

Nursing & Allied Health Studies Department
School of University Studies, Career Programs and Academic Upgrading



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

COURSE SYLLABUS

NURSING 310

Mental Health Nursing Practice

January 6, 2020 – April 11, 2020

Instructors:

**Kortnie MacDougall
Shana Strickland**

Revised: 2019/12

**NURSING 310
MENTAL HEALTH NURSING PRACTICE
COURSE OUTLINE**

CALENDAR STATEMENT

NURS 310 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 309.

COURSE HOURS

Lecture: 0

Seminar: 0

Clinical/Lab: 168

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

Kortnie MacDougall RN, BScN, MN

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Instructors are available for student consultation at various times in their office. Please contact your instructor with contact information provided 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) 2019-2020*. Attention must be given to the competencies that are identified as being relevant to NURS 310.

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

1. College and Association of Registered Nurses of Alberta (CARNA), Entry-Level Competencies for the Practice of Registered Nurses (March 2019). Accessed at: https://www.nurses.ab.ca/docs/default-source/document-library/standards/entry-to-practice-competencies-for-the-registered-nurses-profession.pdf?sfvrsn=15c1005a_12
 2. CARNA Practice Standards for Regulated Members (2013). Accessed at: http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/PracticeStandards_Jan2013.pdf
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3. Canadian Nurses Association (CNA) Code of Ethics for Registered Nurses (2017). Accessed at: <https://www.cna-aiic.ca/-/media/cna/page-content/pdf-en/code-of-ethics-2017-edition-secure-interactive.pdf>

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 N310 prior to the end of the course.

In addition to maintaining competency with previous course learning outcomes, upon completion of Nursing 310, 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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PERFORMANCE REQUIREMENTS

STUDENT RESPONSIBILITIES

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar. More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

NURSING PROGRAM POLICIES

Please refer to University of Alberta Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook (2019-2020) 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

The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre and Wellness Services, work together to support student success at Keyano College.

ACCESSIBILITY SERVICES (CC260) supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934

SKILL CENTRE (CC119) provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 9:00 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

WELLNESS SERVICES (CC260) offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.

STATEMENT ON PLAGIARISM AND ACADEMIC MISCONDUCT

ACADEMIC MISCONDUCT

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

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.

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.
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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 College Student Code of Conduct. Fourth year students will identify they are familiar with the University of Alberta Student Code of Conduct.

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 310, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences and assignments.

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, ten or twelve 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.
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- Research will prepare the student to provide safe, knowledgeable, ethical care and is essential to successful completion of this course.
- 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.
- Perform initial and ongoing assessments on all assigned clients.
- Document client care in a draft form for review by the instructor prior to documenting in the client's chart.

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 309 Fixed Resources and Labs will be incorporated into your Nursing 310 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 N310:

- Medication Administration and Calculation Theory Review and Practice lab



OVERVIEW OF COURSE EVALUATION

In order to pass Nursing 310, students must demonstrate safe, knowledgeable, and ethical nursing practice, consistently demonstrate professional behavior, and complete the specified learning experiences and assignments.

Students must receive a passing grade in N310. As well, at the final evaluation, students must receive a minimum of a Satisfactory rating in each of the ten (10) categories on the ENP (see the ENP document on N310 Moodle).

METHOD OF EVALUATION	DATES	PERCENTAGE OF FINAL GRADE
Medication Administration Proficiency Exam (MAPE) – Pass/Fail January 8, 2020: 0900 – 0945		
Communication Analysis	Due dates may vary depending on Group (see Timetable for due date)	20%
Final Exam	April 21, 2020	60%
MH Learning package	Monday, March 2, 2020 0900	20%
Evaluation of Nursing Practice	TBA Instructors office	Pass/Fail
TOTAL		100%

MEDICATION ADMINISTRATION PROFICIENCY EXAM (MAPE) PASS/FAIL

The purpose for the medication administration proficiency exam is to demonstrate proficiency in providing safe medication administration in preparation for the clinical setting. Exam content is from the Elsevier eBook Morris, D.C. G and Brown, L.A. M. *Calculate with Confidence, Canadian Edition*.

In preparation for the MAPE, students need to review the following Units 1 through 4.

Unit One (chapters 1 to 4): Math Review 1. Fractions 2. Decimals 3. Ratio and Proportion 4. Percentages. This unit is a great review of basic math skills.

Unit Two (chapters 5 to 7): Systems of Measurement 5. Metric, Apothecary, Household and Other Systems 6. Converting Within and Between Systems 7. Additional Conversions Useful in the Health Care Setting.

Unit Three (chapters 8 to 14): Methods of Administration and Calculation 8. Medication Administration 9. Understanding and Interpreting Medication Orders 10. Medication Administration Records and Drug Distribution Systems 11. Reading Medication Labels 12. Dosage Calculation Using the Ratio and Proportion Method 13. Dosage Calculation Using the Formula Method 14. Dosage Calculation Using the Dimensional Analysis Method

Unit Four (chapters 15 to 18): Oral and Parenteral Dosage Forms and Insulin Calculations 15. Oral Medications 16. Parenteral Medications 17. Reconstitution of Solutions 18. Insulin

The MAPE is scheduled to be written on **September 11 2019 from 0900 to 0945 hours** using online Evolve Elsevier. Students may use a basic calculator in the exam. The pass mark is 90% requiring students to successfully complete 27/30 questions on the MAPE. Refer to course timetable for location. Any required changes in time/room number will be communicated on Moodle. The MAPE will not be subject to accommodations; the exam will be written within the allotted 45 minute time frame and invigilated by the instructor in the classroom.

Students who are unsuccessful will be given the opportunity to rewrite the MAPE, which must be completed on September 18, 2019. If the student is unsuccessful in the MAPE write/rewrite, the student can administer medications under direct supervision until successful in the weekly subsequent rewrites of the MAPE, up to a maximum of 3 writes of the MAPE.

If the student is not able to successfully complete the MAPE exam in 3 attempts, the student will receive a D in the Nursing 310 and will not complete the clinical component. Being unsuccessful in writing the MAPE indicates that the student cannot safely calculate medication dosages which will then be reflected in the ENP as a clinical failure.

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.
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- ❖ 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 will be written in an assigned classroom. The exam consists of 50 multiple choice questions and encompasses material learned in N310.

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.
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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)
- Grade Descriptors
- Levels of Independence
- Weekly Reflection/Journaling:

Weekly clinical reflection will occur at the end of each week of any 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.
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- 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 must include evidence from the literature
- 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 310, 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 (2017) 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 2019-2020) 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 (2019-2020) 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:</p> <p><u>Verbal Behavior:</u></p> <p>What the client said including tone of voice.</p> <p><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 describes own nonverbals objectively, critically, and thoroughly</p>	<p>What technique did you use?</p> <p>Was it effective in promoting client:</p> <ul style="list-style-type: none"> • Self exploration • Understanding • Action <p>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

/30

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

/80

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

Appendix C
Keyano College Percentage – Alpha Grading System

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

Amendment

CLINICAL PRACTICE

In order to pass Nursing 310, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences and assignments.

Components of this clinical experience will include:

- Labs as outlined under the 'Lab 'section.
- A scheduled nursing practice experience in the clinical setting. All 310 students will rotate through a Community Agency and complete a Clinical Experience assignment (see **Appendix D**) or the Acute Care Psychiatry Unit and complete a Mental Health Community Agency Proposal assignment (see **Appendix E**).
 - 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, ten or twelve 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.
 - Research will prepare the student to provide safe, knowledgeable, ethical care and is essential to successful completion of this course.
 - 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.
 - Perform initial and ongoing assessments on all assigned clients.
 - Document client care in a draft form for review by the instructor prior to documenting in the client's chart.

If a student is absent from the clinical setting due to illness the following must occur:

- The student will contact their assigned unit;
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- 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.

OVERVIEW OF COURSE EVALUATION

In order to pass Nursing 310, students must demonstrate safe, knowledgeable, and ethical nursing practice, consistently demonstrate professional behavior, and complete the specified learning experiences and assignments.

Students must receive a passing grade in N310. As well, at the final evaluation, students must receive a minimum of a Satisfactory rating in each of the ten (10) categories on the ENP (see the ENP document on N310 Moodle).

METHOD OF EVALUATION	DATES	PERCENTAGE OF FINAL GRADE
Medication Administration Proficiency Exam (MAPE) – Pass/Fail January 8, 2020: 0900 – 0945		
Communication Analysis	Due dates may vary depending on Group (see Timetable for due date)	20%
Final Exam	April 21, 2020	60%
MH Learning package	March 2, 2020 0900	20%
Clinical Experience assignment or Mental Health Community Agency Proposal assignment	April 14, 2020 0900	Pass/Fail
Evaluation of Nursing Practice	TBA	Pass/Fail
TOTAL		100%

Appendix D

N310 Clinical Experience Assignment

All of us have spent countless hours watching the news, and scrolling through social media in recent days to be on top of the latest information with COVID-19. We all have experienced varying degrees of anxiety around this health concern as we continuously monitor the increased cases around the world, in Canada, in our province and specifically in our town. People are being laid off across Canada at alarming rates and many are worried over meeting their basic needs. In the midst of all of this chaos, we have to remember that people who have mental illnesses are people too – just like you and I – and they are also experiencing this as well – in addition to their ongoing concerns.

Imagine you were able to continue doing your student nurse clinical experience of NURS 310 on the inpatient psychiatry unit right now, during this COVID-19 outbreak. We are in our daily pre-conference, and it is now your opportunity to describe your plan of care for the client you are assigned. As you describe your client and his diagnosis, include the 5Ps, apply the principles of Primary Health Care and the applicable Social Determinants of Health. Provide 3 priority diagnosis with corresponding goals and interventions as you will prioritize and manage care for your client. In doing so, demonstrate knowledge of this current and emerging health care issue and challenge of COVID-19 and how it is impacting the mental health of many. Include how you will ensure that health and safety is being maintained on the unit, in the community and around the world. Identify how you will collaborate with the health care team to ensure the various needs of the client are met. How would you actively involve the client in their care? What resources would you want to ensure the client has accessed for support upon discharge? What would you document in the chart in regards to their Mental Status – remember ABCT - Appearance, Behavior, Cognition & Thought Process. How would you be promoting a safe, ethical and caring environment for the client?

You all have gained great knowledge from your various CBLs and labs taught in class. You have the knowledge – now show what you can do with it! Utilize the provided scenario and imagine what things could be like on the unit right now during this outbreak and how the patients may be responding to it. You have all completed your community experience which will allow you to meet many of your objectives of your ENP, but this assignment will also give you an added opportunity to demonstrate that you can meet ALL of the objectives of this course without physically being there at this time. This is a pass/fail assignment. Consider the Evaluation of Nursing Practice (ENP) objectives when completing this assignment, which is provided, but refer to your actual ENP document for further breakdown and explanation.

Scenario

Fred Smith, a 55-year-old married man from Fort McMurray, AB presented to Emergency by RCMP with a Form 10. That day, he confided in his wife that he has had enough of life and that he was going to end it all. He refused to go to ER with her, so she called 911 out of concern for his safety. He was seen by crisis and the physician, who then certified him for 24 hours as he was unable to agree to safety. He was admitted to the Psychiatry unit with a diagnosis of Major Depressive Disorder. During the admission on the Psychiatry unit, Fred made very little eye contact when talking to the nurse. He had a strong odor. He was irritable when he was asked to respond to the questions. He described lacking energy. In a monotone voice, he states, "It's hopeless. What is the use of going on? I'm going to lose everything I own. Since the outbreak of COVID-19 1 month ago, everything got worse for me. I lost my job and I'm the only one who brought in an income in the home. The markets are crashing and the oil prices are the lowest in years. The value of my house is gone way down. And besides, we're all going to die anyhow from this virus sooner or later."

Fred's wife, Sue reports that Fred got laid off as a welder at the local oil plant 3 weeks ago, since he wasn't an essential service. He is eligible for Employment Insurance (EI), and has applied, but there is a waiting period and he still doesn't feel it will be enough to support his family. Due to the current outbreak, many employers are operating at the bare minimum so it has been very difficult to find other employment, even though his work record is outstanding. She said that in the last few months he has shown less and less interest in things he normally enjoyed outdoors such as having backyard fires, going on quad or hunting. She said he hasn't been sleeping well and has spent most of his time watching television about the outbreak. She described he was more irritable and he seemed to argue with her over everything, and that his drinking had increased a lot. She states that his appetite has decreased, noting that he has lost 10 pounds in the last month. She has noticed that he no longer pays attention to hygiene and at times refuses to change his clothes. She has to "nag" him to make an effort even to shave or take a shower. Sue says that he's not the same person he was and that he needs to get better.

Sue states that their marriage has been good until recent months. She states that they used to enjoy many activities together and had involvement with a wide circle of friends on a social basis. She feels that with social distancing from this outbreak, he has been even more isolated than ever and it's not helping things. She said that when he talks to her now, it is usually about the virus and he's extremely fearful that he'll get it.

On admission he is placed on close observation and started on Fluoxetine 20mg po daily, Ativan 0.5mg BID PRN & Zopiclone 7.5 mg po hs PRN - once seen by the Psychiatrist. Due to the COVID-19 outbreak, many usual guidelines of the unit have changed. Groups have been cancelled. Patients aren't allowed to have 15min privileges or passes off hospital grounds. Minimal visitors are allowed. They are told to maintain social distancing and practice good hand hygiene, but Fred continues to express feelings of anxiety that he's going to get the virus from other patients or staff.

1. Professional Responsibility & Accountability – demonstrates professional conduct and that the primary duty is to the client to ensure safe, competent, compassionate, ethical care.
 2. Knowledge-Based Practice
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- A. Specialized Body of Knowledge – Has knowledge from nursing and other sciences, humanities, research, ethics, spirituality, relational practice, and critical inquiry.
 - B. Competent Application of Knowledge - Demonstrates competence in the provision of nursing care. The Competency statements in this section are grouped into four areas about the provision of nursing care (Ongoing comprehensive assessment; health care planning; providing nursing care, and evaluation). The provision of nursing care is an iterative process of critical inquiry and is not linear in nature.
 - a. Ongoing Comprehensive Assessment – Incorporates critical inquiry and relational practice to conduct a comprehensive client-focused assessment that emphasizes client input and the determinants of health.
 - b. Health Care Planning: within the context of critical inquiry and relational practice, plans nursing care appropriate for clients which integrates knowledge from nursing, health sciences and other related disciplines, as well as knowledge from practice experiences, clients’ knowledge and preferences, and factors within the health care setting.
 - c. Providing Registered Nursing Care: provides client-centered care in situations related to:
 - i. Health promotion, prevention and population health
 - ii. Maternal/child health
 - iii. Altered health status including acute and chronic physical and mental health conditions and rehabilitative care
 - iv. Palliative care and end of life care
 - d. Evaluation of client care: Monitors the effectiveness of client care to inform future care planning.
3. Ethical Practice – Demonstrates competence in professional judgement and practice decisions guided by the values and ethical responsibilities in the CAN Code of Ethics for Registered Nurses (2008, and the CARNA document Ethical Decision-making for Registered Nurses in Alberta: Guidelines & Recommendations (2010). Engages in a critical inquiry to inform clinical decision making and establishes therapeutic, caring, and culturally safe relationships with clients and health care team.
 4. Service to Public – Demonstrates and understanding of the concept of public protection and the duty to provide nursing care in the best interests of the public.
 5. Self-Regulation – Demonstrates an understanding of professional self-regulation by developing and enhancing own competence, ensuring consistently safe practice, and ensuring and maintaining own fitness to practice.
 6. Inquiry Learning – Demonstrates competency with the application of the elements of inquiry learning
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Appendix E

N310 Community Mental Health Proposal Assignment

The purpose of this assignment is to give students experience in the promotion of mental health by identifying essential mental health services available in the Regional Municipality of Wood Buffalo.

Through research of various mental health agencies in the community, the student will:

1. become aware of the nurse's role in community mental health
2. demonstrate an increased awareness of agencies within the community
3. identify collaborative practices available through these community agencies
4. recognize the impact the services offered within these agencies have on mental health and health in general
5. develop a fictional comprehensive community mental health agency proposal without funding constraints using the agencies in the community (must consider and propose overall cost of the agency)
6. revise the comprehensive community mental health agency proposal with funding considerations (half of your proposed cost)
 - a. use Maslow's Hierarchy of Needs as a framework
 - b. be creative with collaborative services and/or select the 5 most essential services to be included in your community mental health agency
 - c. consider the current health crisis with regards to COVID-19 and how this affects the delivery of services while proposing ways to adapt to meet clients' needs

Evaluation

This assignment is to follow APA format. The length of the assignment should not exceed 5 pages excluding the title and reference pages. Please use the templates below.

This is a Pass/Fail assignment and will be evaluated based upon the Evaluation of Nursing Practice (ENP). Please consider the objectives when creating this mental health community agency; it is essential that each student meets the objectives and provides such examples within the ENP.

N310 Community Mental Health Proposal Assignment

Proposal Form

(Insert Mental Health Community Agency Name Here)	
Mental Health Community Agency Case	State the problem, issue or opportunity the proposal of a Mental Health Community Agency addresses. Describe the impact this proposal will have on the Regional Municipality of Wood Buffalo (consider the current COVID-19 pandemic).
<i>What issues do you plan to address by creating this mental health community agency? How will this benefit the clients in the community?</i>	
Strategic Goal(s)	State the purpose/objective of the proposal for the Mental Health Community Agency.
<i>What are your objectives?</i>	
Deliverables	What are the services or processes this proposal will create? Who are the target groups?
<i>What services will be included in this mental health community agency? Who will be able to access these services?</i>	
Critical Success Factors	List the factors or characteristics that are critical to the success of this proposal?
<i>Consider personnel, programs, policies, etc.</i>	
Proposal Risk Assessment	List uncertain events or conditions that would have a positive or negative impact on the success of this proposal, if it were to occur. What is the impact on the community of not implementing this proposal?
<i>Consider social, economical, and political factors.</i>	
Funding / Budget	Who will fund this proposal? What is the ultimate cost of this proposal?
<i>Assume no budget constraints, please attempt to provide a breakdown of associated costs.</i>	
Monitoring	How will this proposal be monitored? Who will ultimately monitor the Mental Health Community Agency?
<i>How will you know the programs/services are successful?</i>	
COVID-19 Restrictions	What impact does the COVID-19 restrictions have on the delivery of the services/programs outlined in this proposal?
<i>Consider self-isolation, social distancing, job loss, etc.</i>	

Revised Proposal Form

(Insert Mental Health Community Agency Name Here)	
Mental Health Community Agency Case	State the problem, issue or opportunity the proposal of a Mental Health Community Agency addresses. Describe the impact this proposal will have on the Regional Municipality of Wood Buffalo (consider the current COVID-19 pandemic).
<i>If unchanged, leave blank.</i>	
Strategic Goal(s)	State the purpose/objective of the proposal for the Mental Health Community Agency.
<i>If unchanged, leave blank.</i>	
Deliverables	What are the services or processes this proposal will create? Who are the target groups?
<i>If unchanged, leave blank.</i>	
Critical Success Factors	List the factors or characteristics that are critical to the success of this proposal?
<i>Were personnel, programs, supplies affected by budget constraints? If so, what changes were made?</i>	
Proposal Risk Assessment	List uncertain events or conditions that would have a positive or negative impact on the success of this proposal, if it were to occur (consider social, economical, and political factors). What is the impact on the community of not implementing this proposal?
<i>If unchanged, leave blank.</i>	
Funding / Budget	Who will fund this proposal? Where may additional funding be sought in the future?
<i>What services, personnel, etc., were eliminated based on budget constraints? Was it possible to amalgamate services/programs for cost-effectiveness?</i>	
Monitoring	How will this proposal be monitored? Who will ultimately monitor the Mental Health Community Agency?
<i>Has this changed with re-allocation of funding?</i>	
Essential Services	List 5 (maximum) essential services/programs that are necessary for this Mental Health Community Agency proposal. Explain the reasoning for their inclusion.
<i>Identify how the Regional Municipality of Wood Buffalo would best benefit from the development of this revised proposal.</i>	

