



## Course Outline

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

### **NURS 3038** **Mental Health Nursing Clinical**

**Start Date:** August 17, 2009

**End Date:** December 4, 2009

**Total Hours:** 116 **Total Weeks:** 8

**Term/Level:** 3 **Course Credits:** 5

**Hours/Week:** 11.5 – Hospital Practicum

**Seminar** 1 **Breaks:** 2

#### **Prerequisites**

**Course No. Course Name**

NURS 2000 Applied Nursing Science 2

NURS 2030 Nursing Practicum 2

NURS 1050 Interpersonal Communication 1

PSYC 1101 Introduction to Psychology 1 or  
Sociology 1 [credit]

BHSC 2203 Physiology and Pathophysiology  
Current CPR Certification

#### **NURS 3038 is a Prerequisite for:**

**Course No. Course Name**

NURS 4032 Nursing Practicum 4

#### **NURS 3038 is a Corequisite for:**

**Course No. Course Name**

NURS 3036 Mental Health Issues in Nursing Practice

#### ■ **Course 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 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 scope of practice includes recognition and consideration of client health needs during hospitalization as well as health needs that will require follow-up with continuing care and discharge. Context of practice: Adult acute in-patient psychiatric nursing units and a variety of community mental health services.

#### ■ **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.
- Completion and review of Professional Learning Plan with instructor, Week 4 and Week 8.
- All course components must be completed to achieve a passing grade.

## ■ Course Learning Outcomes/Competencies

(Based on CRNBC Professional Standards – 2006)

Upon successful completion, the student will be able to:

- provide professional caring which is based on knowledge and skills.
- pursue shared meaning by communicating effectively with people.
- use systematic inquiry to:
  - ▶ recognize the uniqueness of each patient and/or patient situation and respond with appropriate clinical judgment.
  - ▶ raise questions about nursing practices to explore alternatives.
  - ▶ reflect on own nursing practice.
- monitor own practice, determine learning needs, and independently act upon identified learning needs.
- develop collaborative partnerships with members of the health care team.
- use creative leadership skills to manage changing patient situations.
- implement technical skills competently with increasing confidence.

*Note: The above learning outcomes are further defined by sub-outcomes and clinical practice indicates that are organized according to CRNBC standards. See practicum syllabus.*

## ■ Verification

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

\_\_\_\_\_  
Authoring Instructor

\_\_\_\_\_  
Date

I verify that this course outline has been reviewed.

\_\_\_\_\_  
Program Head/Chief Instructor

\_\_\_\_\_  
Date

I verify that this course outline complies with BCIT policy.

\_\_\_\_\_  
Dean/Associate Dean

\_\_\_\_\_  
Date

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

■ **Instructor(s)**

|                            |                  |              |               |              |
|----------------------------|------------------|--------------|---------------|--------------|
| Michelle Penny             | Office Location: | SE12-418     | Office Phone: | 604-454-2209 |
| Kathy Quee (course leader) | Office Hrs.:     | Please see   |               | 604-451-6950 |
| Adrianna D'Ilio            |                  | individual   |               | 604-454-2208 |
|                            |                  | instructors. |               |              |

■ **Learning Resources**

**Required:**

A Health Assessment textbook.

A Laboratory Test and Diagnostic Procedure manual.

A Medical-Surgical Nursing textbook.

A Pharmacology handbook.

College of Registered Nurses of British Columbia. (2006). *Scope of Practice for Registered Nurses; Standards, Limits, Conditions*. Vancouver, BC: Author.

Philosophy Task Group. (2006). *Bachelor of Science Nursing Curriculum Philosophy*. Burnaby, BC: British Columbia Institute of Technology.

Ralph, I. (2006). *Psychotropic Agents: A Handbook for Mental Health Workers* (14th ed.). IGR Publications.

Austin, W. & Boyd, M. (2008). *Psychiatric Nursing for Canadian Practice* (1st ed.). Philadelphia: Lippincott Williams & Wilkins.

**Recommended:**

Gorman, L., Sultan, D. & Raines, M. (2002). *Davis' Manual of Psychosocial Nursing for General Patient Care* (2nd ed.). Philadelphia: F.A. Davis.

Schultz, J.M. & Videbeck, S.L. (2005). *Lippincott's Manual of Psychiatric Nursing Care Plans* (7th ed.). Philadelphia: Lippincott.

**Prerequisite Work:**

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

## ■ Information for Students

The following statements are in accordance with BCIT Student Regulations Policy 5101, BCIT Student Code of Conduct (Non-Academic) Policy 5102, BCIT Student Evaluation Policy 5103, and BCIT Academic Integrity and Appeals Policy 5104. To review the full policies, please refer to <http://www.bcit.ca/about/administration/policies.shtml>

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, 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.

### **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 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 and show increasing confidence in their ability to modify skills to fit the context of practice. They review agency policy regarding skills.

## ■ Assignment Details

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

### I. Professional Learning Plan

- Learning Plans will be reviewed with instructors at the beginning of the rotation, midterm, and at the final evaluation.
- Learning Plans will include clear identification of learning needs and development of strategies towards meeting these needs.
- The learning needs and strategies from your weekly self-evaluations should be reflected in your learning plan.

### II. Narrative Self-Evaluation

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

### III. Community Mental Health Experience

- An additional two hours per week practicum experience focusing 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.
- Assignment details are outlined in the mental health nursing practicum course syllabus and will be discussed in further detail in the mental health orientation and by your instructor.

Late assignments, lab reports, or projects will **not** be accepted for marking. Assignments must be done on an individual basis unless otherwise specified by the instructor.