**VNSG 2160- Clinical- Mental Health Nursing**

**Course Syllabus:** Summer 2021



*“Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering*  *students to succeed.”*

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| **Office Hours** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Online** |
| 1330-1730 | 1800-2000 via ZOOM | 1700-1900 via ZOOM | Clinical | ZOOM by appointment only | On Demand |

***This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.***

**Course Description (include prerequisites):**

1 credit hour

Lecture/Lab/Clinical: Three hours

Prerequisite: Completion of the second semester of the Vocational Nursing Program

Mandatory co-requisite: VNSG 1238

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.

**Required Textbook(s):**

Dahlkemper, T.R. (2021). *Nursing Leadership, Management, and Professional Practice for the LPN/LVN* 7th ed., Philadelphia: F.A.Davis. ISBN: 9781719641487

DeWitt, S. C. (2013). *Medical-Surgical Nursing: Concepts & Practice*. 2nd ed., St. Louis:

Saunders Elsevier ISBN: 978-1-4377-1707-5

Jarvis, C. (2020). *Pocket Companion for Physical Examination and Health Assessment* (8th ed.). St. Louis, MO: Elsevier.ISBN:978-0-3235-3202-0

Karch, A. M. (2020). *Lippincott Pocket Drug Guide for Nurses* (17th ed.)*.* Philadelphia: Wolters Kluwer.ISBN:978-1-7196-4005-3

Ogden, Sheila J.; Fluharty, Linda K. (2019). *Calculation of Drug Dosages: A Work Text* (11th ed.). St Louis: Elsevier Health Services.ISBN:978-0-3235-5128-1

Silvestri, Linda A.; Silvestri, Angela E. (2019). *Saunders Comprehensive Review for the NCLEX-PN Examination* (7th ed.). St Louis, MO: Elsevier. ISBN: 978-0-3234-8488-6

Videbeck, S. L., (2020). *Psychiatric Mental Health Nursing.* 8th ed., Philadelphia: Wolters Kluwer. ISBN: 9781975116378

Williams, L.S, Hopper, P.D. (2019). *Student Workbook for Understanding Medical Surgical Nursing* (6th ed.). Philadelphia, PA: F.A. Davis.ISBN:978-0-8036-6900-0

Williams, L.S., Hoppper, P.D. (2019). *Understanding Medical Surgical Nursing* (6th ed.). Philadelphia, PA: F.A. Davis.ISBN:978-0-8036-6898-0

Yoost, B.L., Crawford, L.R. (2020). *Fundamentals of Nursing* (2nd ed.). St Louis MO: Elsevier.ISBN:978-0-323-50864-3

Yoost, B.L., Crawford, L.R. (2020). *Study Guide for Fundamentals of Nursing* (2nd ed.). St Louis, MO: Elsevier.ISBN:978-0-3236-2486-2

**Recommended Reading(s):**

Van Leeuwen, A. M. (2019). *Davis' Comprehensive Handbook Lab and Diagnostic Tests with Nursing Implications* (8th ed.). Philadelphia, PA: F.A. Davis.ISBN:978-0-8036-7495-0

**Student 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.
3. Identify and demonstrate a systematic process in focused assessment, planning, implementation, and evaluation for a psychiatric patient.
4. Identify components of focused nursing assessment.

a) Demonstrate understanding of psychiatric assessment techniques

5. 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.

6. 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

7. 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

8. 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.

9. Incorporate knowledge of medications used for patients with mental illness as well as medication indications, intended effect, side effects, and potential adverse reactions.

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

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

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

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

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

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

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

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

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

**Course Learning Outcomes:**

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.

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

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 care

II. Provider of Patient-Centered Care

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.

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.

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

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

III. Patient Safety Advocate

Outcome F: 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.

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

IV. Member of the Health Care Team

Objective H: 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.

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

**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 78 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.

Grading breakdown:

Clinical Journal Entries…………...………………...50%

Assignments/Simulations………….…………….….10%

MMSE assignment………………………………….20%

Resident Case Study………………………………..20%

Total………………………………………………..100%

All clinical point deductions will be totaled and this total will be deducted from each individual clinical course. For example, if a student has 5 clinical points over the course of the semester, then 5 points will be deducted from the final average of each of the clinical courses

The final course average will be determined as noted above. This average of the grades, before weighted calculation is performed, must be 78% or above to pass the course. Grades will not be rounded (77.5 – 77.9 is not rounded to 78). Students with an overall average of 78 or higher will have course grades calculated based on the weighted calculation of the other required course work. A minimum grade of 78% is required to receive credit for the nursing course.

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A student success plan will be discussed and signed by the student/instructor as points are deducted or if mentoring/coaching is performed.

As noted in the student handbook, an unsatisfactory clinical performance that reflects unethical behavior or places a patient at risk for harm will result in disciplinary action: minimal (probation) with maximal action being dismissal from the program without consideration for re-admission.

A= 90-100

B= 80-89

C=78-79

D=anything below 78

F=<70

**Assignments:**

Refer to the NTCC Vocational Nursing Student Policy Handbook 2020-2021 for clinical absence policy. The clinical grading is based on clinical behavior, meeting clinical objectives, and pre-post clinical written documentation ie: case studies, clinical concept mapping, data mining exercises, critical thinking exercises and clinical data entry in Blackboard.

**Minimum Technology Requirements:**

Laptop computer with sufficient memory to complete course requirements, including testing.

**Required Computer Literacy Skills:** Students are required to have a working knowledge of Microsoft Word, Excel and e-mail. They should be able to upload and download documents, submit items via Blackboard, and participate in discussion boards (when required). Other requirements may be stated by the course instructor.

**Teaching methodologies:**

Didactic- Lecture, Power point presentations, discussion, case studies, videos/DVD, worksheets, small group activities, presentations, written assignments and computer based assignments, tutorials, SIM lab scenarios, and assessments.

Laboratory- clinical conferences, verbal and written feedback, care plans, written clinical assignments, case studies, demonstration/return demonstration, observations, evaluation conferences, 1:1

feedback, presentations, role play, small group activities, computer based assignment, tutorials, SIM lab scenarios and assessments.

**Communications:**

The student is expected to communicate with classmates, instructors, various campus and clinical personnel and campus administration in a professional and respectful manner, upholding the highest degree of consideration and ethical practice in an effort to mirror expectations of the profession of nursing.

* **Email: The student is required to utilize their NTCC provided student email account for all written communication.** Please check your NTCC email every day. Email is the official form of communication used at NTCC. All emailed questions to the instructor will be responded to within 24 hours, but usually within a few hours when possible.
* **Text messaging notifications:** Communication with the instructor through text messaging is permissible during daytime hours.
* **Announcements:** These can be found in Blackboard under the course link on the BB homepage. Please make sure that you are reading any announcements thoroughly.
* **Institutional/Course Policy**

Please refer to the VN Program Handbook for policies on attendance, tardiness, HIPPA, social media, withdrawals, communication, ethical practice, professionalism, conduct, etc. Those policies are an extension of this course’s requirements and effectively become enforceable under this syllabus as such.

Chain of Command – Students are required to follow the Chain of Command policy in the Vocational Nursing Handbook 2020-2021. The following is the chain of command for this course:

Instructor and Program Coordinator: Carie Overstreet, RN

Director of Nursing Programs: Dr. Karen Koerber-Timmons, PhD RN

Dean of Health Science: Dr. Marta Urdaneta PhD

Vice President of Instruction: Dr. Kevin Rose Ed. D

**Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements**

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for NTCC to move to altered operations. During this time, NTCC may opt to continue delivery or instruction through methods that include, but not are limited to, online through Blackboard, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC’s website (<http://www.ntcc.edu/>) for instruction about continuing courses remotely, Blackboard for each class for course specific communication, and NTCC email for important general information.

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face to face, fully online, live remote or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or Blackboard course site.

**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 903-5729893. 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 nowhere to store these items. You may bring your textbook, paper or spiral notebook, pen, and clipboard as well as your clinical objectives. Refer to the Clinical Learning Packet for more details.**