



WESTERN UNIVERSITY COMPRESSED TIME FRAME BScN PROGRAM

Simulation: Mental Health

N2660

Winter 2025

Course Coordinator: Barbara Sinclair

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N2660s/t Simulation: Mental Health

Calendar Description

Students will apply their knowledge and skills with clients experiencing mental health challenges. Practice will take place in a simulated environment.

Expanded Description

This professional practice course consists of an orientation session and five (simulated) professional practice sessions, allowing students to develop understanding of the trajectory of mental health challenges as they work with an assigned client experiencing a mental health illness. *All sessions will be held in person.*

During each session, students will work in groups of six to provide care for a client facing a mental health challenge. Each day, two students in the group will assume the role of the nurse, interviewing the client, while the others will observe and document. Learning activities and client information will be posted so that all students can conduct client research and be prepared to interact in a therapeutic manner. This experience will provide opportunity to gain knowledge and skill in working collaboratively with clients experiencing a mental health concern. Students will have the opportunity to further develop communication and assessment skills that transcend all client care situations.

Prerequisite(s): Registration in Compressed Time Frame BScN program.

Extra Information: Simulated Practice, Pass/Fail. In-person sessions.

Course Weight: 0.25

Course Learning Outcomes

1. Develop skill in mental health assessment, pattern recognition, critical thinking, clinical judgment, and communication;
2. Further develop organizational ability and flexibility amid rapidly changing situations;
3. Develop an understanding of the ways in which clients and families live with mental health challenges;
4. Identify strengths and abilities present in those managing mental health challenges;
5. Learn about community resources for those living with mental health challenges.

Entry-to-Practice Competencies for Registered Nurses (CNO, 2019) addressed in the course

Clinician: 1.2, 1.4-1.8, 1.19, 1.25, 1.26

Professional: 2.2, 2.4, 2.5

Communicator: 3.5, 3.7

Leader: 6.6

Advocate; 7.7

Scholar: 9.2, 9.3

Course materials

There are no required textbooks for this course. Students should be familiar with the material found in the N2260 syllabus, posted on the N2660 site in Brightspace. It is recommended that students have access to the following:

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7th ed.). Washington, DC: American Psychological Association. This information may be accessed at <https://apastyle.apa.org/> There is no associated cost.

Methods of Evaluation

The grade for professional practice courses is “P” (pass or satisfactory) or “F” (fail or unsatisfactory). Progress is assessed on the basis of students’ critical reflection on their own practice, participation in all learning experiences, and completed learning activities. Dialogue between students and clinical instructor is ongoing and requires honest, open and clear communication. Care must be provided in a safe manner, according to the standards set out by the College of Nurses. ***All assignments must be completed as outlined and submitted by the due dates. Extensions will not be granted except in unusual circumstances.*** Any request for an extension must be submitted in writing to the Academic Advisor at least 24 hours prior to the due date. *Requests for extensions will not be processed on weekends.*

Title: Reflective Assignment

Weight: Minimum 70% must be obtained in order to achieve a satisfactory grade

Due Date: By 0800 on Monday (Wednesday groups) or Tuesday (Thursday groups) following the simulation in which a student conducted the interview.

The purpose of this assignment is to:

- gain knowledge of therapeutic communication skills as described in the modified Global Interprofessional Therapeutic Communication Scale (GITCS)
- analyze one’s communication skills using the GITCS, identifying strengths and areas for improvement
- identify strategies from the modified GITCS which could be used to improve communication

This is a scholarly writing assignment and must follow APA 7th edition format. Following the first interview experience, students who conducted the interview will submit a *Reflective Assignment* reflecting on their communication skills. This assignment is due by **0800 Monday or Tuesday** following your shift. For example, if your shift is on a Wednesday, your RPR is due on a Monday. Please review the “Reflective Assignment student information” document posted under the “General Information” icon on the N2660 site.

The Reflective Assignment is to be submitted through Turnitin.com using the Assignment drop box on the N2660 site. Students who do not follow the outline or demonstrate ability to critically analyze the experience may be asked to submit another written reflection to support their learning.

Title: Supporting Clients in the Community Assignment**Weight:** Minimum 80% must be obtained to achieve a satisfactory grade in the course**Due Date: By 0800 February 3 (rotation 1) or March 24 (rotation 2)**

Working in your group, students will also complete the *Supporting Clients in the Community* assignment. This assignment will help students to utilize knowledge of community resources gained in their community health courses to assist clients living with a mental health challenge. This assignment will be submitted electronically by all groups **by 0800 on February 3** (rotation 1) or **March 24** (rotation 2). This assignment will be submitted using the Assignment drop box on the N2660 site. Please review the “*Guidelines for Supporting Clients in the Community Assignment*” document posted under the “General Information” icon on the N2660 site. A minimum average of 80% must be attained to achieve a satisfactory grade in the course.

There are several assessments forms which will be completed individually throughout several of the simulations and submitted at the conclusion of those simulations. They include the Mental Status Assessment form, Columbia Suicide Severity Rating Scale and the Edinburgh Postnatal Depression Scale. These are not graded but must be completed as evidence of ability to actively listen and notice behaviours that may be suggestive of mental health issues.

SUMMARY OF ASSIGNMENTS

ASSIGNMENT	Description	DUE DATE
<ul style="list-style-type: none"> Reflective Assignment 	Individual electronic submission of reflection on learning after taking on the role of the interviewer for the first time	Due by 0800 on the Monday or Tuesday following your shift in which you took on the role of the nurse
Simulation 1 <ul style="list-style-type: none"> Mental Health Assessment Form 	Completion of Mental Health Assessment Form, individual submission	Due by 0800 on Monday following the first simulation.
Simulation 2 <ul style="list-style-type: none"> Suicide Risk Assessment Form 	Completion of Suicide Risk Assessment Form, individual submission	Due upon completion of your second simulation. To be handed in prior to
Simulation 4 <ul style="list-style-type: none"> Supporting Clients in the Community Assignment 	Group electronic submission Minimum 80% required	Due by 0800 hours on February 3 (rotation 1) or March 24 (rotation 2)
Simulation 5 <ul style="list-style-type: none"> Edinburgh Postnatal Depression Scale 	Completion of Edinburgh Postnatal Depression Scale, individual submission	Due upon completion of your fifth simulation. To be handed in prior to leaving

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

Course Communication Process

Learning in this course is a shared responsibility between instructors and students. All participants have a responsibility to engage in discussion, share understandings, and collaborate with colleagues. Students will work in small groups to learn how to interview and provide care for a client with a mental health challenge. Students will alternate, with one pair acting as the nurse each week.

During the weeks that students are observing rather than interviewing, they are expected to be active in documenting their observations. Students who are observing will lead the debriefing sessions, providing feedback to their peers about the nurse-client interaction. Observers are expected to provide feedback to their peers in a professional manner in order to support learning.

All communication pertaining to this course is to occur through regular Western University email. Every attempt will be made by faculty members to respond to emails within 48 hours during weekdays. Faculty members will be available for individual and/or group consultation at mutually agreed upon times. Respectful participation is expected of everyone when communicating electronically or in person.

Attendance

Students are expected to demonstrate professional responsibility through regular attendance at, and engagement in, all scheduled clinical learning experiences. Because much of the learning that takes place is a result of preparation and engagement with the material, and active dialogue with colleagues, clients, interprofessional team members, and faculty, maximizing attendance is an important aspect of baccalaureate nursing education.

Attendance at all clinical learning experiences is mandatory. The School of Nursing has an obligation to the public and the profession to protect the pedagogical integrity of its courses and the program as a whole. For this reason, clinical learning experiences are mandatory for students to develop essential competencies for entry to practice as Registered Nurses in Ontario.

A student cannot miss more than one simulation. Please note, this does not mean that you are “allowed” to miss one. Students missing more than one simulation session (regardless of reason) will be withdrawn from the course. Students will not receive a written warning for their absences. Notification of the unsuccessful course will be sent to the student by the Course Coordinator following the second absence in simulation.

If absent, the student must, prior to the beginning of the simulation:

- notify the instructor prior to the simulation session
- complete and submit the Absence from Professional Practice form located in the Nursing Undergraduate Information SharePoint site before the shift/session starts
- complete all pre-simulation learning activities and submit any assignments as outlined

Due to the significance of theoretical and practice knowledge in developing professional competence, students are expected to demonstrate professional responsibility through regular attendance and participation in all scheduled learning activities. Much of the learning that takes place is a result of preparation and engagement with the material and active dialogue with colleagues

and faculty. Missed simulation time is not made up.

Scholarly Requirements

All scholarly writing will follow the 7th edition of the *Publication manual of the American Psychological Association* (2020). All other types of writing will follow APA (7th ed.) format when citing or referencing another 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 them. You are plagiarizing if you present your own work, otherwise used for other course(s)/purposes, as original material in current course work. You may be required to submit your work through **Turnitin.com** to verify originality and **are responsible for acting on the report generated**. For further information, please see the BScN Program Manual for the academic policy on plagiarism.

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.

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. This is considered a form of self-plagiarism, which may result in an unsatisfactory grade in the course.

Electronic devices

Cell phones and other electronic devices are **not** permitted during your simulated sessions. This includes briefing and debriefing sessions.

Assignments and Exams

Please refer to the Undergraduate Academic Policy Manual for information on penalties for late assignments and re-grading of assignments.

Uniform Policy

Uniforms must be worn during all simulation/laboratory sessions. For more information, please refer to the Dress and Uniform Policy in the Undergraduate Programs Manual at <https://uwoca.sharepoint.com/sites/NursingUndergraduateInformation?e=1%3A9bcb11eb675d42f1867e859267a302ae&CT=1690304572539&OR=OWA-NT&CID=d6022dc4-883c-f129-18eb-4f2f5576da36>

Please note that food and beverages are not permitted in the Simulation Suite or debriefing rooms.

Lockers are available to place belongings when attending a simulation session. Students are responsible for bringing their own locks.

Social Media

It is a breach of privacy and confidentiality, and highly unprofessional, to post information on any social media platform about topics such as, but not limited to:

- Peers
- Class activities/discussion
- Clients
- Agencies
- Laboratories
- Simulations
- Communications with professors
- Scholarly papers
- Answers to quizzes, exams or assignments

Students who post content on social media that is cause for concern will be reported to the Associate Director (Western) or Associate Dean (Fanshawe). Such behavior may compromise a student's standing in the program.

Inclusivity, Diversity, and Respect

We are dedicated to making space for diverse perspectives and content during shared learning experiences within this course. Together with you, we aim to co-create a learning atmosphere for generative discussion and respectful engagement with multiple worldviews, ways of knowing and being, and perspectives. As future healthcare providers, it is expected of you to create welcoming and inclusive classroom environments much like you would in practice. Your peer group comes from a myriad of experiences and worldviews, all who deserve to be listened to and heard in a respectful and open-minded manner. Hateful messages have no place in this classroom community and will not be tolerated. Engaging in respectful dialogue requires deep, active listening and we need to be mindful of positionality (what may be easy to debate for one person, may be emotionally laborious for another). This course requires you to engage in critical reflection as you embark on your career as health professionals; at times this may be uncomfortable or even painful. We ask that you practice humility, work through defensiveness, and embrace vulnerability as you embark on this journey of personal development.

As your instructors, we are committed to supporting you in navigating this course content. We are not perfect and may falter but will do our best to learn and grow when that happens. Together, throughout this course, we will create a space that may challenge our prior understandings but supports inclusivity and respect for all participants. If you require support in navigating a challenging discussion, please reach out.

Services related to *Gender-Based Violence and Survivor Support*:

https://www.uwo.ca/health/student_support/survivor_support/index.html

View Westerns *Anti-Racism Working Group Report* here:

<https://www.edi.uwo.ca/resources/reports/arwg-final-report-to-president-shepard-fnl.pdf>

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 for obtaining help.

Learning Skills Services

The Student Development Centre at Western provides free support for all students to strengthen their skills and improve or maintain their academic performance. The focus is on helping students learn and study more effectively so that they can achieve their academic goals. You can find out more about this service at www.sdc.uwo.ca/learning

Student Safety

Please refer to the Undergraduate BScN Programs Manual section on Student Safety Concerns available at

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