MAR 1 3 2003

BCIT®

A POLYTECHNIC INSTITUTION

Course Outline

School of Health Sciences
Program: Bachelor of Technology in Nursing
Option:

NURS 3036
Mental Health Issues in Nursing Practice

Start Date: January, 2003 and March, 2003 **End Date:** March, 2003 and May, 2003

Total Hours: 23 **Total Weeks:** 9 **Term/Level:** 3 **Course Credits:** 1.5

Hours/Week: **Lecture:** **Lab:** **Shop:** **Seminar:** 2 **Other:** 5 (self-directed study)

Prerequisites

Course No.	Course Name
NURS 1050	Interpersonal Communications
PSYC 1101	Introductory Psychology 1 or credits for Introduction to Sociology 1

NURS 3036 is a Prerequisite for:

Course No.	Course Name
NURS 4030	Nursing Practicum 4

NURS 3036 is a Corequisite for:

Course No.	Course Name
NURS 3038	Mental Health Nursing Practicum

■ Course 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.

■ Detailed Course Description

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

■ Evaluation

• Midterm Exam (case studies, short answer and multiple choice questions)	25%
• Mental Status Examination Assignment	40%
• Final Exam (case studies, short answer and multiple choice questions)	35%
TOTAL	100%

Comments: All components of the course must be completed to receive course credit.

■ Course Learning Outcomes/Competencies

Upon successful completion, 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 word 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.

■ Verification

I verify that the content of this course outline is current.

Katherine Doyle — Authoring Instructor

January 6, 2003 — Date

I verify that this course outline has been reviewed.

Program Head/Chief Instructor

Jan 6/03 — Date

I verify that this course outline complies with BCIT policy.

Dean/Associate Dean

Jan. 6/03 — Date

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

■ Instructor(s)

Katherine Doyle	Office Location:	SE12–418	Office Phone:	604-451-6950
	Office Hrs.:	As posted by instructor	E-mail Address:	katherine_doyle@bcit.ca

■ Learning Resources

Required:

Videbeck, S.L. (2001). *Psychiatric mental health nursing*. New York: Lippincott.

Mental Status Self-Study Guide (distributed in Mental Health Nursing Practicum – NURS 3038).

Weekly Assigned Readings (see weekly course schedule).

Recommended:

Deglin, J., & Vallerand, A. *Davis' drug guide for nurses* (8th ed.). Philadelphia: F.A. Davis.

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. (2001). *Psychotropic agents: A handbook for mental health workers* (12th ed.). IGR Publications.

Schultz, J.M., & Videbeck, S.L. (2002). *Lippincott's manual of psychiatric nursing care plans* (6th ed.) Philadelphia: Lippincott.

■ Information for Students

Assignments: Assignments must be done on an individual basis unless otherwise specified by the instructor.

Makeup Tests, Exams or Quizzes: There will be **no** makeup tests, exams or quizzes. If you miss a test, exam or quiz, you will receive zero marks. Exceptions may be made for **documented** medical reasons or extenuating circumstances. In such a case, it is the responsibility of the student to inform the instructor **immediately**.

Ethics: BCIT assumes that all students attending the Institute will follow a high standard of ethics. Incidents of cheating or plagiarism may, therefore, result in a grade of zero for the assignment, quiz, test, exam or project for all parties involved and/or expulsion from the course.

Attendance: The attendance policy as outlined in the current BCIT Calendar will be enforced. Attendance will be taken at the beginning of each session. Students not present at that time will be recorded as absent.

Illness: A doctor's note is required for any illness causing you to miss assignments, quizzes, tests, projects or exam. At the discretion of the instructor, you may complete the work missed or have the work prorated.

Attempts: Students must successfully complete a course within a maximum of three attempts at the course. Students with two attempts in a single course will be allowed to repeat the course only upon special written permission from the Associate Dean. Students who have not successfully completed a course within three attempts will not be eligible to graduate from the appropriate program.

Course Outline Changes: The material or schedule specified in this course outline may be changed by the instructor. If changes are required, they will be announced in class.

■ Information for Students (cont'd.)

Conduct and Attendance

Students will adhere to all aspects of the BCIT Policy for conduct and attendance (refer to BCIT policy) web site: www.ca/~presoff/5201.htm#Policy and www.ca/~presoff/5251.htm#Policy

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 or can be accessed via the Internet. The material will be on 3-hour loan.

5. **Students are expected to complete all required readings and preparation questions on the course schedule for each seminar.** Student learning is directly related to the effort put into the reading and class activities. Class participation in NURS 3036 is expected.

6. The video assignment must be handed in on the specified dates. Assignments handed in late will have 10% per day deducted from the total grade. Extenuating circumstances, such as illness, will be handled on an individual basis and may require formal documentation stating reason for lateness, e.g., doctor's certificate.

7. Students will complete a written evaluation of the course at the end of the term.

Prerequisite

Students are expected to complete the Mental Status Examination Self-Study Learning Guide during week 1 of the course (distributed in Mental Health Practicum – NURS 3038).

■ Assignment Details

Mental Status Examination Assignment (40 marks) (See Mental Status Examination Assignment Guidelines)

Purpose

The purposes of this assignment are to:

1. demonstrate a Mental Status Examination (MSE).
2. demonstrate appropriate and accurate recording of a Mental Status Examination (MSE).
3. evaluate own interpersonal communication and assessment skills when performing a Mental Status Examination (MSE).

Parts to the Assignment

There are 3 parts to this assignment:

1. Production of a 12 to 15 minute videotape
2. Record (documentation) of assessment findings
3. Critique of interview and interpersonal skills

How to do this Assignment

Each student will be assigned to a classmate to produce a 12 to 15 minute videotape of himself/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. An assessment of mental status findings will be written based on the taped interview, as well as a written critique of the student's demonstrated assessment and interpersonal skills. The assignment will be submitted to the instructor during week 4, 5 or 6 of the course. It is suggested that students use the "Mental Status Examination Self-Study Guide" to prepare for and to conduct the Mental Status Examination Video.

■ Final Examination

The final examination during the January to March course will be on **Thursday, March 6 from 1330 to 1530.** Room to be announced.