

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES**

**NURS 3125 – Mental Health Theory
Course Outline – Fall 2017**

ADMINISTRATION – NURSING

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COURSE INSTRUCTOR(S)

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Section A – Monday 11:00- 13:50 (M1035)

Section B – Friday 11:00- 13:50 (M1035)

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 all Year Two requirements in the B.N. program OR Completion of the first two semesters in the B.N. After Degree program

Co-requisites: NURS 4510 or NURS 4511

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

Posted on Moodle

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.

RECOMMENDED RESOURCES

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

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. 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 phone off or set it to vibrate. Do not send/receive text/calls messages during class.
- Arrive to class/return from breaks on time and stay the entire class.
- 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 only. Do not check emails, watch movies, shop online, or access social networking sites during class; you may risk losing the privilege of using your laptop.
- 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

1) Application and Engagement Assignment (25%)

Part of nursing education is utilizing theory to advance nursing practice. To do this competently students must connect the theory about specific diagnoses with 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.

As a component of active engagement in the learning environment, students will answer questions posed by the group of the week. All questions will be answered individually and confidentially by students, with the answers and rationales then reviewed in class by the group of the week to enhance student understanding of the course materials.

In this assignment, students remain in the groups that have been chosen for the semester. Each group will research the topic below and provide specific evidence and rationale that describe the relevance of the topic they researched to that week's class topic, as well as demonstrating how their topic will enhance their peers' knowledge and skill. Below are the two areas of information within the nursing that will help students to "connect the dots".

The group will present on the assessment or therapy that is posted for that week by the instructor. The NCLEX questions maybe presented in written or computer generated questions, and the students presenting that week are responsible to make sure to collect the data from each individual student. Each group's presentation should be being between 15-20 minutes.

The topics components include:

- 1) Explanation with a demonstration of one *assessment or one therapy* specific to the mental illness with a complete description of how (demonstration) it is used and why it is used specifically for this illness.
- 2) 8-10 NCLEX questions complete with rationale. May be computer generated or written.

As nurses, we must learn to give constructive feedback to our colleagues. The purpose of effective feedback is to assist the receiver to improve, understand, or take advantage of a developmental opportunity. The receiver should be able to take the feedback and put it into action. If feedback is not actionable, it can be destructive and leave the receiver wondering what they need to do to improve or change.

Each group will submit a one- two page handout specific to the assessment or therapy to assist their colleagues to be able to use it in their practice. References need to be included on the handout.

Each group will give each student in class a survey requesting the feedback the group wants to receive for their presentation (two questions minimum) based on the purpose of constructive feedback. eg. From the demonstration provided, will you

Each group will hand in to the instructor a list of the students that completed the feedback questionnaire and state whether the student gave effective feedback that they will be able to use. The instructor will assess the feedback questions and the feedback answers from the group and each student. This will be handed in the week following the presentation.

2) Feedback – 2 per group presentation (16) /Quiz Questions - 1 mark per participation (9) = 25%

As nurses, we must learn to give constructive feedback to our colleagues. Each week every individual student will have to give constructive feedback to the group presenting. **The purpose of effective feedback is to assist the receiver to improve, understand, or take advantage of a developmental opportunity. The receiver should be able to take the feedback and put it into action. If feedback is not actionable, it can be destructive and leave the receiver wondering what they need to do to improve or change. Feedback is also a balance between providing the positive points as well as the constructive feedback. Questions to ask to ensure your feedback is actionable: Will the receiver be able to take the feedback and turn it into an action item item? How would you respond if you received this same feedback.**

There will be two marks for giving useful feedback per presentation. The group presenting will decide if they can use the feedback, and the instructor will award marks from their answers and from the criteria above.

As a component of active engagement in the learning environment, students will answer NCLEX questions posed by the group of the week. All questions will be answered individually and confidentially by students, with the answers and rationales then reviewed in class by the group of the week to enhance

student understanding of the course materials and assisting the students to review NCLEX style questions. Participation and completion of the quiz is worth one mark per quiz.

3) Research Paper (30%)

The purpose of this nursing focused paper is to assist you to gain deeper knowledge and skills to deal with a topic of interest that you have regarding mental health nursing. This assignment requires you to explore a topic of interest *applicable* to your nursing practice. You will construct a research question (The research paper begins with the student asking a question (a.k.a. a research question) on which he has taken no stance. Such a paper is often an exercise in exploration and evaluation) and thesis statement (This statement offers a fresh and detailed explanation that will be supported by the student's research) for your topic. It is a critical examination of the topic based on knowledge acquired from class discussion, textbook readings, nursing and other scholarly literature, and pertinent personal or clinical experiences. The goal is to offer a critical interpretation of scholarly sources throughout the paper--sources that should, ultimately, strengthen your particular analysis of the topic. You will analyze and synthesize these sources of knowledge, and develop ideas that will enhance and advance your nursing knowledge and skills.

Choose **one** of the following options (with a nursing focus) as direction/guidance for your paper:

- a) **Popular media:** Research a recent (within one year) mental health related article found in popular media (e.g. television, news, magazine, etc.) that discusses an individual or client population issue. Respond to, discuss, and explore the issue using evidence from scholarly articles to support your position, and then apply it to nursing practice. 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:** 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. If not available online with a URL, please provide the instructor with a hard copy of the article.*
- b) **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, diagnosis, 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.

Paper requirements:

- a *minimum* of five (5) recent (within 5 years) scholarly articles from peer reviewed journals, and must include in addition to the 5 scholarly peer reviewed journals, all additional resources used throughout the paper including textbooks, handouts, websites.
- 7-8 pages in length (title page and reference list not included in page count)
- Times New Roman (12 font)
- consistent with APA (6th ed.) formatting requirements

Major components to include in the paper are:

1. application of either the CARNA Nursing Practice Standards (2013) (question two must also be addressed even if NPS 3 (Ethical practice is used)
or components of the nursing process based on evidence from the scholarly sources to illustrate key points ***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);*
2. discussion of the **ethical issues** arising from your topic, and applying ethical concepts (Chapter 8 or CNA Code of Ethics) leading to the best possible client outcomes;

Your instructor requests that you submit your paper to Turnitin prior to the due date. Turnitin 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. The exam will be computer-administered in a proctored setting.

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 2017/2018 Calendar, p. 69).

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 for this course is consistent with that established in the Faculty of Health Sciences, effective May, 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 NESA Governance Committees

1. Athletic Team Participation: The NESA 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 2017/2018 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 NCLEX 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 to set up an appointment at 403.329.2766 <https://www.uleth.ca/ross/accommodated-learning-centre>. 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) 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) for assistance with any copyright questions or issues.

REFERENCES

2017/18 NESAs BN Programs Student Handbook
2017/18 University of Lethbridge Academic Calendar
Faculty of Health Sciences Guidelines for Course Syllabus Preparation

Assignment: Application and Engagement

Marks	Area of Interest
/60	<p>Group Presentation of Materials</p> <ul style="list-style-type: none"> • explanation of the assigned component and its relevance to the diagnosis • discussion of the connection of the assigned component to patient care • scholarly resources are included in the discussion of the topic and on ppt • clear expression of ideas in presentation • topic component researched in depth • creativity in presenting the material to promote class engagement (demonstration/ case study/activity) (worth 30/60 marks) • NCLEX questions relevant with good rationales
/30	<p>Group Materials for Peers</p> <ul style="list-style-type: none"> • one – two page handout presentation submitted for distribution • handout includes scholarly resources for peers • succinct and clear expression of written work • handout is relevant and useful for your peers
/ 10	<p>Feedback form - group</p> <ul style="list-style-type: none"> • The two questions are formulated to assist the group to be able to take action. • The group analyzes whether the <u>feedback given by each student will assist the receiver to improve, understand, or take advantage of a developmental opportunity.</u> • list of students names with date and time and topic on spreadsheet identifying whether the individual student participated in NCLEX questions and gave constructive feedback • handed in the week after the group presented

_____ Total mark (_____ out of 100 x 0.23 = _____ / 23
 100

Comments:

Assignment: Topical Research Paper

Marks	Criteria
/ 20	<p>Organization and Development of Ideas</p> <ul style="list-style-type: none"> • introduction establishes importance of the topic to nursing and purpose of the paper • clear research question stated- compose a question or two that clearly communicate what you want to discover and why you are interested in the topic • clear thesis statement stated- it should cover only what you will discuss in your paper and should be supported with specific evidence. The thesis statement usually appears at the end of the first paragraph of a paper • body paragraphs 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 • conclusion summarizes what is at stake in the argument and suggests an appropriate response
/ 20	<p>Support for Ideas and Arguments</p> <ul style="list-style-type: none"> • a minimum of 5 scholarly peer reviewed articles from a broad range of sources (last 5 years) • consistent use of <i>relevant illustrative examples</i> for key points • arguments thoroughly developed- integrates acquired knowledge and supportive evidence into expression of arguments • discussion includes and applies CARNA Nursing Practice Standards OR Nursing Process
/ 40	<p>Articulation of Ideas and Depth of Arguments</p> <ul style="list-style-type: none"> • rationale for choosing topic is insightful and well-developed (nursing focused) • clear identification of ethical implications related to the topic with application of an ethical approach/framework to promote best client outcomes • thorough analysis and examination of the issue that supports the thesis statement • clear demonstration of understanding of the topic through elaboration of key points, arguments, and conclusions drawn • succinct, clear expression of ideas, transitions between topics • relevance to nursing practice clearly articulated • arguments and conclusions are relevant, sophisticated and current
/ 20	<p>Professional Presentation</p> <ul style="list-style-type: none"> • proper grammar, punctuation and spelling • meets page length requirements (7-8 pages) • conforms to APA 6th edition requirements • adherence to standard font and formatting guidelines (title page, headers, page numbers, section headings/subheadings) • correct and consistent formatting of reference list and citations in text

_____ Total mark (_____ out of 100 X .25 = _____ / 25)

100

Comments: