Western
Arthur Labatt Family
School of Nursing

WESTERN UNIVERSITY COMPRESSED TIME FRAME BScN PROGRAM

Simulation: Mental Health

N2660

Winter 2024

Course Coordinator: Barbara Sinclair

N2660s/t Simulation: Mental Health

Calendar Description:
Students will apply their knowledge and skills with clients experiencing mental health challenges. Practice will take place in a simulated environment.

Course Description
This professional practice course consists of an orientation session and five (simulated) professional practice sessions, allowing students to develop understanding of the trajectory of mental health challenges as they work with an assigned client experiencing a mental health illness. *All sessions will be held in person.*

During each session, students will work in groups of four to provide care for a client facing a mental health challenge. Each day, two students in the group will assume the role of the nurse, interviewing the client, while the others will observe and record. Learning activities and client information will be posted so that all students can conduct client research and be prepared to interact in a therapeutic manner. This experience will provide opportunity to gain knowledge and skill in working collaboratively with clients experiencing a mental health concern. Students will have the opportunity to further develop communication and assessment skills that transcend all client care situations.

Course Weight and Delivery
This course is weighted at 0.25 FCE, 2 hours per week for six weeks. It is held in-person.

Course Learning Outcomes
Learners will have the opportunity to:
1. develop skills in mental health assessment, pattern recognition, critical thinking, clinical judgment, and communication;
2. further develop organizational ability and flexibility amid rapidly changing situations;
3. develop an understanding of the ways in which clients and families live with mental health challenges;
4. identify strengths and abilities present in those managing mental health challenges;
5. learn about community resources for those living with mental health challenges.

Major Course Concepts
Advocacy, Caring, Accountability, Client-centered care, Critical inquiry, Clinical judgment, Communication, Context/culture, Determinants of health, Evidence-informed practice, Healing, Health, Health Promotion, Holistic Care, Interprofessional Collaborative Practice, Rehabilitation and Recover, Personal Meaning, Relational Inquiry, Relational Practice, Safety, Strengths-Based Nursing Care, and Time and Transition.

Competencies for entry-level Registered Nurse practice (CNO, 2018) addressed in the course: http://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf
Clinician: 1.2, 1.4-1.8, 1.19, 1.25, 1.26

Professional: 2.2, 2.4, 2.5
Communicator: 3.5, 3.7
Leader: 6.6
Advocate; 7.7
Scholar: 9.2, 9.3

Inter-professional Competencies (CIHC, 2010) addressed in the course:
https://drive.google.com/file/d/1Des_mznc7Rr8stsEhHxl8XMjgiYWzRIn/view
Patient/client/family/community-centered care
Team functioning
Inter-professional communication

Nursing Informatics Competencies (CASN, 2012) addressed in the course:

- Uses relevant information and knowledge to support the delivery of evidence-informed patient care.

The Safety Competencies (CPSI, 2020) addressed in the course:
Domain 1: Patient Safety Culture
Domain 2: Teamwork
Domain 3: Communication

How this course will contribute to your development as a professional nurse
Based on knowledge and skill in health assessment developed in Level 1, students will have opportunity to perform assessments to identify issues or concerns for clients experiencing a mental health challenge. Students will also have opportunity to learn how to communicate effectively with another member of the healthcare team. Exploration of community resources and supports for those living with mental health challenges will also be provided, with consideration of the role of the nurse in advocating for services and supports. Students will continue to develop knowledge and skill in the provision of strengths-based, evidence-informed client-centered care, with a focus on mental health.

Process
Students will work in small groups to learn how to interview and provide care for a client with a mental health challenge. Students will alternate, with one pair acting as the nurse each week. During the weeks that students are observing rather than interviewing, they are expected to be active in documenting their observations. Students who are observing will lead the debriefing sessions, providing feedback to their peers about the nurse-client interaction. Observers are expected to provide feedback to their peers in a professional manner in order to support learning.

Absences
All students are expected to demonstrate professional responsibility and competency through regular attendance at, and participation in, all scheduled learning activities. Students' clinical progress will be determined by their performance during their time spent in professional practice and completion of specific written assignments. Attendance at all clinical learning experiences is mandatory. Students are responsible for monitoring their own health and protecting others from

communicable illness by staying home when ill. There are no opportunities to make up missed simulated learning experiences.

If absent, the student must, prior to the beginning of the lab/simulation:
- notify the instructor via email
- complete and submit the Absence from Clinical Learning form found at https://uwoca.sharepoint.com/sites/NursingUndergraduateInformation before the shift/session starts

A student may not miss more than 10% of the required hours in simulated learning experience. If a student misses more than this, the circumstances will be reviewed by the Progression and Remediation Committee. This review will consider the student's completed hours and competency evaluation. As a result of this review, any amount of missed simulation experience, regardless of the reason, may result in a course failure. Documentation may be required.

Students are expected to wear a uniform for all professional practice sessions, with a name tag. In all cases, it is expected that students will be neat and clean in appearance. No food or beverages are allowed in the Simulation Suite or the debriefing rooms.

Required Resources and Texts
There are no required textbooks for this course. Students should be familiar with the material found in the N2260 syllabus, posted on the N2660 site in OWL. It is recommended that students have access to the following:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Methods of Evaluation
The grade for professional practice courses is "P" (pass or satisfactory) or "F" (fail or unsatisfactory). Progress is assessed on the basis of students' critical reflection on their own practice, participation in all learning experiences, and completed learning activities. Dialogue between students and clinical instructor is ongoing and requires honest, open and clear communication. Care must be provided in a safe manner, according to the standards set out by the College of Nurses. *All assignments must be completed as outlined and submitted by the due dates. Extensions will not be granted except in unusual circumstances.* Any request for an extension must be submitted in writing to the instructor at least 24 hours prior to the due date.

To receive a satisfactory grade in the professional practice course, a minimum average of 80% must be achieved on the "Supporting Clients in the Community" assignment. A minimum of 70% is required on the SBAR assignment.

Additionally, the Reflective Assignment will be completed and must show evidence of critical thinking and ability to analyze practice beyond a superficial level and meet the criteria outlined in the instructions for the assignment posted on the N2660 site.

Both a mental status assessment form and a suicide risk assessment form must be submitted to the instructor as outlined in the learning activity for shifts 1 and 2.

In the event of difficulty, the student and clinical instructor will work together to formulate a Collaborative Success Plan (CSP) to assist the student to develop the necessary competencies for this course. All conditions of the CSP must be met by the end of the course in order to achieve a satisfactory grade. A summary of the assignments for this course is provided on page 7.

Reflective Assignment

Following the first interview experience, students who conducted the interview will submit a *Reflective Assignment* reflecting on their communication skills. This assignment is due by **1200 Friday or Monday** following your shift. For example, if your shift is on a Tuesday, your RPR is due on a Friday. Please review the "Reflective Assignment student information" document posted under the "General Information" icon on the N2660 site.

The Reflective Assignment is to be submitted using the Assignment drop box on the N2660 site. Students who do not follow the outline or demonstrate ability to critically analyze the experience may be asked to submit another written reflection to support their learning.

SBAR Report

Working individually, students will submit an audio SBAR report. This assignment will assist students to learn how to formulate an organized report, containing relevant data, to other members of the health care team. It is to be submitted by **1200 hours Friday or Monday following your second shift (simulation 2).** This is to be submitted electronically using the Assignment drop box on the N2660 site. Please see the information regarding SBAR posted under "Shift 2" on the N2660 site. A minimum grade of 7/10 must be achieved in order to receive a satisfactory grade in the course.

Supporting Clients in the Community Assignment

Working in your group, students will also complete the *Supporting Clients in the Community* assignment. This assignment will help students to utilize knowledge of community resources gained in their community health courses to assist clients living with a mental health challenge. This assignment will be submitted electronically by all groups **by 1200 on February 5** (rotation 1) or **March 25** (rotation 2)**.** This assignment will be submitted using the Assignment drop box on the N2660 site. Please review the "*Guidelines for Supporting Clients in the Community Assignment*" document posted under the "General Information" icon on the N2660 site. A minimum average of 80% must be attained to achieve a satisfactory grade in the course.

SUMMARY OF ASSIGNMENTS

ASSIGNMENT	Description	DUE DATE
• Reflective Assignment	Individual electronic submission of reflection on learning after taking on the role of the interviewer for the first time	Due by 1200 on the Friday or Monday following your first shift in which you took on the role of the nurse
Shift 1 • Mental Health Assessment Form	Completion of Mental Health Assessment Form, individual submission	Due by 1200 on Friday (Tuesday groups) or Monday (Friday groups) following the first simulation.
Shift 2 • Suicide Risk Assessment Form • Report Using SBAR	Completion of Suicide Risk Assessment Form, individual submission Individual electronic submission of report to physician using SBAR **Must in in audio format**	Due upon completion of your second simulation. To be handed in prior to leaving your simulation. Due by 1200 on Friday or Monday following the *second* simulated practice shift.
Shift 4 • Supporting Clients in the Community Assignment	Group electronic submission	Due by 1200 hours on February 5 (rotation 1) or March 25 (rotation 2)

Plagiarism

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. This applies to self-plagiarism, where a student submits part/all of an assignment from another course. Plagiarism is a major academic offence ((see Scholastic Offence Policy: https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedC alendar=Live&ArchiveID=#SubHeading_189)

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may **not** submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course

or program of study in the University or elsewhere. This is considered a form of self-plagiarism, which may result in an unsatisfactory grade in the course.

Scholarly Requirements

In this program, scholarly writing is a requirement. Therefore, all scholarly work will follow the seventh edition of the Publication manual of the American Psychological Association (2020), which includes guidelines for both content and format. In addition, all other writing will follow APA (7 th ed.) format when citing or referring to an author's work or ideas. Failure to do so is unethical and is plagiarism. This may result in an unsatisfactory grade in the course.

Electronic devices

Cell phones and other electronic devices are **not** permitted during your simulated sessions. This includes briefing and debriefing.

Please note: Students who post information on social media related to their clients and/or simulated experiences will be reported to the Associate Dean as this demonstrates a breach of client privacy and confidentiality and violates the Student Code of Conduct. Such behavior may compromise a student's standing in the program.

Student Safety

Please refer to the Undergraduate Programs manual for the section on Student Safety Concerns: Guidelines for Responding in the Practice Setting Environment and the Student Safety Flow Chart found on OWL in the Undergraduate Student Information site.

Mental Health

Students who are in emotional/mental distress should refer to MentalHealth@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.