

MAY - 2 2002



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Operating Unit: Health Sciences

Program: Bachelor of Technology in Nursing

Option:

Course Outline

NURS 3036

Mental Health Issues in Nursing Practice

Start Date: August, 2000

End Date: December, 2000

Course Credits: 1.5

Term/Level: 3

Total Hours: 21

Total Weeks: 8

Hours/Week:	Lecture:	Lab:	Shop:	Seminar: 2	Other: 7
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Prerequisites

NURS 3036 is a Prerequisite for:

Course No.	Course Name
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Course No.	Course Name
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NURS 1050	Interpersonal Communications
PSYC 1101	Introduction to Psychology I or credit for Introduction to Sociology I

NURS 4030	Nursing Practicum 4
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Corequisite

NURS 3038 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

Participation in seminar*	10%	Comments: All components of the course must be completed to receive course credit. * See Appendix A for participation grading criteria.
Assignment: Demonstration of Mental Status Examination (includes suicide assessment)	40%	
Final Exam (Case studies with short answer questions)	50%	
TOTAL	100%	

Course Learning Outcomes/Competencies

At the end of this course the student will be able to:

1. evaluate the significance 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. assess determinants of health that place individuals and families at risk for mental health problems.
5. explain the role of personality in maintaining mental health.
6. discuss the impact of personality traits and/or disorders that compromise mental health on nursing care.
7. formulate nursing care plans for individuals experiencing changes in their mood and affect.
8. formulate nursing care plans for individuals experiencing changes in their thinking and perception.
9. identify the central issues associated with mental health care of the adolescent and the elderly.
10. identify the challenges of providing nursing care for individuals with a mental illness hospitalized for treatment of a physical illness.
11. identify attributes of interpersonal processes that promote mental health in clients and families.
12. formulate nursing care plans for individuals experiencing selected mental health emergencies.

Process Learning Threads

Professionalism: Students further develop an understanding of the professional nurse's role. They develop a nursing knowledge base that is required for safe practice and analyze contextual influences. With assistance, students consider theoretical perspectives relevant to understanding individual, family and mental health issues. They discuss assessments and interventions for the effects of psychotropic medications, expressions of anxiety, anger/aggression, and selected psychosocial disorders. They begin to consider the impact of mental health and illness on the individual/family and the influence of family interactions on health and illness. Students perform mental status exams. They develop an understanding of the continuum of mental health care. With assistance, they incorporate health promotion, illness prevention and rehabilitation into care planning.

Communication: Students critically discuss verbally and in writing. They use relevant research and literature to gain a broad perspective on mental health issues. They use APA style. They dialogue with colleagues and teachers in the process of learning.

Systematic Inquiry: Students are increasingly independent with critical thinking and use a variety of sources of knowing to guide care planning. They use a variety of theoretical perspectives to guide their thinking. They are encouraged to discuss new understanding of mental health and their application for selected mental health issues. They use work processing and access data bases and internet sites for information.

Professional Growth: Students take responsibility for their learning and for preparing information that is accurate and relevant. They critically read articles and textbook chapters to discuss mental health issues. They reflect on their beliefs and values about mental health and illness. They share knowledge and experiences with colleagues. Also, they are responsible and accountable for their actions and are becoming committed to professional growth.

Creative Leadership: Students critically explore mental health issues. They appreciate the role of nurses in the health care system.

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.



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Mental Health Issues in Nursing Practice

Instructor(s)

Marie Labelle, RN, BN, M.Ed. Office No.: SE 12 – 418
Office Hrs.:

Office Phone: 432-6947
E-mail Address: mlabelle@bcit.ca

Learning Resources

Required:

- Carson, Verna Benner (2000). *Mental health nursing: The nurse-patient journey*, Toronto: W.B. Saunders.
- 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.

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).

Assignment Details: Videotape of Mental Status Examination (40 marks) (See Appendix B)

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.



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Schedule

NURS 3036

Mental Health Issues in Nursing Practice

Week of/ Number	Outcome/Material Covered	Reference/ Reading
1	<p>Introduction</p> <ol style="list-style-type: none"> Course requirements: participation, evaluation, policies. Seminar process: purpose and guidelines, critical readings, questioning. <p>Mental Health, Mental Illness</p> <ol style="list-style-type: none"> What is mental health? <ul style="list-style-type: none"> characteristics for individual, for family, for communities. What phenomena are associated with deteriorating mental health? What puts people at risk for mental health problems? What is a mental illness/disorder? How is a mental illness diagnosed? What is the negative impact of labeling someone with a psychiatric diagnosis? Discuss the role of stigma. 	<ol style="list-style-type: none"> 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&15 How's Your Personal Wellness? p 10 Stigma: The Greatest Barrier to Mental Health p 11 Physician's Barrier to Seeking Mental health Frisch & Frisch (1998). Chapter 1, 4-13 Chapter 4, 72-77 Mental Status Self-Study Guide.
2	<p>Mental Health Issues of Individuals with a Mental Illness Hospitalized for a Physical Illness</p> <ol style="list-style-type: none"> 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? 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. How would you promote the mental health of a client with schizophrenia hospitalized for a physical illness? 	<ol style="list-style-type: none"> Carson (2000). Chapter 24, 635-676. Farrell, S.P. Harmon, R.B. & Hastings, S. (1998). Nursing Management of Acute Psychotic Episodes. <i>Nursing Clinica of North America</i>, 33(1), 187-199 (Call #B-896). Carson (2000). Chapter 31, 873-895. Parker, B.A. (1992). When your Medical/Surgical patient is also mentally ill. <i>Nursing '92</i>, May, 66-68 (Call #B-895).

Week of/ Number	Outcome/Material Covered	Reference/ Reading
3	<p>Emotional Responses and Mood Disorders</p> <ol style="list-style-type: none"> 1. Mood and anxiety. 2. Describe the adaptive functions of moods and anxiety. 3. How is grief an adaptive emotional response? 4. Describe the emotional responses of depression and mania. 5. Compare the symptoms of major depression with those of a bipolar disorder. How are they different and how are they similar? 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? 7. What are the medications for major depression and bipolar disorder. How do they affect the person with a mood disorder? <p>MIDTERM REVIEW OF COURSE</p>	<ol style="list-style-type: none"> 1. Carson (2000). Chapter 25, 679–718 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).
4	<p>Personality, Personality Traits, Personality Disorders</p> <ol style="list-style-type: none"> 1. What is meant by the word personality? 2. What shapes our personality? Nature or Nurture? (Refer to psychology text.) 3. What role does personality play in maintaining mental health? <p>Pre-class Activity 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"> 1. Carson (2000). Chapter 27, 773–797 2. Trimpsey, M. & 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).
5	<p>Borderline Personality Disorder (BPD)</p> <ol style="list-style-type: none"> 1. What does the theoretical basis of the processes of splitting and projective identification? How are these processes demonstrated? 2. Which factors are most implicated in the etiology of BPD? 3. In what ways are the physical and emotional health of a person with BPD threatened? <p>Optional Preclass Activity 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>Optional 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>

Week of/ Number	Outcome/Material Covered	Reference/ Reading
6	<p>Mental Health Issues of the Elderly and the Adolescent</p> <ol style="list-style-type: none"> 1. Mental health in adolescence is defined differently by health professionals and society at large and adolescents themselves. Discuss these definitions and identify how these definitions would impact mental health care planning. 2. Discuss the concepts of "identity formation" and "social competence" and how they relate to positive mental health in adolescence. 3. Discuss the interconnected role that physical health and family support systems play in the mental health of the elderly. 4. Depression is a common but yet under-diagnosed mental health problem of both the adolescent and the elderly. Discuss the many reasons why depression is overlooked in these age groups. In your answer also include the similarities and differences in how depression presents itself in the adolescent and in the elderly. 5. What factors put the adolescent and the elderly at high risk for suicide? 	<ol style="list-style-type: none"> 1. Carson (2000). Chapter 19, 506–527 Chapter 21, 561–581 2. Blackman, M. (1995). You asked about . . . Adolescent Depression, Internet. Mental health, 1–4 (Call #B-893). 3. Ronsman, K. (1987). Therapy for depression. <i>Journal of Gerontological Nursing</i>, 13(12), 18–25 (Call #B-892).
7	<p>The Physically Ill Client Experiencing Emotional Stress</p> <ol style="list-style-type: none"> 1. In your own words and from your own experience describe emotional distress. What is it? What does it look like? What does it feel like? 2. Describe the common emotional responses clients have to cancer, heart disease, chronic pain and neurological disorders that require attention to mental health. Think of clients you have nursed and what were their responses to illness. 3. What are the means you have as a nurse to meet the emotional needs of clients in the general medical or surgical setting? Be specific in how you could assist clients to maintain or regain a sense of hope and control and deal with feelings of guilt. Be sure to include how you will "be" and what you will "do" in your approaches. 4. Suicidal ideation and/or attempts can be the result of emotional distress in physically ill clients. Discuss how a nurse can intervene to assist these clients. 	<ol style="list-style-type: none"> 1. Adam, S.M. (1998). Hope: The critical factor in recovery. <i>Journal of Psychosocial Nursing</i>, 36(4), 29–32.
8	<p>COURSE EVALUATION</p> <p>FINAL EXAM</p>	



British Columbia Institute of Technology

Nursing Program
Mental Health Issues in Nursing Practice
NURS 3036

Self Evaluation Form

Name: _____

Set: _____

Student #: _____

As you know, 10% of your course mark is based on your participation in the content and process of the course.

Please evaluate your participation in the course by assigning the mark you believe best reflects your participatory effort, (out of 6), based on the following.

- Attendance
- Reading Preparation (Completing all the assigned readings prior to each session).
- Written Preparation. (Having written answers to the preparation questions prior to each session).
- Verbal Participation: (Contributing comments to class discussion, asking relevant questions, etc.)

Student's Assessment of Participation: /6
(to be completed by student)

Instuctor's Assessment of Participation: /4
(to be completed by instructor)

Total Participation Mark /10



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Mental Status Examination – Videotape Guidelines

Assignment Value: (40 marks)

This assignment is based on the application of the “Mental Status Examination Self-Study Guide.” Use the guide to prepare for the videotaping.

How to do the Assignment

- You have been assigned to a classmate as partner.
- The videotape should be approximately 15–20 minutes in length.
- It should include the various categories of the MSE **and a thorough suicide assessment**.
- The interviewee should **role play** in a manner that allows the interviewer to **demonstrate** understanding the MSE and skill in recognizing and responding to a variety of cues. Role play does **not** have to be consistent with any diagnostic category, as this assignment is not for the purpose of diagnosis.
- You are to review your own tape and record your findings.
- Review your tape and critique your communication skills.
- Hand in your videotape, together with the completed self-evaluation to:

Marie Labelle – Room 418

by

September 13, 2000, 0930 hrs. (November 8, 2000)

- The tape and self evaluation will be reviewed by an instructor, and graded out of 40 marks.

Part I: The Mental Status Assessment Interview – (15 marks)

- Use the “Mental Status Examination Self-Study Guide” to prepare yourself for this interview.
- Conduct the interviews (15–20 minutes) so as to assess your “client’s” mental/emotional functioning in the various categories of the Mental Status Examination.

Part II: Recording of Assessment Findings – (15 marks)

- View your tape and prepare a summary of your assessment, based on your taped interview. Do this in *narrative form* as you would record your assessment on a client’s chart.
- Using the categories of the study guide, describe your client’s:

A. General Appearance

B. Emotional State

C. Experience

D. Thinking

E. Sensorium and Cognitive Process

F. Suicide Assessment

Part III: Interpersonal Skills During the Interaction – (10 marks)

- View your tape to critique **your communication skills** in conducting the interview.
- **Rate yourself** (out of 10 marks) on the skill you demonstrated. Document rationale for your self assessment score, using the following critique as a **general guideline**.

a. Conveyed respect, concern and connection

- ▶ eye contact
- ▶ touch
- ▶ posture
- ▶ appropriate smiling
- ▶ meaningful and respectful silence
- ▶ supportive, encouraging responses

b. Demonstrated respect, presence and attentiveness by:

- ▶ opening the interaction effectively.
 - introduced self
 - gave broad openings
 - used minimal prompts
 - acknowledged verbal and non-verbal cues

c. Responding to what the client said, that is, not letting things drop or change the topic.

- ▶ clarified what was unclear to nurse
- ▶ emphatically reflected client's feelings
- ▶ paraphrased what client said to convey nurse's understanding
- ▶ validated what the client said

d. Demonstrated initiative and purpose by structuring the interaction

- ▶ changed the topic when necessary and helpful for the client
- ▶ made links from one topic to another
- ▶ identified a theme in the interaction
- ▶ asked open questions
- ▶ asked closed questions
- ▶ summarized ideas
- ▶ closed the interaction effectively

Part IV

Hand in your videotape, together with the written report and self-evaluation to:

Marie Labelle — Room 418

by

September 13, 1999, 0930 hrs. (November 8, 1999)