and human factors, safety risks and adverse events disclosure.
 2. Describe, understand and articulate an understanding of theory related to patient centered care and interdisciplinary practice.
 3. Demonstrate, with guidance, the processes of self-directed learning, critical thinking, and group process in context-based learning, in a variety of community and/or acute care settings.
 4. Demonstrate, with minimal assistance, the ability to practice according to the competencies listed for second year, described in the following document: *Graduate Competencies and Year End Outcomes Collaborative BScN Condensed Version*.
 5. Demonstrate, with guidance, competence in the assessment, planning, implementation and evaluation of nursing interventions in the provision of care to clients experiencing alterations in mental health.
 6. Demonstrate, with minimal guidance, the ability to manage restoration, rehabilitation, and support activities for clients experiencing acute and chronic mental health alterations, in a variety of community and/or acute care settings.
 7. Demonstrate, with minimal assistance, the ability to use professional and therapeutic communication skills to collaborate with clients (adolescents to older adults) experiencing chronic or less acute variances in mental health.
 8. Demonstrate, with minimal guidance, competence in ability to interact with and develop collaborative partnerships with other members of the health-care team and members of the community.
 9. Demonstrate, with guidance, the ability to engage in evidence-based practice.
 10. Demonstrate the ability to integrate knowledge into clinical practice.
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NURSING PROGRAM POLICIES

Please refer to University of Alberta Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook (2015-2016) for specific Nursing Program policies and to Keyano College Calendar for general College policies.

Please review the Keyano College Nursing Program Policy on Clinical Attire, which is outlined in the student handbook. The following are required items for clinical: nametag, Keyano College ID, watch with second hand, penlight, black pen, and stethoscope.

LATE POLICY FOR ASSIGNMENTS

All assignments are to be submitted as indicated in the syllabus and timetable. Extensions on assignments may be granted; however, must be negotiated with the instructor prior to the due date and with a date specified for late submissions. Assignments not submitted on the day and time specified will incur a 5% deduction per day including weekends. This will be applied each day until the assignment is received by the instructor. Students can submit assignments by e-mail on weekends, but must provide a paper copy on the first day following the weekend.

SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE

Students with Disabilities:

It is the College's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please contact Accessibility Services immediately at 780-791-8934 to establish reasonable accommodations.

STATEMENT ON PLAGIARISM

All students must complete the Plagiarism/Tutorial Certificate found on Moodle. To locate this information, sign into Moodle and on the left side of the page under student the tutorial can be located.

Expectations:

1. All students must complete this tutorial. The certificate must be shown to the instructor prior to submitting any written assignment. Failure to show the instructor the certificate of completion could result in a late written assignment penalty.
 2. If you have completed this tutorial in a University Studies course you can show your instructor the certificate. The tutorial is required to be completed only once during your time at Keyano unless you have left the program and returned.
 3. All new students must complete the plagiarism tutorial.
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WRITING ON-LINE EXAMS

Expectations of Students Writing on-Line Exams:

1. Students are responsible for accessing the exam from a computer of their choice. The student is responsible for discussing any computer/internet issues with the Instructor at least two days prior to the exam date listed on the course timetable.
 2. Quizzes and exams are **not open book** exams. The quiz or exam is to have been studied for prior to the quiz/exam date and is to be completed independently; that is by oneself, not in collaboration with or company of another person or persons. **No photos of quiz/exam questions are to be taken via phones.**
 3. Once the quiz/exam has started, the student will submit their answers immediately before going on to the next question. The student will not be able review/change answers.
 4. Students must ensure they have a reliable internet connection.
 5. If students are writing from outside Fort McMurray or in another province, it is the students' responsibility to ensure the time change is adhered to. That is if the exam is to start at 0900 hours Alberta time and is being written in Ontario, then the time to begin the exam is at 1100 hours Ontario time. It is **strongly recommended** that students write within Alberta as Moodle may not be supported outside of the province. Students must seek permission from instructor if writing a quiz/exam outside of the province.
 6. Time for online quizzes/exams will be strictly adhered to. For example, if a quiz is for thirty minutes it will be open for exactly thirty minutes. The instructor will let the student know the exact time of the quiz/exam. Fourth year students will have access to the NCLEX prep exam for 60-90 minutes after the exam closes in order for review of rationale to occur for questions they answered incorrectly.
 7. No grades will be released until the instructor has had time to review the quiz/exam stats. Once the review has been done, the marks will be released. Review of quiz/exam questions in class will be done at the instructors' discretion.
 8. If any issues arise during the taking of the quiz/exam, the student is to contact the instructor immediately at the time of the issue.
 9. It is the responsibility of each student to be familiar with the contents of the Student Code of Conduct. At the beginning of January 2016, it will be mandatory that all students sign a form identifying they have read/or are familiar with the Student Code of Conduct. First, Second, and Third year students will have read or are familiar with the Keyano
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College Student Code of Conduct. Fourth year students will identify they are familiar with the University of Alberta Student Code of Conduct. Beginning in September 2017, all new students plus students moving from third to fourth year will be mandated to sign the above form(s).



OVERVIEW OF LEARNING EXPERIENCES

ORIENTATION

It is essential that the students attend this orientation. Students are responsible for knowing the orientation schedule. Time and location are on the course schedule.

CLINICAL PRACTICE

In order to pass Nursing 209, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences.

Components of this clinical experience will include:

- Labs as outlined under the 'Lab 'section.
 - A scheduled nursing practice experience in the clinical setting. All 209 students will rotate through a Community Agency and the Acute Care Psychiatry Unit.
 - Community Agency – The focus of this experience will be communication, health teaching, and prevention of mental health issues and promotion of mental health.
 - Acute Care Psychiatry– The focus of this experience will be basic nursing care, mental status assessment, health assessment, communication, medication administration.
 - Clinical rotations may include eight (8), ten (10) hour day shifts each week and client research will take place on the day prior to the scheduled shift (for acute care psychiatry only). Please see timetable for dates and times.
 1. Research will prepare the student to provide safe, knowledgeable, ethical care and is essential to successful completion of this course.
 2. Complete research on assigned client(s) to include a detailed plan of care consisting of nursing diagnosis, goals, interventions and rationale for intervention. If caring for a client for more than one day, update client information/assessment and nursing care plan on each successive day with the client. Plan of Care for clients are to be submitted to the instructor for review following pre-conferences.
 3. Perform initial and ongoing assessments on all assigned clients.
 4. Document client care in a draft form for review by the instructor prior to documenting in the client's chart.
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If a student is absent from the clinical setting due to illness the following must occur:

- The student will contact their assigned unit;
- The student will contact The Nursing Office at 791-4889 and leave a message;
- The individual instructor will advise students on instructor contact preference;
- The instructor may advise the student to contact the Keyano College Nurse at 791-4808.

Students not following these requirements will be considered absent without leave and abandoning their patients. This may result in clinical failure.

If the student is absent from the clinical setting for other reasons:

- The student will contact their assigned unit;
- The student will contact the Nursing Office at 791-4889 and leave a message;
- The individual instructor will advise students on instructor contact preference.

LABS

It is the expectation that the knowledge and skills obtained from the Nursing 208 Fixed Resources and Labs will be incorporated into your Nursing 209 clinical rotation. It is an expectation that you read all the required material in preparation for the labs; this ensures more time to practice the skill portion of the lab. Please see timetable for dates and times.

The following labs will be covered as part of 209:

- Medication Administration and Calculation Theory Review and Practice lab

OVERVIEW OF COURSE EVALUATION

Students must receive a grade of 60% to pass N209. As well, at the final evaluation, students must receive a minimum of a Satisfactory (2.5) rating in each of the ten (10) categories on the ENP(see the ENP document on N209 Moodle).

METHOD OF EVALUATION	DATES	PERCENTAGE OF FINAL GRADE
Medication Administration Safety Screen Exam (MASS) – Pass/Fail January 10, 2018 0900 – 0945		
Communication Analysis	Due dates may vary depending on Group (see Timetable for due date)	15%
Final Exam	April 12, 2018 0900-1015	25%
Evaluation of Nursing Practice	April 11, 2018 Instructors office	60%
TOTAL		100%

MEDICATION ADMINISTRATION SAFETY SCREEN (MASS)

Students are expected to read Chapters 7, & 13 from the following text:

Predham, B & Buchholz, S. (2010). *Henke's med-math: First Canadian edition*. Philadelphia, PA: Lippincott.

In addition, please review chapters 1 through 6, and 12, in preparation for MASS exam.

Students may use a basic calculator in the exam. The pass mark is 90%. Refer to course timetable for location. Any required changes in time/room number will be communicated on Moodle.

All students will be give 45 minutes to complete the exam, no accommodations will be considered for the MASS exam.

This examination will provide an opportunity for students to demonstrate proficiency in calculating accurate medication dosage. The exam content will include medication preparation, administration protocols, and dosage calculations appropriate to the course, including calculations required to administer oral, subcutaneous and intra-muscular medications, and calculation of IV flow rates.

Students who are unsuccessful will be given the opportunity to write one (1) supplemental exam, which must be completed within one week. If necessary, the student and the instructor will schedule the MASS re-write at a mutually agreed time within a minimum of one (1) day and a maximum of one (1) week.

Medication administration in clinical practice will not commence until successful completion of the supplemental MASS exam.

Students who are unsuccessful in the supplemental exam will be required to withdraw from Nursing 209.

COMMUNICATION ANALYSIS

The purpose of this assignment is to study the application of therapeutic communication principles, both verbal and non-verbal and client response. Using appropriate self-awareness, the student will assess the effectiveness of the communication that has transpired. This assignment occurs while the student is in the acute care psychiatry setting. See timetable for due dates for your respective group.

- ❖ Choose a significant real-life interaction involving your client. This interaction should consist of a meaningful, **consecutive**, interactive dialogue involving approximately **6 mutual exchanges** of conversation. These exchanges should be as close to “word for word” as possible and include any relevant body language as well as any other significant non-verbal forms of communication.
- ❖ Using the format supplied in **Appendix A**, describe your analysis of the content of the interaction as well as the verbal and nonverbal communication. Be sure to include any relevant underlying dynamics and the importance of what is taking place. **Pay attention to the assignment marking guide for guidance in Appendix B.**
- ❖ The evaluation section should correctly identify the communication technique used for each response and document whether or not it was facilitative or blocking. In addition, if the technique was blocking (non-facilitative) the student should reflect on any alternative techniques/measures that might have made the communication process more therapeutically focused and document what they could have said to the client and identify that technique.

The format for the assignment may be completed in columns as outlined in **Appendix B** and should be maximum **8 pages in length**. Assignment to be submitted in hard copy in the student’s envelope.

FINAL EXAM

The final exam is posted on Moodle and can be written in an assigned classroom or at home. The exam consists of 50 multiple choice questions and encompasses material learned in N209.

EVALUATION OF NURSING PRACTICE

Unsuccessful performance in a clinical course will result in a grade of F regardless of withdrawal date.

Students' practice performance will be evaluated according to the criteria outlined in the Evaluation of Nursing Practice (ENP).

- This will be accomplished through observation, assessment, and evaluation of the student during nursing practice. Evaluations will be completed by the instructor and may be supplemented with input from peers, staff, clients, and other nursing faculty.
- Additionally, preparation and safe clinical knowledge will be assessed through nursing plan of care, as well as through the application of the nursing process (i.e. nursing diagnosis, goals, interventions, and evaluation of client care).
- Students are expected to be prepared for each clinical day by researching procedures, medical conditions, medications etc. prior to providing client care. Required psychomotor skills may also need to be reviewed prior to the clinical experience.
- Students should be prepared to discuss their client plan of care (including the client priority needs, nursing diagnoses, goals, interventions, medications, client teaching plan) with the instructor during pre-conference and during clinical time.

If a student is not adequately prepared for clinical to deliver safe, knowledgeable and ethical care to assigned client(s), the instructor may request that the student leave the unit. Being adequately prepared also includes having a plan of care that encompasses the delivery of safe care to assigned client(s).

Students are expected to pass all ten components of the ENP in order to pass the course. If you do not pass all criteria on the ENP, it constitutes a clinical failure, as the student has then shown unsafe, unprofessional or unethical nursing practice.

Students who demonstrate unsatisfactory clinical performance, indicative of clinical failure, will be informed immediately by the instructor. To facilitate progress for the student with unsatisfactory performance, a remedial plan will be developed by the instructor with input by the student within 24 hours after being advised of unsatisfactory performance. Students who do not meet the required learning outcomes will receive a failing course grade.

The evaluation of students in clinical courses will be achieved through the use of the following four elements:

- Evaluation of Nursing Practice (ENP)
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- Grade Descriptors
- Levels of Independence
- Weekly Reflection/Journaling:

Weekly clinical reflection will occur at the end of each week of clinical experience. The student may email their instructor the reflection no later than 0900 hours on Monday of the following clinical week.

Written reflection will be required as part of the weekly reflection and final ENP. Additional written reflection may be required by individual instructors based on student progress.

Critical Self Reflection

Identifying critical incidents as a student in nursing education facilitates the integration of theory and practice and can assist the student to foster reflective practice, along with personal and professional development. Instructors will evaluate how students have shown reflective practice by asking questions during pre-conferences, throughout the clinical shifts, during post-conferences, student weekly reflection and final evaluations.

Students are highly encouraged to critically reflect on their nursing practice throughout the course. Confidentiality **MUST** be maintained when describing a clinical incident. Reflections must be original work, any repeated work will be considered self-plagiarism.

Please see the Reflective Resources section posted to Moodle for additional assistance.

Recommended guidelines for Critical Self-Reflection (also known as Reflective Journaling):

- Describe in detail a significant experience that you had during your week. Include thoughts, feelings, and perceptions.
- Reflect on the experience. Describe why this experience was important to you, and what factors (assessment, previously learned experiences, values, beliefs, stereotypes or biases) influenced yours/someone's else's decisions/actions/feelings.
- Evaluate your strengths and areas needing improvement in this situation. What were the strengths and areas for improvement for the other health care professionals involved? Explain why you think these were areas of strength or areas needing development. How the client/family is ultimately affected?
- Describe your significant learning. How does this impact your nursing practice? Describe what you would do differently/investigate/maintain if a similar incident should occur in the future. Describe what you would teach someone else (i.e. peer) about this incident in order to improve nursing practice.
- Critical self-reflection should include evidence from the literature.

Being unprepared for weekly reflection will be noted in the ENP.

Final Written Evaluations:

Final evaluations will be scheduled and occur after the last scheduled shift (see Timetable) in the instructor's office. A final written summative evaluation will be completed by the student and the instructor based on the Evaluation of Nursing Practice (ENP). Please see separate ENP document on Moodle.

Students must complete a Self-Evaluation using the ENP form. Completion of ENP form includes:

- a. Completion of each of the ten (10) sections of the ENP with examples of how the student met the criteria in each section, as well as the course learning outcomes. Critical self-reflection, using the Guidelines for Critical Self-Reflection outlined on the previous page, should be used to support your examples.
- b. Identification of the grade the student feels they should receive for the course. Students must provide rationale related to the grade that is expected.

Students must come prepared with all of the above or will be required to rebook an appointment with the Instructor.

Please submit to your Instructor, via e-mail or hard copy, the completed ENP on the date specified on the Timetable.

PLEASE NOTE: Students are to complete an on-line course evaluation for Nursing 209, which can be accessed through Moodle or the following link:

00000000<http://www.surveyfeedback.ca/surveys/wsb.dll/s/1g93a>

Student feedback is important to ensure continued provision of high quality education in the baccalaureate program.

CODE OF ETHICS

Canadian Nurses Association (CNA), Code of Ethics for Registered Nurses (2008) guides nursing practice and must be reflected in all components of Nursing 291 and evidenced in the Evaluation of Nursing Practice (ENP). Refer to Keyano College Student Handbook Nursing Program Policies 2015-2016) or access in the following link:

<http://www.cna-aiic.ca/~media/cna/page-content/pdf-fr/code-of-ethics-for-registered-nurses.pdf?la=en>

College and Association of Registered Nurses of Alberta (CARNA), Entry to Practice Competencies for the Registered Nurses Profession (2013). Refer to Keyano College Student Handbook Nursing Program Policies (2015-2016) or access in the following link:

http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/RN_EntryPracticeCompetencies_May2013.pdf

STUDENT CODE OF CONDUCT

Please refer to the Student Handbook and review the Student Code of Conduct Policy (Policy 110.0), Student Rights Policy (Policy 111.0) and Student Code of Conduct Procedure (110.1). It is expected that you will review and be aware of expectations relative to student rights, responsibilities and behavior.

REQUIRED TEXTS

All previously required Collaborative BScN Program textbooks will be used during this course, including all books purchased for Year 2.

APPENDIX A
COMMUNICATION ANALYSIS WORKSHEET

Client's Initials: _____ Student's Name: _____ Date: _____

Client Background Information: See marking guide

Client's Verbal Statement and Non-verbal behavior	Client Message (Thoughts)	Client Feeling (Feelings)	Nurse's Thoughts	Nurse's Feelings	Nursing Response	Evaluation
<p>This column should include: <u>Verbal Behavior:</u> What the client said including tone of voice. <u>Nonverbal Behavior</u> i.e., the client's actions, facial expressions, mannerisms, and posture changes</p>	<p>Your interpretation of what the client said</p>	<p>Identify underlying feelings as well as those expressed</p>	<p>Demonstrate how you attempt to understand client experience</p>	<p>Identify own feelings in response to client behavior</p>	<p>Accurately documents own statements and nonverbals objectively, and critically, and thoroughly</p>	<p>What technique did you use? Was it effective in promoting client: • Self exploration • Understanding • Action What alternative response might you have used?</p>

Appendix B

Communication Analysis Assignment Marking Guide

Key Content	Points:	5	3	1	0
Client background information					
Organized data according to five variables:					
• Presenting factors		Excellent	Satisfactory	Minimal	None
• Precipitating factors		Excellent	Satisfactory	Minimal	None
• Perpetuating factors		Excellent	Satisfactory	Minimal	None
• Predisposing factors		Excellent	Satisfactory	Minimal	None
• Protective factors		Excellent	Satisfactory	Minimal	None
					/25

Comments:

Setting, Contextual Variables, Purpose

Clearly describes setting in which interaction took place		Excellent	Satisfactory	Minimal	None
Describes any variables in the environment and demonstrates understanding in communication		Excellent	Satisfactory	Minimal	None
States the goal or purpose of the client focused interaction		Excellent	Satisfactory	Minimal	None

/15

Comments:

Key Content

	Points:	5	3	1	0
Documented interaction of 6 exchanges					
Clients verbal statements and non-verbal behavior		Excellent	Satisfactory	Minimal	None
Clients message, student's interpretation of what client said		Excellent	Satisfactory	Minimal	None
Identify underlying client feelings		Excellent	Satisfactory	Minimal	None
Nurse's thoughts about the client statement		Excellent	Satisfactory	Minimal	None
Identifies own feelings in response to clients words		Excellent	Satisfactory	Minimal	None
Nurse's verbal statement and non-verbal behavior		Excellent	Satisfactory	Minimal	None
					/25

Comments:

Nursing Evaluation

Wrote evaluation for each nurse's response, with technique identified, if effective or not and gives an alternative response if ineffective	Excellent	Satisfactory	Minimal	None
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/10

Comments:

Total

/75

Legend:

5 – Excellent work, comprehensive information or analysis included, great attention to detail throughout	1 – Minimal required information included, incomplete work
3 – Satisfactory work, most required information included at an adequate level	0 – Required information not identifiable
