



MAY - 2 2002

**Course Outline**

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Operating Unit: Health Sciences

Program: Nursing

Option:

**NURS 3036****Mental Health Issues in Nursing Practice****Start Date:** January, 2000**End Date:** May, 2000**Course Credits:** 1.5**Term/Level:** 3**Total Hours:** 21**Total Weeks:** 8**Seminar: 2      Mental Status Self-Study Guide: 5****Prerequisites****NURS 3036 is a Prerequisite for:****Course No.    Course Name****Course No.    Course Name**

NURS 1050    Interpersonal Communication 1  
BHSC 1142    Introduction to Psychology 1  
                 or credit for Introduction to Sociology 1

NURS 4030    Nursing Practicum 4

**Corequisite**

NURS 3034    Mental Health Nursing Practicum

**Course Calendar Description**

NURS 3036 is a seminar course focusing on selected theory and mental health issues that nurses frequently encounter in nursing practice. Students will study individual and family mental health in a broad sense and as a key dimension of optimal health. The course will emphasize the recognition and appropriate nursing care of clients whose mental health may be threatened by a physical or mental illness, losses, personality traits and/or a disorder and developmental challenges.

**Course Goals**

The goal of NURS 3036 is to facilitate student understanding of mental health and mental health issues frequently encountered in nursing practice. The course will prepare students to recognize phenomena associated with mental health and deteriorating mental health. Additional emphasis will be placed on nursing care, medical care and interpersonal processes aimed at the restoration and promotion of mental health.

**Evaluation**

Attendance and participation in seminar	10%	* All components of the course must be completed to receive course credit.
Assignment: Demonstration of Mental Status		
Examination (includes suicide assessment)	40%	
Final Exam (Case studies with short answer questions)	<u>50%</u>	
TOTAL	100%	

## Course Learning Outcomes/Competencies

The student will:

1. appreciate the role of mental health as a key dimension of optimal health.
2. discuss characteristics of mental health in the individual and in families.
3. discuss phenomena associated with deteriorating mental health.
4. discuss determinants of health that place individuals and families at risk for mental health problems.
5. discuss the role of personality in maintaining mental health.
6. understand theory and discuss nursing care related to personality traits and/or disorders that compromise mental health.
7. understand theory and discuss nursing care of individuals experiencing changes in their mood and affect.
8. understand theory and discuss nursing care of individuals experiencing changes in their thinking and perception.
9. understand and discuss nursing care associated with mental health issues of the adolescent and the elderly.
10. understand and discuss appropriate nursing care of individuals with a mental illness hospitalized with a physical illness.
11. discuss interpersonal processes that promote mental health in clients and families.
12. discuss nursing care of individuals experiencing selected mental health emergencies.

### Process Treads

- **Professionalism:** Students will discuss mental health in the broad sense and as it relates to individual and family health. Knowledge and understanding of selected theory and mental health issues will be emphasized.
- **Communication:** Students will discuss course content verbally and in writing. They will use relevant research and literature to gain a broad perspective on mental health issues.
- **Systematic Inquiry:** Students will be encouraged to discuss new understandings of mental health and their application for selected mental health issues.
- **Learning:** Students will be required to take responsibility for their learning and contribute to the learning of others. The critical reading of articles and textbook chapters will be required for discussion of mental health issues.
- **Leadership:** Students will discuss mental health issues in the class using clinical examples from practicum experiences and case studies.

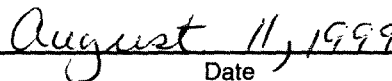
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### Course Content Verification

I verify that the content of this course outline is current, accurate, and complies with BCIT Policy.



Program Head/Chief Instructor



Date

Note: Should changes be required to the content of this course outline, students will be given reasonable notice.



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Operating Unit: Health Sciences

Program: Nursing

Option:

**NURS 3036**

**Mental Health Issues in Nursing Practice**

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### **Instructor(s)**

Marie Labelle (in charge of course)

Office No.:

SE12-418

Office Phone: 432-6947

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### **Learning Resources**

#### **Required:**

Frisch, N.C. and Frisch, L.E. (1998). *Psychiatric Mental Health Nursing*. Boston: Delmar.

Mental Health Assessment Self Study Guide (distributed in Mental Health Nursing Practicum class).

#### **Recommended:**

Gorman, L., Sultan, D., & Raines, M. (1996). *Davis' Manual of Psychosocial Nursing for General Patient Care*. Philadelphia: F.A. Davis (a nursing care book).

Ralph, Irene. (1997), *Psychotropic Agents: A Handbook for Mental Health Workers* (10th ed.). IGR Publications.

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### **BCIT Policy Information for Students**

#### **Conduct and Attendance:**

Students will adhere to all aspects of the BCIT Policy for conduct and attendance (refer to 1999–2000 BCIT Calendar, pages 5 & 6.)

#### **Participation:**

1. Full participation in the seminars is required.
2. Course delivery and evaluation methods will be discussed during the first week of class.
3. A learning partnership is essential for successful completion of this course. Both students and instructor will communicate openly, will demonstrate respect in seminar discussions and will work together toward meeting the learning outcomes.
4. The assigned readings (except for those from the required textbook) are on reserve in the library. The material will be on two-day loan.
5. Students are expected to complete all required readings and preparation questions on the student course schedule for each seminar. Student learning is directly related to the effort put into the reading and class activities. Therefore, class participation in NURS 3036 counts for a percentage of the final grade.  
*Participation includes doing the reading and writing preparation for class and talking actively in the group.*
6. Students will participate in a verbal review of the course at the end of the term. This review will include a discussion of teaching methods, resources, and course structure.

## **Prerequisite Work**

Students are expected to complete the Mental Status Examination Self-Study Learning Guide during week 1 of the course (distributed in Mental Health Practicum class).

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## **Assignment Details: Videotape of Mental Status Examination (40 marks)**

### ***Purpose:***

The purpose of this assignment is to demonstrate beginning use of the Mental Status Examination using appropriate language and assessment skills. This assessment will include categories and subcategories of the Mental Status Examination.

### ***How To Do This Assignment:***

Each student will be assigned to a classmate to produce a 15–20 minute videotape of him/herself conducting a Mental Status Examination. The videotaped interview will include the categories and subcategories of the Mental Status Examination and a thorough suicide assessment. A written assessment of mental status is to be done based on the taped interview, as well as a written self-critique of the student's demonstrated communication skills. The assignment (tape and written report) will be submitted to the instructor during week 4 of the course (see schedule). It is suggested that students use the "Mental Status Examination Self-Study Guide" to prepare for and to conduct the Mental Status Examination Video.

### ***Evaluation of This Assignment***

The student will review their own tape and grade their communication skill according to the Mental Status Evaluation Guide. This Guide will be provided by the course instructor. The student will hand in the videotape and completed written report to the instructor in charge of the course. Each tape and report will be reviewed by an instructor and graded out of 40 marks.

Week of/ Number	Outcome/Material Covered	Reference/ Reading
1	<p><b>Introduction</b></p> <ol style="list-style-type: none"> <li>Course requirements: participation, evaluation, policies.</li> <li>Seminar process: purpose and guidelines, critical readings, questioning.</li> </ol> <p><b>Mental Health, Mental Illness</b></p> <ol style="list-style-type: none"> <li>What is mental health? <ul style="list-style-type: none"> <li>characteristics for individual, for family, for communities.</li> </ul> </li> <li>What phenomena are associated with deteriorating mental health?</li> <li>What puts people at risk for mental health problems?</li> <li>What is a mental illness/disorder?</li> <li>How is a mental illness diagnosed?</li> <li>What is the negative impact of labeling someone with a psychiatric diagnosis? Discuss the role of stigma.</li> </ol>	<ol style="list-style-type: none"> <li>Visions: BC's Mental Health Journal (Spring, 1998). <i>What is Mental Health?</i> Canadian Mental Health Association (Call #B-872). pp 2-3 Mental Health Pivotal Dimension of Optimal Health p 4 Mental Health Outcomes in Mental Health Promotion pp 6-7 Working Together for Mentally Healthy Children pp 9&amp;15 How's Your Personal Wellness? p 10 Stigma: The Greatest Barrier to Mental Health p 11 Physician's Barrier to Seeking Mental health</li> <li>Frisch &amp; Frisch (1998). Chapter 1, 4-13 Chapter 4, 72-77</li> <li>Mental Status Self-Study Guide.</li> </ol>
2	<p><b>Mental Health Issues of Individuals with a Mental Illness Hospitalized for a Physical Illness</b></p> <ol style="list-style-type: none"> <li>Psychosis is a common presentation of many underlying illnesses both medical and psychiatric. What knowledge of mental illnesses such as schizophrenia will assist you in recognizing the presence of psychosis? Specifically, what alterations in mental status might a client experience?</li> <li>Acute agitation and aggression (self and others) is common during psychotic episodes. Discuss interventions to manage agitation and aggression of clients in the medical and surgical setting. Be sure to fully discuss interpersonal approaches and the use of appropriate medications.</li> <li>How would you promote the mental health of a client with schizophrenia hospitalized for a physical illness?</li> </ol>	<ol style="list-style-type: none"> <li>Frisch &amp; Frisch (1998). Chapter 11, 210-233.</li> <li>Farrell, S.P. Harmon, R.B. &amp; Hastings, S. (1998). Nursing Management of Acute Psychotic Episodes. <i>Nursing Clinica of North America</i>, 33(1), 187-199 (Call #B-896).</li> <li>Frisch &amp; Frisch (1998). Chapter 14, 294-314.</li> <li>Parker, B.A. (1992). When your Medical/Surgical patient is also mentally ill. <i>Nursing '92</i>, May, 66-68 (Call #B-895).</li> </ol>

Week of/ Number	Outcome/Material Covered	Reference/ Reading
3	<p><b>Emotional Responses and Mood Disorders</b></p> <ol style="list-style-type: none"> <li>1. Mood and anxiety.</li> <li>2. Describe the adaptive functions of moods and anxiety.</li> <li>3. How is grief an adaptive emotional response?</li> <li>4. Describe the emotional responses of depression and mania.</li> <li>5. Compare the symptoms of major depression with those of a bipolar disorder. How are they different and how are they similar?</li> <li>6. The development of a nurse–patient relationship with a patient who is depressed requires different skills than with a patient with bipolar disorder. What are those differences?</li> <li>7. What are the medications for major depression and bipolar disorder. How do they affect the person with a mood disorder?</li> </ol> <p><b>MIDTERM REVIEW OF COURSE</b></p>	<ol style="list-style-type: none"> <li>1. Frisch &amp; Frisch (1998). Chapter 12, 236–265 Chapter 13, 267–291</li> <li>2. Beeber, L.S. (1998). Treating Depression through the Therapeutic Nurse–Client Relationship 33(1), <i>Nursing Clinics of North America</i>, 33(1), 153–172 (Call #B-871).</li> </ol>
4	<p><b>Personality, Personality Traits, Personality Disorders</b></p> <ol style="list-style-type: none"> <li>1. What is meant by the word personality?</li> <li>2. What shapes our personality? Nature or Nurture? (Refer to psychology text.)</li> <li>3. What role does personality play in maintaining mental health?</li> </ol> <p><b>Pre-class Activity</b> Write two personality descriptions of two people that you know well. Choose people who are very different from each other. These will be used in class to discuss the concept of personality and personality traits.</p>	<ol style="list-style-type: none"> <li>1. Frisch &amp; Frisch (1998). Chapter 16, 352–383</li> <li>2. Trimpsey, M. &amp; Davidson, S. (1998). Nursing care of Personality Disorders in Medical Surgical Setting. <i>Nursing clinics of North America</i>, 33(1), 173–186 (Call B-870).</li> </ol>
5	<p><b>Borderline Personality Disorder (BPD)</b></p> <ol style="list-style-type: none"> <li>1. What does the theoretical basis of the processes of splitting and projective identification? How are these processes demonstrated?</li> <li>2. Which factors are most implicated in the etiology of BPD?</li> <li>3. In what ways are the physical and emotional health of a person with BPD threatened?</li> </ol> <p><b>Optional Preclass Activity</b> View the video: “Fatal Attraction.” Identify behaviors of the character played by Glenn Close that resemble BPD behaviors.</p>	<p>Lego, S. (1996). The Client with Borderline Personality Disorder. In S. Lego (ed.), <i>Psychiatric Nursing: A Comprehensive Reference</i> (2nd ed.), pp. 234–245). Philadelphia: Lippincott (Call #B-868).</p> <p><b>Optional</b> Smith, M.E. and Hart, G. (1994). Nurses’ responses to patient anger: from disconnecting to connecting. <i>Journal of Advanced Nursing</i>, 20, 643–51 (Call #B-869).</p>

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