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NRSG 144.01: Core Concepts of Mental Health Nursing

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THE UNIVERSITY OF MONTANA COLLEGE OF TECHNOLOGY
DEPARTMENT OF NURSING
Associate of Applied Science Practical Nursing Program
Course Syllabus Spring 2013

COURSE NUMBER AND TITLE: NRSG 144 Core Concepts of Mental Health Nursing
DATE REVISED: 08/2013
SEMESTER CREDITS: 2 (2 lecture/class; no clinical hours)
CLASS TIMES: Tuesdays 9:00-11:00 am GH

Prerequisites:

Admission into the Associate of Applied Science Nursing Program for The University of Montana College of Technology with successful completion of all Health Core Courses and first semester courses in PN Nursing Program.

FACULTY CONTACT AND INFORMATION:

Janet Derrington, APRN

Nursing Faculty

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Office Hours: **Tuesday, 8-9:00 am OR 11-12:00 pm-by appointment only**

RELATIONSHIP TO THE PROGRAM:

This course prepares students to reach basic competency at the Practical Nursing level in the care of the Mental Health client. This course builds on growth and development knowledge, human anatomy and physiology and lifespan concepts in Health Core Courses.

COURSE DESCRIPTION:

Emphasizing caring, communication, professionalism, and critical thinking, this course provides information and exploration of the physiological, psychological, sociocultural, spiritual and environmental factors associated with Mental Health/Illness. The focus of the course will be placed on psychotherapeutic management in the continuum of care, milieu management and special populations with emphasis on individuals, families and communities.

Program Outcomes: The Program Outcomes listed in the student handbook are formulated to provide students with outcomes expectations in the AAS-PN program. Each objective is considered pertinent to the core competencies for the Associate of Applied Science-Practical nurse as described by the National League of Nursing Competencies Task Force. At the completion of this course and the AAS-PN program, the student will be expected to meet the course objectives listed with focal reference to Mental Health Nursing care.

EXPECTED STUDENT PERFORMANCE GOALS AND OBJECTIVES:

Upon successful completion of the AAS-Practical Nursing Program the graduate will be able to:

1. **Professional Behaviors:** Demonstrate a developing application of professional behaviors while meeting the unique needs of Mental Health clients as characterized by the student being able to:
 - a. Discuss historical perspective, legal, ethical, and cultural principles within the Practical Nursing scope of practice unique to the Mental Health client.
 - b. Demonstrate professional attitudes, and civility in the classroom when dealing with instructors, other students, guest speakers, ancillary staff and other professionals.
 - c. Actively seek independent learning opportunities to meet personal and course objectives.
2. **Communication:** Demonstrate therapeutic communication techniques when caring for any client in a health care setting.
3. **Assessment:** Discuss and interpret basic health *assessment data* for Mental Health clients with common mental health conditions with predictable outcomes. This includes appropriate identification of medications for mental health clients.
4. **Critical Judgment:** Collaborate with the other members of the healthcare team to assist in the *planning* of patient care as characterized by the student being able to:
 - a. Demonstrate accurate use of the components of the nursing process.
 - b. Demonstrate use of evidence-based practices in discussion and independent learning assignment.
 - c. Participate in classroom seminar with substantive content and evidence of prior reading of course material.
5. **Caring:** Establish a *caring* environment as characterized by the student being able to :
 - a. Identify and discuss methods to diminish the Mental Health client's risk of developing complications and/or dysfunctional health patterns related to treatments, procedures or existing conditions.
6. **Managing Care:** Identify methods of collaboration with health care team members in the management of fiscal, human and technological resources in the Mental Health healthcare setting.

COURSE POLICIES AND COURSE EVALUATION:

1. **Course requirements listed must be completed in order to pass the course.** A student must have a grade of at least 80% in Mental Health content areas in order to receive a passing grade for this course.
2. Policies related to attendance, tardiness, class participation, missed examinations or assignments, academic dishonesty, grading, Grade Appeal Procedure, and support services are included in the UM-COT Nursing Programs Student Handbook and Policies. **Please note that in NRS 144, attendance is considered part of your professionalism/participation points.**

Attendance Policy Because quizzes may cover material presented in class (which is not in the reading), and because part of your grade depends on class participation, students are expected to come to every class. If you are ill and unable to come to class, please email me prior to course meeting.

Academic Integrity:

All Students must practice academic honesty. Academic misconduct, including plagiarism and classroom misconduct, is subject to an academic penalty by the course instructor(s) and /or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>. Students are encouraged to view the student conduct code.

1. **Students are expected to make a proactive, consistent, active, and responsible effort to attend *all* clinical experiences as part of their professional behavior development. Students are expected to come to clinical with the required paperwork, prepared to discuss their selected patient(s) and plan of care with the instructor. Please see expected clinical behaviors in the student handbook.**
2. Regular attendance is expected at each class as part of professional behavior. With online components, attendance will be reviewed by instructor via Moodle. In the event of a student being unable to attend class, prior notification to the faculty is appreciated and requested.
3. Exams/quizzes are to be taken at the times they are scheduled. In the event an exam/quiz must be missed, prior notification to faculty member is required. Arrangements will need to be made for testing with faculty member or testing center and will be allowed at the discretion of the instructor. **Quizzes/exams will be held in class or on Moodle at specified times listed in course outline. Unless specifically announced by the instructor, unit test, quizzes or exams are NOT open book or open note tests.**
4. **Paperwork Due Dates:**
 - a. **All assignments are due at the time and due date indicated. Due dates and times will be listed on the course outline and on Moodle. It is the student's responsibility to complete these on time. I do not send out reminders. Late work, including exams, will NOT be accepted. IT MUST BE HANDED IN DURING THE FIRST 10 MINUTES OF CLASS ON THE DAY IT IS DUE. Emergencies and extenuating occurrences will be handled on an individual student basis. Please speak to the instructor BEFORE the due date if you suspect you may not be able to complete the work on time. Faculty has the final decision on whether or not to accept late assignments and circumstances must be extenuating. Repeated requests for extensions on course work due dates will affect your professionalism grade and potentially your final grade for the class. An assignment that is more than 24 hours late, regardless of prior notification, will have a minimum 10% reduction to the final grade for that assignment.**
 - b. **Students are expected to turn in all clinical paperwork/notebooks on time. Clinical paperwork is due by the Monday following your clinical experience. For example if your clinical experience is on Thursday 1/31/13 &/or Friday 2/1/13 then your clinical paperwork is due by 11:59 PM on Monday 2/4/13. Late clinical paperwork will not be accepted without**

prior approval of the instructor and will result in a “Failure” in the clinical portion of the course. Clinical paperwork for this course is submitted electronically or hard copy at the discretion of the clinical instructor. Students who arrive unprepared for clinical will be sent home with an unexcused clinical absence. This will result in a “Failure” of the clinical portion of the class. Preparedness for the clinical experience will be determined by the clinical instructor/preceptor.

5. **Note: Instructor reserves the right to modify syllabi and assignments as needed based on faculty, student, and/or environmental circumstances.**

Recording of Classes- Lecture recording is not allowed without prior consent of the instructor. In blended classes or distance learning classes, recorded lectures are not allowed to be re-broadcast in any way and any material discussed in face to face classes or in on-line discussion groups is considered confidential. If a student breaks this policy, it will be considered academic misconduct.

Disability Accommodation

Eligible students with disabilities will receive appropriate accommodations in this course when requested in a timely way. To request course modifications, please contact instructor as soon as possible. Please be prepared to provide a letter from your DSS coordinator. For more information, visit Disability Services website at <http://www.umt.edu/dss> or call 406-243-2243 (voice/ text).

Course Assessment Methods:

Educational pursuits are constantly evolving and growing. As students expect to receive an evaluation of their progress in meeting outcomes and due dates, curriculum is also subject to constructive criticism and evaluation. Therefore, this course will be evaluated by students in the format of student evaluations. The faculty highly values student feedback and welcomes all forms.

Pre-Lecture Quizzes are due Wednesday morning before class.

Student performance assessment methods and grading criteria;

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|--------------------------------------|-----|
| • Quizzes | 30% |
| • Pre-Lecture Quizzes | 10% |
| • Written Assignment (book critique) | 15% |
| • Independent Presentation | 5% |
| • ATI Assignments | 10% |
| • Medication Presentation | 5% |
| • Participation/Professionalism | 5% |
| • Final | 20% |

Grading Scale

90-100 = A

80-89 =B
70-79 =C
60-69 =D
Below 60 =F

Successful completion of this course requires a minimum of an 80% (B).

Required Text:

Morrison-Valfre, Foundations of Mental Health Care (5th ed.). St. Louis, MO: Mosby Elsevier.
ATI Testing materials

Suggested Reference Materials

Nursing Drug Handbook of choice
Nursing Dictionary of choice
Lab and diagnostic book of choice
Professional Nursing Journals

Please refer to Moodle for the following:

Course materials; Learning activities, Course outline and Calendar
Assignments
ATI
Quizzes
Syllabus
Grade book

Quizzes: (30% of grade)

Quizzes will cover material presented in class and in readings. Please see calendar for specific dates.

Pre-Lecture Quizzes 10%

Reading Assignment/Book Review: (15% of grade) (Choice of 2 Books)

Students will read:

Genova, L. (2009). Still Alice. New York, NY: Gallery Books.

OR

I Am Laurie: How Bipolar Disorder Altered My Life; By Laurie Johnson a local author. She also stated that she would let me know (book is 13.95 at local book store) what she would charge students for her book.

See assignment in Moodle.

Independent Project: 5% of grade)

Learning comes in many forms. Students need to demonstrate independent learning of a mental health topic of choice. This assignment consists of a presentation. References must be from reliable resources; please DO NOT use Wikipedia or any .com websites. At least two of the references must be from nursing journals and be current, meaning less than 5 years since publication. Presentations are to be 10 minutes in length, with 5 minutes for discussion and questions. Rubric to follow. All resources must be cited in APA format and submitted the day of your presentation. Failure to cite references is considered plagiarism.

Topics need to be cleared with the instructor before you start working on it.

Professionalism and Participation (10% of grade)

Professionalism and participation are an integral component of nursing and education. For NRS144, the expectations are for students to actively participate in class discussion, peer sharing, case scenarios, and seminar. Professionalism comes on many levels: attendance, participation and respect for peers are integral to nursing and professional conduct.

Final (20%)

This will be comprehensive.

***** NOTE: Instructor reserves the right to modify syllabi and assignments as needed based on faculty, student and/or environmental circumstances.**

PLEASE CHECK MOODLE DAILY!!