



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Bachelor of Technology in Nursing

Option:

NURS 3036**Mental Health Issues in Nursing Practice**

Start Date:	January, 2005 and March, 2005	End Date:	March, 2005 and May, 2005
Total Hours:	23	Total Weeks:	9
Hours/Week:	Lecture:	Lab:	Term/Level: 3
			Course Credits: 1.5
			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 4032	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 — Week 5 (multiple choice and rationale questions)	20%	Comments: All components of the course must be completed to receive course credit.
• Mental Status Examination Assignment — Week 6	40%	
• Final Exam — Week 9 (case studies, short answer and multiple choice questions)	40%	
TOTAL	100%	

■ Course Learning Outcomes/Competencies

Upon successful completion, the student will be able to:

1. analyze optimum mental health and deteriorating mental health from multiple perspectives and contexts.
2. explain the interrelationships among developmental and medical issues and mental health.
3. explain how hope-inspiring competence can be demonstrated in order to promote mental health.
4. discuss the range of interventions and treatment approaches used to care for individuals with mental health issues.
5. formulate nursing care plans for individuals experiencing:
 - emotional distress related to a physical illness.
 - changes in their mood and affect.
 - changes in their thinking and perception.
 - selected mental health emergencies.
 - selected personality disorders.

■ 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 access databases 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.

A. D. [Signature]
Authoring Instructor

Dec 14/04
Date

I verify that this course outline has been reviewed.

Katherine Woych
Program Head/Chief Instructor

Dec 14.04
Date

I verify that this course outline complies with BCIT policy.

[Signature]
Dean/Associate Dean

Dec-14/04
Date

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

■ Instructor(s)

Adrianna D'Ilio

Office Location: SE12-418

Office Hrs.: As posted by instructor

Office Phone: 604-454-2216

E-mail Address: adilio@bcit.ca

■ Learning Resources

Required:

Videbeck, S.L. (2003). *Psychiatric mental health nursing* (2nd ed.). 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, I. (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* (7th ed.) Philadelphia: Lippincott.

■ Information for Students

The following statements are in accordance with the BCIT Student Regulations Policy 5002. To review the full policy, please refer to: <http://www.bcit.ca/~presoff/5002.pdf>.

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**.

Attendance/Illness:

In case of illness or other unavoidable cause of absence, the student must communicate as soon as possible with his/her instructor or Program Head or Chief Instructor, indicating the reason for the absence. Prolonged illness of three or more consecutive days must have a BCIT medical certificate sent to the department. Excessive absence may result in failure or immediate withdrawal from the course or program. If you are absent for more than 10% or more of the course, you will be provided with written notice and be expected to meet with the Program Head.

■ Information for Students (cont'd.)

Academic Misconduct:

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances are prohibited and will be handled in accordance with the 'Violations of Standards of Conduct' section of Policy 5002.

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 their respective 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.

Conduct and Attendance

Students will adhere to all aspects of the BCIT Policy for conduct and attendance (refer to BCIT policy found in the BCIT calendar).

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 a three-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 three 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 for the January to March course will be on **Thursday, March 10, 2005**. Room and time to be announced.
- The final examination for the March to May course will occur during the exam week of May 9.