



University of Alberta Collaborative BScN Program
Grande Prairie Regional College
Keyano College
Red Deer College
University of Alberta

Department of Nursing Education & Health Studies
COURSE OUTLINE – WINTER 2021
NS 3090: Mental Health Theory – 6(3-6-3) 84 Hours in 7 Weeks
Sections A3/L1/S1

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INSTRUCTOR:

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OFFICE HOURS:

Office hours vary may vary. Please contact the instructor to schedule a Zoom meeting.

DELIVERY MODE: Mixed Delivery

This course is delivered remotely with some face-to-face/onsite components at the GPRC [Grande Prairie] campus.

- For the remote delivery components: students must have a computer with a webcam and reliable internet connection. Technological support is available through helpdesk@gprc.ab.ca.
- For the onsite components: students must supply their own mask and follow GPRC Campus Access Guidelines and Expectations (<https://www.gprc.ab.ca/doc.php?d=ACCESSGUIDE>). The dates and locations of the onsite components can be found on the *NS 3090 Course Calendar*.

CALENDAR DESCRIPTION:

Focus is on theory related to the promotion of mental health and the nursing care of people with acute and chronic alterations in mental health.

PREREQUISITE/COREQUISITE :

Prerequisites: NS2015, NS2025, NS2150
 Co-requisite: NS3100

REQUIRED TEXTS:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed., 3rd printing). Washington, DC: Author.

Austin, W., & Boyd, M.A. (2019). *Psychiatric and mental health nursing for Canadian practice*. (4th ed.). Philadelphia, PA: Lippincott Williams & Wilkins **or equivalent**.

Balzer-Riley, J. (2017). *Communications in nursing* (8th ed.). St. Louis, MI: Mosby Elsevier.

COURSE OBJECTIVES:

1. Describe, understand and articulate an understanding of theory related to key patient safety concepts including communication, teamwork, environmental and human factors, safety risks and adverse events disclosure.
2. Describe, understand and articulate an understanding of theory related to patient-centered care and interdisciplinary practice.
3. Demonstrate, independently, the processes of self-directed learning, critical thinking, and group process skills in utilizing inquiry-based learning, in all learning activities.
4. Demonstrate with guidance, understanding of professional behaviors, including therapeutic communication, in the provision of care to clients with acute or chronic alterations in mental health (i.e., respect, communication, integrity, responsibility, accountability, self-awareness, and self-performance).
5. Demonstrate, with guidance, understanding of legal and ethical issues relevant to the care of clients with alterations in mental health (i.e., issues of client rights, confidentiality, competency, autonomy).
6. Demonstrate understanding of the roles of consumer advocacy groups related to mental health/illness issues.
7. Demonstrate knowledge about the prevention of mental health problems.
8. Demonstrate the ability to identify factors influencing health policy for clients experiencing mental illness.
9. Demonstrate, with guidance, understanding of selected concepts, including self-efficacy, quality of life, and meaning of illness, in the context of mental health.
10. Integrate the knowledge generated from working through the course scenarios and be able to apply this knowledge to other situations.
11. Integrate the knowledge and skills acquired in all learning environments and be able to apply them in other situations.
12. Demonstrate knowledge of primary health care and health promotion in the context of mental health.

LEARNING OUTCOMES:

1. Select concepts of safety relevant to mental health.
2. Appraise nursing models and theories relevant to mental health.
3. Explain cultural, legal, social, and ethical implications as related to client care.
4. Plan the provision of care using the principles of primary health care.
5. Demonstrate professional and therapeutic communication skills.
6. Interpret interprofessional competencies related to planning client care.
7. Identify approaches that engage clients in planning their own care.
8. Identify trends and issues in mental health.
9. Access and evaluate information to inform nursing practice.

EVALUATION:

Evaluation Strategies	Date	Weighting
OSCE	January 15, 2021	Pass/Fail
Exam #1	January 29, 2021	25%
Exam #2	February 12, 2021	25%
Scholarly Paper	February 3, 2021	20%
Exam #3	February 26, 2021	30%
Student Performance Rubric	End of the course	Pass/Fail
Total		100%

Scholarly Paper Guidelines:

Students will be required to write a 3000-word (excluding the title page, in-text citations, and reference pages) scholarly paper with proper APA (6th edition) formatting. The purpose of this assignment is to give students an opportunity to explore a concept in more depth and demonstrate how it may be applied to a certain group of individuals/population in a mental health context. Students are to refer to the *NS 3090: Course Syllabus* for the assignment guidelines.

GRADING CRITERIA:

ALPHA GRADE	PERCENTAGE CONVERSION (%)	4-POINT EQUIVALENT	DESCRIPTOR
A+	90 – 100	4.0	Excellent
A	85 – 89.9	4.0	
A-	80 – 84.9	3.7	Very Good First Class Standing
B+	77 – 79.9	3.3	
B	73 – 76.9	3.0	Good
B-	70 – 72.9	2.7	
C+	67 – 69.9	2.3	Satisfactory
C	63 – 66.9	2.0	
C-	60 – 62.9	1.7	
D+	55 – 59.9	1.3	Minimal Pass
D	50 – 54.9	1.0	
F	0 – 49.9	0.0	Failure
WF	0	0.0	Fail/ Withdrawal after the deadline

****Note:** Please note that most universities will not accept your course for transfer credit if your grade is less than C-. Students are responsible for contacting the receiving institutions to ensure transferability.

TRANSFERABILITY:

UA NURS 309

***Note:** Although we strive to make the transferability information in this document up-to-date and accurate, the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities. Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferalberta.ca> or if you do not want to navigate through few links at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

COURSE SCHEDULE/TENTATIVE TIMELINE:

WEEK 1	Labs	Mental Health Continuum & Mental Status Examination (MSE) Therapeutic Relationships & Communication Stress Management & Crisis Intervention
WEEK 2	Learning Package Labs	Nik Papadopoulos Self-harm & Suicide Risk Assessment Spiritual Health/Cognitive Impairment
WEEK 3	Learning Packages	Nik Papadopoulos/Manfred Schwartz
WEEK 4	Learning Packages	Manfred Schwartz/Erin Kozak
WEEK 5	Learning Packages	Erin Kozak/Myrna Varquast
WEEK 6	Learning Packages	Myrna Varquast/The Inmates
WEEK 7	Learning Package	The Inmates

STUDENT RESPONSIBILITIES:

To **PASS** NS 3090, students must receive a pass on the OSCE examination and the student participation rubric and complete all evaluation strategies.

Students are expected to be present and contribute during class. Any tardiness or absences in must be reported to the instructor prior to class. Unexplained absences demonstrate unprofessional behavior and will be reflected in the student's performance rubric.

IMPORTANT POLICIES

Important Dates:

Students are to refer to the *2020-2021 Grande Prairie Regional College Academic Calendar* at <http://www.gprc.ab.ca/programs/calendar/> regarding important dates.

Nursing Program Policies:

Students are to refer to the *2020-2021 Grande Prairie Regional College Academic Calendar* and the *2020-2021 University of Alberta Collaborative Baccalaureate Nursing Program with Grande Prairie Regional College Student Handbook* for specific nursing program policies that may pertain to NS 3090.

Assignment Policy:

Students are expected to submit assignments on or before the due date and time. Extensions on assignments may be granted but must be negotiated with the instructor prior to the due date. Extensions will not be granted the day the assignment is due.

A penalty of one letter grade per day will be deducted from the final grade of a late assignment. For example, an assignment graded at a C would receive an adjusted grade of C- if handed in one day late.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

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