



Department of Nursing Education & Health Studies
COURSE OUTLINE – Fall II, 2018
NS 3090: Mental Health Theory – 6 (3-6-3) 84 Hours in 7 Weeks

©UNIVERSITY OF ALBERTA COLLABORATIVE BScN PROGRAM, 1999

All rights reserved. No part of this module may be reproduced in any form or by any means without the publisher's written permission.

Approved: May 2010

Copyright © 2009, Grande Prairie Regional College and its licensors.

INSTRUCTOR:

Tracy King, RN, BScN, MN
Office: H213
Phone: 780-539-2874
Cell: (780) 897-7898
Email: tking@gprc.ab.ca

OFFICE HOURS:

Office hours by appointment.

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 TEXT:

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

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

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

DELIVERY MODES:

Lecture, seminar, and lab.

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 context-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

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>

** 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

EVALUATION:

Assignments & Evaluation Strategies	Due Date or Writing Date	Weighting
Midterm Examination	November 8, 2018 10:00 -12:50 hrs	25%
Scholarly Paper	November 23 rd , 2018, 08:00 hrs	25%
Final Examination	Per exam timetable (3hours)	30%
Student Performance Rubric	December 5th, 2018, 08:30 hrs	15%
Content Maps	Each Friday at 16:30	5%
OSCE	November 28 th , 2018 08:30-11:20 hrs	Pass/Fail
Total		100%

Scholarly Paper Guidelines:

Students will be required to write a 3000 word maximum (excluding the title page, citations and reference pages) scholarly paper according to APA (6th edition) format. This assignment is intended to give students an opportunity to explore a particular concept in more depth and show how it may be applied in a mental health context. *Please refer to the NS 3090: Course Syllabus for further information.*

GRADING CRITERIA:

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

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69
A	4.0	85-89	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:

WEEK 1	Learning Package	The Inmates Course Orientation Labs: Therapeutic relationships, charting, recovery-based language
WEEK 2	Learning Package	Manfred Schwartz Discuss student research related to Inmates Lab: Spiritual Health & Cognitive impairment in the older adult
WEEK 3	Learning Package	Discuss Manfred Schwartz Review Midterm exam
WEEK 4	Learning Package	Fall Break Guest speakers Brainstorm Erin Kozak
WEEK 5	Learning Package	Brainstorm Nik Papadopoulos Discuss student research Erin Kozak Lab: Self Harm & Suicide Risk Assessment Scholarly Paper Due
WEEK 6	Learning Package	Brainstorm Myrna Varquast Discuss student research Nik P. OSCE Suicide Risk Assessment
WEEK 7	Learning Package	Finish learning package discussion Myrna V. Lab: Values Clarification & Sexual Health assessment OSCE repeat if necessary Student Performance Rubric Due Dec 5th. Note: The date for the final exam will be determined by the final exam schedule. Between December 10-19th, 2018

STUDENT RESPONSIBILITIES AND IMPORTANT POLICIES:

To **PASS** NS 3090, students must complete all assignments and evaluation strategies.

Students are expected to be present and contribute during lecture, seminar, and lab sessions. Any absence in lecture, seminar, or lab must be reported to the instructor **prior** to the scheduled session. Unexplained absences demonstrates unprofessional behavior and will be reflected in students' performance rubric grade.

Important Dates:

Students are to refer to the 2018-2019 *Grande Prairie Regional College Academic Calendar* at <http://www.gprc.ab.ca/programs/calendar/> regarding important dates.

Last Day to Add/Drop: October 29th, 2018

Last Day to Withdraw with Permission: November 19th, 2018

Nursing Program Policies:

Students are to refer to the 2018-2019 *Grande Prairie Regional College Academic Calendar* and the *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. Assignments submitted to the Main Nursing Office must be verified (stamped with date and time) by Nursing Office Personnel. Extensions on assignments may be granted and must be negotiated with the instructor prior to the due date and with a date specified for late submissions. 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.

It is the responsibility of the student to ensure electronically submitted papers and assignments are delivered and retrievable to the instructor (i.e. emailing assignments). If the instructor is unable to open documents or if documents are sent in error via electronically, the assignment will be considered late and the student will have one letter grade deducted from the final grade. It is highly recommended that students ensure their assignments have been retrieved by the instructor prior to the due date and time.

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.