



**N2600b**

# **Mental Health Care**

Winter 2019

Course Professor: Jessica Timbrell RN, MN

Course TA: Michelle Solomon RN, MScN

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## N2600b- Mental Health Care

### Minimal Course Requirements

TO KNOW (Epistemology)	TO BE (Ontology)	TO DO (Praxis)
Explore the foundational concepts of the curriculum (Personal Meaning [PM], Ways of Knowing [WK], Time/Transitions [TT], Context/Culture [CC]) in relation to mental health nursing	Commit to taking increasing responsibility for own learning (PM, WK, TT, CC) Become a self-directed learner (PM, WK, CC, TT) Value knowledge development in nursing (PM)	Develop personal meaning from learning opportunities and critically reflect on the influence of the four foundational concepts in relation to mental health care. Engage in critical reflection on nursing knowledge and nursing practice and use the outcome of reflection to grow and enhance personal practice and the profession (PM, WK, TT, CC)
Critically examine relevant concepts and issues related to mental health care (PM, WK, CC) <ul style="list-style-type: none"> <li>Understand own experience of health</li> </ul>	Develop an awareness of 'self' in relation to clients experiencing mental health challenges (PM, WK) Appreciate impact of health on clients with mental health challenges (CC) Increase awareness of caring as the essence of ethical nursing practice (PM)	Incorporate knowledge uncovered/discovered in work with clients with mental health concerns (PM, WK, TT, CC)
Gain an understanding of knowledge development mental health care from multiple perspectives and contexts (PM, WK, CC) <ul style="list-style-type: none"> <li>Examine the contributions of mental health nursing theory and research (WK, CC, TT)</li> <li>Recognize the interrelatedness of nursing knowledge to that of other disciplines (WK)</li> </ul>	Recognize the breadth and depth of mental health nursing knowledge, the disciplines and sources of information that inform health promotion practices, and the ways in which nursing knowledge develops over time (PM, CC, TT, WK)	Assimilate the knowledge development process into clinical work with clients in mental health settings (PM, WK, TT, CC)
Acknowledge the value of the co-learning process with	Commit to active participation in planned	Engage in the co-learning process with others (PM,

peers, faculty, families and communities (PM, WK, CC)	classroom sessions and group work, as well as informal learning sessions (PM, WK); think independently and respect different points of view (WK, CC)	CC); use knowledge and language in an egalitarian manner (PM, WK, CC)
Aware of the writing process and APA guidelines as they apply to health issues papers and other written work (PM, WK) Aware of scholarly discourse	Value importance of professional oral and written communication to disseminate nursing knowledge	Assimilate scholarly writing skills and knowledge of APA format into educational endeavours and professional practice. Synthesize course content in scholarly manner in all written work, including reflective writing.

Critical Concepts

\*Ways of Knowing (WK) \* Context/Culture (CC) \*Time/Transitions (TT) \*Personal Meaning (PM)

### **N2600b – Mental Health Care**

#### **Overview**

The process of promoting the health of individuals with mental health challenges is an integral component of professional nursing practice. This course provides a philosophical and theoretical foundation for understanding mental health challenges as well as the nursing interventions to promote mental health care.

#### **Course Description**

This course provides an introduction to mental health care emphasizing awareness, prevalence and stigma associated with mental health challenges across the lifespan from a strength based perspective.

This course facilitates your critical thinking and reflective practice skills through course readings, lectures, and class discussions.

#### **Ends-in-View**

- Analyze health promotion concepts as they apply to clients in mental health and psychiatric settings.
- Critically analyze concepts and theories from nursing and other disciplines and their contributions to the understanding of mental health care over time.
- Reflect on one's own experience of mental health care and how it has influenced one's worldview, values, beliefs, and health care practices.

- Reflect on stigma related to mental health disorders
- Apply empirical, ethical and experiential knowledge about mental health and illness to nursing practice.
- Consider the roles, standards of practice, and responsibilities of nursing related to health promotion, health protection, and disease prevention with clients experiencing mental health challenges/illness.
- Explore social and ethical implications of health care policies on mental health care.

### **Process**

In this course, learning and teaching are considered shared responsibilities. The instructor's role is to guide, facilitate and support your learning; the student's responsibility is to use the resources available to inform active engagement in dialogue and reflective, critical thought. The course is designed to foster discussion, debate, and critical examination of concepts relevant to the promotion of health in clients with mental health challenges. The learning activities will 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 and active participation in all learning activities are critical to individual and group learning. Class participation is expected as it helps to promote successful clinical nursing practice in the professional practice course.

### **Required Resources and Texts**

N2600b Course Syllabus available on the course website

Austin, W., Kunyk, D., Peternelj-Taylor, C.A, & Boyd, M.A. (2019). *Psychiatric and mental health nursing for Canadian practice* (4th ed.). Philadelphia, PA: Wolters Kluwer.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington: Author.

### **Foundational Concepts**

Foundational concepts may be found in the Program Manual in the Undergraduate Program Office on the UWO Sakai site at owlto.uwo.ca

## Policies

All policies related to assignments are in the BScN Program Manual accessed in The Undergraduate Program Office on OWL.

## 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 that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. 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 policy on plagiarism.

## Scholarly Requirements

All scholarly writing will follow the sixth edition of the *Publication manual of the American Psychological Association* (2010), which includes guidelines for both content and format. In addition, all other writing will follow APA (6<sup>th</sup> ed.) format when citing or referring to an author's work or ideas. Failure to do so is unethical and is plagiarism.

## 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.

## Evaluation

Method	Weight	Due Date
Class presentation on selected topic	30%	TBA
Mid-Term Exam	30%	February 13 <sup>th</sup> (in class)
Final Exam	40%	Set by registrar

## Assignments

There are three forms of evaluation in the N2600 course. There will be a group presentation during class, on topics from weeks 4-5 and 8-12. There will be a mid-term examination in class, as well as a final examination during the registrar-specified winter exam period.

### 1. Group Class Presentation (30% of total course grade)

A portion of weeks 4-13 will be conducted in a 'flipped classroom' style. The goal of the group presentations is to teach one of the subtopics from the corresponding week. Student

groups will develop a learning activity and handout for the class, and create a presentation on a topic chosen from the list provided. Groups will be expected to use various educational approaches to maximize the facilitation of learning and understanding amongst their peers. The remaining class time will be professor-led.

Students/groups will self- select one of the topics from weeks 4-5 and 8-13 to present in class. Each presentation will be approximately 30 minutes in length, with additional time for questions/discussion. A blend of creativity and/or originality along with traditional pedagogical approaches is encouraged. Groups will cover the class content from the readings, and will bring in other social media, pop culture, and/or other evidence-informed material(s) to facilitate the class.

It is expected that all group members will be in attendance and ready to present during the class when called upon. Groups will have their presentation materials, including declaration of participation and reference list, arranged/organized and sent to the course professor and GTA prior to their presentation. All materials must be sent via email attachment in OWL for review and posting no later than **Monday (of the week of group presentation) at 1200 hours.**

*A marking rubric, learning activity template, and a template for declaration of participation are available on the N2600 OWL site under the Resources tab.*

## **2. Mid-term Examination-in class February 13<sup>th</sup> (30% of total course grade)**

The exam will be multiple choice and will include content from class lectures, readings, and peer presentations from weeks 1-5 inclusive.

## **3. Final Examination-date TBA (40% of total course grade)**

The exam will be multiple choice, cumulative, and will include content from all classes, presentations, and readings.

**N2600b Class Topics Schedule  
Winter 2018**

<b>Week</b>	<b>Date</b>	<b>Professor-Led Concepts</b>	<b>Student-Led Exemplars</b>
1	Jan 9	Intro & Assessment	
2	Jan 16	Intervention & Treatment	
3	Jan 23	Communication & Therapeutic Relationships	
4	Jan 30	Mood disorders	<ul style="list-style-type: none"> <li>• Post-partum depression</li> <li>• Mood d/o in children</li> </ul>
5	Feb 6	Anxiety/Stressor & Trauma related disorders	<ul style="list-style-type: none"> <li>• OCD</li> <li>• Social anxiety d/o</li> <li>• Dissociative d/o</li> </ul>
6	Feb 13	Midterm Exam – in class	
7	Feb 20	READING WEEK	
8	Feb 27	Psychotic disorders	<ul style="list-style-type: none"> <li>• Schizoaffective d/o</li> <li>• Anger, aggression, &amp; violence</li> </ul>
9	Mar 6	Substance & other Addictive disorders	<ul style="list-style-type: none"> <li>• Harm-reduction</li> <li>• Substance abuse in vulnerable populations A *determined by group</li> <li>• Substance abuse in vulnerable populations B *determined by group</li> </ul>
10	Mar 13	Personality & Conduct disorders	<ul style="list-style-type: none"> <li>• Anorexia nervosa</li> <li>• Bulimia nervosa</li> <li>• Somatization d/o</li> </ul>
11	Mar 20	Neuro-developmental disorders	<ul style="list-style-type: none"> <li>• Disruptive behavior in children</li> <li>• Tourette's d/o</li> </ul>
12	Mar 27	Neurocognitive disorders	<ul style="list-style-type: none"> <li>• Dementia</li> <li>• Delirium</li> </ul>
13	Apr 3	Mental Health Care in Special Populations	<ul style="list-style-type: none"> <li>• Forensic population</li> </ul>
	TBA	Final Exam – date set by registrar	