



N2600A/B: Mental Health Care

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N2600B: Mental Health Care

Course Description

This course is an introduction to mental health care emphasizing awareness, prevalence and stigma associated with mental health and mental illness across the lifespan from a strengths-based perspective.

Expanded Description

The process of promoting the health of individuals with mental health challenges and disorders is an integral component of professional nursing practice. This course provides a philosophical and theoretical foundation for understanding mental health-illness, as well as the nursing interventions used to support optimal mental health. This course facilitates your critical thinking and reflective practice skills through course readings, lectures, and class discussions.

Course Weight & Delivery: 0.5FCE, LEC, 3 hours

Course Goals

1. Analyze health promotion concepts as they apply to clients living with mental illness
2. Critically analyze concepts and theories from nursing and other disciplines and their contributions to the understanding of mental health care over time.
3. Reflect on personal experiences of mental health/mental health care and their influence on worldview, values, beliefs, biases, and health care practices.
4. Reflect on stigma related to mental health disorders
5. Apply empirical, ethical, and experiential knowledge about mental health and illness to nursing practice.
6. Consider the roles, standards of practice, and responsibilities of nursing related to health promotion, health protection, and disease prevention with clients experiencing mental health -illness.
7. Explore social and ethical implications of health care policies on mental health care and recovery in Canada.

Competencies for entry-level Registered Nurse practice (CNO, 2019) addressed in the course:

1. Clinician: 1.7, 1.8, 1.16, 1.18, 1.19, 1.20, 1.24, 1.26
2. Professional: 2.5, 2.6
3. Communicator: 3.5
4. Coordinator: 5.6
5. Advocate: 7.1, 7.4, 7.6, 7.7, 7.14
6. Scholar: 9.1

Interprofessional Competencies (CIHC, 2010) addressed in the course:

Arthur Labatt Family School of Nursing, N2600b Mental Health Care

- Team functioning
- Interprofessional communication
- Patient/client/family/community-centered care

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

- Uses relevant information and knowledge to support the delivery of evidence-informed patient care: indicators 1, 6, 7
- Uses ICTs in accordance with professional and regulatory standards and workplace policies: indicator 1
- Uses ICTs in the delivery of patient/client care: indicators 4

Nursing Safety Competencies (CPSI, 2020):

- Domain 1: contribute to a culture of patient safety
- Domain 3: communicate effectively for patient safety
- Domain 5: optimize human and environmental factors

Entry-To-Practice Mental Health and Addiction Competencies (CASN, 2015):

- Domain 1: Professional Responsibility and Accountability
 - Competency 1 Indicators: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
- Domain 2: Knowledge-Based Practice
 - Competency 2 Indicators: 2.1, 2.2, 2.3, 2.5, 2.6, 2.8, 2.9, 2.10, 2.11, 2.12
 - Competency 3 Indicators: 3.1, 3.2, 3.3, 3.4, 3.5, 3.7
- Domain 3: Ethical Practice
 - Competency 4 Indicators: 4.1, 4.2
 - Competency 5 Indicators: 5.1, 5.2
 - Competency 6 Indicators: 6.1, 6.2, 6.5

Process

In this course, learning and teaching are considered shared responsibilities. The instructor's role is to guide, facilitate and support student learning; the student's responsibility is to use the resources available to inform active engagement in reflective, critical thought. The course is designed to foster discussion, debate, and critical examination of concepts relevant to the promotion of mental health with clients living with mental health challenges and serious mental illness. The learning activities help students to develop insights, see patterns, and critically reflect on real life actions and experiences; in so doing, personal meaning is revealed as students learn about the nurse's role in working with mental health populations.

Students' commitment to all learning activities is critical to individual and group learning and promotes successful engagement with clients in the N2660 simulation course.

Required Resources and Texts

1. N2600b Course Syllabus
2. **The course textbook costs \$187.65** and can be found at Western's Bookstore

Austin, W., Kunyk, D., Peternelj-Taylor, C.A., & Boyd, M.A. (2023). *Psychiatric and mental health nursing for Canadian practice* (5th ed.). Philadelphia, PA: Wolters Kluwer.

The e-book (permanent access) costs \$192.00

These custom links take you directly to the course materials. Ensure you access the materials according to which section of the course you are in:

SEC 001: https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2024B&courses%5B0%5D=001_UW/NUR2600B

SEC 002: https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2024B&courses%5B0%5D=002_UW/NUR2600B

**Earlier editions may contain different content; use at your own risk*

Feel free to use a second-hand copy of the 5th edition. All page numbers for readings will follow the 5th edition of the text.

3. American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). [Hard copy] **Approximate cost \$50**

Alternatively, a PDF of the manual is posted to the Brightspace course site.

**Online APA Style Guide website: <https://apastyle.apa.org/> is acceptable for reference*

No other online resource for APA style is acceptable, and any inclusion of APA style in a student submission that conflicts with the APA manual will be considered incorrect,

Methods of Evaluation

Method	Weight	Due Date
1. Group in-class presentation <i>*groups of 6</i>	<i>See below</i>	
2. Online Debate <i>*individual</i>	<i>See below</i>	
3. Article Discussion <i>*individual</i>	<i>See below</i>	
5. Midterm	<i>See below</i>	

6. Peer Evaluations x 2 <i>*individual, in-class</i>	15% total	
7. Final Exam	40%	Set by Registrar Cumulative
<p><i>The midterm and the assignment together comprise 45% of the course grade. This is divided into two weights: 15% and 30%.</i></p> <p><i>The evaluation with the higher grade (midterm or assignment) will be weighted at 30% and the other evaluation will be weighted at 15%. The final exam weighting is fixed at 40% for all students.</i></p> <p><i>*Students will have the opportunity to provide some input on assignment preference (group presentation versus individual debate/discussion). Every effort will be made to align students with their preferences but accommodating all students' preferences is not possible. Students must be prepared to complete <u>any</u> of the assignments listed if their preferences cannot be accommodated.</i></p> <p>NOTE: students must achieve a <u>cumulative average of 65%</u> on the midterm & final exams to pass the course.</p>		

1. Group Presentation
(Relates to LO 1, 2, 4-7)
Due:

The purpose of this assignment is for students to prepare a lesson/teach a course topic/concept in-person to the class, 'flipped classroom' style.

Full Description

Students work in groups of 6 to prepare a group charter, learning activity, reference list, title page, and an in-person ~25-30 minute presentation to be shared with the class on the day specified in the class schedule (topics highlighted in yellow). Presentations must meet the requirements as outlined in the detailed marking rubric posted to the Brightspace site.

All presentation materials must be submitted to the instructor by **0830 hrs on the Monday of the group's presentation week**. The instructor will post relevant materials for student preparation.

NOTE: It is not required that all students speak during the presentation, but all members of the group must be in class on presentation day. **If a group member(s) are not present on presentation day, they will need to seek out academic consideration, if appropriate, to receive full credit for their work. Students who did not seek/were denied academic consideration for their absence will receive an individual grade deduction of 10%.*

2. Online Debate

(Relates to LO 1, 2, 4-7)

Due:

The purpose of the debate assignment is for individual students to orient themselves to a mental health topic and explore the literature to find appropriate/relevant resources to support their ideas, perspectives, reflections, and contributions.

Full Description

Students will be randomly assigned the pro or con position by the course professor for a predetermined debate topic taking place in the virtual discussion forum on the course site during weeks 4-6. Formulating arguments from either perspective may or may not align with students' personal beliefs and will therefore provide an opportunity to set aside assumptions and biases to present thoughtful, cogent arguments consistent with the assigned position. A detailed marking rubric is available on the Brightspace course site.

3. Online Article Discussion

(Relates to LO 1. 2. 4. 5. 6. 7)

Due:

The purpose of the article discussion is for students to engage with a topical piece of writing to critically appraise the meaning, value, and relevance of the content as it relates to mental health care and mental health nursing.

Full Description

Students read a preselected article related to mental health and engage with the literature and each other to explore their own perspectives and professor-suggested themes. The article discussion is an opportunity for students to engage in critical thought/reflection with one another and associate course concepts with the larger issues in the healthcare system, practice and society.

4. Peer Evaluation

(relates to LO 1, 5, 6)

Due: 24 hours following in-class presentation evaluation

Students must be in-class to evaluate the presentations to receive 15%. Evaluation based only on posted presentation material is insufficient for this assignment. A record will be available for students to sign, in-class, on the day they will be evaluating a presentation. Peer evaluation documents are submitted electronically to the course site within 24 hours of the presentation they evaluated.

The purpose of this assignment is for students to learn from their peers, consider the information with a critical lens, evaluate the efficacy of their peers' approach to teaching and learning, and reflect on the new learning as a nursing student.

Full Description

All students will submit 2 peer evaluations of 2 different group presentations of their choice. Group presentation weeks are outlined on the syllabus/class schedule to provide students with a timeline of topics from which to choose based on their interest/schedule/priorities. Students may

choose any two group presentations to evaluate, and each must be submitted to the course site within 24 hours of the in-class presentation. A peer-evaluation rubric is provided, and grades are based on the student evaluator's ability to appraise the presentation and complete the rubric thoughtfully and professionally. *Due to the flexibility offered by this assignment, no requests for academic consideration due to failure to submit the assignment will be considered.*

Midterm Examination

(relates to LO 4-7)

Due:

The purpose of this assignment is for students to demonstrate competence with mental health care concepts.

Full Description

The midterm exam is multiple choice and covers content from weeks 1-6 including student presentations and SDL packages.

5. Final Examination

(Relates to LO 4-7)

Due:

The purpose of this assignment is for students to demonstrate competence with mental health course concepts.

Full Description

The exam is cumulative. Exam is multiple choice, all topics from all weeks including student presentations and SDL packages. If you have been asked to read it, watch it, review it, etc. then it is testable material.

N2600B: Class Schedule (both sections)
Winter 2025

Group presentation topics/dates highlighted in yellow

Week	Date	Professor-Led Topics	Presentation Topics/Reminders
1		Assessment & Intervention	
2		Mood Disorders MDD, Bipolar	
3		Understanding suicide	
4		Anxiety/Stressor & Trauma related disorders I PTSD, SAD	Debate opens
5		Anxiety/Stressor & Trauma related disorders II Phobia, CBT	<ul style="list-style-type: none"> OCD GAD
6		Psychotic disorders- Dissociative identity disorder (DID)	Debate closes <ul style="list-style-type: none"> Schizophrenia
7		READING WEEK	
8		Addiction/Substance Use Disorder (SUD)	<ul style="list-style-type: none"> Harm-reduction
9		Personality/Conduct Disorder I Clusters A, B, C	Article Discussion opens Borderline personality disorder (BPD) <ul style="list-style-type: none"> ODD
10		MIDTERM	<ul style="list-style-type: none"> Weeks 1-8 (in-class)
11		Personality/Conduct Disorder II	Article Discussion closes <ul style="list-style-type: none"> Eating Disorders Hoarding Disorder
12		Neuro-developmental disorders – ASD	<ul style="list-style-type: none"> ADHD Tourette's disorder
13		Neurocognitive disorders -	<ul style="list-style-type: none"> Delirium Older adult depression
		Final Exam	<ul style="list-style-type: none"> Cumulative 40%
<p>Students must achieve a cumulative average of 65% on the midterm and final exams to pass the course.</p>			

Undergraduate Program Site

All students are required to visit the Undergraduate Program Site and be familiar with its contents. The Undergraduate Program Manual and full list of School of Nursing Policies can be accessed:

Requires login with UWO username and password:

<https://uwoca.sharepoint.com/sites/NursingUndergraduateInformation?e=1%3A9bcb11eb675d42f1867e859267a302ae&CT=1690304572539&OR=OWA-NT&CID=d6022dc4-883c-f129-18eb-4f2f5576da36>

Attendance

Students are expected to demonstrate professional responsibility through regular attendance at, and participation in, all course learning activities. Much of the learning that takes place is a result of preparation and engagement with the material, as well as active dialogue with colleagues and faculty. Students are expected to organize their schedules such that weekly preparation for class is completed, and classes are attended, with consistency.

Correspondence Statement

The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

Scholarly Requirements

All scholarly writing will follow the 7th 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 (7th ed.) format when citing or referring to an author's work or ideas. Failure to do so is unethical and is plagiarism.

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to your expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging and appropriately citing the author to whom the work belongs. You are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. You are plagiarizing if you present your own work, otherwise used for other course(s)/purposes, as original material in current course work. At the discretion of the course instructor, you may be

asked to submit your work to a program called **Turnitin.com** to verify originality. For further information, please see the BScN Program Manual for the academic policy on plagiarism.

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.

Artificial Intelligence (AI)

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, with students expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments and/or lab reports should reflect the student's own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

Use of Electronic Devices

During Exams

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will receive an automatic grade of zero on the test or exam.**

During Lectures and Tutorials

Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic advisors in the School of Nursing. Additional information is provided in the Western Multicultural Calendar.

Academic Consideration

Most forms of academic consideration require documentation, and this documentation is to be submitted to the academic advisor as close to the date of consideration as possible. Academic considerations shall be granted only where the documentation indicates that the onset, duration, and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities.

Under no circumstances are students to submit documentation or rationale for an absence to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

(Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Electronic devices

Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself. In professional practice placement settings, please abide by the policies set by the agency about use of social media, internet, and handheld devices. Additionally, technology use in the presence of clients or agency staff may require explanation as to its use as part of professional practice (e.g., a drug guide on a smart phone).

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.

Review of Graded Assignments

After a graded assignment is returned, a student’s first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot understand the meaning or intent behind the feedback received, they may submit a written request to the original marker for an informal consultation to review the assignment grade. The request must include documentation of grounds, based on the marker’s feedback, to support the assignment review. An assignment will not be reviewed simply because a student is unhappy with the grade received, or they believe the mark does not reflect the effort they put into completing the assignment.

Students who need assistance with their writing skills should contact on-campus resources for support. <http://writing.uwo.ca/>

If, after the assignment review, a student still believes they have grounds with supporting documentation their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals. <https://www.uwo.ca/ombuds/>

