



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

**COURSE SYLLABUS**

**NURSING 309**

**Mental Health Nursing**

**January 7, 2019 - April 10, 2019**

**INSTRUCTOR:**

Tania Lysak RN, BScN, MN

Winter 2019

**NURSING 309**  
**Mental Health Nursing**

**Course Outline**

**CALENDAR STATEMENT:**

Nursing 309 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

Office: 187E

Phone: 780-792-5630

[Tania.lysak@keyano.ca](mailto:Tania.lysak@keyano.ca)

**OFFICE HOURS:**

The Instructor is available for student consultation at various times in their office from Monday to Friday. Please contact your instructor by email or 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 309.

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 Inquiry 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 E for Keyano College Percentage-Alpha Grading System.

Refer to Appendix A for Inquiry Based Learning (IBL) Seminar Student and Instructor Roles and Appendix B for Expectations for Instructor and Students in IBL labs.

### **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.

### **Writing on-Line Exams:**

Students are responsible for accessing the exam from a computer of their choice. The student is responsible for discussing any computer issues with the Instructor at least two days prior to the exam date listed on the course timetable.

Expectations:

1. 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. There are no **open book** exams or quizzes.
2. 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 to review or change answers.
3. Students must ensure they have a reliable internet connection.
4. 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.

5. 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.
6. 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.
7. If any issue arises during the taking of the quiz/exam, the student is to contact the instructor immediately at the time of the issue.
8. 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 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).

### **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 Counselling & Disability Services immediately at 780-791-8934 to establish reasonable accommodations.

## **REQUIRED LEARNING EXPERIENCES**

## **IBL 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 309 are:

- 1. Nik Papadopoulos**
- 2. Thompson (Part A)**
- 3. Kowalchuk (Part B)**
- 4. Manfred Schwartz**
- 5. Mryna Varquast**

## **Fixed Resource Lectures**

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 309 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. Introduction to the DSM-5**
- 6. Review Class**

## **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 IBL 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%
4. TAG	Pass/Fail
Total:	100%

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

### **COURSE EVALUATION:**

**Scholarly Paper: - (35%)  
Due February 15, 2019 by 0900 hours**

Choices: Trauma-Informed Care

Harm Reduction

Crisis Intervention

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

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

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 will be written at the end of the scenario in class. Students must bring a computer or tablet to complete the quiz on Moodle.

**Final Exam: - (40%)**

**Date: TBA**

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, and students must bring a computer or tablet to complete the exam on Moodle.

**REQUIRED TEXTS**

All texts bought in Year 1 of the Program will be utilized in Nursing 309. Required Texts for Year 2 are:

Townsend, M. C., & Morgan, K. I. (2018). *Psychiatric mental health nursing, Concepts of Care in Evidence-Based Practice* (9<sup>th</sup> ed.). Philadelphia: F.A. Davis.

## **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.

### **Expectations of students in IBL and Lab**

Students will be awarded a grade of pass/fail based on the criteria identified in Appendix A. Instructors will meet with any student that is in danger of not achieving any of the criteria identified in Appendix A. A remedial plan will be initiated to facilitate student success. Students who are meeting the criteria will not be required to meet with their instructor.

## **APPENDIX A**

### **Context Based Learning (CBL) Student Roles in Seminar Setting**

#### **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. Identifying learning issues within a given situation.
  - b. Determining group member assignments needed for pursuing the learning issues.
  - c. Individually or collectively completing assignments as planned by group.
  - d. Sharing what has been learned, interpreted and synthesized with entire group.
  - e. Participating in the end-of-session review of each CBL situation.
  - f. Encouraging and supporting participation of other group members during group sessions.
  - g. Appraising credibility of information shared in group sessions according to sources utilized and cited by group members.
  - h. Providing feedback about individual and collective group member performance to group as a whole.
  - i. Being 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 issues being pursued.
  - b. Returning resources and materials promptly when finished using them.

Developed by J. Bowman in

Collaboration with U of Tutors

August 27<sup>th</sup>, 1997. (Revised, 2005)

## **Appendix B**

### **Context-Based Learning (CBL) Student Roles in Lab Setting**

#### **Student Role**

In the lab setting, students continue to take an active, independent approach to their learning as outlined in the Context-Based Learning (CBL) Seminar Student Role and Tutorial Assessment Guide of Students in CBL document which include:

1. Being committed to the lab group and willingly sharing their intellect, knowledge and expertise.
2. Attending scheduled lab sessions as a requirement of the undergraduate program.
3. Coming to each lab prepared, having completed required readings and viewed required audiovisual resources.
4. Seeking resources that will support their learning lab skills.
5. Asking questions which contribute to their ability to assess critique and appraise what they do and do not know or understand about skill development.
6. Exploring and discussing the underlying rationale for skills learned.
7. Applying research-based evidence to the development of their skills.
8. Participating in the ongoing development of constructive group dynamics in their lab group.
9. Respecting and being responsible for the resources utilized in learning skills by leaving the lab in a prepared state for use by students who follow them in the lab setting.

*Developed by B. McLean in  
Collaboration with U of A Tutors*

August 27<sup>th</sup>, 1997. Revised May, 1999

**Appendix C**  
**UNIVERSITY OF ALBERTA**  
**COLLABORATIVE BACCALAUREATE NURSING PROGRAM**  
**KEYANO COLLEGE – JUNIOR MARKING GUIDE**

The following marking system utilizes the letter grade and numerical system for the evaluation of Junior level students (Years 1 and 2):

<b>Grade</b>	<b>Status</b>	<b>Criteria</b>
<b>96-100</b>	Outstanding	Outstanding integration of research and non-research-based literature in demonstrating, understanding and application of ideas. Accurately interprets and explains evidence to support conclusions. Creativity and extraordinary writing ability demonstrated. Paper has a solid structure that is concise, logical, and very well organized. Format requirements are met, as per APA 6 <sup>th</sup> edition with minimal grammatical and spelling revisions.
<b>90-95</b>	Excellent	Excellent integration of research and non-research-based literature in demonstrating, understanding and application of ideas. Generally interprets and explains evidence to support conclusions. Excellence demonstrated in executing and implementing ideas throughout. Creativity and excellent writing ability demonstrated. A concise, logical, well-organized assignment. Format requirements are met, as per APA 6 <sup>th</sup> edition with minimal grammatical and spelling revisions.
<b>85-89</b>	Very Good	Very good integration of research and non-research-based literature in demonstrating, understanding and application of ideas. Adequately interprets and explains evidence to support conclusions. Some creativity demonstrated. A concise, logical, well-organized assignment. Format requirements are met, as per APA 6 <sup>th</sup> edition with minimal grammatical and spelling revisions.
<b>80-84</b>	Very Good	Very good attempt to integrate research and non-research-based literature in demonstrating, understanding and application of ideas. Attempts to interpret and explain evidence to support conclusions. A concise, logical, well-organized assignment. Format requirements are met, as per APA 6 <sup>th</sup> edition with a few grammatical and spelling revisions.
<b>76-79</b>	Good	A good attempt to integrate research and non-research-based literature. Relevant ideas are identified; however, ideas are not fully developed and lacks evidence of understanding and application. Evidence to support conclusions is summarized. Minor revisions required with respect to presenting ideas in a concise, logical, well-organized manner. Minor format requirements are required, as per APA 6 <sup>th</sup> edition with a few grammatical and spelling revisions.

<b>72-75</b>	Good	Presents a good review of research and non-research-based literature. Ideas are not fully developed and lacks evidence of understanding and application. Evidence to support conclusions is summarized. Some revisions required with respect to presenting ideas in a concise, logical, and well-organized manner. Format requirements, grammar, and spelling expectations are inconsistently met, as per APA 6 <sup>th</sup> edition.
<b>68-71</b>	Satisfactory	Demonstrates satisfactory research. Ideas are minimally developed and lacks evidence of understanding and application. Conclusions are general and minimal evidence to support conclusions is provided. Multiple revisions required in presentation of ideas in a concise, logical and well organized manner. Format requirements, spelling and grammatical expectations inconsistently met, as per APA 6 <sup>th</sup> edition.
<b>64-67</b>	Satisfactory	Demonstrates superficial research. Ideas are minimally developed and lacks evidence of understanding and application. Conclusions are general and minimal evidence to support conclusions is provided. Multiple revisions required in presentation of ideas in a concise, logical and well organized manner. Format requirements, spelling and grammatical expectations inconsistently met, as per APA 6 <sup>th</sup> edition.
<b>60-63</b>	Minimal Pass	Demonstrates minimal research. Ideas are not adequately developed and there is no evidence of understanding and application. Conclusions are superficial and no evidence to support conclusions is provided. Minimal structure and organization of ideas. Major revisions needed with respect to flow of ideas and grammatical errors. Limited application of required format, as per APA 6 <sup>th</sup> edition.
<b>55-59</b>	Poor	Demonstrates poor research. Ideas are poorly developed and there is no evidence of understanding or application. No conclusions are included. Lacks structure and poor organization of ideas. Major revisions needed with respect to flow of ideas and grammatical errors. Limited application of required format, as per APA 6 <sup>th</sup> edition.
<b>50-54 0-49</b>	Fail	Demonstrates no acceptable research. Ideas are poorly developed and presented with no evidence of understanding or application. No conclusions are offered. Lacks structure and organization. Major revisions needed with respect to flow and focus. Consistent errors in grammar, spelling and/or format, as per APA 6 <sup>th</sup> edition.  Paper is plagiarized or not handed in.

**Appendix D**  
**Competency Levels and Year End Outcomes**  
**Bloom's Revised Taxonomy**

*Scholarly Writing Year End Outcome: Demonstrates understanding of content through scholarly writing across the curriculum.*

Year	Year End Outcome	Bloom's Revised Taxonomy
One	With minimal assistance uses scholarly writing skills to understand and provide written descriptions of knowledge from nursing and other related disciplines.	<p>Remember</p> <ul style="list-style-type: none"> <li>• Identifies relevant prior knowledge from nursing and related disciplines.</li> <li>• Identifies new knowledge about the concept/issue from nursing and related disciplines.</li> </ul> <p>Understand</p> <ul style="list-style-type: none"> <li>• Identifies the components of the concept/issue.</li> <li>• Summarizes knowledge from the selected literature.</li> <li>• Explains the relevance of the concept/topic to nursing practice.</li> </ul>
Two	With guidance uses scholarly skills to apply knowledge derived from nursing and related disciplines.	<p>Apply</p> <ul style="list-style-type: none"> <li>• Explains how the concept/issue is applicable in nursing practice.</li> <li>• Demonstrates, with supporting exemplars, the application of the concept/issue in a specific nursing practice situation.</li> </ul>
Three	With minimal guidance uses scholarly writing skills to analyze and synthesize knowledge from nursing and other related disciplines.	<p>Analyze</p> <ul style="list-style-type: none"> <li>• Explores the interrelatedness of the components of the concept/issue.</li> <li>• Discusses the theoretical foundation of the concept/issue.</li> </ul>
Four	Independently uses scholarly writing skills to critically evaluate knowledge from nursing and related disciplines.	<p>Evaluate</p> <ul style="list-style-type: none"> <li>• Critiques the evidence relative to the concept/issue.</li> <li>• Describes gaps/ inconsistencies in the evidence.</li> <li>• Compares the perspective of theorists from nursing and related disciplines.</li> </ul> <p>Create</p> <ul style="list-style-type: none"> <li>• Presents a convincing argument for the importance of the concept/topic to client care and nursing practice.</li> <li>• Draws conclusions about the concept/issue and its potential to shape the profession of nursing.</li> </ul>

### **Assumption**

The year-end outcomes of years two, three and four include the taxonomy criteria of the years previous to it.

### **References**

Duan, Y. (2006). Selecting and applying taxonomies for learning outcomes: A nursing example. *International Journal of Nursing Education Scholarship*, 3(1), 1-11.



**APPENDIX E**  
**Keyano College Percentage – Alpha Grading System**

<b>Descriptor</b>	<b>Percentage Scale</b>	<b>Alpha Scale</b>
<b>Excellent</b>	<b>96-100</b>	<b>A+</b>
	<b>90-95</b>	<b>A</b>
	<b>85-89</b>	<b>A-</b>
<b>Good</b>	<b>80-84</b>	<b>B+</b>
	<b>76-79</b>	<b>B</b>
	<b>72-75</b>	<b>B-</b>
<b>Satisfactory</b>	<b>68-71</b>	<b>C+</b>
	<b>64-67</b>	<b>C</b>
<b>Minimum Pass</b>	<b>60-63</b>	<b>C-</b>
<b>Poor</b>	<b>55-59</b>	<b>D+</b>
	<b>50-54</b>	<b>D</b>
<b>Failure</b>	<b>0-49</b>	<b>F</b>