



VNSG 1238- Mental Health Nursing

Course Syllabus: Summer 2017

"Northeast Texas Community College exists to provide responsible, exemplary learning opportunities."

Jami Baker MSN, RN-BC

Office: UHS Nursing Faculty Office #203

Phone: 903-434-8361(office) 903-575-0065(cell)

Email: jbaker@ntcc.edu

Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	By appt; Online anytime	By appt; Online anytime	10am-1pm; Online anytime	By appt; Online anytime	EMAIL/Bb; Online	EMAIL/Bb

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Catalog Course Description (include prerequisites): VNSG 1238- Mental Illness

Two hours credit. Study of human behavior with emphasis on emotional and mental abnormalities and modes of treatment incorporating the problem-solving process and the roles of the vocational nurse.

MANDATORY CO-REQUISITE: VNSG 2160-Clinical

PREREQUISITE: Successful completion of the 2nd semester of the Vocational Nursing Program.

Required Textbook(s): Videbeck, S.L. (2017). *Psychiatric Mental Health Nursing* (7th edition). Lippincott, Williams & Wilkins with PrepU online adaptive learning component.

DEC Statement:

The Texas State Board of Nurses (BON) provides differentiated essential competencies (DECs) (2010) to guide nursing education programs in developing a curriculum which prepares graduates to provide safe, competent, compassionate care. The competencies from the BON show the expected level of performance, integrating knowledge, skills, abilities, and judgment based upon the preparation in the program of study. The differentiation is based upon the level of the nursing education program which the student is enrolled.

The NTCC nursing program director and faculty incorporate the Differentiated Essential Competencies (DECs) (2010) into the student learning outcomes of each course, based on the level of the nursing educational program. The learning outcomes of this course are based on the essential competencies of graduates of Texas Vocational Nursing education program.

DEC Course Objectives

The following objectives are based on the Differentiated Essential Competencies (DECs) identified by the Texas Board of Nursing. Graduates of the NTCC Vocational Nursing Program will demonstrate professional nursing practice in the four broad areas of essential competencies.

Course Learning Outcomes:

Upon completion of the course, the learning will be able to: Describe clinical reasoning process and establishing evidence-based policies as the basis for decision making in nursing practice as it applies to psychiatric nursing

I. Member of a Profession

II. Provider of Patient-Centered Care

Outcome A: Describe clinical reasoning process and establishing evidence-based policies as the basis for decision making in nursing practice as it applies to psychiatric nursing

Learning Outcomes:

1. Demonstrate understanding of the systematic problem-solving process (nursing process) in the care of patients with psychiatric disorders and their families.
2. Demonstrate understanding of setting priorities based on the psychiatric patient's health status and individual characteristics.

Outcome B: Demonstrate the assessment process to assist in determining the physical and mental health status, needs and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data.

Learning Outcomes:

1. Identify and demonstrate a systematic process in focused assessment, planning, implementation, and evaluation for a psychiatric patient.
2. Identify components of focused nursing assessment.
 - a) Demonstrate understanding of psychiatric assessment techniques
3. Identify characteristics, concepts, and processes related to patients with mental illness, including: gross anatomy; basic physiological changes and practices.
 - a) Identify specific nutritional needs for the psychiatric patient related to selected disease process or procedure.
4. Identify characteristics, concepts, and processes related to individual risk factors and preventive health practices.
 - a) Identify and explain psychosocial contributing factors associated with substance abuse (misuse)
 - b) List and explain psychosocial factors associated with psychiatric illness
5. Examine common psychiatric diagnosis, medication therapy, treatment modalities and nursing interventions for patients with:
 - a. Bipolar disorder
 - b. Major Depression
 - c. Schizophrenia
 - d. Borderline Personality
 - e. Anxiety
 - f. Post-Traumatic Stress Syndrome
 - g. Suicidal Ideation

Outcome C: Identify problems and formulation of goals/outcomes and patient-centered plans of care in collaboration with patients with mental illness, their families, and the interdisciplinary health care team.

Learning Outcomes:

1. Demonstrate understanding of the relationship of the nursing plan of care, the therapeutic regimen, and the plan of care of other interdisciplinary health care team members.
 - a) Incorporate knowledge of medications used for patients with mental illness as well as medication indications, intended effect, side effects, and potential adverse reactions.

Outcome E: Demonstrate understanding of implementing aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.

Learning Outcomes:

6. Identify basic physiological and mental health aspects of nursing interventions as they relate to patients with mental illness

Outcome F: Recognize alterations in patient responses to therapeutic interventions in comparison to expected outcomes.

Learning Outcomes:

1. Identify factors indicating changes that have potential life-threatening consequences based on knowledge of life sciences.

Outcome G: Demonstrate understanding of the process of implementing teaching plans for psychiatric patients and their families with common mental illnesses and maladaptive behavior and well-defined health learning needs.

Learning Outcomes:

1. Describe education appropriate for patients receiving treatment for substance abuse (misuse)

2. Describe learning needs of patients with mental illness and their families

III. Patient Safety Advocate:

Outcome C: Demonstrate ability to formulate goals and outcomes to reduce maternal/neonatal patient risks.

Learning Outcomes:

1. Describe current national and state standards and guidelines and local procedures for infection control.

IV. Member of the Health Care Team

Objective A: Communicate and collaborate with patients, families and interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

Learning Outcomes:

1. Involve patients with mental illness and their families with other interdisciplinary health care team members in patient care across the lifespan.

Objective C: Describe the nurse's role when participating in identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

Learning Outcomes:

1. Recognize need for patient referrals to promote continuity of care.

2. Identify community resources available for patients and families affected by mental illness or chemical dependency

3. Identify resources or programs with mission or goal of preventing substance abuse.

Exemplary Educational Objectives:

Evaluation on the success of this course includes satisfactory completion of course by the learner and successful completion of the National Council Licensure Examination – PN.

SCANS Skills:

Secretary's Commission on Achieving Necessary Skills

SCANS is an attempt to help make courses more relevant to the needs of a modern work force. SCANS are divided into two types of skills: competencies and foundations. The competencies are the ability to manage resources, to work amicably and productively with others, to acquire and use information, to master complex systems, and to work with a variety of technologies. Foundation skills are organized into the basic literacy and computational skills, the thinking skills necessary to put knowledge to work, and the personal qualities that make workers dedicated and trustworthy. Both are required for successful performance in most jobs. The SCANS competencies and foundation skills will be reflected in classroom didactic, study, written/oral reports, and in unit/final exams.

Lectures & Discussions:

Lectures, class discussions, student interactions such as group activities, lesson assignments such as worksheets, workbooks, written and oral reports, audiovisuals, computer software/tutorials, questioning.

Evaluation/Grading Policy:

A minimum grade of 75 must be obtained to pass this course. Make-up exams will be provided at the instructor's discretion both in time and date.

Grading scale is as follows:

90 - 100 = A

80 - 89 = B

75 - 79 = C

Below 75 = F

Course consists of minimum of 3 major exams, assignments, and a final exam. Chapter 24 questions will be incorporated into the final exam. The instructor has discretion to add or delete assignments during the course as needed. Exams may be moved with notice given to the student prior to moving.

Any assignments turned in past the due date/time will have an automatic deduction of 50 points. Assignments not received by 11:59 pm the day following the original assignment due date will be given a 0 (zero).

Final course grade is determined as follows:

Exams..... 60%

Assignments*.....20%

Final Exam.....20%

Total.....100%

*Consists of quizzes, discussion boards, and other designated student assignments.

Tests/Exams:

EXAM I..... June 22, 2017

EXAM II..... July 6, 2017

EXAM III..... July 20, 2017

FINAL EXAM.....August 3, 2017

Assignments:

Via Blackboard or instructor hand-out

PrepU online access and quizzes

ATI/Kaplan assignments

Student Responsibilities/Expectations:

Students are responsible for reading assigned text and study materials and arrive prepared for class.

Students are expected to be punctual to class. Tardiness may result in a loss of points. Cell phones must be turned on silent during class and are not allowed at all during exams. Backpacks and purses should be brought into the classroom and left at the front of the room during exams. Students are expected to treat the instructor, any guest speakers, and other students with civility and professionalism. Incivility or lateral violence will not be tolerated.

NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to arrange an appointment with a College counselor to obtain a Request for Accommodations form. For more information, please refer to the NTCC Catalog or Student Handbook.

Family Educational Rights And Privacy Act (Ferpa):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.