

DEPARTMENT OF NURSING EDUCATION AND HEALTH STUDIES

COURSE OUTLINE – Winter II 2025

NS 3270 (L2/B3/BC1/BC2): 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.

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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. The 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 student's responsibility to contact their instructor as soon as possible, as lacking the necessary resources may hinder the student's success in the course/program.

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

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

Elsevier Adaptive Quizzing (EAQ) 4th edition Next Gen is available 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. (3rd 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 references 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.transferralberta.alberta.ca>.

**** A 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. There are no additional assignments or marks provided in the course. All course components must be completed to pass the course.

Course Components	Due Dates	Weight	Learning Outcomes #
Professional Boundaries Worksheet	March 2, 2025	Complete/ Incomplete	5
Knowledge Checks	Every Sunday by 2359h	10%	1-3
In-Class Case Study Assignment	March 17 from 1300-1550h	25%	1-4
Mental Health Simulation Lab Exercise	March 31 from 0830-1120h	25%	1-4
Final Exam	April 14 from 1130-1430h	30%	1-3
Elsevier Adaptive Quizzing (EAQ): - Mental Health Disorders and Addictions - Treatment of Mental Health Disorders	April 11 by 2359h	10%	1-3
Clinical Assessment Tool (CAT): - Midterm - Final	March 17 by 0800h April 7 by 0800h	Pass/Fail	1-5

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.

Students with exam-related accommodations must register them in ClockWork by the deadline.

Professional Boundaries Worksheet:

Students must submit their professional boundaries worksheet on myClass before going to clinical.

Knowledge Checks:

Students will complete timed, open-book quizzes on myClass every week on topics covered in the course. Students are to refer to myClass for instructions on chapter readings and corresponding knowledge checks.

In-Class Case Studies Assignment:

Students will complete a series of unfolding case studies during scheduled class time. The case studies will be administered in the same way as a course exam. Students will be expected to complete the case studies on an individual basis. Student absences from the in-class case studies assignment will be graded as zero. A physician's note will be required for absences due to illness. Any acts of cheating or incidences of academic dishonesty will result in a grade of zero.

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 clinical group), and 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., major depressive disorder, generalized anxiety, schizophrenia spectrum disorder) if you are on Unit 11 in the Grande Prairie Regional Hospital (GPRH) **OR** create a detailed mental health simulation scenario involving a patient with a specific psychoactive use disorder (e.g., stimulants, depressants, opioids) if you are on the Detox unit in the Northern Addiction Center (NAC).
- 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 roles 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 interventions associated.
- Students will complete the Mental Health Simulation Lab: Teaching Plan Template in a Word document and submit it to 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 not be more than three 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 as a Word document 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.

Elsevier Adaptive Quizzing (EAQ):

Adaptive quizzes using the Elsevier platform are utilized throughout the BScN Program. Modules specific to mental health have been assigned at the *Intermediate Mastery* level. This is to increase knowledge, identify gaps in knowledge, and become adept at this testing method, which is used to access professional registration post-graduation. The modules will open on the course start date and the course code to register will be posted on myClass.

Note: Students who have completed the modules specific to mental health assigned for this course, and have reached an *Intermediate Master* level, will be required to complete a minimum of 50 questions for each module.

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.**

Final Exam:

Students will be given a final exam, consisting of all aspects of the topics covered in the course. Student absences from the exam will be graded as zero. A physician’s note will be required for absences due to illness. A student who has missed a final exam because of incapacitating mental and/or physical illness or other extenuating circumstances must provide a notice of absence and a physician’s sick note when applicable. Unexcused student absences from this exam will be graded as zero. Please see the Final Examination Policy <https://www.nwpolytech.ca/about/administration/policies/fetch.php?ID=> .

Note: The above-noted evaluation strategies will enable students to:

- Demonstrate knowledge of diagnosable mental health disorders and application of the nursing process.
- Demonstrate clinical judgment and critical thinking skills.

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
February 24-28, 2025	Orientation Mental Status Examination (MSE) Suicidal and Non-Suicidal Self-Injury Non-Violent Crisis Intervention (NVCi) Restraints
March 3-7	Anxiety & Related Disorders Depressive Disorders
March 10-14	Bipolar Disorders Schizophrenia Spectrum & Other Psychotic Disorders
March 17-21	In-Class Case Studies Assignment
March 24-28	Psychoactive Substance Use Disorder & Treatment Personality Disorders
March 31 – April 4	Mental Health Simulation Lab Exercise Feeding and Eating Disorders
April 7-11	Code White Simulation

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 as soon as possible**.

Acute Care Psychiatry (Unit 11):

- A clinical instructor will directly supervise the student 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):

- A clinical instructor will directly supervise the student 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.

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.

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

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 the 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 NS 3270 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 Mental Health Simulation Lab: Teaching Plan Template and Rubric below (also posted on myClass).

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").*

Mental Health Simulation Lab: Teaching Plan Rubric

Components	Exemplary 4	Proficient 3	Average 2	Needs improvement 1	Weight
Scenario Design/Learning objectives and teaching plan	Scenario is highly realistic, detailed, and relevant; effectively simulates a mental health patient interaction. Objectives are clear, well-defined, and aligned with the scenario; the teaching plan is logical and highly organized.	Scenario is realistic and relevant with minor gaps in detail or complexity. Objectives are clear and mostly aligned with the scenario; the teaching plan is organized with minor gaps.	Scenario is somewhat realistic but lacks detail or relevance in key areas. Objectives are vague or somewhat misaligned with the scenario; the teaching plan is basic.	Scenario is unrealistic, lacks detail, or does not effectively simulate a patient interaction. Objectives are unclear or misaligned with the scenario; the teaching plan is disorganized or incomplete.	60% /60
Role Play	Students expertly manage the simulation	Students effectively manage the simulation	Students manage the simulation with some challenges	Student struggles to manage the simulation	20% /20
Debriefing	Debriefing is thorough, and insightful, and encourages deep reflection; the reflective report is thoughtful and well-articulated.	Debriefing is effective and encourages reflection; the reflective report is clear with some insights.	Debriefing is basic, with limited reflection; the reflective report lacks depth.	Debriefing is superficial or ineffective; the reflective report is poorly written or lacks reflection.	20% /20