

## NUR 214 Mental Health Nursing

Course: Mental Health Nursing

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Office Hours: Office hours posted outside office door each semester and by appointment with individuals.

**PREREQUISITES:** BIO 211, NUR 220, NUR 163

**DESCRIPTION:**

This course facilitates the utilization of the nursing process to assist in meeting the needs of patients with common mental health problems. Focus is on the dynamics of human behavior ranging from normal to extreme. NUR 214 focuses on the dynamics of human behavior during mental illness and the use of culturally sensitive communication and caring interventions in nurse patient interactions. Collaboration with the patient, significant support persons and interdisciplinary mental health team will be utilized to establish patient goals and to foster adaptive (coping) responses. The student will implement the process of teaching/learning to assist selected patients to manage their illness and maintain wellness. Critical thinking skills will be utilized by the student and in collaboration with interdisciplinary mental health team to manage the patient's external environment of the clinical setting and provide opportunities for patient personal growth. Professional behaviors will be demonstrated during clinical experiences in outpatient clinics, partial hospital programs, and rehabilitative independent living skills programs.

**TEXTBOOK(S) OR ALTERNATIVE:**

Required:

Hogan, Mary Ann, Nutrition & Diet Therapy, 2007, 2<sup>nd</sup> edition. NJ: Prentice Hall. ISBN 13: 978-0-13-243712-7

Keltner, Norman L., Schwecke, Lee Hilyard, Bostrom, Carol E. Psychiatric Nursing, 2007, 5<sup>th</sup> edition. Mosby Elsevier. ISBN 13: 978-0-323-03906-2

Laws Governing Nursing in South Carolina: State Board of Nursing for SC (Website: [llr.state.sc.us/pol](http://llr.state.sc.us/pol))

McDonald, Susan F., Virtual Clinical Excursions-Psychiatric for Keltner, Bostrom and Schwecke: Psychiatric Nursing, 5<sup>th</sup> edition, 2007. Mosby Elsevier. ISBN 13: 978-0-323-04102-7

Silvestri, Linda A., Saunders Comprehensive Review for the NCLEX-RN Examination, 2008, 4<sup>th</sup> edition. Elsevier Saunders. ISBN 13: 978-1-4160-3708-8

Recommended:

APA Manual for formatting papers

Handbook of Lab and Diagnostic Tests - within 5 years

Ignatavicius, Donna D., Workman, M. Linda, Medical-Surgical Nursing: Critical Thinking for Collaborative Care, 2006, 5<sup>th</sup> edition. MO: Elsevier. ISBN 13: 978-0-7216-0446-6

Morrison, J., DSM-IV Made Easy: The clinicians guide to Diagnosis, 1995. The Guilford Press. ISBN 0-89862-568-8

Mosby Nursing and Medical Dictionary and Encyclopedia - within 5 years old

Nursing Care Plan Book

Nursing Drug Handbook - within 5 years old

The Pill Book - 2009 edition - if Nursing Drug Handbook is over 2 years old.

**MATERIALS (specifying those to be purchased by student):**

The following equipment is required for lab/clinical rotation: Black BallPoint Pen (no gel pens, Scissors, Pen Light, Stethoscope, Small Notebook, Watch with second hand, and Drug Handbook. Clinical rotations will require appropriate nursing uniforms supplies designated by instructor. Instructor will inform student of other materials needed prior to lab/clinical rotation.

**COLLATERAL READING:**

**CLASS MANAGEMENT ACTIVITIES (Attendance, tardies, testing, etc.):**

Academic Dishonesty:

NETC honors the state SCTCS Student Code with regard to Academic Dishonesty. Students should read page 46 of the NETC College Catalog. A copy of the Student Code is available at [www.netc.edu](http://www.netc.edu).

Electronic Devices

All electronic devices (cell phones, pagers, etc.) must be turned off during class/clinical time. These devices are not part of the instructional environment and may be confiscated by the instructor if utilized during these times. If you are a member of emergency preparedness, you must have authorization from the Vice-President of Student Services to keep your device on during these times.

Identification Badges

The College requires that students wear their Northeastern Technical College Identification Badge at all times while on campus and within the clinical setting areas. Failure to wear ID badge will result in the student not being allowed to enter in to the classroom or clinical

setting.

Testing/Final Exams:

There will be no retests. Makeup tests will be allowed only for valid excuses for missing the examination and prior contact is made. A grade of "F" will be recorded for any tests missed. If a problem should arise, a test may be taken early at a time established by the Instructor. To be eligible to makeup a test, the student must contact the instructor prior to the class time of the day the test is issued. The student may leave a phone message or email explaining their situation and the timestamp on message must meet the deadline stated in the previous sentence. The instructor will return the call or respond to the email indicating if the excuse is acceptable and the day and time the test can be taken. If you are allowed to make up the test, you are expected to make up the missed test on your first day back to school (clinical or lecture)- NO EXCEPTIONS. Failure to do so will result in a grade of zero (0) for that test. The test will be left in the Success Center. You will need your student ID card in order to take the test. The instructor reserves the right to administer a full discussion test or a test other than the original test.

Tests will be returned as soon as possible. Tests will not be returned until all students have taken the test. Tests are not taken from the classroom and must be returned to the instructor after review.

Final exams will only be administered on the designated date and during the designated time for that particular class.

Statement on Written Assignments:

The instructor reserves the right to refuse any paper, which is messy or unreadable, or copied (ie. work by other people). Incorrect grammar and spelling errors will be noted. Papers will be graded on the basis of content, organization, grammar, and neatness. APA format will be required for any papers written for this class. No handwritten papers will be accepted except for care plans and mental status exams unless otherwise specified by instructor.

Attendance and Tardy Policy:

- a. CLASSROOM - The student is responsible for material covered in any class or lab. A student may miss a maximum of 10% of scheduled class hours and still receive credit. It is strongly advised that students attend all classes. Three tardies will equal one absence. A student will be considered tardy if he/she comes into the classroom after the roll has been called.
- b. CLINICAL - Students are required to attend 100% of the stated clinical hours in each Nursing course. If the student misses **10% or less** of clinical hours due to illness, death of a family member or unpreventable circumstance, the student **will make up the hours** according to the guidelines stipulated by the Nursing Department.

Make-up of the clinical time must be completed before the end of the term. If additional absences occur (beyond 10%), the student will be subject to clinical failure, which will result in the student receiving an "F" for the course due to excessive absences in clinical. A student will be considered tardy if he/she arrives after the official clinical starting time and will not be allowed to enter into the clinical area, resulting in a clinical absence. In the event of a clinical absence, the student must notify the appropriate clinical facility **ONE HOUR** before the designated start time of that clinical rotation. When you call you must get the staff members name that you spoke with in order for your instructor to verify your call.

**Failure to notify facility prior to clinical absence will be considered unethical performance and can result in clinical failure.**

Confidentiality must be strictly enforced during this clinical rotation. Cases may only be discussed during rotation at the clinical site or in class room setting. No cases or reference to any patients should be discussed with family or friends. Please let your instructor know if you are related to any case you are assigned. Your instructor may opt to assign you to another case. Failure to follow confidentiality could result in failure of clinical assignment for this course.

**Classroom Etiquette:**

An integral part of an education is developing a sense of integrity and responsibility, not only toward instructors, but also toward other students. In the classroom, as on the job or in your home, exhibiting appropriate behavior reflects on your maturity. Arriving late to class, being unprepared, inappropriate talking while class is in session, etc. negatively reflects on you and your fellow students. Please be considerate.

**RESOURCES (A-V, persons, tools/equipment):**

Lecture, audio-visual aids, class discussion, group discussion, group and/or individual project(s), pencil and paper tests, written assignments, role-play, reference readings, Web CT and/or other computer-assisted instructions.

**COURSE TOPICAL OUTLINE (List topics and sub-topics of course)**

**TENTATIVE SCHEDULE**

Appendix

- a. Diagnostic Criteria for Mental Disorders Text Revision (DSM-IV-TR)

Introduction to Psychiatric nursing

- a. Introduction to Psychiatric Nursing
- b. Psychotherapeutic management in the continuum of care
- c. Continuum of care
- d. Models for working with psychiatric patients

Course Syllabus

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- e. Legal issues
- f. Psychobiological bases of behavior

Virtual Clinical Excursion: Lesson 1

Therapeutic Nurse-Patient Relationship

- a. Nurse-Patient communication
- b. Nurse-Patient relationship
- c. Stress, anxiety, coping and crisis
- d. Working with the aggressive patient
- e. Working with groups of patients
- f. Working with the family
- g. Cultural competence in Psychiatric Nursing
- h. Spirituality

Virtual Clinical Excursion: Lesson 4

Psychopharmacology

- a. Introduction to Psychotropic drugs
- b. Antiparkinsonian drugs
- c. Antipsychotic drugs
- d. Antidepressant drugs
- e. Antimanic drugs
- f. Antianxiety drugs
- g. Antidementia drugs

Milieu Management

- a. Introduction to Milieu management
- b. Variables affecting the therapeutic environment
- c. Therapeutic environment in various treatment settings
- a. Special environments: Forensic Psychiatric treatment settings

Psychopathology

- a. Introduction to Psychopathology
- b. Schizophrenia and other psychoses
- c. Depression
- d. Bipolar disorder
- e. Anxiety-Related, Somatoform and Dissociative disorders

Virtual Clinical Excursions: Lessons 6 & 7

- f. Cognitive disorders
- g. Personality disorders
- h. Sexual disorders
- i. Substance-related disorders

Hogan: *Nutrition & Diet Therapy*. Implications of alcohol on nutrient metabolism, pp. 98-99. Nutritional concerns for clients with drug and alcohol dependencies, pp. 297.

- j. Dual Diagnosis
- k. Eating disorders

Hogan: *Nutrition & Diet Therapy*. The client with an eating disorder, pp 157-161. Weight control issues, pp. 271-279.

Virtual Clinical Excursions: Lessons 9 & 10

Special Populations and Therapies in Psychiatric Nursing

- a. Behavior therapies
- b. Somatic therapies
- c. Alternative and complementary therapies

Hogan: *Nutrition & Diet Therapy*. Herbal therapies & nutritional supplements, pp. 266-271.

- d. Survivors of violence and trauma

- e. Child and Adolescent Psychiatric Nursing
- f. Mental disorders in older adults

Virtual Clinical Excursions: Lessons 13 & 14

**The above outline is a tentative outline and the instructor reserves the right to add to or delete as needed.**

**LEARNING OUTCOMES:**

Student will be able to:

1. Utilize effective decision making skills to organize nursing care, to prioritize nursing care, and to manage the care of patients with complex health problems.
2. Identify and teach safety needs to patients and support persons that may impact the patient's health, maintenance and wellness.
3. Identify, respect and adapt care based on the patient's philosophy, lifestyle, culture, and spiritual beliefs.
4. Demonstrate safe and effective care to assigned patient(s) with complex health problems within a variety of settings as described in clinical evaluation tool or nursing skills check sheet.
5. Utilize therapeutic and effective communication skills when interacting with patients, significant support persons, and members of the health care team.
6. Perform within the roles and behaviors of the student nurse in a variety of clinical settings within the legal/ethical framework of nursing.
7. Utilize the nursing process to provide individuals and groups with information and/or resources needed to learn and utilize to promote wellness and/or optimal health.
8. State accountability for nursing care given by self and/or nursing care delegated to others.

**COLLEGE WIDE COMPETENCIES:**

Identify and use sources of information by utilizing information processing skills compatible with job demands in a computer-literate society.

Solve problems incorporating effective decision-making, reasoning and creativity.

Apply mathematical/computational skills to solve problems.

Practice interpersonal skills and teamwork in their lives and chosen careers.

Perform professional/technical skills which are appropriate and ethical for their chosen disciplines.

**INSTRUCTIONAL METHODS TO COMPLETE OUTCOMES:** Lecture, audio-visual aids, class discussion, group discussion, group and/or individual project(s), pencil and paper tests, written assignments, role-play, reference readings, computer-assisted software.

**ASSESSMENT TOOLS:** May include:

1. Clinical evaluation tool
2. Objective tests
3. Patient care plan
4. Skills check sheet
5. Projects

**EVALUATIVE METHODS TO APPRAISE OUTCOMES:**

Course grades will be derived from theory and practice (lab and clinical rotations). A grade below 75 in theory or an unsatisfactory lab or clinical evaluation constitutes failure of the course regardless of either scoring individually. A student is permitted to repeat a NUR course ONE time only. The student who repeats a NUR course and does not achieve a grade of 75 or better is ineligible to continue enrollment in the Associate Degree Nursing Program. While waiting to repeat a NUR course, a student will not be able to take a NUR that has a prerequisite of the NUR course which was not successfully completed.

**CLINICAL EVALUATION:**

1. Patient Care Areas: The student is allowed a maximum of two (2) unsatisfactory markings on the NUR 214 Clinical Performance Evaluation. If a student receives three (3) or more unsatisfactory markings on the Clinical Performance Evaluation sheet, he/she will receive an unsatisfactory evaluation for the total NUR 214 clinical rotation and will result in failure to meet minimal requirements for the class. If a student jeopardizes patient safety or engages in unethical or illegal behavior, this will result in a clinical course grade of failure.

**TEST GRADE COMPUTATION**

UNIT TESTS	70%
Quizzes, Projects	10%
FINAL EXAM (cumulative)	20%
TOTAL	100%

**\*\* If no quizzes or projects are given, the tests will be worth 80%.**

**GRADING SCALE:**

A	93-100
B	86-92
C	75-85
D	70-74
F	69 & below

**GUIDELINES FOR NUR 214 STUDENTS:**

1. All written work must have your name on it.
2. One half (1/2) point will be taken off for each misspelled word. This applies if the same word is misspelled more than once.

3. Students are expected to be fully prepared for each class or clinical rotation
4. Assignments are to be turned in at the assigned time. If you are unable to turn in the assignment, make arrangements to have the assignment turned in for you.
5. Students are to arrive at the clinical facility on time, in full uniform. The uniform is to be clean and ironed, along with clean shoes. Uniforms are to be worn in the clinical setting only or when instructed by the nursing faculty. (See Associate Degree Nursing Program Handbook pg. 24-26 for clinical student uniform/dress code).
6. There is to be no drinking or eating in the classroom, simulated lab, or computer area.
7. Students are required to perform designated portions of the Virtual Clinical Excursions Interactive Software identified on the NUR 214 Grade Sheet. Designated Lessons are to be presented to the instructor on day of testing for the corresponding unit test.
8. Students are required to perform designated exam of Saunders Comprehensive Review for NCLEX-RN Companion CD-ROM with a minimum scoring of 90%. Exam Date for NCLEX-RN of Saunders Comprehensive Review will be designated by the instructor. Exam is to be presented to the instructor on day of testing for the Mental Health unit test.
9. Students who do not make a minimum of 75 on theory tests are required to perform the remedial training portion of the Assessment Technologies Institute (ATI) Educational Testing on subjects covered on that theory test. Documentation of completion of the remedial portion has to be provided to the instructor prior to the next theory test. Students who do not provide the remedial training portion prior to next scheduled theory test will not be allowed to take the scheduled test.
10. Students with disabilities are encouraged to contact the Vice-President for Student services to discuss needs or concerns as they pursue an academic program and participate in campus life. The Vice-President for Student Services will provide guidance regarding official documentation of disabilities and/or accommodation of needs. (See Catalog, pg. 23)

