

UNIVERSITY OF LETHBRIDGE  
FACULTY OF HEALTH SCIENCES

NURS 3125 –HIH IV Mental Health Theory  
Course Outline – Spring 2015

**THEORY COURSES COORDINATOR**

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**COURSE INSTRUCTOR(S)**

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**COURSE DESCRIPTION**

✦ This course focuses on the experiences of individuals, families and communities with increasingly complex mental health challenges across the lifespan.

*Contact hours per week:* 3

*Pre-requisite:* Completion of Year 1 and 2

*Co-requisites:* NURS 4510

**COURSE OUTCOMES**

Upon successful completion of the course, the student will be able to:

1. Critically explore individual, societal, and cultural attitudes and beliefs towards mental health and the impact of these attitudes on personal and family experiences from a contemporary/historical perspective in the exploration of philosophies underlying mental health nursing practice.
2. Critically examine the mental health system and related legal and ethical considerations in caring for clients experiencing mental health disruptions across the lifespan.
3. Describe the roles and functions of mental health nurse and the inter-relationships of mental health agencies to other health care services and community agencies.
4. Describe and theoretically apply pharmaco-therapeutics related to mental health concerns.
5. Apply the nursing process to client-focused interventions which reflect applicable nursing diagnoses, long and short-term client outcomes, and interventions for common behavioral and psychological responses to stress.
6. Explore advanced therapeutic communication.
7. Demonstrate skills in, and commitment to, self-directed learning and professional growth through verbal, non-verbal, and written communication; collaboration and problem-solving; and consistent, meaningful engagement.

**CLASS SCHEDULE**

See posting on Moodle Site.

## REQUIRED RESOURCES

### Texts/Journals:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Online support: <http://www.apastyle.org/manual/whats-new.aspx>

Halter, M. J. (2014). *Varcarolis's Canadian psychiatric mental health nursing: A clinical approach*. Toronto, ON: Elsevier.

### Online:

- Online Learning Modules and Discussion Forums on Moodle. <https://moodle.uleth.ca/>
- The Purdue Online Writing Lab (OWL). <https://owl.english.purdue.edu/>
- University of Guelph Writing Services  
[http://www.lib.uoguelph.ca/assistance/writing\\_services/resources/useful\\_links.cfm](http://www.lib.uoguelph.ca/assistance/writing_services/resources/useful_links.cfm)

## RECOMMENDED RESOURCES

### Audiovisuals:

Foster, G., & Krasnoff, R. (Producers), & Wright, J. (Director). (2009). *The Soloist* [Motion Picture]. United States: Paramount Pictures, DreamWorks Studios & Universal Pictures.

**\*\*This film is available at the U of L Library, if you need access for option C of the paper assignment.**

## SYSTEM REQUIREMENTS

All theory courses require students to have access to the Internet. The syllabus and resources, including documents, videos and links, are posted on the Moodle site: <https://moodle.uleth.ca/>. If students are having difficulty with Moodle, they can check <http://moodleanswers.com/> to see if the answer to their problem is already posted online, or they can contact [crdc.support@uleth.ca](mailto:crdc.support@uleth.ca). If students are having difficulty with Internet access, they may call the IT Solutions Centre at 403.329.2490.

## FOSTERING A POSITIVE LEARNING ENVIRONMENT

Your time is valuable. You are encouraged to maximize your time by contributing to a positive classroom environment that supports your learning and that of your peers. To create and sustain this environment, please:

- Turn your cell/smart phone off or set it to vibrate. Do not take calls or send/receive text messages during class;
- Arrive to class/return from breaks on time and stay the entire class. If you are late, please remove your coat and organize your laptop/note-taking materials before entering the classroom and take the nearest seat available to avoid disruption. If you miss a class, you are responsible for the material covered, announcements, or materials distributed. Please negotiate with one of your group members to obtain the material you missed;
- May use laptops for note-taking. Do not check emails, watch movies, or access social networking sites (such as Facebook) during class;
- Once class has started, please remain in the room unless there is an emergency. A break will occur part way through the class to allow you to attend to personal matters;
- Demonstrate courtesy to your classmates by limiting cross talking during lecture and group discussions. Listen fully to your classmates and avoid interrupting when they are speaking. Cross talking will be addressed swiftly by the instructor.

## COURSE ASSIGNMENTS AND EVALUATION

Due Dates for All Assignments: See Readings and Assignments Schedule posted on Moodle

### 1) Quizzes (15% each x 2 = 30% total of final mark)

Quizzes will be administered during class time (using hard copy) and may consist of a variety of question types, including multiple choice, matching, prioritization, or diagrams. Quizzes will be based on your text readings, class discussion/materials, and materials posted for the course in Moodle. Quizzes will assess your ability to learn major ideas and concepts as well as apply those within a clinical context or scenario within each of the topic areas.

### 2) Application and Engagement Assignment (15%)

Part of nursing education is utilizing theory to advance our nursing practice. To do this competently we must connect the theory gained from specific diagnoses with our evidence-informed nursing practice. The nursing process needs to be applied to every individual that nurses care for, requiring knowledge specific to our patients to carry out the most competent and holistic care for positive patient outcomes.

In this assignment, students will self-select into groups of 4 each. Each group will select one mental illness (from a list provided by the instructor and will focus on a specific patient diagnosis within this mental illness (e.g. mood disorders may focus on depression, bi-polar, postpartum depression, etc.). The group will research this mental illness together and provide evidence (with accompanying rationales) specific to their chosen mental illness that will assist them and their classmates in the treatment of mental health disorders. Below are four areas of information within the nursing process that will help students to “connect the dots” that assist them in treating specific mental health disorders.

Each student in the group will choose one of the topics to present in a small group of peers. The student group will initially address the class as a whole and introduce their chosen mental illness and specifically the type of patient they have chosen to care for. The group will briefly (2-3 minutes) describe some of the criteria for meeting the diagnosis and why they chose their topic specific to this type of patient. Each student will then have 10 minutes to present and discuss their specific topic area in a small group setting. Individual students will form small break-out groups within the class, and their classmates will circulate throughout the smaller individual presentations (therefore each individual will present their specific topic more than once).

The topics are:

- 1) one or two assessments specific to the mental illness chosen with a complete description of how it is used and why it is used specifically for this illness
- 2) relevant pharmacology specific to the mental illness chosen (one medication as provided by the instructor, and any others the group see as relevant) relevant lab work, or diagnostics. Connections must be made to the patient, nursing interventions, and patient teaching
- 3) one or two therapies specific to the mental illness chosen with a complete description of how it is used and why it is used specifically for this illness
- 4) ethical questions related to this mental illness that are found in the literature, the media, or nursing practice. Describe an ethical approach that may be used (review Chapter 8 of text) and how you would apply the CNA Code of Ethics to question.

NOTE: Any of the items (1-4) above may not be duplicated in subsequent group presentations, regardless if they apply. For example, if one group uses the Beck test, then the Beck test is not available for any other groups to use.

Each student will create a handout relating to their presentation, and this handout must be given to your peers during your presentation, complete with references. Standardized templates or handouts used in practice settings may supplement your handout, but should not be the only material given to peers.

### 3) Analytical Research Paper (35%)

The analytical research paper often begins with the student asking a question (a.k.a. a research question) on which he or she has taken no stance. Such a paper is often an exercise in *exploration and evaluation*. Your goal is to offer a critical analysis and interpretation of the topic, while synthesizing and creating new knowledge about the topic.

- You will *synthesize* and *integrate* knowledge acquired from class discussion, textbook readings, previous nursing knowledge/experiences, and pertinent personal experience.
  - Reflect on the application of the topic to either the CARNA Nursing Practice Standards **or** the nursing process. **NOTE:** For application of the nursing process within mental health, see *The Nursing Process in Psychiatric Mental Health Nursing* (Figure 9-1 in text, or the same document located on Moodle in the *Course Materials* folder).
  - Engage in clear discussion of any **ethical issues** arising from your topic, applying ethical concepts (Chapter 8 of the text) leading to the best possible client outcomes in your chosen ethical issue.
  - Scholarly research will include a *minimum* of five (5) recent (within 5 years) scholarly articles from peer reviewed journals, but may include additional relevant resources.
  - Include an **Appendix**, consisting of an annotated bibliography of **two (2)** of the scholarly references that you have used in your paper.
    - An annotated bibliography is a list of citations to books, articles, and other documents.
    - Each citation should be followed by a concise (1/2 to one full page, double spaced) description and evaluation of the resource.
    - This includes, but is not limited to: strengths and limitations of the literature, relevance to nursing practice, relationship to your paper topic
- NOTE:** See the following sites for further information and examples:  
University of Lethbridge <http://libguides.uleth.ca/content.php?pid=469156&sid=3955801>  
Concordia University Libraries <http://library.concordia.ca/help/howto/annotatedbibliog.php>  
Cornell University Library <http://guides.library.cornell.edu/annotatedbibliography>  
Memorial University Libraries [http://www.library.mun.ca/guides/howto/annotated\\_bibl.php](http://www.library.mun.ca/guides/howto/annotated_bibl.php)

Your paper topic will be based on one of three options (described below) and should be:

- 6-8 pages in length (title page and reference list not included in page count)
- Times New Roman (12 font)
- consistent with APA (6<sup>th</sup> ed.) formatting requirements

Choose one of the following options as direction/guidance for your paper:

- Popular media:** Research a recent (within one year) article found in popular media that discusses an individual or client population issue within mental health. Respond to, discuss, and explore the issue using evidence from scholarly articles to support your position. For example, the popular media article may be from the New York Times or Lethbridge Herald, but the supporting arguments within your paper should be evidence-informed using peer-reviewed journals or texts within the domain of nursing or mental health.  
**NOTE:** If submitting hard copy to instructor, include a hard copy of the media article. If submitting electronically, be sure that your media article with its URL link is included in your reference list. This is vital to ensure that the instructor has access to the same article to which you are responding.
- Contemporary mental health issue:** Identify an issue that is important for nursing practice for a group of clients experiencing contemporary mental health issues. Your client group may be defined by demographics, diagnoses, health status, etc. Discuss the major challenges in planning or implementation of specific nursing practice for the selected group. Make sure that you limit your topic to one or two major challenges in order to address them in depth. Your position must be evidence-informed with support from peer-reviewed journals.
- The Soloist:** Watch the motion picture film, *The Soloist* (starring Jamie Foxx and Robert Downey Jr.). Select a topic from within the movie that has relevance to your nursing practice and care of individuals with mental illness. Explain the relevance of the issue and the importance of the nursing response to promote the best possible client outcomes. You must include scholarly information to support your discussion. **Note:** this film is available in the U of L library if you cannot access a copy elsewhere

Your instructor may request that you submit your paper to Turnitin prior to the due date. This is to assist you in ensuring that you have been diligent in citing information properly and allow you the opportunity to make adjustments to avoid potential plagiarism prior to submitting your paper to the instructor for marking.

#### 4) Final Exam (20%)

The final exam will be administered during the last class and will be an assessment of students' cumulative knowledge of information throughout the semester.

### GENERAL GUIDELINES FOR ASSIGNMENTS

All written assignments are the original work of an individual student. Using the work of others in assignments without appropriate recognition (citation) constitutes the academic offense of plagiarism and could result in a failing grade for the course (see academic calendar under student discipline for further information).

In accordance with university regulations on duplication, "no student shall submit in any course or program of study, without both the knowledge and approval of the person or persons to whom it is submitted, all or a substantial portion of any academic assignment for which credit has previously been obtained or which has been or is being submitted in another course or program of study in the University or elsewhere". (U of L 2014/2015 Calendar, p. 78).

The correct application of APA (2010) guidelines is a consideration in the evaluation of written assignments. All papers, in accordance with APA guidelines, should be typewritten double-spaced, on unlined paper, with a minimum of 1-inch (2.5 cm) margins all around. Include a title page, reference list, and appendices (if needed). It is strongly recommended that you familiarize yourself with the format particularly in relation to the use of quotations, abbreviations, headings, and how to correctly cite various sources. Chapter 3 (Writing Clearly and Concisely) (pp. 61-86) in the APA manual (6th ed.) can be helpful in the development of a scholarly writing style.

Please see section on Late Papers/Assignments below.

*Refer to Part 4: Academic regulations, policies and program requirements in the University of Lethbridge calendar for further information.*

### GRADING

The grading system is consistent with that established in the Faculty of Health Sciences effective May 1, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

### LATE PAPERS/ASSIGNMENTS

All papers and assignments must be submitted by the beginning of class on the due date UNLESS AN ALTERNATE DUE DATE HAS BEEN ARRANGED WITH THE FACULTY MEMBER in advance of the scheduled due date.

A late (date and/or time) paper or assignment will be assessed a five percent (5%) decrement for each day it is late, including holidays and weekends. All papers will be initially graded according to the assignment's original marking guideline, then the mark will be reduced by 5 percentage points per day.

Assignments can be submitted in paper and/or electronic format as stipulated by the course instructor.

If an assignment is to be submitted late and on a holiday or weekend then an electronic copy should be submitted to the instructor as soon as possible. An identical paper copy must be submitted (unless alternate arrangements are made) on the first working day following the holiday or weekend. If the paper copy is submitted to the instructor on the next working day then the calculation of penalty will apply to the submission of the electronic version.

Refer to Part 4: Academic regulations, policies and program requirements in the University of Lethbridge calendar for further information.

## PLAGIARISM STATEMENT

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

## ATTENDANCE POLICY

### Purpose:

**Attendance at all nursing theory classes is an expectation of the nursing program.** Multiple absences may jeopardize a student's development of the knowledge base required for competent professional nursing practice and successful completion of course requirements. As adult learners, students are ultimately responsible for their own learning; however, it is also recognized that repeated absences may have a negative impact on collaborative learning experiences.

### Policy Statements:

1. Unexcused absences are considered unprofessional conduct.
2. When an absence occurs (e.g., due to illness), it is the student's responsibility to notify their instructor/professor and student group members of their absence.
3. Students in group-based learning activities are responsible and accountable to their group members for their participation and attendance. Peer evaluations support individual accountability for contributions to group assignments and to participatory learning. Students are expected to demonstrate accountability and integrity in completing peer evaluations.
4. A Theory Enhancement Plan may be initiated by an instructor/professor for any student with repeated absences. A Theory Enhancement Plan is designed to support student success in meeting theory course requirements and outcomes.

### **Student Athletics Participation/Nursing Student Attendance at Canadian Nursing Students Association (CNSA) Conference/Nursing Student Participation in NESAs Governance Committees**

1. Athletic Team Participation: The NESAs BN programs acknowledge that some nursing students are members of their academic institution's official athletic teams, and may have obligations to these teams in order to maintain scholarships. All members of a University of Lethbridge or Lethbridge College athletic team who anticipate absence from theory or practice course related to athletic commitments should discuss these potential absences with their instructor/professor at the initiation of the course to determine if these absences can be appropriately accommodated without impacting the student's ability to attain the course outcomes and required practice hours. Please note that students on athletic teams must meet with an academic advisor at their institution to assist with course planning each semester and should attempt to register for courses so that their athletic commitments have the minimum impact on their academic commitments.
2. CNSA Conference Attendance: Official student delegates, and other nursing students who wish to attend the (CNSA) conference may be granted permission to attend the conference during course time as long as participation in these activities will not adversely affect achievement of course objectives. Permission to attend conferences will be granted for any student who is in good standing within the BN programs, and has no Enhancement Plan currently in effect.

### Process

- a. Students must complete the "CNSA Conference Delegate/Attendee Application Form", (available from: <http://www.uleth.ca/healthsciences/cnsa>) and forward the form to the Nursing Academic Advisor (students attending U of L) or to the Program Chair (students attending Lethbridge College) at least 4 weeks in advance of the event. This is to confirm "good standing" within the program and that there are no "Enhancement Plans" in effect.
- b. The student must discuss the absence with instructors whose classes will be missed as soon as possible in advance of the event, and provide evidence of good standing in the program (signed form). Instructors will discuss the implications of the absence with the student, and outline the expectations for:
  - i. completing required course work, and
  - ii. how the learning from the conference will be shared with student colleagues.

- c. The student should retain a copy of the completed/signed form for his/her own records. The original form will be retained in the office of the Program Chair (students attending LC at time of application), or the office of the Academic Advisor on the University campus (for students attending U of L at the time of application).
3. NESAs Governance Committees: We believe that it strengthens our program to bring student perspectives to NESAs governance committees. Whenever possible, meeting dates and times for the meetings of these committees will be set when the student member(s) has no classroom or practice commitments. Unfortunately, some meetings may have to be scheduled for those times, forcing the students to choose between attending the meeting or attending class or practice. It is expected that students who choose to miss theory or practice time in order to attend a NESAs committee meeting will have made advance arrangements with the course instructor affected.

**Refer to the 2014/2015 NESAs BN Programs Student Handbook for further information.**

## LEAVE OF ABSENCE

Request for LOA shall be made in writing to the Dean at the respective institution. All such leaves will be considered on an individual basis. All leaves of absence will be assessed on an individual basis by the Dean at the respective institution to determine the need for the student to complete makeup days. The student should be aware that a leave of absence may necessitate a delay in writing CRNE exams.

## ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766, <https://www.uleth.ca/ross/accommodated-learning-centre/> to set up an appointment. After registering with the Accommodated Learning Centre your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least \* **two weeks**\* in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

## COPYRIGHT STATEMENT

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website ([www.uleth.ca/copyright](http://www.uleth.ca/copyright)) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor ([copyright@uleth.ca](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

## REFERENCES

2014/15 NESAs BN Programs Student Handbook  
2014/15 University of Lethbridge Academic Calendar  
Faculty of Health Sciences Guidelines for Course Syllabus Preparation

### Assignment: Application and Engagement

Marks	Area of Interest
/ 5	<ul style="list-style-type: none"><li>• evidence of topic's value within the mental health</li><li>• scholarly resources support use of and value of topic</li><li>• explanation and rationale of topic connects to the patient specific diagnosis and disease</li></ul>
/ 5	<ul style="list-style-type: none"><li>• topic discussed in depth and linked to scholarly resources</li><li>• creative demonstration and involvement of peers in exercise</li></ul>
/ 5	<ul style="list-style-type: none"><li>• handout provided to peers</li><li>• handout / resource includes scholarly references to support topic</li><li>• succinct, clear expression of ideas</li><li>• no grammatical or spelling errors</li><li>• in accordance with guidelines specified in syllabus</li></ul>

\_\_\_\_\_ Total mark (\_\_\_\_\_ out of 15 = \_\_\_\_\_ out of 100)  
15

Comments:

### Assignment: Analytical Research Paper

Marks	Criteria
/ 15	<p><b>Organization and Development of Ideas</b></p> <ul style="list-style-type: none"> <li>• an introduction establishing the importance of your topic and the purpose of your paper</li> <li>• a clear research question; a clear thesis statement</li> <li>• body paragraphs that each focus on a single idea, begin with topic sentences that refer back to the central thesis, and prepare the reader to absorb the information that follows</li> <li>• a conclusion that reminds the reader of what is at stake in the argument and suggests an appropriate response</li> </ul>
/ 30	<p><b>Support for Ideas and Arguments</b></p> <ul style="list-style-type: none"> <li>• a minimum of 5 scholarly peer reviewed articles from a broad range of sources</li> <li>• clear identification of ethical implications related to the topic with application of an ethical approach to promote best client outcomes</li> <li>• consistent use of relevant illustrative examples for key points</li> <li>• discussion reflects CARNA Nursing Practice Standards or nursing process</li> </ul>
/ 30	<p><b>Articulation of Ideas and Depth of Arguments</b></p> <ul style="list-style-type: none"> <li>• rationale for choosing topic is insightful and well-developed</li> <li>• thorough analysis and examination of the issue that supports the thesis statement</li> <li>• integrates acquired knowledge and supportive evidence into expression of arguments</li> <li>• arguments clearly demonstrate understanding of the topic</li> <li>• elaboration of key points, arguments, and conclusions</li> <li>• overall structure that emphasizes the most important evidence or analysis</li> <li>• arguments and conclusions are relevant, sophisticated and current</li> </ul>
/ 10	<p><b>Appendix Criteria</b></p> <ul style="list-style-type: none"> <li>• two scholarly articles included in annotated bibliography appendix</li> <li>• student assessment of strengths and limitations of articles (i.e. not the authors' recitation of research limitations, <b>must</b> be the student's own critique)</li> <li>• relevance to nursing practice clearly articulated</li> <li>• relationship to paper topic is insightful and clear</li> </ul>
/ 15	<p><b>Professional Presentation</b></p> <ul style="list-style-type: none"> <li>• proper grammar, punctuation and spelling</li> <li>• succinct, clear expression of ideas, transitions between topics</li> <li>• meets page length requirements</li> <li>• conforms to APA 6<sup>th</sup> edition requirements                             <ul style="list-style-type: none"> <li>○ adherence to standard font and formatting guidelines (title page, headers, page numbers, section headings/subheadings)</li> <li>○ correct and consistent formatting of reference list and citations in text</li> </ul> </li> </ul>

\_\_\_\_\_ Total mark ( \_\_\_\_\_ out of 100 X .35 = \_\_\_\_\_ / 35)  
 100

**Comments:**