



NURSING 305 (Lab 01-22)

Psychiatric Mental Health Nursing Practice

BACHELOR OF NURSING BNAT & BNRT TRACK PROGRAMS

COURSE OUTLINE

Fall Session 2009

Clinical Day(s)/Time: Sunday, Monday, Tuesday (day/evening shifts)

Dates: September 8 to December 8, 2009

Classroom: Mental Health Clinical Practice Areas

Course Coordinator(s): Yvonne Hayne RN, PhD
Faculty of Nursing
Office: PF 2270
Phone: (403) 220 - 6093
Email: ymhayne@ucalgary.ca

Carol Ewashen, RN, PhD
Faculty of Nursing
Office: PF 2284
Telephone: (403) 220-6259
Email: ewashen@ucalgary.ca

Office Hours: By Appointment

Nursing 305

GUIDING FRAMEWORKS

HEALTH CARE CONTEXTS:

PSYCHIATRIC MENTAL HEALTH NURSING



**PARTICULAR SOCIO-CULTURAL
AND POLITICAL CONTEXTS**

CALENDAR DESCRIPTION

Application of concepts, values, and skills with individuals, groups, and families experiencing mental health and illness.

DETAILED COURSE DESCRIPTION

Welcome to Nursing 305. This is an approximately 128-hour psychiatric mental health nursing practicum conducted within acute care or rehabilitation units and university setting(s). Selected nursing experiences focus on care of individuals, families and/or groups.

COURSE INTENTS

Students in Nursing 305 will be provided with opportunities to:

1. Critically analyze how particular theories inform nursing practices and conversely, how particular nursing practices inform theory and research development.
2. Develop competency in selected psychiatric mental health practices including mental status examination, risk assessments, prioritizing care for individuals diagnosed with mental disorders, and collaborating with multidisciplinary teams in providing quality nursing care.
3. Demonstrate competency in therapeutic nursing practices including therapeutic relationships with individuals.
4. Develop critical appraisal skills in working through complex nursing practice narratives.
5. Demonstrate consistent professional, ethical and legal nursing practices responsive to selected individuals' and/or families' health care issues.
6. Demonstrate critical awareness of the influence of socio-cultural and political contexts on nursing practices.
7. Analyze the contributions nursing offers to a multidisciplinary team approach to individual and/or family mental health care.
8. Generate practice-based research questions.
9. Work effectively within a group and evaluate participation in group work.

CLINICAL PRACTICE REQUIREMENTS

In order to be successful in Nursing 305, students will:

- Attend September 8, 2009 “Engaged Nursing Scholarship Workshop”
Location: Health Sciences Theater (Clara Christie Theatre & Rm. 1405a)
(Time: 1300 – 1450)
- Attend September 9, 2009 “Clinical Orientation Workshop”
Location: Murray Fraser (Rm. 162) (Time: 1400 – 1650)
- Meet performance expectations as indicated in the N305 – Practicum Evaluation Form
- Complete 2 viewed interactions; each receive a pass/fail
- Complete requirements relative to 2 nursing practice narratives (NPN) done within assigned group during the course of the semester – each receive pass/fail (Instructions for undertaking, completing, assessing NPNs will be addressed during orientation day activities)

Minimum passing grade for this CLINICAL course is [CR]

POLICIES:

- **WITHDRAWAL FROM COURSES AND WITHDRAWAL FROM THE TERM**
See University of Calgary Calendar (2009-2010) (p. 37)

- **WITHDRAWAL FROM A CLINICAL COURSE**

Be aware of **Policies Relative to Clinical Experience** (pp. 170-171) as outlined in the University of Calgary Calendar (2009-2010). **Note:** A student will not be permitted to withdraw from a clinical course in order to avoid failure in that course.

- **CLINICAL ABSENCES**

Within the Nursing Practice Standards established by CARNA (2005) it states that a nurse must ensure their 'fitness to practice' (pg. 5). This means that the nursing student must be able to perform essential functions of the nursing role expected for the lab or clinical practice that they have been assigned to without any mental or physical disabilities/illnesses. Therefore, it is your professional accountability to maintain your state of health and recognize the impact of ill- health may have on patients and colleagues.

To fulfill course requirements, attendance at all scheduled lab and/or clinical practice is required. If you are ill or experience an unforeseen circumstance, you must inform your Clinical Instructor and Course Coordinator as soon as possible. If you miss one or more lab/clinical days due to illness or unforeseen circumstance, you may be at risk for not successfully completing the course. You may be asked to withdraw from the course and complete the course requirements at a later date, or you will be required to make-up the missed hours. Your situation will be reviewed by the Course Coordinator and Associate Dean, Undergraduate Program.

Requests for absences related to nursing scholarship and service learning will be considered.

Please note that travel/social/recreational activities will not be accepted as reasons for absence.

A medical note may be requested.

- **STUDENT MISCONDUCT**

Plagiarism is a serious offence which will result in the following penalty and application:

1. In cases in which the dean and/or faculty is satisfied that a student is guilty of plagiarism, cheating or other academic misconduct in circumstances which suggest a

clear intention to deceive or otherwise commit an academic offence, the normal penalty will be either suspension or expulsion from the faculty.

2. In cases in which the dean and/or faculty is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive or otherwise commit an academic offence, the normal penalty will be probation.

3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the faculty, and in the most serious cases, expulsion from the University.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged.

For further information on Student Misconduct Policies, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, K. Student Misconduct: www.ucalgary.ca/pubs/calendar/

Intellectual honesty is viewed most seriously at the University of Calgary and compliance with standards of intellectual honesty is an expectation.

○ **ACADEMIC WRITING**

The University supports the belief that throughout their University careers, students should be taught how to write well; therefore, written assignments in this course will be evaluated based on the required elements as well as quality academic writing.

For further information, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, E. Course Information, E.2 Writing Across the Curriculum: www.ucalgary.ca/pubs/calendar/

○ **REAPPRAISALS AND APPEALS**

For information on reappraisals and appeals, refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, I. Reappraisal of Grades and Academic Appeals: www.ucalgary.ca/pubs/calendar/

Please note the 15 day timeline from the receipt of a mark and a request for reappraisal and/or appeal to the Associate/Assistant Dean, Undergraduate Programs.

o **ACADEMIC ACCOMODATIONS**

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation, you must officially register with the Disability Resource Centre. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor within the first week of the start of this course.

Further information can be obtained at: www.ucalgary.ca/drc/ or by calling 403-220-8237.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY (FOIP)

The information (such as phone numbers, address, tracking sites of practica, etc.) that you may be asked to provide is collected under the authority of the Colleges/Universities Act and the Freedom of Information and Protection of Privacy Act, Section 32(c). It will be used for practicum placement and for contact purposes. Your personal information is protected by Alberta's Freedom of Information and Protection and Privacy Act and can be reviewed upon request.

In this course, students will be expected to participate in viewed interactions and simulation scenario activities which will be videotaped and reviewed by fellow classmates for learning purposes.

To facilitate group project work, students may be asked to share email addresses with their clinical instructor and with other members of their clinical group.

If you have any questions about the collection or use of this information, contact the Faculty of Nursing student advisors, 220-4636.

Criteria for N.305 Practicum Evaluation

Excellent (Superior)

- Demonstrates consistently, excellence in each N.305 practicum expectation.
- Sensitive to and perceptive of *people's diverse experiences and health care issues
- Assumes responsibility for learning and actively seeks constructive feedback and supervision

- Critically analyzes relevant information from a variety of sources when planning and providing care (includes relational dynamics of care practices)
- Demonstrates consistently, in a variety of complex health care situations, caring 'therapeutic' relations.
- Critically analyzes relevant aspects of care, identifies care priorities, and incorporates critical understanding to enhance nursing care/practices
- Professional, ethical and legal accountability for nursing practices, including initiating strategies to further learning.
- Critically evaluates ongoing progress in practicum expectations identifying areas for continued growth/learning.

Good (Clearly Above Average)

- Demonstrates consistently, an above average level of learning and effort in each of the N.305 practicum expectations
- Demonstrates an above average understanding of people's diverse experiences and health care issues, integrating knowledge into quality nursing care
- Competently applies, with occasional guidance, knowledge from a variety of sources to nursing care
- Demonstrates growth in understanding and practicing caring, therapeutic relations in complex health care situations professionally, ethically and legally
- Accountable for competency in nursing practices, including initiating strategies to further own nursing practices.

Satisfactory

- Demonstrates satisfactory learning and growth in each of the practicum expectations
- Articulates a basic understanding of nursing practice and care issues.
- Needs assistance in relating knowledge from a variety of sources to complex practice situations
- Needs assistance in identifying care priorities in complex client situations
- Demonstrates consistent caring rapport with clients
- Critically analyzes at a beginning level, relational dynamics to generate implications for caring 'therapeutic' nursing practices
- Requires frequent supervision and guidance to further understanding and provision of competent nursing care
- Consistently practices in a safe manner
- Requires guidance with critical inquiry related to client care situations and own performance of practicum expectations

Unsatisfactory

A failing grade could be assigned for any of the following:

- Lack of preparation, knowledge and application in nursing practice
 - Unprofessional behavior or lack of accountability for own performance
 - Lack of support or respect for clients or for others in the clinical setting
 - Lack of critical inquiry/reflection on nursing practices and own progress
 - Incomplete performance of practicum expectations
 - Considerable guidance or frequent supervision for safe performance is required
 - Frequent absenteeism that results in unsatisfactorily performance of practicum expectation.
-
- The use of the term ‘people’ signifies any human relation configuration that is the particular focus of nursing care (e.g., individuals, family, group, community, couple, patient, adult).

Note: Behaviors marked with asterisks are considered critical. Students must achieve satisfactory in these critical components in order to achieve a pass.*

The student meets the standards of the nursing profession by:

- 1. Professional responsibility:** The student is accountable for her/his nursing care and is responsible to learn what is required to give safe nursing care.

Behaviors	Evidence
*1. Demonstrates accountability in all clinically related activities: a) Follows dress code regulations b) Adequately prepared to care for patient/family c) All assignments completed on time	

*2.	Evaluates own level of competency relevant to all aspects of professional nursing practice by: a) Seeking advice appropriately b) Recognizing, acknowledging and reporting adverse accidents	
*3.	Seeks new knowledge and skills to enhance her/his nursing practice	
*4.	Is receptive to feedback about performance, including reflecting on and incorporating feedback to enhance learning	

2. Knowledge-Based Practice: The student is responsible for acquiring and integrating knowledge and skills to provide competent, evidenced-based nursing practice. Evidenced-based practice is defined as nursing practice based on data derived from research, and personal and professional experience.

Behaviors		Evidence
*1.	Acquires and analyzes knowledge relevant to patient's health experience from a variety of sources including patient, family, literature and other health care professionals	
2.	Uses a relevant model or framework for systematically and collaboratively assessing a patient's health status and for planning interventions	
*3.	Chooses and applies nursing interventions that are appropriate for promotion of health and healing in the context of the patient	

	situation and mutually determined goals	
*4.	Performs nursing interventions, including psychomotor tasks and provides patient/family teaching in an increasingly skillful manner	
*5.	Practice safely and competently in all nursing situations	
6.	Records pertinent information on relevant documents within a reasonable time frame	
*7.	Critically reflects on and evaluates care, including teaching, based on the patient outcomes and revises the plan of care considering whether other interventions might be more effective and why	

3. Ethical practice: The student is responsible to practice with honesty, integrity and respect.

Behaviors		Evidence
1.	Analyzes her/his own beliefs, attitudes, values and assumptions; considers how she/he could influence interactions and decisions involving others (patients, staff, colleagues and instructor)	

*2.	Demonstrates respect for others by: <ul style="list-style-type: none"> a) Forming therapeutic relationships with patients/families b) Advocating for patient's participation in her/his care 	
-----	--	--

4. Provision of Service to Public: The student is responsible to provide care in collaboration with the patient, significant others and other health care professionals.

Behaviors		Evidence
1.	Collaborates with the patient, instructor and health care team to determine goals, priorities and strategies for nursing care	
*2.	Communicates pertinent information to relevant members of the health care team within a reasonable time frame	
3.	Uses teaching strategies that are appropriate to the patient's culture, language, developmental level and learning style	
*4.	Demonstrates teamwork with others by: <ul style="list-style-type: none"> a) Attitude of cooperation with colleagues/staff/instructor b) Contributes to peer learning through participation in discussion 	

REQUIRED TEXTBOOKS/RESOURCES

The following required textbooks and reading packages are **available for purchase at the University of Calgary Bookstore.**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th Ed.). Washington, DC: American Psychological Association.
For help with understanding APA formatting
<http://www.psywww.com/resource/apacrib.htm>

Course Texts:

Austin, W., & Boyd, M.A. (2006). *Psychiatric nursing for Canadian practice*. Philadelphia: Lippincott.

Recommended Resources:

Varcarolis, E.M. (2004). *Manual of psychiatric nursing care plans: Diagnoses, clinical tools, and psychopharmacology* (2nd ed.). St. Louis, MO: Saunders.