Moberly Area Community College
Common Syllabus
Mental Health Nursing NUR 111

Current Term

Instructor:
Office number:
Office hours:
Contact information:
Classroom number:
Class days and time:

Catalog Description: NUR111 Mental Health Nursing (3-4-4); Clock hours: 48 Classroom Hours; 64 Clinical Hours 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: PSY101

Text(s):

Title: Psychiatric Mental Health Nursing
Author: Margaret Jordan Halter
Edition: Nine
Publisher: W.B. Saunders
With Adaptive Quizzing

Title: Manual of Psychiatric Nursing Care Plans
Author: Varcarolis
Edition: Sixth
Publisher: Saunders

Other Required Materials:
The MACC scrub pants and polo shirt will be utilized for clinical uniform.
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 theories of interpersonal relationships as the foundation. Student communication skills will evolve from basic to therapeutic as they progress 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 completion of the course the student 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:
Upon completion of the clinical component, the student will be able to:
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. Utilize the nursing process to plan care for mental health clients experiencing a variety of mental health disorders.
3. Intervene in a therapeutic manner with clients whose functioning is being impacted by anxiety.
4. Identify mental health challenges encountered by clients throughout the lifespan and address these challenges while planning care.
5. Evaluate coping patterns utilized by mental health clients.
6. Illustrate the development and maintenance of a therapeutic milieu.
7. Demonstrate the utilization of self-assessment and self-awareness in
developing healthy interpersonal relationships.
8. 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-TR 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:
Outcome I:
Demonstrate effective written and oral communication skills through completion of nursing process recordings and direct communication with patients diagnosed with various mental disorders.
Outcome II:
Demonstrate an understanding of discipline-related scientific principles as evidenced through explanation of rational for planned nursing interventions on patient care plans and understanding of pharmacokinetics, pharmacodynamics and mechanisms of actions for psychotropic medications.
Outcome III:
Think critically while systematically assessing problems, identifying issues and implementing solutions evidenced through unit exams testing the application of nursing process and care plan design for clinical patients in psychiatric facilities.
Outcome IV:
Apply principles of professionalism and safety standards when entering the workforce as evidenced through the student participation in maintenance of therapeutic milieu at various psychiatric facilities along with student interactions with facility staff and MACC faculty.

ASSESSMENT OF STUDENT LEARNING

Grade Scale:

A=90-100
B=83-89
C=78-82
D=66-77
F= Below 66

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
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: 10%

Unit exams that are missed may be made up at the time determined between the instructor and the student following the student’s appearance before the A.D.N. faculty. Quizzes may not be made up, and there will be no extra credit offered for this course. Students are expected to come to class on time and prepared with the reading and outside classroom assignments. If you are not present in class when the homework assignments are collected, based upon the circumstances, the instructor has the option not award the points for the work completed.

**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.

**Exams and Quizzes**: Seven to eight 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 midterm the end of the semester. The score from the second exam will count as one-unit exam. It is recommended for students to complete the recommended HESI remediation between taking the first and second exams. For further information on the exam, see section below. 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 by the student or deemed necessary by the faculty.

**Standardized Exam**: At the end of this course you will be given an NCLEX-style exam, administered by HESI (Heath Education Systems, Inc.). It will include material from this course. You will be responsible for the cost of this exam and for follow-up procedures (learning material that you missed on the exam). This exam will evaluate your competencies in theory and clinical, similar to the state board exams. Scores from this exam will be computed and recorded as a unit exam. Students may view and print copies of the NCLEX test plan as well as the Missouri State...
Nurse Practice Act using either an internet search engine or links in the "webliography" within the electronic course materials.

**Program Assessment:** The Associate Degree Nursing Program faculty continually strives to meet the needs of the associate degree nursing student through program improvements. This is a cooperative effort that includes faculty, students, the Missouri State Board of Nursing, and other entities as appropriate. Students are assessed on mastery of the course concepts and essential skills through the courses of the Associate Degree Nursing Program. Other program assessments are part of the Comprehensive Associate Degree Nursing Assessment Plan that includes clinical performance criteria, essential skills mastery, the Clinical Process Evaluation, NCLEX-RN Licensure, placement rates, follow-up surveys, and accreditation from the Missouri State Board or Nursing.

**Description of Assignment(s)/Project(s):**
Class assignments may include: chapter outline and prep work, Adaptive Quizzing for each chapter, Evolve clinical skills review and testing, medication worksheets, bibliography cards or media reviews, HESI case studies, concept map designs and chapter worksheets.
Clinical paperwork assignments may include: process recording papers, nursing process reports, mental status assessments, medication summaries, and observation papers, preceptor papers, field trip papers and student nursing conference reports.

**INSTRUCTOR POLICIES**

**Tardiness:**

**Make-up and late work:**

**Extra-credit work:**

**Schedule of Student Assignments/Activities:**
Semester schedule is available on-line 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

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<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>
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<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>
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<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
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<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>
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<tr>
<td>Online Course</td>
<td>Active participation in an online course includes the following:</td>
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<tr>
<td></td>
<td>• Completion of quizzes or exams</td>
</tr>
<tr>
<td></td>
<td>• Submission of assignments</td>
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<tr>
<td></td>
<td>• Participation in threaded discussions</td>
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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/services/access-office](http://www.macc.edu/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 Ms Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.