



N2600A/B: Mental Health Care

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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

1. N2600b Course Syllabus, posted to Brightspace
2. **No textbook to purchase for this course**
We use this Open Educational Resource (OER):
<https://wtcs.pressbooks.pub/nursingmhcc/open/download?type=pdf>
3. PDF of the APA manual is **posted to the Brightspace course site.**

If you prefer, American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). [Hard copy]

No other online resource for APA style is acceptable, and any inclusion of APA style in a student submission that conflicts with the APA manual will be considered incorrect,

Methods of Evaluation

Method	Weight	Due Date
1. Group in-class presentation <i>*groups of 6</i>	15% or 25% <i>(see below)</i>	Weeks 8, 9, 10, 11, 12
2. Multi-media: Exploring the Lived Experience <i>*groups of 4</i>	15% or 25% <i>(see below)</i>	Week of March 6 th by 11:59 PM
3. Online Reading Discussion <i>*individual</i>	15% or 25% <i>(see below)</i>	Jan. 30 th – Feb. 13 th 9 across weeks 4-6)
5. Midterm	15% or 25% <i>(see below)</i>	Feb 10 th in-class Weeks 1-5
6. Peer Evaluation x 1 <i>*individual in-class</i>	10%	Evaluations submitted electronically within 24 hours following the chosen in-class student group presentation
7. NCLEX Question Assignment x 1 <i>*individual</i>	15%	Option 1: Feb 13 th by 11:59 PM OR Option 2: March 20 th by 11:59 PM
8. Final Exam	35%	Set by Registrar Weeks 8-13 including group presentations
<i>The midterm and the assignment together comprise 40% of the course grade. This is divided into two weights: 15% and 25%.</i>		

The evaluation with the higher grade (midterm or assignment 1-3 in table above) will be weighted at 25% and the other will be weighted at 15%. The final exam weighting is fixed at 35% for all students.

**Students will have the opportunity to rank order the first 3 assignments (above) by interest (Group Presentation, Article Discussion, or Exploration of Lived Experience). Every effort will be made to align students with their interests, however, accommodating all students' preferences is not possible.*

****Students must be prepared to complete any of the assignments listed.**

The online reading discussion and peer evaluation are designed as flexible assessments therefore no academic consideration will be accepted for late assignments/failure to submit.

Failure to submit by the due dates of remaining assignments will result in a deduction of 5% per day to a maximum of 50% at which point the student receives a grade of zero unless academic considerations are sought and approved through SAP.

1. Group In-Class Presentation

(Relates to LO 1, 2, 4-7)

Due: Weeks 8, 9, 10, 11, 12

The purpose of this assignment is for students to teach a course topic/concept in-person to the class, 'flipped classroom' style.

Full Description

Students work in groups of 6 to prepare a group charter, learning activity, reference list, title page, study guide, and in-person ~30-minute presentation to be shared with the class **on the day specified on the class schedule** (topics highlighted in yellow). Presentations must meet the requirements described on the detailed marking rubric posted to the Brightspace site.

All presentation materials must be submitted to the assignment tab by **0800 hrs on the Monday of the group's presentation week**. The instructor will post the group's materials for class preparation in advance of the presentation.

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. Group members with an unexplained absence/no approved academic consideration who are absent on their group's presentation day **will receive an individual grade deduction of 10%**. The other group members' grades will not be affected.

2. Online Reading Discussion

(Relates to LO 1, 2, 4, 5, 6, 7)

Due: Open January 30-February 13

The purpose of the discussion is for students to engage with their peers and a topical reading to critically appraise the significance, value, impact, and relevance to mental health-illness and nursing.

Full Description

Students engage with an assigned reading and each other to explore their own perspectives and professor-suggested themes. The discussion is an opportunity for students to engage in critical thought/reflection with one another and associated course concepts on issues within our society, healthcare system, and nursing practice..

3. Lived Experience Video Interview

(relates to LO 1-7)

Due: March 6th by 11:59 PM

The purpose of this assignment is to explore the meaning of the lived experience of mental disorders and/or mental health-illness..

Full Description

This assignment invites your group of 4 to conduct a video interview with a person(s) with lived experience of mental health-illness either directly, indirectly, or both. Respectful engagement and exploration of the unique perspectives that come from subjective experience supports the concept of knowledge justice as it pertains to lived experience of mental health-illness and what it means to 'know.'

4. Peer Evaluation x 1

(relates to LO 1, 5, 6)

Due: within 24 hours following selected in-class presentation

The purpose of this assignment is for students to learn from their peers, consider the information presented with a critical lens, evaluate the efficacy of their peers' approach to teaching and learning, and reflect on new learning as a nursing student.

Full Description

All students will submit 1 peer evaluation of 1 group presentation of their choice from weeks 8, 9, 10, 11, or 12. Group presentation weeks are outlined on the syllabus/class schedule to provide students with a timeline of topics from which to choose based on their interests/schedule.

- Students must be **in-class** to evaluate the presentations to receive credit.
- Each presentation is limited to 30 peer evaluators: **sign up ahead in Groups on Brightspace**
- A **sign-in sheet** will be available on presentation days for those completing their evaluation (to confirm in-person presence)

- Feedback from the peer evaluations is summarized (anonymously) by the instructor and shared with presenting group members only
- If a peer evaluation is submitted but student's name does not appear on the hard copy sign-in sheet in class, the assignment will not be graded and the student will be required to submit another evaluation on a different date.
- Peer evaluation documents are submitted electronically to the course site **within 24 hours** following the presentation (by end of class time next day)

5. NCLEX Assignment
(relates to LO 1-7)
Due: February 13th OR March 20th

The purpose of the assignment is for students to gain insight into their own processes of knowledge acquisition, habits of learning, assumptions, and knowledge application by providing an in-depth analysis of their response to an NCLEX-style question from the OER.

Full Description

Students choose 1 NCLEX-style question from the Open Educational Resource to complete by due date 1 or 2 (dictated by schedule, see topics list)

PART A: students analyze their response to the NCLEX style question chosen.

PART B: students create an NCLEX-style question of their own including rationale for the correct and incorrect distractors, and a description of how/why the question was designed the way it was and what resources were used.

6. Midterm Examination
(relates to LO 4-7)
Due: February 10 (in-class)

The purpose of this exam is for students to demonstrate knowledge application and competence with mental health care concepts.

Full Description

The midterm exam is multiple choice & covers all content from weeks 1-5.

7. Final Examination
(Relates to LO 4-7)
Due: Set by registrar

The purpose of this assignment is for students to demonstrate knowledge application and competence with mental health course concepts.

Full Description

Exam is multiple choice, covers all topics from weeks 8-13, including student presentation content.

N2600B 001/002: Class Schedule
FW25
Tuesdays 0930-1230 or 1330-1630
HSB 236/HSB 240

Group presentation topics/dates highlighted in yellow

Reading Discussion Assignment

NCLEX Assignment

Lived Experience Assignment

Peer Evaluation Assignment

Week	Date	Professor-Led Topics	Presentation Topics/Reminders
1	Jan 6	Assessment & Intervention	
2	Jan 13	Mood Disorder MDD, Bipolar	
3	Jan 20	Understanding suicide	
4	Jan 27	Anxiety/Stressor & Trauma related disorders I GAD, Social Anxiety	<i>Reading Discussion opens <u>Friday Jan 30</u> at 0800</i>
5	Feb 3	Anxiety/Stressor & Trauma related disorders II OCD, PTSD	<i>Option 1: NCLEX assignment due <u>Feb13th</u> by 11:59 PM</i> <ul style="list-style-type: none"> • <i>Mood d/o</i> • <i>Bipolar d/o</i> • <i>Anxiety d/o</i>
6	Feb 10	MIDTERM In-Class	Weeks 1-5 <i>Reading Discussion closes <u>Friday Feb 13</u> at 11:59 PM</i>
7	Feb 14- 22	READING WEEK	
8	Feb 24	Psychotic disorders- Dissociative identity disorder (DID)	<ul style="list-style-type: none"> • Schizophrenia <i>Peer evaluation on group topic of choice due 24 hours following presentation</i>
9	March 3	Addiction/Substance Use Disorder (SUD)	<ul style="list-style-type: none"> • Harm-reduction <i>Lived Experience assignment due <u>March 6th</u> by 11:59 PM</i> <i>Peer evaluation on group topic of choice due 24 hours following presentation</i>
10	Mar 10	Personality disorder I Clusters A, B, C	<ul style="list-style-type: none"> • Borderline personality disorder (BPD) <i>Peer evaluation on group topic of choice due 24 hours following presentation</i>

11	Mar 17	Personality disorder II Conduct d/o, ODD	<ul style="list-style-type: none"> • Eating Disorders <p><i>Peer evaluation on group topic of choice due 24 hours following presentation</i></p> <p><i>Option 2: NCLEX assignment due <u>March 20th</u> by 11:59 PM</i></p> <ul style="list-style-type: none"> • Psychotic d/o • Personality d/o • Eating d/o • Substance use d/o
12	Mar 24	Neuro-developmental disorders – ASD	<ul style="list-style-type: none"> • ADHD <p><i>Peer evaluation on group topic of choice due 24 hours following presentation</i></p>
13 LAST CLASS	March 31	Neurocognitive disorders - DDD	
	TBA	Final Exam	<ul style="list-style-type: none"> • Weeks 8-13 (35%)

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:

[Undergraduate Information Site](#)

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.

Correspondence Statement

The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

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.

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence is found here [Academic Calendar \(westerncalendar.uwo.ca\)](http://westerncalendar.uwo.ca)

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.

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.

Use of Electronic Devices

During Exams

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will receive an automatic grade of zero on the test or exam.**

During Lectures and Tutorials

Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

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 advisors in the School of Nursing. Additional information is provided in the Western Multicultural Calendar.

Academic Consideration

Most forms of academic consideration require documentation, and this documentation is to be submitted to the *academic advisor* as close to the date of consideration as possible. 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.

Under no circumstances are students to submit documentation or rationale for an absence 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.

(Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Midterm Examination Make-Up

A single make-up midterm examination will be offered only to students with documented extenuating circumstances, as approved by both the academic advisor and the course instructor. Students who are unable to attend the scheduled make-up examination **will not be granted an additional sitting**. In such cases, the midterm examination may be reweighted to the final examination, or the assessment may be completed during the next offering of the course, *at the discretion of the course instructor*.

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/>

