



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Bachelor of Science in Nursing

Option:

**NURS 3036****Mental Health Issues in Nursing Practice****Start Date:** August, 2008 and October, 2008**End Date:** October, 2008 and December, 2008**Total Hours:** 23    **Total Weeks:** 9**Term/Level:** 3    **Course Credits:** 1.5**Hours/Week:**    **Lecture:** 1    **Lab:****Shop:**    **Seminar:** 1    **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)	30%	Comments: All components of the course must be completed to receive course credit.
• Mental Status Examination Assignment	30%	
• Final Exam — Week 9 (case study and multiple choice questions)	40%	
<b>TOTAL</b>	<b>100%</b>	

■ **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. demonstrate competency in the assessment of deteriorating mental health and mental health issues.
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.

■ **Verification**

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

Linda Barratt  
Authoring Instructor

June 9, 2008  
Date

I verify that this course outline has been reviewed.

[Signature]  
Program Head/Chief Instructor

June 16, 2008  
Date

I verify that this course outline complies with BCIT policy.

[Signature]  
Dean/Associate Dean

June 17/08  
Date

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

### ■ Instructor(s)

Linda Barratt

Office Location: SE12-418

Office Hrs.: As posted by instructor

Office Phone: 604-432-8915

E-mail Address: linda\_barratt@bcit.ca

### ■ Learning Resources

#### Required:

Videbeck, S.L. (2008). *Psychiatric mental health nursing* (4th ed.). New York: Lippincott.

Mental Status Self-Study Guide (with course outline and syllabus).

Booklet of Weekly Assigned Readings for purchase in the Bookstore.

#### Recommended:

Deglin, J., & Vallerand, A. (2007). *Davis' drug guide for nurses* (10th 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. (2006). *Psychotropic agents: A handbook for mental health workers* (14th ed.). IGR Publications.

Schultz, J.M., & Videbeck, S.L. (2005). *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>.

**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. After an illness of three or more consecutive days, students must arrange to have a BCIT medical certificate sent to the department. Excessive absence may result in failure or immediate withdrawal from the course or program.

#### **Cheating, Fabrication, Plagiarism, and/or Dishonesty:**

**First Offense:** Any student in the School of Health Sciences involved in an initial act of academic misconduct — **cheating, fabrication, plagiarism, and/or dishonesty** will receive a Zero (0) or Unsatisfactory (U) on the particular assignment and may receive a Zero (0) or Unsatisfactory (U) in the course, at the discretion of the Associate Dean.

**Second Offense:** Any student in the School of Health Sciences involved in a second act of academic misconduct — **cheating, fabrication, plagiarism, and/or dishonesty** will receive a Zero (0) or Unsatisfactory (U) on the particular assignment and may receive a Zero (0) or Unsatisfactory (U) in the course, and the Associate Dean will recommend to the BCIT Vice-President, Education and/or President, that the student be expelled from the program.

### ■ Information for Students (cont'd.)

**Attempts:** BCIT Nursing Program Student Guidelines, Policies and Procedures which are located online at <http://www.bcit.ca/health/nursing/> state: "Applicants who have any combination of two instances of withdrawal or failure in a Nursing Theory course will be readmitted to the program with written permission from the Associate Dean, who will detail any special considerations. Applicants who have any combination of two instances of withdrawal or failure in any Nursing Practicum course(s) for academic or performance reasons, will not be readmitted to the program."

**Accommodation:** Any student who may require accommodation from BCIT because of a physical or mental disability should refer to BCIT's Policy on Accommodation for Students with Disabilities (Policy #4501), and contact BCIT's Disability Resource Centre (SW1-2300, 604-451-6963) at the earliest possible time. Requests for accommodation must be made to the Disability Resource Centre, and should not be made to a course instructor or Program area.

Any student who needs special assistance in the event of a medical emergency or building evacuation (either because of a disability or for any other reason) should also promptly inform their course instructor(s) and the Disability Resource Centre of their personal circumstances.

### ■ Learning Process 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 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.

## ■ Participation

1. Participation in the class is expected.
2. 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.
3. The assigned readings (except for those from the required textbook) are available in the bookstore for purchase or on reserve in the library or EBSCO. The material will be on a three-hour loan.
4. **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.
5. Students will complete a written evaluation of the course at the end of the term.

### *Prerequisite to Week 1 Class*

Students are expected to complete the **Mental Status Examination Self-Study Learning Guide** during Week 1 of the course (distributed first day of the semester).

## ■ Assignment Details

**Mental Status Examination Assignment (30 marks)** (See Mental Status Examination Assignment Guidelines in the course syllabus)

### *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. critique 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 an 8- to 10-minute videotape.
2. Record (documentation) of assessment findings and evaluation of thoroughness of MSE content.
3. Critique of interview.

### *How to do this Assignment*

Each student will be assigned to a classmate to produce an 8- to 10-minute DVD 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. It is suggested that students use the "Mental Status Examination Self-Study Guide" and the detailed assignment guidelines in the course syllabus to prepare for and to conduct the Mental Status Examination video.

The DVD assignment must be handed in on the specified dates. Assignments handed in late will have 10% per day deducted from the total grade of the assignment (30%). 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. A 24-hour notice of a request for an extension is required except for emergency situations.

### ■ Exam and Assignment Dates

#### Midterm Examination

- The midterm exam for the August to October course will be on **Tuesday, September 16, 2008** during class.
- The midterm exam for the October to December course will be **Tuesday, November 18, 2008** during class.

#### Final Examination

- The final exam will test all course content.
- The final examination for the August to October course will be on **Thursday, October 16, 2008**. Room and time to be announced.
- The final examination for the October to December course will occur during the exam week of **December 8, 2008**.

#### Mental Status Examination Assignment

August–October group September 9, 2008

October–December group November 4, 2008