



VNSG 1238- Mental Health Nursing

Course Syllabus: Summer 2024

"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
	By appt.	By appt.	By appt.	By appt.	By appt.	Email/Bb

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

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.

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

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.

Evaluation/Grading Policy:

A minimum grade of 78 must be obtained to pass this course. Make-up exams will be provided at the instructor's discretion both in time and date. Students must have a 78 exam average to sit for the final exam.

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.

Final course grade is determined as follows:

Unit Exams.....	60%
Final Exam.....	15%
Assignments*.....	10%
Discussions.....	15%
Total.....	100%

*Consists of ATI and other designated student assignments.

Exam Policies:

Exam blueprints are posted within Blackboard 72 hours prior to the administration of the exam. Posting of exam grades will be within 72 hours of exam completion to allow time for exam review and analysis by faculty. Students may be required to remediate concepts missed following an exam if the exam grade falls below 78. Students will not see exam questions again to protect exam security. Missed exams are made up at the discretion of the instructor and will be an alternate exam that may contain essay questions. Students should alert their instructor if they anticipate they will miss an exam.

Late work:

Late work is accepted with a deduction of 10 points per day for a maximum 3 days. After 3 days have passed, the grade is a zero. Students should have a backup plan for potential computer/printer problems

and not wait until the last minute to print assignments. It does not matter if the work was done weeks ahead, it will still be counted late. DO NOT rely on the campus printer/Internet system to work; it is the student's responsibility to be prepared. Student passwords are the responsibility of the student.

Required Textbook(s): Videbeck, S.L. (2023). *Psychiatric Mental Health Nursing* (9th edition). Lippincott, Williams & Wilkins

Minimum Technology Requirements: Students are required to have access to a working laptop computer with a microphone, webcam, and at least 2 GB free space for use during class sessions and for online testing. Tablets and "Chromebook" computers are not compatible with testing platforms and are not recommended. Students are also required to have access to internet service and not rely on "hot spot" internet as this is also not compatible with testing platforms used.

Required Computer Literacy Skills: Students should be familiar with the Office Suite including Microsoft Word. Students should be familiar with how to upload documents, how to send and receive email, and navigate the internet.

Course Overview and Structure: This course is delivered in-person and will meet once weekly on Mondays at 5:30 pm on campus. This course will cover psychiatric-mental health nursing care and concepts to prepare the entry level nurse to provide competent care for clients with mental health issues.

Communications: NTCC email is the official method of communication between faculty and students in the nursing program. Students are expected to check email every day. Emails sent to course faculty can expect to be responded to within 24 hours Monday-Friday. Emails sent on the weekend will be answered the next business day. Faculty and students may communicate via Zoom or Microsoft Teams chat when that technology is in use or during official office hours. Course announcements should also be checked on Blackboard daily and any information posted, read thoroughly. At all times, communication should remain professional and respectful with faculty and between students. Refer to the nursing handbook for further communication policy and procedure.

Student Responsibilities/Expectations:

Students, when in class, are expected to be fully engaged in participation and learning. Cell phone usage is limited to class breaks. When in the Zoom or Microsoft Teams online class environment, cameras are to be "on" unless the instructor specifies to turn cameras "off". Class attendance is mandatory and absence from class can have adverse consequences on successful progression within the program. A student who has missed a class, must make up class time. A student who misses 24 hours of class time will be placed on probation. 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. 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.

DEC Statement:

The Texas State Board of Nurses (BON) provides differentiated essential competencies (DECs) (2021) 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) (2021) into the student learning outcomes of each course, based on the level of the nursing educational program.

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.

NTCC Academic Honesty/Ethics Statement:

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

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 request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the special populations page on the NTCC website.

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.

Tentative Course Outline:

A comprehensive weekly schedule will be posted in Blackboard in the “Start Here” folder within the course. Scheduled exams are as follows: **Tests/Exams:**

- EXAM I.....June 17, 2024
- EXAM II..... July 8, 2024
- EXAM III..... July 29, 2024
- FINAL EXAM.....TBA date in Week 10

Other Course Policies: *The information contained in this syllabus is subject to change without notice, so students should check NTCC email daily. Students are expected to be aware of any additional course policies presented by the instructor during the course.*