



MAY - 2 2003

## Course Outline

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

Program: Bachelor of Technology in Nursing

Option:

**NURS 3038**

**Mental Health Nursing Practicum**

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**Start Date:** August, 2000

**End Date:** May, 2001

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**Course Credits:** 5.5

**Term/Level:** 3

**Total Hours:** 144

**Total Weeks:** 8

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**Hours/Week:** 16 – Hospital Practicum  
2 – Community Practicum

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### Prerequisites

Course No.	Course Name
NURS 2030	Nursing Practicum 2
NURS 1050	Interpersonal Communication 1
BHSC 1101	Introduction to Psychology 1 or Sociology 1 [credit])
Current CPR Certification	

### NURS 3038 is a Prerequisite for:

Course No.	Course Name
NURS 4030	Nursing Practicum 4

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### Course Calendar Description

NURS 3038 is a practicum course focusing on nursing care of clients who are experiencing changes in mental health and who require hospitalization and follow-up care and/or support in the community. Emphasis is placed on developing knowledge, skills and attitudes relevant to the provision of holistic care of clients in all nursing contexts. The scope of practice includes recognition and consideration of client health needs in hospital and during continuing care. Context of practice: Adult acute in-patient psychiatric nursing units and a variety of community mental health services.

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### Course Goals

The goal of NURS 3038 is to prepare a well-rounded student who will apply knowledge and understanding of mental health to the care of adolescents, adults and elderly clients. The course will emphasize individual and family mental health as a key dimension of optimal health. Students will learn to assist clients to select choices which will support positive changes in their affect, cognition and behavior. (Natural Nursing Competency Project, 1997 and RNABC, Competencies Required of the New Graduate, 1998.)

## Evaluation

- *Satisfactory/Unsatisfactory* standing based on student and instructor evaluation of course outcomes.
- Successful completion of a reflective journal.
- Assignment: Mental Health Care in the Community – Project and Presentation.
- All course components must be completed to achieve a passing grade.

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## Course Learning Outcomes/Competencies

The student will:

1. Provide professional caring based on knowledge of mental health and nursing care to individuals experiencing a mental health issue.
  2. Provide professional caring by demonstrating observational and interpersonal attitudes and skills in the following practicum situations:
    - 2.1 when doing a complete and focused mental status examination.
    - 2.2 when collecting health history data or when doing a formal mental health history.
    - 2.3 when doing a suicide assessment.
    - 2.4 when assessing for effects of psychotropic medications.
    - 2.5 when assessing and intervening with expressions of anxiety.
    - 2.6 when assessing and intervening with expressions of anger/aggression.
    - 2.7 when assessing and intervening with selected psychiatric disorders.
  3. Pursue shared meaning by communicating effectively with people:
    - 3.1 develop confidence interacting with people concerning mental health issues.
    - 3.2 demonstrate interpersonal attitudes that facilitate positive connections with people
    - 3.3 use a variety of interpersonal skills that respond in a positive, helpful way to a client's issue and/or situation.
  4. Use systematic inquiry to:
    - 4.1 recognize the uniqueness of each client and/or client situation and respond with clinical judgement.
    - 4.2 raise questions about nursing practice and mental health issues that impact nursing care.
    - 4.3 reflect on own beliefs and values about mental health, mental illness.
    - 4.4 reflect on own nursing practice.
  5. Develop collaborative partnerships with members of the health care team.
  6. Use creative leadership skills to manage changing patient situations:
    - 6.1 recognize, report/consult with appropriate members of the health care team when a client's mental status is changing.
    - 6.2 initiate and implement appropriate nursing care with assistance when a client's mental status is changing.
    - 6.3 participate and support referrals for continuing and/or alternate care.
- Implement technical skills competently with increasing confidence.

## Process Threads Relevant to Course

**Professionalism:** Students further develop an understanding of the professional nurse's role. They further 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 begin the process of assessing and intervening including effects of psychotropic medications, expressions of anxiety, anger/aggression, and selected psychosocial disorders. They begin to analyze data and develop care plans. They pursue shared meaning with individuals and families to establish partnership. They begin to consider the impact of mental health and illness on the individual/family and the influence of family interactions on mental health and illness. Students evaluate their care and incorporate a code of ethics consistent with professional practice. They perform mental status exams and suicide assessments and promptly recognize and respond to changing mental health status with patients. They identify determinants of health that place individuals and families at risk for mental health problems. Their experience with community mental health services broadens their understanding of the continuum of mental health care. With assistance, they incorporate health promotion, illness prevention and rehabilitation into care planning.

**Communication:** Students dialogue with colleagues and teachers in the process of learning. They establish relationships with patients based on shared meaning and partnership with increasing independence. Students use therapeutic communication to assist patients to achieve mental health. With assistance, students document and report patient assessments including mental status and nursing care. They develop confidence interacting with people concerning mental health issues, and identify interpersonal processes that promote mental health in clients and families. Students teach using principles of teaching and learning.

**Systematic Inquiry:** Students are increasingly independent with critical thinking and use a variety of sources of knowing to guide care. They use a variety of theoretical perspectives to guide their practice. They are encouraged to discuss new understanding of mental health and their application to patients. Students anticipate alternate perspectives of nursing practice and explore their relevance and relationship to care.

**Professional Growth:** Students take responsibility for their learning and for preparing information that is accurate and relevant. They reflect on their beliefs and values about mental health and illness. They consult with a variety of health professionals in hospital and community. They reflect on their experiences, recognize their limitations and seek assistance. They value discussions of own performance. They share knowledge and experiences with colleagues and take responsibility for the debriefing sessions. Also, they are responsible and accountable for their actions and are becoming committed to professional growth.

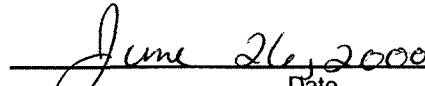
**Creative Leadership:** Students appreciate the role of nurses in the health care system and understand their various components in their context of practice. They work to establish collaborative partnerships with colleagues. Self-direction and dialogue are essential to these partnerships. With assistance, students develop increased confidence, assertiveness, and initiative in the provision of nursing care. They gain knowledge of and are actively involved with the continuum of care for specific patients. Students manage changing patient situations with assistance. They participate in and support appropriate referrals for continuing and/or alternate care. Therefore, they are beginning to understand nursing leadership within this context of practice.

**Technical Skills:** Students are safe with technical skills and with assistance, show increasing confidence in their ability to modify skills to fit the context of practice. They review agency policy regarding skills.

### 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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### **Instructor(s)**

Linda Barratt

Katherine Doyle

Marie Labelle

Office No.: SE12-418

Office Hrs.: See posted hours at  
instructor office.

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### **Learning Resources**

#### **Required:**

Carson, V.B. (2000). *Mental Health Nursing: the nurse-patient journey (2nd ed.)*. Toronto: W.B. Saunders.

Sims, L.K., D'Amico, D., Stiesmeyer, J.K., & Webster, J.A. (1995). *Health Assessment in Nursing*. Menlo Park, CA: Addison Wesley.

A Pharmacology handbook.

A Laboratory Test and Diagnostic Procedure manual.

A Medical Surgical Nursing text.

#### **Recommended:**

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

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

#### **Prerequisite Work:**

Students are expected to complete the **Mental Status Examination Self-Study Learning Guide** prior to the Mental Health practicum experience.

## 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 and 6.) Practicum hours may include days and evenings.

### Expectations:

1. Students are responsible for identifying learning goals and consulting with the instructor to discuss how to meet these goals.
2. A learning partnership is essential for successful completion of this course. Both student and instructor will communicate openly, will demonstrate respect in the relationship and will work to establish and maintain a collaborative relationship. This can be achieved by:
  - discussing course outcomes to achieve shared understanding of them.
  - discussing progress towards meeting the achievement of course objectives.
  - conferring regularly throughout the course.
3. Students will attend a weekly practicum debriefing session. Students and the instructor have a joint responsibility to see that these sessions are meaningful. They will decide when the session will be scheduled each week and how the session will be structured. One hour a week for debriefing is suggested.

## Student Evaluation

Regular dialogue between instructor and students serves to promote learning and achievement of the course outcomes. Students are encouraged to make regular individual appointments with their instructors to discuss their progress toward meeting the course outcomes. All reflective journals and assignments must be completed to achieve a satisfactory standing in the course outcomes. At the end of the course the student must show evidence that the course outcomes have been met. The student and instructor will contribute to the final evaluation summary of outcome achievement. The instructor ultimately has the responsibility to recommend a Satisfactory or Unsatisfactory standing in this course.

## Course Evaluation

Students have the right and the responsibility to evaluate the course. Ongoing feedback will be obtained from students who are currently in the course so that students' needs and course outcomes can be facilitated in a reasonable manner. At the end of term a written review is aimed at modifying the course for subsequent students.

## Participation

1. Students will research patient information prior to the practicum experience. Students will be given their patient assignment at BCIT or over the phone the day before their clinical experience. Research is required before the clinical experience so that students have an understanding of the reason for hospitalization, type of illness, necessary assessments to be conducted and the nursing care the patient(s) might require. **A written working plan of care is expected for each assigned patient and for each practicum day.** The practicum experience will occur on Tuesdays and Wednesdays or Thursdays and Fridays for 14 hours per week. An additional two hours per week practicum experience focussing on mental health care in the community will be conducted independently by the student. This experience will include research of and visits to community agencies and programs and/or to individuals who provide mental health care in the community. The practicum assignment titled *Mental Health Care in the Community* will form part of the student's practicum experience.

2. Safe nursing care is required. The instructor has the responsibility to assist students to provide safe and competent care for the patients. Students are expected to take responsibility for errors and to document them according to agency and BCIT policy. Students whose care is unsafe may be removed from the practicum setting. (See Guidelines for Students in the Nursing Program.)
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## **Practicum Assignments and Details**

There are two assignments that must be completed during the Mental Health practicum. They are:

1. Reflective Journal
2. Presentation of Mental Health Care in the Community.

### **Assignment Details: Reflective Journal**

1. Students will keep a weekly journal during this course.
2. The instructor will discuss journal writing guidelines for this course during orientation week. The student's journal will be confidential between the student and the teacher. Sharing of any part of the student's or instructor's writing will only occur when written permission has been given to do so.

### **Assignment Details: Mental Health Care in the Community**

#### ***Purpose of this Assignment***

There are two purposes of this assignment:

1. To act as a guide and to structure the student's independent practicum experience in the community.
2. To assist students to gain meaningful knowledge of mental health care available in the community. This may include continuing care for individuals experiencing a chronic or specific mental health problem, and/or services and programs geared towards the promotion and prevention of mental health.

#### ***How to do This Assignment***

1. This assignment is to be completed independently by each student during non-scheduled hours. Unscheduled hours are indicated on the Level 3 Class Schedule.
2. This assignment is divided into 3 phases or parts: ***planning, data gathering and sharing of information.*** Planning is the phase when the student will make a decision about the approach she/he will use to complete the assignment. A written plan of action will also be developed and presented to the practicum group. The data gathering phase is when the student will visit the agency/program and collect data regarding the services provided. The data sharing phase involves the student preparing a 15–20 minute presentation of their community experience for the practicum group. A two-page typed summary of findings will also be handed in to the instructor. **All phases or parts of the assignment must be completed to achieve a satisfactory standing.**

3. This assignment requires that students assume responsibility for setting up and attending an actual community experience. Students will be responsible for making initial contacts, identifying goals, roles and expectations to agency personnel. Students will present themselves to agencies in a professional manner following the "Guidelines for Appearance and Deportment During Community Experience" included in this course outline.
4. This assignment requires that each student in the practicum group select a different community service and/or agency so that all students learn/gain a broad knowledge base of mental health care available in the community.
5. This assignment requires ongoing consultation with the instructor. It is recommended that students seek direction from their instructors when contacting agencies so that requests are realistic and workable.

### **Planning**

#### **Week 1 & 2 of Practicum:**

Each student will begin to work on the assignment by selecting the approach he/she will use to complete this assignment and begin developing a plan. This assignment can be approached in **3 different** ways to achieve its stated purpose. These are:

1. Determine whether an assigned practicum client is to receive continuing mental health care in the community upon discharge. If so, research the type of care the client will receive using the criteria outlined in the **data gathering** section.
2. Select a mental health care issue for example: Mood Disorders, Mental Health Issues in the Elderly, Anxiety Disorders, Crisis Intervention, Dual Diagnosis, Adolescent Depression, etc., and gather information on the mental health care available for individuals on the Lower Mainland following the criteria outlined in **data gathering** section. A list of other mental illness care problems will be distributed by the clinical instructor.
3. Select an agency, group of agencies, program or group of programs or professionals who provide mental health care in the community. These may include programs that focus on prevention and mental health promotion or services.

Once an approach has been decided upon the student will **prepare** a one-page outline which describes their plan to meet the goals of this assignment. This outline will include: approach to the assignment with rationale, topics or client situation to be focussed on, possible agencies to be contacted and how this will be done.

The student will continue to develop their plan for presentation to the practicum instructor and peers for feedback and discussion.

Students will be informed by the instructor of the date, time and place for the presentation of their plan to the practicum group. This will be a 2-hour session.

### **Data Gathering**

This phase includes the student's **actual** experience of community mental health care in action (approx. 2-4 hours in the agency) and the collection and organization of materials for a 20-minute presentation to the practicum group at a seminar on campus.



During the community experience the student will collect all of the following information:

- approach used to begin data collection.
- contact person(s) (who you arranged your visit with and/or who you obtained information from) and length of time spent at the agency.
- names of agencies, programs, etc., being studied. If studying community care of an assigned client you must include the client's diagnosis and mental health needs of that client.
- theoretical basis of care being provided and/or goals of programs.
- goals and objectives of client(s) programs, services, etc., and how these are achieved.
- who provides the services you are studying. Identify names, titles and qualifications.
- how to access mental health care provided by program/agency, etc.
- how and where does the mental health service you are studying fit into the overall services of a region and/or the province.
- your personal experience (thoughts and feelings) about the type of mental health care you studied.
- pamphlets, literature, etc., may be included as part of your presentation but not make up the whole of your presentation.

Following the community experience the student will organize the information collected for a 15–20 minute presentation and a two-page summary of findings to hand in to the instructor.

### ***Sharing of Data Collected***

During week 7 each student in the practicum group will discuss their community mental health experiences and discuss their findings in a 15–20 minute presentation at a 4-hour scheduled seminar. You will be advised of the date, time and place of the seminar by your practicum instructor. The two-page typed summary of findings will be handed in to the instructor following the presentations.

### ***Evaluation***

The instructor will determine the final grade (satisfactory/unsatisfactory) for this assignment. To obtain a satisfactory grade, the student will have completed all parts of the assignment which include the plan, actual visit(s) to specific agency/program, adequate data collection, presentation of data collected (must include all areas outlined above) and a two-page typed summary of findings. A satisfactory grade in this assignment is required to pass the course.

## **Guidelines for Appearance and Deportment During Community Experiences**

### ***Clothing***

1. Casual, comfortable and appropriate clothes are to be worn during community experiences. Some inappropriate clothes are jeans, overalls, shorts, walking shorts, leggings or tight clinging pants, short or tight skirts, halter tops, sleeveless tops, sheer or lace blouses, low cut or clinging tops or t-shirts with slogans or jokes printed on them.

Appropriate clothes are clothes that:

- do not leave your role, actions or intentions open to misinterpretation
  - enable you to participate fully in activities
  - demonstrate healthy role-modeling for clients
  - are not provocative or confusing to clients or health care members
2. Your BCIT name pin must be worn.

### ***Deportment***

1. You must phone the agency you will visit **before** you make an appearance.
2. Identify yourself and your school clearly to contacts and agency personnel.
3. Clearly state your goals for the visit. It is suggested that you use the Assignment details: Mental Health Care in the Community (in this course outline) when making contacts and setting up your visits. It is also suggested that you bring your course outline to show agency staff what the assignment is about.
4. You are expected to be courteous with and respectful to all agency staff and clients you will meet.
5. You are expected to keep all information concerning agency clients confidential.
6. You are expected to write a hand written thank you note to the agency and/or contact person once you have completed the experiences.



## Schedule

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### GROUP 1

Week off/ Number	Outcome/Material Covered	Assignment	Due Date
Week 1	Orientation to hospital practicum	1. Mental Status Examination Self-Study Guide 2. Begin work on "Mental Health Care in the Community" assignment 3. Journal*	January 11  January 15
Week 2	Hospital and community practicum	1. Journal* 2. Continue work on "Mental Health Care in the Community" assignment	January 22
Week 3	Hospital and community practicum	1. Journal* 2. Meet with practicum group to discuss plans for "Mental Health Care in the Community" experience and assignment (2 Hours)	TBA by your practicum Instructor
Week 4	Hospital and community practicum	Journal*	
Week 5	Hospital and community practicum	Journal*	
Week 6	Hospital and community practicum	Journal*	
Week 7	Hospital and community practicum	1. Journal* 2. Meet with practicum group to present data collected for the "Mental Health Care in the Community" (4 Hours).	TBA by your practicum instructor
Week 8	Hospital practicum	Self-Evaluation	March 1

\* Journals are to be submitted on day agreed upon by each clinical group and instructor.



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### GROUP 2

Week of/ Number	Outcome/Material Covered	Assignment	Due Date
Week 1	Orientation to hospital practicum	1. Mental Status Examination Self-Study Guide 2. Begin work on "Mental Health Care in the Community" assignment	March 8 March 19
Week 2	Hospital and community practicum	1. Journal* 2. Continue to work on "Mental Health Care in the Community" assignment	March 26
Week 3	Hospital and community practicum	1. Journal* 2. Meet with practicum group to discuss plans for "Mental Health Care in the Community" experience and assignment (2 Hours)	TBA by practicum instructor
Week 4	Hospital and community practicum	Journal*	
Week 5	Hospital and community practicum	Journal*	
Week 6	Hospital and community practicum	Journal*	
Week 7	Hospital and community practicum	1. Journal* 2. Meet with practicum group to present data collected for the "Mental Health Care in the Community" (4 Hours).	TBA by your practicum instructor
Week 8	Hospital practicum	Self-Evaluation	May 3

\* Journals are to be submitted on day agreed upon by each clinical group and instructor.