



VNSG 2160- Clinical-Mental Health Nursing

Course Syllabus: SUMMER 2017

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

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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 2160 – Clinical-Mental Illness
 One hour credit. Detailed education, training and work-based experience, and direct patient/client care at a clinical site. On-site clinical instruction, supervision, evaluation, and placement. Focus is on care of the clients with abnormal behavior. The vocational nurse’s role in behavior management, pharmacotherapeutics, and as a member of the mental health team is emphasized. Three hours of clinical experience each week. Mandatory co-requisite: VNSG 1238.

Required Textbook(s):

Videbeck, S.L.(2017). Psychiatric-Mental Health Nursing (7th Edition)
 Publisher: Lippincott, Williams & Wilkins
 ISBN Number: 978-1-4511-8789-2

Publisher: Pearson Education, Inc.
 ISBN Number: 978-1-4963-5703-8

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.

Attendance:

Students are expected to attend all clinical days assigned. Please review the Student Policy Manual for further explanation of attendance policy.

Evaluation/Grading Policy:

Students will receive a letter grade for this course. Failing any one of these components will result in a failing course grade.

1. Grades are given for completed written clinical assignments, written precepted area objectives, assigned clinical homework, preceptor evaluations (written and verbal), and completion of the clinical case study. Deductions of clinical points will occur for incorrect, incomplete or late work. Late submissions for work have an automatic 50 point deduction.
2. Attain 80% or more of outcomes for course. If outcomes are unattainable due to a lack of patient experiences available, the student and instructor should deal with this individually. If outcomes or clinical objectives are not met the student may be required to repeat that clinical experience to meet objectives.
3. Maintain a grade above 75 points or above on the clinical grading tool.
4. Any clinical point deductions will be documented on a counseling form and reviewed with the student.

To calculate the alphanumeric grade after all individual areas are passed the following Grading Scale will be used:

Clinical resident case study.....	70%
Clinical journal entries and clinical paperwork assigned.....	20%
Clinical objectives 80% met (turned in at end of course).....	5%
Syllabus Quiz.....	5%
	...100%

Any clinical point deductions will be taken off the final grade.

- A= 90-100
- B= 80-89
- C=75-79
- D=70-74
- F=<70

5. Please refer to Vocational Nursing Policy Book for description of clinical policies and criteria for clinical absences, clinical point deductions, clinical probation, and clinical failure.

Assignments:

Via Blackboard or instructor hand-out

Student Responsibilities/Expectations:

Students should be punctual to all clinical sites and with the appropriate supplies for the day. Clinical points may be deducted for tardiness. All clinical hours missed are to be made up at the discretion of the instructor. Refer to the clinical calendar for your assigned clinical days.

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.

Cell Phone Policy:

Hospitality House is the clinical site we utilize for mental health nursing clinical. Per Hospitality House policy, you are NOT ALLOWED to have a cell phone on your person while in the building. You may leave it in your vehicle and if you need to be able to be contacted in the event of an emergency (by a sitter or someone else) feel free to give them the phone number to Hospitality House. It is 903-572-9893. The front desk will put the call through to you, otherwise, you will check your phones at lunch. **If you are found to violate the cell phone policy at Hospitality House, this will be an automatic deduction of 20 clinical points, as this policy is strictly enforced for students as well as floor staff.**

Other: Please do not bring purse's, laptop or tablet computers, backpacks or other bags into the facility. There is no where to store these items. You may bring your textbook, paper or spiral notebook, pen, and clipboard as well as your clinical objectives.