



N2600b: Mental Health Care

2023-24

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N2600B: Mental Health Care

Course Description

This course is an introduction to mental health care emphasizing awareness, prevalence and stigma associated with mental health and mental illness across the lifespan from a strengths-based perspective.

Expanded Description

The process of promoting the health of individuals with mental health challenges and disorders is an integral component of professional nursing practice. This course provides a philosophical and theoretical foundation for understanding mental health-illness, as well as the nursing interventions used to support optimal mental health. This course facilitates your critical thinking and reflective practice skills through course readings, lectures, and class discussions.

Course Weight & Delivery: 0.5FCE, LEC, 3 hours

Course Goals

1. Analyze health promotion concepts as they apply to clients living with mental illness
2. Critically analyze concepts and theories from nursing and other disciplines and their contributions to the understanding of mental health care over time.
3. Reflect on personal experiences of mental health/mental health care and their influence on worldview, values, beliefs, biases, and health care practices.
4. Reflect on stigma related to mental health disorders
5. Apply empirical, ethical, and experiential knowledge about mental health and illness to nursing practice.
6. Consider the roles, standards of practice, and responsibilities of nursing related to health promotion, health protection, and disease prevention with clients experiencing mental health -illness.
7. Explore social and ethical implications of health care policies on mental health care and recovery in Canada.

Competencies for entry-level Registered Nurse practice (CNO, 2019) addressed in the course:

1. Clinician: 1.7, 1.8, 1.16, 1.18, 1.19, 1.20, 1.24, 1.26
2. Professional: 2.5, 2.6
3. Communicator: 3.5
4. Coordinator: 5.6
5. Advocate: 7.1, 7.4, 7.6, 7.7, 7.14
6. Scholar: 9.1

Interprofessional Competencies (CIHC, 2010) addressed in the course:

- Team functioning
- Interprofessional communication
- Patient/client/family/community-centered care

Nursing Informatics Competencies (CASN, 2012) addressed in the course:

- Uses relevant information and knowledge to support the delivery of evidence-informed patient care: indicators 1, 6, 7

- Uses ICTs in accordance with professional and regulatory standards and workplace policies: indicator 1
- Uses ICTs in the delivery of patient/client care: indicators 4

Nursing Safety Competencies (CPSI, 2020):

- Domain 1: contribute to a culture of patient safety
- Domain 3: communicate effectively for patient safety
- Domain 5: optimize human and environmental factors

Entry-To-Practice Mental Health and Addiction Competencies (CASN, 2015):

- Domain 1: Professional Responsibility and Accountability
 - Competency 1 Indicators: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
- Domain 2: Knowledge-Based Practice
 - Competency 2 Indicators: 2.1, 2.2, 2.3, 2.5, 2.6, 2.8, 2.9, 2.10, 2.11, 2.12
 - Competency 3 Indicators: 3.1, 3.2, 3.3, 3.4, 3.5, 3.7
- Domain 3: Ethical Practice
 - Competency 4 Indicators: 4.1, 4.2
 - Competency 5 Indicators: 5.1, 5.2
 - Competency 6 Indicators: 6.1, 6.2, 6.5

Process

In this course, learning and teaching are considered shared responsibilities. The instructor's role is to guide, facilitate and support student learning; the student's responsibility is to use the resources available to inform active engagement in reflective, critical thought. The course is designed to foster discussion, debate, and critical examination of concepts relevant to the promotion of mental health with clients living with mental health challenges and serious mental illness. The learning activities help students to develop insights, see patterns, and critically reflect on real life actions and experiences; in so doing, personal meaning is revealed as students learn about the nurse's role in working with mental health populations.

Students' commitment to all learning activities is critical to individual and group learning and promotes successful engagement with clients in the N2660 simulation course.

Required Resources and Texts

N2600b Course Syllabus available on the course website (owl.uwo.ca)

Austin, W., Kunyk, D., Peternelj-Taylor, C.A., & Boyd, M.A. (2023). *Psychiatric and mental health nursing for Canadian practice* (5th ed.). Philadelphia, PA: Wolters Kluwer.

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). *and/or online equivalent

Methods of Evaluation

***Choose only 1 assignment from the first 3**

Method	Weight	Due Date
1. Group in-class presentation *groups of 5	Choice-see below	Weeks 5, 8, 9, 10, 11, 12, 13
2. Scholarly paper *groups of 2	Choice-see below	
3. Online debate *individual	Choice-see below	Weeks 4-6

4. Quiz I <i>all students complete</i> <i>*individual</i>	<i>Choice-see below</i>	Week 5
5. Quiz II <i>all students complete</i> <i>*individual</i>	<i>Choice-see below</i>	Week 6 Feb 14 in class
6. Final Exam	40%	Set by Registrar Cumulative

Choice of Assignment/Weighting

- The goal of including choice of assignment and weighting in this course is to assist students to pursue their strengths, and/or try something new or challenging without the high stakes.
- **All students will write Quiz I & Quiz II as well as the final exam.**
- In addition, students will **choose one assignment** to complete from the first 3 boxes in the table above.
- Students who choose to write a scholarly paper will also choose their preferred due date (due date 1 or 2, as listed on the class schedule).
- All students may choose their preferred weighting for each of the quizzes and the assignment of their choice.
- **Students may assign weighting** to their assignments in the following intervals:
 - 15%, 20%, 25%, or 30%
 - **Nothing can be worth less than 15%** for example, students cannot weight each quiz at 30% making the assignment grade irrelevant.
 - Weighting combination must equal 60% in total

1. Group Presentation (groups of 5)

(relates to course learning outcomes #1, 2, 4-7)

The purposes of this assignment are for students to:

- Prepare a brief lecture for the class about a mental health disorder/topic
- Provide students with resources to prepare for and engage in the content
- Teach the class about a mental disorder or mental health-illness concept pertinent to mental health nursing.

Full Description

Students work in groups of 5 to prepare a group charter, a learning activity for the class, a reference list of resources used to develop the presentation, a title page, and an in-person presentation to be shared with the class on the day specified in the class schedule. Presentations must meet the requirements as outlined in the detailed marking rubric posted to the OWL site. All the group's presentation materials must be submitted to the assignments tab by 0830 hrs on the **Monday of the group's presentation week**.

NOTE: It is not required that all students speak during the presentation, but all members of the group must be in class on presentation day.

2. Scholarly Paper (groups of 2)

(relates to course learning outcomes #1, 2, 4-7)

The purposes of this assignment are for students to:

- Examine a concept/topic relevant to supporting the well-being of individuals and families living with mental illness
- Consider the role of the nurse in advancing the policies and practices that affect the health of those living with mental illness
- Integrate new learning from the course into the analysis of mental health-illness topics

Full Description

Students work in groups of 2 to develop a scholarly paper within 1250 words based on one of the topics provided. If desired, students may submit their own topic to the course professor for approval. A detailed marking rubric is available on the OWL site and contains required components of the assignment. Students select due date 1 or due date 2 when they sign up for this assignment on the OWL site.

It is expected that students will follow APA 7th ed. guidelines and students will submit their papers through *Turnitin.

**A report is generated when you put your paper through Turnitin. Students are meant to read the report and make any necessary adjustments PRIOR to submitting their final version for grading.*

3. Online Debate (individual)

(relates to course learning outcomes #1, 2, 4-7)

Runs on OWL discussion boards

The purposes of this assignment are for students to:

- explore the literature and share evidence-informed findings from either the pro or con perspective on a potentially polarizing topic relevant to mental health-illness care.
- potentially argue against their own personal beliefs and consider the perspectives of others
- deepen understanding of a mental health topic by searching the literature and presenting information that supports the argument

Full Description

Students will be randomly assigned the pro or con position for a predetermined debate topic taking place in the forums section of the OWL course site. Formulating arguments from either perspective may or may not align with students' personal beliefs and will therefore provide an opportunity to set aside assumptions and biases in order to present thoughtful, cogent arguments consistent with the assigned position. A detailed marking rubric

containing all of the requirements for the debate is available on the OWL site. Debates run in the forums section of the course site over 2 weeks (weeks 4-6).

4. Quiz I

(relates to course learning outcomes #4-7)

The purpose of this assignment is for students to:

- Evaluate understanding and retention of knowledge of mental health care concepts.

Full Description

The quiz will be multiple choice and will include content from class lectures and readings from weeks 1-4.

5. Quiz II

(relates to course learning outcomes #4-7)

The purpose of this assignment is for students to:

- evaluate understanding and retention of knowledge of mental health care concepts.

Full Description

The quiz will be multiple choice and will include content from class lectures and readings from weeks 6, 8, 9.

6. Final Examination- 40%

(relates to course learning outcomes #4-7)

The purpose of this assignment is for students to:

- Demonstrate their mastery of mental health course concepts

The exam will be cumulative (includes all content from all weeks of the course) and will consist of multiple-choice questions.

N2600B: Class Schedule 2023-24

Group presentation topics/dates highlighted in yellow

Week	Date	Topics	Student Presentation Topics
1		Assessment & Intervention	
2		Mood Disorders MDD, Bipolar d/o, PPD	
3		Understanding Suicide	<p>Deadline to:</p> <ul style="list-style-type: none"> • choose assignment • Paper assignment: note due date 1 or due date 2 on sign up • Declare weightings <p>is Friday January 26. Students not signed up by the due date will be placed in an available spot by the course instructor.</p>
4		Anxiety/Stressor & Trauma related disorders	<p>Debates 1 & 2 begin (weeks 4-6)</p> <ul style="list-style-type: none"> • OCD • PTSD
5		Quiz I	<ul style="list-style-type: none"> • Weeks 1-4 includes presentation content • Multiple choice • In-person • Choose weighting
6		Psychotic disorders- Dissociative identity disorder (DID)	<ul style="list-style-type: none"> • Schizophrenia <p>Debates 1 & 2 wrap up at 11:55 pm</p> <ul style="list-style-type: none"> • Assignment Due Date 1 Friday, Feb. 16, 2024 by 11:55 pm
7		READING WEEK	
8		Addiction/Substance Use Disorder (SUD)	<ul style="list-style-type: none"> • Harm-reduction • Assignment Due Date 2 Friday, Mar. 1, 2024 by 11:55 pm
9		Personality Disorder (PD)	<ul style="list-style-type: none"> • Borderline personality disorder (BPD) • Tourette's syndrome
10		Quiz II	<ul style="list-style-type: none"> • Weeks 6, 8, 9 includes presentation content • Multiple choice • In-person • Choose weighting
11		Conduct Disorder	<ul style="list-style-type: none"> • Eating disorders • ODD
12		Neuro-developmental disorders – ASD	<ul style="list-style-type: none"> • ADHD
13		Neurocognitive disorders - Dementia	<ul style="list-style-type: none"> • Delirium • Parkinson's Disease
	TBA	Final Exam (40%)	<ul style="list-style-type: none"> • Cumulative all topics, including presentation content

Undergraduate Program Site

All students are required to visit the Undergraduate Program Site and be familiar with its contents. The Undergraduate Program Manual and full list of School of Nursing Policies can be accessed:

Requires login with UWO username and password:

<https://uwoca.sharepoint.com/sites/NursingUndergraduateInformation?e=1%3A9bcb11eb675d42f1867e859267a302ae&CT=1690304572539&OR=OWA-NT&CID=d6022dc4-883c-f129-18eb-4f2f5576da36>

Attendance

Students are expected to demonstrate professional responsibility through regular attendance at, and participation in, all course learning activities. Much of the learning that takes place is a result of preparation and engagement with the material, as well as active dialogue with colleagues and faculty. Students are expected to organize their schedules such that weekly preparation for class is completed, and classes are attended, with consistency.

Scholarly Requirements

All scholarly writing will follow the 7th edition of the *Publication manual of the American Psychological Association* (2020), which includes guidelines for both content and format. In addition, all other writing will follow APA (7th ed.) format when citing or referring to an author's work or ideas. Failure to do so is unethical and is plagiarism.

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to your expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging and appropriately citing the author to whom the work belongs. You are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. You are plagiarizing if you present your own work, otherwise used for other course(s)/purposes, as original material in current course work. At the discretion of the course instructor, you may be asked to submit your work to a program called **Turnitin.com** to verify originality. For further information, please see the BScN Program Manual for the academic policy on plagiarism.

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Artificial Intelligence (AI)

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is

essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, with students expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments and/or lab reports should reflect the student's own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

Course correspondence

To maintain the confidentiality of correspondence between students and course professor and/or Teaching Assistant(s), all electronic correspondence must take place within the course site on OWL (Western site students) or Fanshawe online (FOL – Fanshawe site). DO NOT send emails through the regular email system. You are expected to check the course site regularly for any messages/announcements posted by the course professor and/or Teaching Assistant(s).

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in their Home Department. Additional information is provided in the Western Multicultural Calendar.

Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to Accessible Education for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy. Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student "was seen for a medical reason" or "was ill.").

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

Electronic devices

Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself. In professional practice placement settings, please abide by the policies set by the agency about use of social media, internet, and handheld devices. Additionally, technology use in the presence of clients or agency staff may require explanation as to its use as part of professional practice (e.g., a drug guide on a smart phone).

Mental Health

Students who are in emotional/mental distress should refer to MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Review of Graded Assignments

After a graded assignment is returned, a student's first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot understand the meaning or intent behind the feedback received, they may submit a written request to the original marker for an informal consultation to review the assignment grade. The request must include documentation of grounds, based on the marker's feedback, to support the assignment review. An assignment will not be reviewed simply because a student is unhappy with the grade received, or they believe the mark does not reflect the effort they put into completing the assignment.

Students who need assistance with their writing skills should contact on-campus resources for support. <http://writing.uwo.ca/>

If, after the assignment review, a student still believes they have grounds with supporting documentation their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals. <https://www.uwo.ca/ombuds/>

