UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM
KEYANO COLLEGE

COURSE SYLLABUS

NURSING 208
Mental Health Nursing

September 1, 2015 - December 11, 2015

INSTRUCTORS:
Tania Lysak RN, BScN, MN
Karen Biggar RN, BScN

05/ 2015
NURSING 208
Mental Health Nursing

Course Outline

CALENDAR STATEMENT:

Nursing 208 Mental health Nursing *6 (fi 12) (either term, variable).
Focus is on theory related to the promotion of mental health and the nursing care of people with acute and chronic alterations in mental health. Prerequisites: NURS 114, 116 and 113. Note: Available only to nursing students in the Collaborative Program.

COURSE HOURS:

Lecture: 18    Seminar: 36    Lab: 18

COURSE DESCRIPTION:

This course is designed to facilitate the development of knowledge related to the care of individuals, families and groups experiencing acute and chronic alterations in mental health. Issues of mental health and mental illness throughout the life span will be addressed. Current research in mental health nursing will be considered and critiqued. Assessment of mental status and the use of communication skills as therapeutic interventions will be further explored. Concepts central to practice such as primary health care, health promotion, quality of life, self-efficacy and the meaning of illness will be reviewed.

INSTRUCTOR INFORMATION:

Tania Lysak RN, BScN, MN    Karen Biggar RN, BScN
Office: 187E    Office: 187F
Phone: 780-792-5630    Phone: 780-791-8906
Tania.lysak@keyano.ca    Karen.biggar@keyano.ca

OFFICE HOURS:

The Instructor is available for student consultation in their office from Monday to Friday. Please contact your instructor at the number above or contact the Nursing Office at (780) 791-4889 to arrange a time.
LEARNING OUTCOMES:

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

Levels of independence:
In evaluating objectives, the following levels of independence will be used:

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: Instructor tells the student what to do, about what steps to take.
Information: Instructor tells the student specifics about a concept or topic.
Clarification: Instructor, through questioning and feedback, assists the student to state their information in a different and clearer way, often with more details. The student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base.
Prompting: Instructor provides the student with a cue that answer is incomplete or incorrect and how to resolve the lack of information. A prompt is broader than a hint. Prompting is generally used to add breadth or depth.
Confirmation: Instructor provides positive feedback for correct information and direction provided by the student.
Consultation: The student provides instructor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.
Occasional: Indicates that input is provided by instructor now and then.

Learning Outcomes
Students are responsible to familiarize themselves with Graduate Competencies and Year End Outcomes Collaborative BScN. Particular attention must be paid to the competencies associated with NURS 208.

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, independently, the processes of self-directed learning, critical thinking, and
group process skills in utilizing context-based learning, in all learning activities.

4. Demonstrate with guidance, understanding of professional behaviors, including therapeutic communication, in the provision of care to clients with acute or chronic alterations in mental health (i.e., respect, communication, integrity, responsibility accountability, self-awareness, and self-performance).

5. Demonstrate, with guidance, understanding of legal and ethical issues relevant to the care of clients with alterations in mental health (i.e., issues of client rights, confidentiality, competency, autonomy).

6. Demonstrate understanding of the roles of consumer advocacy groups related to mental health/illness issues.

7. Demonstrate knowledge about the prevention of mental health problems.

8. Demonstrate the ability to identify factors influencing health policy for clients experiencing mental illness.

9. Demonstrate, with guidance, understanding of selected concepts, including self-efficacy, quality of life, and meaning of illness, in the context of mental health.

10. Integrate the knowledge generated from working through the course scenarios, and be able to apply this knowledge to other situations.

11. Integrate the knowledge and skills acquired in all learning environments and be able to apply them in other situations.

12. Demonstrate knowledge of primary health care and health promotion in the context of mental health.

**NURSING PROGRAM POLICIES**

Please refer to Keyano College Nursing Program Student Handbook for Specific Nursing Program policies, including attendance, examinations, withdrawal dates for classes and plagiarism.

Refer to Keyano College Calendar for general College policies. Student Rights, Responsibilities, Student Misconduct and Discipline and the Student Appeal Process.

Refer to Appendix D for Keyano College Percentage-Alpha Grading System.
Refer to Appendix A for Context-Based Learning (CBL) Seminar Student and Instructor Roles and Appendix B for Expectations for Instructor and Students in CBL labs.

Late 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.

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 Disability Services immediately at 780-791-8934 to establish reasonable accommodations.

REQUIRED LEARNING EXPERIENCES

CBL Seminars
Students will collaboratively work through five (5) Learning Packages using two seminar sessions for each Learning Package. Each seminar will be approximately three (3) hours. Learning packages to be covered in Nursing 208 are:

1. Nik Papadoupoulos
2. Thompson (Part A)
3. Kowalchuk (Part B)
4. Jason
5. Mryna Varquast

Fixed Resource Seminars
Students are expected to attend the Fixed Resource Seminars as scheduled throughout the course. Additional information relevant to the course or assignments will be presented. For times refer to the Nursing 208 timetable. Please note that material covered in these seminars is testable material.

1. Concept Mapping for Mental Health
2. Mental Health Act
3. Addictions
4. Generalized Anxiety Disorder
5. Nursing Theorist – The theory of Watson will be explored
Lab Activities
Students will participate in the lab. The lab will be approximately three-hours. Moodle contains additional details for each lab, including preparation expected prior to attending. Students are expected to dress as indicated in the student handbook. The labs are:

1. Mental Status Assessment
2. Boundaries
3. Documentation
4. Therapeutic Communication
5. Suicide and Risk Assessment

Please Note:
ATTENDANCE IS AN EXPECTATION FOR ALL SEMINAR, LAB, AND FIXED RESOURCE SESSIONS.

REFER TO APPENDIX A AND B FOR STUDENT AND INSTRUCTOR ROLES IN CBL SEMINAR/LAB

OVERVIEW OF COURSE EVALUATION

Grading for all course evaluation methods will be based on the Four-Point Alpha Grading System.

1. Scholarly Paper 35%
2. Quizzes (5) 25% (5% each)
3. Final Examination 40%

Total: 100%

IN ORDER TO SUCCESSFULLY COMPLETE THIS COURSE, ALL EVALUATION COMPONENTS MUST BE COMPLETED AND SUBMITTED.

COURSE EVALUATION:
The purpose of this paper is to explore the concept of mental health recovery. Research suggests that recovery involves a journey that is self-directed and person centered (American Psychological Association, 2012).

This assignment is intended to give students an opportunity to explore mental health recovery in more depth and consider how it may be applied to their nursing practice. Review and synthesize the literature related to mental health recovery and address the points listed below as a suggested guide for inclusion in the paper.

- consider how recovery is defined
- why is recovery important in mental health nursing?
- are there principles that guide the recovery process?
- are there different methods for the purpose of recovery?
- consider the role nurses play and the effect their role has on patient outcomes.
- describe barriers that inhibit mental health recovery

This scholarly paper must incorporate both research and non-research based literature and is to follow APA format. The length of the paper should not exceed 8 pages excluding the title and reference pages. The paper will be evaluated based upon the Scholarly Paper Marking Guide (See APPENDIX C).

When submitting this assignment, students shall attach copies of the reference papers used as well as their scholarly paper in their envelope. References will be returned.

Quizzes: - (25%)

There will be 5 quizzes (5% each). Each quiz will have 20 multiple choice questions which will incorporate the previous scenario and/or any lab and fixed resources covered since the last quiz. The time for completion of each quiz is 30 minutes once started and may be written anywhere with internet access.

Final Exam: - (40%)
Thursday, December 8, 2015 (0900 – 1130hrs)

This exam will incorporate content from all scenarios, fixed resources and labs. The format for the final exam will be multiple choice. The exam can only be written at the listed time, but may be done anywhere with internet access.
REQUIRED TEXTS

All texts bought in Year 1 of the Program will be utilized in Nursing 208. Required Texts for Year 2 are:


APPENDIX A

Context-Based Learning (CBL) Seminar Student and Instructor Roles

Student Role:

1. Students take an active, independent approach to their learning by:
   a. determining what they need to pursue as learning issues within the Undergraduate Nursing CBL Curriculum
   b. directing their own inquiry through group process work.

2. Students are committed to the group and willingly share their intellect, knowledge and expertise as demonstrated by their:
   a. attending scheduled CBL group sessions as a requirement of the undergraduate program.
   b. being prepared for group sessions by having completed their work assignment previously determined by their group.

3. Students share equally in group roles and responsibilities that facilitate their learning through group process work by:
a. helping group members to focus on given situations through reading it aloud.

b. recording the learning issues, assumptions and connections made by group (i.e., hypotheses) as well as other public lists of data, graphic representations important to their learning.

c. moderating group sessions and keeping track of learning issues and responsibilities for next session.

d. keeping track of the time used during group session to ensure the various and necessary activities of CBL group work occur.

4. Students follow through with the analysis and decision-making process associated with CBL situations specifically by:

a. identify learning issues within a given situation.

b. determine group member assignments needed for pursuing the learning issues.

c. individually or collectively complete assignments as planned by group.

d. share what has been learned, interpreted and synthesized with entire group.

e. participate in the end-of-session review of each CBL situation.

f. encourage and support participation of other group members during group sessions

g. appraise credibility of information shared in-group sessions according to sources utilized and cited by group members.

h. provide feedback about individual and collective group member performance to group as a whole.

i. be open to receiving feedback about own performance and contribution to group process from fellow group members.

5. Students demonstrate respect and responsibility for the resources utilized in pursuing learning issues both in relation to their own needs as well as the needs of other students by:

a. taking only the resources and materials that are necessary for learning issue being pursued.

b. returning resources and materials promptly when finished using them.
**Instructor Role:**

1. In order to facilitate the CBL principle that learning is deliberate, focused and outcome-oriented, the instructor:
   
a. understands relationship between learning situations under exploration by students and overall goals of the context-based learning curriculum.

b. serves as a learning process guide rather than a content expert for students oriented towards learning focused context-based learning outcomes.

2. In order to facilitate the CBL principle that students are active, involved, independent learners, the instructor:

   a. guides students through active learning process by asking questions rather than giving instructions thereby stimulating students to:

      i. discover what it is they do not know or understand

      ii. determine what they need to learn.

      iii. determine how they will go about meeting their learning needs.

      iv. seek credible resources that adequately address their learning needs.

      v. synthesize information in relation to the demands of the context-based situation.

   b. encourages students to be critical thinkers through a facilitative process that involves first modeling, then coaching and eventually mostly observing the students in action.

3. In order to facilitate the CBL principle that learning is a deliberate, deep reflective, critical activity, the instructor:

   a. challenges rather than confirms all conclusions that students reach, not just those that may be wrong (e.g., “Are there other possibilities you may not have thought of?” “Let’s stop and review our hypothesis again.”)

   b. encourages students to question their own ideas and hypotheses (e.g., “Do the rest of you agree with that?” “What is the supporting evidence for that idea?” “What do you
mean?” “How do you know that’s true?” “Can you please explain that to us?” or, “Why do you want to know that?”

c. probes even after students feel they have learned (e.g., “What does that do for you?” “What does it mean in terms of your ideas about the situation?”)

4. In order to support the development of constructive group dynamics, the instructor:
   a. expects and feels comfortable with the various phases of group development.
   b. uses facilitative communication skills that support task and maintenance group functions.
   c. fosters discussion patterns in group that involve all students.
   d. encourages debate and disagreement, among group members.
   e. supports decision-making process that has the support of all group members.
   f. addresses dysfunctional group behaviors with entire group, constructively exploring how to reduce the negative effects on group progress.
   g. models constructive ways of giving others feedback about their contributions to group process.

5. In order to facilitate evaluation of student seminar performance, the instructor:
   a. reviews and clarifies overall program goals with those of each context-based learning situation.
   b. helps students articulate personal learning objectives and the means by which to evaluate whether and how well each of those objectives is attained.
   c. provides constructive feedback to students throughout learning process identifying both what has been as well as what remains to be achieved by student.
   d. prepares an evaluative report for each student indicating whether the expected seminar learning outcomes for a given term have been achieved.

6. Respecting learner needs that are both individually unique and common to groups of students, the instructor:
   a. helps students realize that each one comes to the group with valuable skills and experiences.
b. listens to student concerns with open verbal/non-verbal communication behaviours.
c. supports students on a personal level, building them up not putting them down.
d. encourages during periods of frustration thus encouraging students to believe in their capabilities.
e. is open to variation as well as commonalties in life experience; accepts differences in opinion.
f. attends to group process in seminars/labs with interest and enthusiasm so that students feel what they are experiencing matters.
g. is flexible in scheduling time to meet with students outside of usual seminar times.

7. In order to create a climate of trust in a seminar setting, the instructor:
   a. both models and supports individual risk-taking behaviours reflecting moves from comfortable to new positions and roles.
   b. respects the behaviours and roles assumed by group members.
   c. asks group for permission before assuming leadership role in group process work.
   d. follows words, promises and commitments through with actions.
   e. models willingness and ability to identify personal strengths and weaknesses that influence group functioning.
APPENDIX B

Expectations for Instructor and Students in CBL Labs

Instructor Role: Context-Based Learning Labs

In the labs, instructor are expected to:

- continue to facilitate the principles of context-based learning as outlined in the document Instructor Role: Context-Based Learning Seminar Sessions.
- guide students through an active learning process in a lab situation by asking questions rather than giving instructions.
- ask questions, which stimulate the student to assess/critique/appraise, what they do not know /understand regarding skills in the lab.
- assist the students to consider the rationale for skills learned in the lab.
- assist the students to use research-based evidence in the development of their skills in the lab.
- assist the students to use the principles involved with skills in lab situations.
- motivate students to seek resources that will support their learning about lab skills.
- act as a role model within the lab setting.
- evaluate students' abilities to perform skills in the lab setting (e.g. OSCE’S).
- continue to support the ongoing development of constructive group dynamics.
- respect students as learners who have different learning styles.
- create and foster a climate of trust within the group in the lab setting.

Student Role: Context-Based Learning Labs

In the labs in CBL, students are expected to:

- continue to demonstrate an increased understanding of the principles of context-based learning (as outlined in the document Criteria for Evaluation of Student Behaviors in CBL).
- progress through an active learning process in a lab situation by asking questions rather than seeking a demonstration.
- seek resources that will support their learning about lab skills (the students are expected to come to the labs prepared)
- ask questions, which will allow them to assess/critique/appraise what they do not know /understand regarding skills in the lab.
- consider the rationale for skills learned in the lab.
- apply research-based evidence to the development of their skills in the lab.
- be involved in the ongoing development of constructive group dynamics.
**APPENDIX C**

*Scholarly Paper Marking Guide*

**Student Name:** __________________________________________

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**Final Mark:** __________

**Instructor Comments:**
_______________________________________________________________________________________
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**APPENDIX D**

*Keyano College Percentage – Alpha Grading System*

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Nursing 208
Mental Health Nursing

This course outline has been reviewed and approved by the Program Chair.

Instructor Name, Instructor

Instructor Name, Instructor

Bev Maron, Chair

Date Authorized

Dr. Vincella Thompson, Dean

Date Authorized