

## DEPARTMENT OF NURSING EDUCATION AND HEALTH STUDIES

### COURSE OUTLINE – Winter 1 2025

**NS 3270(AC1/AC2/A3/L1): Mental Health and Wellness in Nursing – 6 (3-0-3) UT 180 Hours for 6 Weeks**

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

<b>INSTRUCTOR:</b>	Susan Moodie, RN, MN Clinical site: Inpatient psychiatry Unit 11 GPRH Lab and Lecture	Cary-Anne McTaggart RN, MN Clinical Site: Inpatient psychiatry Unit 11 GPRH
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<b>OFFICE HOURS:</b>	Office hours vary; consult your individual course instructor to arrange for an appointment.	

### CALENDAR DESCRIPTION:

This course in mental health provides opportunities to acquire knowledge, skills, and attitudes to promote wellness, through safe, ethical nursing practice, in a variety of contexts. The focus will be on mental well-being throughout the lifespan. Learning experiences will provide students with an understanding of the mental health nursing process. Clinical hours listed are the total number of hours and will be offered over 6 weeks. Note: Available only to Nursing students.

#### **PREREQUISITE(S)/COREQUISITE:**

NS2160, NS2240, NS2250

#### **REQUIRED TEXT/RESOURCE MATERIALS:**

Students are responsible for purchasing the following resources. If a student is unable to purchase the required text/resource material, it is the responsibility of the student to contact their instructor **as soon as possible** as lacking the necessary resources may hinder the student from being successful in the course/program.

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.)

#### **Or see**

NWP's Learning Commons: <https://libguides.nwpolytech.ca/apa/whatis>

Elsevier Adaptive Quizzing (EAQ) 4th edition Next Gen is available for purchase through the NWP Polytechnic bookstore. This is a required online NCLEX prep resource. The EAQ will assist students with preparing to write the NCLEX-RN registration exam. This resource will provide students with a 36-month online review/prep course to use as they progress through the BScN program.

Giddens, J. F. (2021). *Concepts for nursing practice* (3rd ed.). Elsevier.

Pollard, C. L., Jakubec, S. L., & Jordan Halter, M. (2023). *Varcarolis's Canadian psychiatric mental health nursing: A clinical approach*. (3<sup>rd</sup> ed.). Elsevier Canada.

Vallerand, A. H., Sanoski, C. A., & In Quiring, C. (2020). *Davis' drug guide for nurses*. (17th ed.).

#### **Or**

NWP's paid subscription Canadian Pharmacists Association. (2024). *CPS: The Canadian standard for drug and therapeutic content*. <https://www.myrxtx.ca/search>

**\*All previously required textbooks and resources will be used as reference throughout the program. Please retain your copies as they may be required in future courses.**

#### **DELIVERY MODE(S):**

**In person (classroom)** - This type of course will be delivered on campus in a specific classroom which will be indicated on your timetable. Students are expected to attend labs, lectures, and clinical shifts in person.

### LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

1. Acquire the knowledge, skills, and attitudes to promote wellness through safe, ethical nursing care in a variety of mental health contexts.
2. Apply relevant concepts to mental health well-being throughout the lifespan.
3. Utilize all aspects of the nursing process in a variety of mental health contexts.
4. Transform prior learning of therapeutic communication and relational practice.
5. Appreciate the ethical obligations of nurses working with vulnerable and diverse populations.

### TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.alberta.ca>.

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

### EVALUATIONS:

The final grade is based on the following assessments and there are no additional assignments or marks provided in the course. All course components must be completed to pass the course. **Please note the following is subject to change.**

Assignments/Course components	Due Dates	Weight	Learning Outcomes #
Safe Medicate Module Examinations Rewrites if needed	During orientation week TBA	Pass/Fail	1
Professional Boundaries Worksheet, SPRAM modules, and Medications list completed	Prior to Start of Clinical	-----	5

Elsevier Adaptive Testing modules - Complete intermediate mastery in two modules for 5% each	February 13 <sup>th</sup> at 20:00	10%	1-2
Quiz #1	Open January 28 <sup>th</sup> - 31 <sup>st</sup> (on own)	30%	1-2
Mental Health Simulation Lab Exercise	Due date February 6 <sup>th</sup> at 20:00 hrs. Will take place in lab February 10 <sup>th</sup>	30%	1-4
Quiz #2	February 10 <sup>th</sup> in class	30%	1-2
Midterm Self-Evaluation Clinical Assessment Tool (CAT)	January 27-31 is evaluation week. Student eval due January 26 <sup>th</sup> at 20:00 hrs.	Pass/Fail	1-5
Final Written Clinical Assessment Tool (CAT)	February 10-14 <sup>th</sup> final evaluation week. Student eval. Due Feb 7 at 20:00 hrs	Pass/Fail	1-5

### Safe Medicate Module Examinations:

Year 3 students enrolled in NS 3270 will be tested on the following:

- Essential Skills
- Body Surface
- IV Therapy

Students who do not achieve 90% in any of the tested modules will be required to re-write the exam for that module. Students will have three opportunities to achieve 90% on all Safe Medicate exams. If a student is not able to achieve 90% after the third attempt, they will not be able to attend the clinical course and may be asked to withdraw from the program. If a student returns to the nursing program after a program interruption, and a different medication calculation program has been instituted, the student will be responsible for purchasing the new program and writing the medication math calculation exam that is being currently used.

### **Professional Boundaries Worksheet:**

Students must submit their professional boundaries worksheet prior to clinical orientation.

### **Elsevier Adaptive Learning Modules:**

The purpose of completion of the adaptive learning modules to mastery is to increase knowledge, identify gaps in knowledge, and become adept at this testing method which is in use in order to access professional registration post-graduation. Students must complete the two modules identified to intermediate mastery by the end of the course and will receive 5% for each.

### **Quizzes:**

Students will be required to complete 2 quizzes. Quiz 1 is open book and on your own. Quiz 2 will be completed in class. A grade of 67% is required on each quiz for a pass.

### **Mental Health Simulation Lab Exercise:**

Students will develop and facilitate a mental health simulation scenario in the nursing lab, where they will demonstrate a realistic patient interaction. This assignment fosters hands-on learning, collaboration, and the ability to apply theoretical knowledge in a laboratory setting. This assignment will be completed with a **partner** (who is in the same lab and clinical group), both students will receive the same mark.

#### **Assignment Components:**

##### **1. Scenario Development and Learning Objectives and Teaching Plan (60%)**

- Create a detailed mental health simulation scenario involving a patient with a specific mental health disorder (e.g., depression, anxiety, schizophrenia) if you were on Unit 11. If you were in Detox at NAC then choose a patient with an addiction to a specific drug or medication (e.g., opioid, meth, cocaine etc.)
- Include the patient's background, symptoms, and current situation (e.g., a crisis moment, admission to a mental health facility, panic attack, withdrawal symptoms).
- Develop a script or guidelines for the role of the patient and the Nurse (played by the pair of students).

- Examples may include a patient demonstrating symptoms of withdrawal or a patient suffering from a hallucination and the nursing assessments and interventions associated.
- Students will complete the attached teaching plan template and submit it on myclass.
- The template will include identifying 2-3 key learning objectives for your peers, such as communication techniques, assessment skills, or crisis intervention strategies. Develop a teaching plan that includes how you will introduce the scenario, demonstrate the interaction, and facilitate a debriefing session afterward. This should be not more than 3 pages.

## 2. **Role Play (20%)**

- Facilitate the simulation in the nursing lab.
- Demonstrate problem-solving, and application of nursing skills and techniques.
- The simulation should not take more than 10 minutes.

## 3. **Debriefing (20%)**

- Lead a debriefing session where participants reflect on the experience, discuss what went well, and identify areas for improvement. The reflection should not take more than 10 minutes.

### **Submission Guidelines:**

- The scenario template will be submitted in written format (e.g., Word document or PDF) on myClass by the identified due date.
- The facilitation of the simulation will be observed and assessed during the lab session.

### **Marking Criteria:**

- **Scenario Design and teaching plan (60%):** Realistic and well-constructed scenario that effectively simulates a mental health patient interaction. Clarity and organization of the teaching plan.
- **Scenario (20%):** Competence in managing the simulation.
- **Debriefing (20%):** Depth of reflection on the teaching experience, including insights into mental health nursing practice and peer learning.

### Clinical Assessment Tool (CAT):

Evaluations of the student's clinical performance will be completed using the clinical assessment tool (CAT) (posted on myClass). Students will be required to complete and submit a self-assessment using the CAT, on specified dates, along with examples of how they met the requirements for each of the domains from clinical practice. At midterm, the student will complete the midterm sections providing 2-3 examples of how they are meeting each competency or how they will continue to work on meeting the competency. A formative and written CAT will be completed by the clinical instructor and provided to the student at the end of the course.

**A pass on the Clinical assessment tool (CAT) requires the student to demonstrate competence and achievement of a PASS in each of the six domains.** The clinical instructor, in consultation with staff/the field guide at the clinical agency, will determine if the student has met the requirements for each of the domains. **A FAIL on any part of the Clinical assessment tool (CAT) will result in a course failure.**

### GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

### Grading Chart for courses with Alpha Grading:

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100	C+	2.3	67-69
A	4.0	85-94	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

### COURSE SCHEDULE/TENTATIVE TIMELINE:

Date	Topic
January 6-10, 2025	Lecture: Schizophrenia Spectrum & Psychotic Disorders Orientation week including: - Safe medicate: Date TBA

	<ul style="list-style-type: none"> <li>- Mental Status Exam</li> <li>- Suicide and Self-injurious behaviour</li> <li>- AHS SPRAM modules</li> <li>- Professional boundaries worksheet</li> <li>- Common medications list review</li> <li>- Non-violent crisis Intervention: Date TBA</li> </ul>
January 13-17	Lab: Therapeutic Communication Practice Suicide risk assessment Simulation Lecture: Anxiety Disorders
January 20-23	Lab: Restraints/ therapeutic communication Lecture: Substance Misuse & Addiction
January 27-31	Lab: Code White (See preparation on myclass) Lecture: Depressive Disorders/Bipolar
February 3-7	Lab: Simulation (Preparation will be posted on myclass) Lecture: Personality Disorders
February 10-14	Lab: Student Mental Health Simulation Assignments: Peer teaching Lecture: Quiz 2 in class

Students can also refer to the NS 3270 Course Calendar (posted on myClass) for further details.

### **REQUIRED CLINICAL EXPERIENCES:**

Students must achieve a passing letter grade on the Clinical Assessment Tool (CAT) to pass the course.

### **Clinical Practice Preparation:**

Professional responsibility for nursing students includes clinical practice preparation related to evidence-informed practice and patient safety. Preparation includes appropriate understanding, synthesis, and integration of relevant knowledge. To be adequately prepared for clinical experiences, students will participate in activities outside of their scheduled clinical course hours. Activities can include specific clinical patient preparation, clinical site orientation, and review of the textbook and relevant articles. Clinical practice preparation is required in addition to direct course hours. Students who are not adequately prepared to provide safe and competent patient care will not participate in clinical activities. Being

unprepared for clinical practice demonstrates unprofessional behavior and will be reflected in the student's clinical assessment.

Professional responsibility for nursing students also includes clinical shifts. **All clinical absences must be reported to their clinical instructor AND the clinical agency prior to the commencement of the clinical shift. Students are responsible to consult with their clinical instructor to make up for missed clinical shifts.** Unexplained clinical absences demonstrate unprofessional behavior and will be reflected in the student's clinical assessment and may put the student at risk for failure.

### **Clinical Practice:**

Clinical practice will take place in agencies dealing with mental health and/or addiction issues in acute care psychiatric settings. In the event of an **unavoidable absence**, students are **required to notify the clinical instructor and clinical site as soon as possible.**

#### **Acute Care Psychiatry (Unit 11):**

- The student will be directly supervised by a clinical instructor and will collaborate with the multi-disciplinary team in consultation with the instructor to learn and practice the art of caring for individuals with acute variances in mental health.
- The student is responsible for reviewing the mental status examination (MSE) and mental health disorders along with relevant nursing management and psychotherapeutics.
- Alberta Health Services (AHS) and NWP identification must always be worn. The dress code is modest casual wear that aligns with the AHS dress code. Blue jeans, tight pants, shorts, exposed midriffs, and open-toed shoes are not permitted.

#### **Detoxification Bed-based Services (Northern Addictions Centre):**

- The student will be directly supervised by a clinical instructor and will collaborate with the multi-disciplinary team in consultation with the instructor to learn and practice the art of caring for individuals with acute variances in mental health who have a history of substance use.
- The student is responsible for reviewing the mental status examination (MSE), the Open Education Resource document available on MyClass, common mental health disorders, the trauma-informed toolkit, and familiarize yourself with therapeutic communication and harm reduction principles.
- Alberta Health Services (AHS) and NWP identification must always be worn. Do not wear a tag with your last name displayed. The dress code is modest casual wear that aligns with the AHS dress code. Blue jeans, tight pants, shorts, exposed midriffs, and open-toed shoes are not permitted.

### **STUDENT RESPONSIBILITIES:**

Students should refer to the College Policy on Student Rights and Responsibilities at:  
<https://www.nwpolytech.ca/about/administration/policies/fetch.php?ID=69>

**Note:** All Academic and Administrative policies are available on the same page.

## **STATEMENT ON ACADEMIC MISCONDUCT:**

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

**\*\*Note:** all Academic and Administrative policies are available on the same page.

As part of NWP's commitment to academic integrity, all written assignments submitted by students will be reviewed using Turnitin software, an online plagiarism detection tool, to verify originality and ensure academic integrity. Turnitin compares student work to a vast database of academic sources, publications, and previously submitted assignments to identify potential instances of plagiarism or improper citation(s). By enrolling in this course, students acknowledge and consent to the use of Turnitin for assignment submissions.

## **Additional Information:**

### **Important Dates:**

Students are to refer to the 2024-2025 *Northwestern Polytechnic Academic Calendar* at <https://www.nwpolytech.ca/doc.php?d=calendar2022> regarding important dates.

### **Nursing Program Policies:**

Students are to refer to the 2024-2025 *Northwestern Polytechnic Academic Calendar* at <https://www.nwpolytech.ca/doc.php?d=calendar2022> and the *University of Alberta Collaborative Baccalaureate Nursing Program with Northwestern Polytechnic Student Handbook* for specific nursing program policies that may pertain to the course.

### **Course Material and Announcements:**

The NWP Faculty of Nursing creates a myClass site for all undergraduate nursing courses. Students are expected to access and become familiar with their myClass site at the beginning of each course and to access their myClass site regularly throughout the course. Failure to do so may result in students missing important course-related information, resources, instructor feedback, and announcements. General NWP Faculty of Nursing (FON) and course announcements will be made on myClass. All readings and preparation will also be posted on myClass.

### **Communication:**

Students must use their NWP e-mail address and include a subject line when communicating with the course instructor and other faculty members. The content messages of both e-mail and voice mail must be delivered professionally. Inappropriate messages could be considered “harassment.” Refer to the Code of Student Behaviour Section 30.3.4(6) d. Inappropriate use of e-mail sent to fellow students and members of the Faculty of Nursing will result in disciplinary action. Please refer to the University of Alberta/NWP Collaborative Faculty of Nursing’s guidelines for e-mail etiquette, the link is provided:  
[http://www.nurs.ualberta.ca/flex/email/Email\\_Etiquette.html](http://www.nurs.ualberta.ca/flex/email/Email_Etiquette.html)

The use of social networking services such as, but not limited to, Facebook, Instagram, Snapchat, TikTok, Twitter, WhatsApp, internet messaging, blogs, and wikis, are subject to the professional and ethical responsibilities outlined in the Canadian Nurses Association (2017) Code of ethics for registered nurses, and the University of Alberta Code of Student Behaviour, Section 30.3.3 Inappropriate Behaviour in Professional Programs.

### **Assignment Policy:**

To obtain credit in the course ALL components must be completed. Students are expected to make every effort to complete assignments on time. Assignment submissions are expected on the date determined by the faculty. If extensions are necessary, please ask your instructor. The granting of extensions is at the discretion of the instructor. Late assignments will have 5% of total marks (or one letter grade) for the assignment deducted for each day/partial day (including weekend days) beyond the due time. For example, a paper marked as B+ would receive an adjusted grade of B if handed in one day late. After 5 days, a grade of 0 will be awarded to the assignment. Papers/assignments may not be rewritten for a higher grade. When submitting assignments electronically, it is the student’s responsibility to ensure the assignment has been received. Concerns regarding grading are to be discussed with the faculty member involved.

### **Specialized Support and Disability Services:**

Students who require accommodations in this course due to disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with NWP’s Student Services and the course instructor.

### **Fitness to Practice:**

As students studying in a health profession, it is important to assess your fitness to practice before and during each clinical day as part of your professional responsibility. Please review the CRNA Requisite Skill List from pages 5 to 9 and the Faculty of Nursing Fitness to Practice: Implications for Undergraduate Nursing Students document as posted on the NS3270 myClass site or at this website:  
<https://www.ualberta.ca/nursing/media-library/fitness-to-practice-and-requisite-skills-and-abilities-uofa-undergraduate-nursing-may-2021.pdf> to identify if any circumstances may limit you from performing care for patients/clients. If you have concerns about your fitness to practice, contact the NS3270 course leader and your clinical instructor.

### **KEY COURSE DOCUMENTS:**

Please see the NS 3270 Clinical Assessment Tool (CAT) and mental Health Simulation Lab: Teaching Plan Template and Rubric below.

# Mental Health Simulation Lab: Teaching Plan Template

## 1. Title of Simulation Scenario:

*Provide a concise title that reflects the focus of the scenario (e.g., "Managing Acute Anxiety in a Young Adult Patient").*

## 2. Scenario Overview:

- **Disorder Focus:** *Specify the mental health disorder or addiction being addressed (e.g., Generalized Anxiety Disorder).*
- **Patient Description:**
  - **Age:**
  - **Gender:**
  - **Background:** *Briefly describe the patient's background (e.g., "The patient is a 25-year-old female experiencing symptoms of anxiety after starting a new job").*
  - **Current Situation:** *Detail the patient's current condition and why they are seeking help (e.g., "The patient presents to the ER with chest pain, which has been determined to be a panic attack").*
- **Learning Objectives:**
  - Objective 1: *e.g., Demonstrate effective communication techniques for calming an anxious patient.*
  - Objective 2: *e.g., Assess and document the patient's mental status.*
  - Objective 3: *e.g., Identify appropriate interventions and care planning for acute anxiety.*

## 3. Simulation Setup:

- **Equipment Needed:**
  - *List all equipment needed (e.g., hospital bed, patient chart, etc.).*
- **Role Assignments:**
  - **Facilitator:** *Name of the student leading the session.*
  - **Patient:** *Name of the student playing the patient.*
- **Environment Setup:**

- *Describe how the lab should be set up (e.g., "Arrange the room to resemble an ER setting with a bed, monitor, and chair for the patient").*

#### **4. Scenario Script/Guidelines:**

- **Introduction:**

- *Describe how you will introduce the scenario to the group (e.g., "Explain the patient's background and the presenting issue").*

- **Patient Script:**

- *Provide a script or set of guidelines for the patient to follow (e.g., "The patient will appear agitated, pacing the room, and expressing fear about their chest pain").*

- **Student Actions:**

- *Outline the expected actions of the student playing the nurse during the scenario (e.g., "Students should, reassure the patient, use therapeutic communication strategies, comfort the patient and ask about recent stressors or ways of managing anxiety in the past, utilize stress reduction techniques").*

#### **5. Debriefing Plan:**

- **Debriefing Questions:**

- *List key questions to ask during the debriefing (e.g., "How did you feel during the interaction?", "What communication techniques worked well?", "What would you do differently next time?").*

- **Key Points to Cover:**

- *Summarize the main teaching points you want to emphasize (e.g., "The importance of non-verbal communication in calming an anxious patient").*