NUA 111 Mental Health Nursing Clinical

Instructor: [Name]
Office number: [Number]
Office hours: [Hours]
Class days and time: [Days and Time]
Contact information: [Contact]
Classroom number: [Number]

Catalog Description:

NUA111 Mental Health Nursing (Credit Hours 3-4-4) (Clock Hours-Theory 48; Clinical 64) This course addresses the physiological and psychosocial integrity of the client with a specific focus on the psychosocial aspects. Self-assessment and self-awareness are encouraged to enhance self-development and foster therapeutic relationships with an emphasis on multicultural diversity. Consideration is given to clients past and present patterns of behavior as they impact on alterations of mental well-being. Communication skills are further developed using theories of interpersonal relationships as a foundation. Student communication evolves from basic to therapeutic. With assistance a student learns to provide a milieu that is both safe and therapeutic. Students use the nursing process as a tool for critical thinking in organizing, prioritizing and managing individual plans of care. Students are assisted to address ethical and legal dilemmas in their roles as client advocates.

Prerequisite/Co-requisite:

Prerequisite: Admission to accelerated ADN program, PSY101
Co-requisite

Text(s): Varcarolis' Foundation of Psychiatric Mental Health Nursing
Author: Halter, Margaret
Edition: Eighth
Publisher: W.B. Saunders
ISBN: 9780323389679

Title: Manual of Psychiatric Nursing Care Plans (optional)
Author: Varcarolis
Edition: 12th edition
Publisher: Saunders
ISBN: 978032355120

Reference books –
Ackley Nursing Diagnosis Handbook
Edition: 12
ISBN: 978032355120
Other Required Materials:

Access to high speed internet; noise cancelling headphones, microphone and webcam.

Purpose of Course:

This course is designed to assist the student in addressing the physiological and psychosocial needs of the individual with specific focus on psychosocial health. Students will develop communication skills using the theories of interpersonal relationships as the foundation. Student communication skills will evolve from basic to therapeutic as they process through the semester. With assistance, the student will learn to provide a milieu that is both safe and effective. The nursing process will be used by the students as a tool for critical thinking to formulate, implement and manage plans of care. Students will also address ethical and legal dilemmas in their role of advocates for psychiatric clients. Students will complete self-assessment and self-awareness to enhance therapeutic relationships and self-development.

Course Objectives:

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of foundational concepts of mental health nursing derived from interpersonal theories, legal/ethical parameters, and cultural considerations.
2. Demonstrate an understanding of therapeutic communication and application to the mental health client.
3. Discuss application of nursing process to the care of the mental health client.
4. Compare and contrast the care of clients experiencing a variety of mental health disorders.
5. Recognize the effects of the anxiety continuum as it impacts the client’s functioning.
6. Develop an awareness of mental health challenges encountered throughout the lifespan.
7. Discuss various coping patterns of clients diagnosed with mental health disorders.
8. Identify and describe the therapeutic milieu and the process for developing the therapeutic milieu.
10. Discuss the importance of self-assessment and self-awareness in the development of health interpersonal relationships

Clinical Objectives:

1. Apply foundational concepts of mental health nursing drawing on interpersonal theories, legal/ethical parameters, and cultural considerations while providing care for mental health clients.

2. Practice therapeutic communication and distinguish appropriate use in various clinical situations.

3. Utilize the nursing process to plan care for mental health clients experiencing a variety of mental health disorders.

4. Intervene in a therapeutic manner with clients whose functioning is being impacted by anxiety.

5. Identify mental health challenges encountered by clients throughout the lifespan and address these challenges while planning care.


7. Illustrate the development and maintenance of a therapeutic milieu.


9. Participate in professional growth and development activities.

Course Content:

Mental Health Nursing includes the following content area:
Mental health versus mental illness, theories and therapies relevant to psychiatric nursing, psychobiology, psychotropic medications, mental health nursing in varied settings, cultural relevance, legal/ethical issues, therapeutic relationships and communication, nursing process applied to the psychiatric client, stress and anxiety, various psychobiological disorders, lifespan issues, crisis intervention, chemical dependency, DSM-V classification, and psychiatric emergencies.

Connection with Health Sciences Division (HSD) Outcome Statement:

In compliance with MACC’s HSD outcomes, the student who successfully completes this course will be able to:

1. Demonstrate effective written and oral communication skills by analyzing communication with clients in clinical journaling and development and presentation of topics to peers.

2. Demonstrate an understanding of discipline-related math and scientific principles as evidenced by demonstration of adequate knowledge on unit exams, in the clinical setting and class participation.
3. Apply principles of professionalism and safety standards when entering the workforce, evidenced by effective written and verbal communication with patients, physicians, and health care workers, demonstration of an understanding of medical terminology and demonstrate safe and competent nursing skills at the clinical setting.

4. Think critically while systematically assessing problems, identifying issues, and implementing solutions via clinical nursing diagnosis, concept mapping, and clinical reasoning flow sheets.

ASSESSMENT OF STUDENT LEARNING

Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>83-89%</td>
</tr>
<tr>
<td>C</td>
<td>78-82%</td>
</tr>
<tr>
<td>D</td>
<td>66-77%</td>
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<tr>
<td>F</td>
<td>65 and below</td>
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</tbody>
</table>

Assessment:

Grading policies are within the guidelines and policies as established by the Moberly Area Community College School of Associate Degree Nursing, as outlined in the Associate Degree Nursing Student Handbook. Students must obtain an average of 78% in both the classroom and clinical settings.

1. Clinical performance will be evaluated using clinical objective, pre/post conference participation, anecdotal notes, and written assignments. Students must obtain 78% on both clinical written work and clinical performance. No late paperwork is accepted. If paperwork is submitted late, and extenuating circumstances exist (as outlined in the Associate Degree Nursing Handbook), the Director of Allied Health along with the Lead and Clinical Instructor will consider the situation taking into account proper notification of the situation and documentation of the circumstances.

2. Classroom/Theory grade is based on the following percentages:

   - Unit Exams: 60%
   - Comprehensive Final: 30%
   - Assignment/Participation Points: 10%

Expected Study Time Commitments:

Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Assignment(s)/Project(s):

Students are expected to come to class on time and prepared with the reading and outside classroom assignments. Classroom participation points and class time quiz points will be based on partition and submission during allotted class time as designated by instructor. Computer or internet issues will not be considered as extenuation circumstances for daily participation or class time quiz points.
Exams and Quizzes:

Seven unit exams will be given along with a comprehensive final. Quizzes can be given at any time, announced or unannounced. A comprehensive HESI exam will be administered at the end of the course. The score from this exam will count as one-unit exam.

HESI exam are scored using the following score conversion:

<table>
<thead>
<tr>
<th>HESI Score</th>
<th>Test grade for unit test</th>
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<tbody>
<tr>
<td>&gt; Or = 950</td>
<td>100%</td>
</tr>
<tr>
<td>900 – 949</td>
<td>95%</td>
</tr>
<tr>
<td>850 – 899</td>
<td>90%</td>
</tr>
<tr>
<td>800 – 849</td>
<td>85%</td>
</tr>
<tr>
<td>750 – 799</td>
<td>80%</td>
</tr>
<tr>
<td>700 – 749</td>
<td>75%</td>
</tr>
<tr>
<td>650 – 699</td>
<td>70%</td>
</tr>
<tr>
<td>&lt; or = 649</td>
<td>65%</td>
</tr>
</tbody>
</table>

The policy of the Associate Degree Nursing Student Handbook will be followed regarding quizzes and exams.

Participation:

Participation in all aspects of the Associate Degree Nursing Program curriculum is essential for the learning process. Participation guidelines are followed as outlined in the Associate Degree Nursing Student Handbook.

Other Methods of Assessment:

Student/instructor/peer interactions, role-playing, group projects and presentations, student-instructor conferences as desired or deemed necessary by the faculty.

INSTRUCTOR POLICIES

Tardiness:

Make-up and late work:

Extra-credit work:

Schedule of Student Assignments/Activities:
See Course Calendar and Assignments on Canvas

COLLEGE POLICIES

Attendance Policy: Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week.
following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

- **16-week:** Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **8-week:** Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **4-week:** Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **Intersession:** Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

<table>
<thead>
<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tbody>
<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
</tr>
<tr>
<td>Hybrid Course</td>
<td>Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:</td>
</tr>
<tr>
<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
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<tr>
<td></td>
<td>• Submission of assignments during class meetings and online</td>
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<tr>
<td></td>
<td>• Participation in discussions during class meetings and online</td>
</tr>
<tr>
<td>Online Course</td>
<td>Active participation in an online course includes the following:</td>
</tr>
<tr>
<td></td>
<td>• Completion of quizzes or exams</td>
</tr>
<tr>
<td></td>
<td>• Submission of assignments</td>
</tr>
<tr>
<td></td>
<td>• Participation in threaded discussions</td>
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</tbody>
</table>

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Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (Policy Handbook, I.090 & M.095)

**Academic Dishonesty:**

MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Student Email:**

MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:**

Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:**

MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) or contact Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or cheryll@macc.edu.