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

Catalog Description: PNC126 (2-0-2)
This course provides theoretical content to provide the practical nursing student with entry level competencies to provide nursing care for the mentally healthy client or the client mental health alterations. Concepts include characteristics of the mentally healthy client and the client with mental health alterations, mental health theories, maladaptive behaviors, communication with clients, with mental health alterations, and treatment modalities. Integrated concepts include nutrition, pharmacology, age related changes, cultural considerations, and leadership and management.

Total Credit Hours: 2 Credit Hours
Clock Hours: Lecture hours: 2 per week (32 hours total)

Text(s):

Neeb’s Mental Health Nursing; 5th Edition; Author: Gorman and Anwar; Publisher: F.A. Davis; ISBN: 978-0-8036-6913-0


Purpose of Course:
This course is designed to provide fundamental knowledge of mental health concepts and interactional techniques for the beginning practical nurse. The roles, emotions and stress play in the behavior in the client and the client’s family
are discussed for the nurses better understanding of his/her own behavior. Therapeutic communication is the foundation of this course in viewing the psychological and physical aspect of mental health maintenance and deviations.

**Course Objectives:**

After completion of this course, the student should be prepared to:

1. Describe characteristics of the mentally healthy client.
2. Identify alterations in thought and behavior in the mentally ill client.
3. Discuss selected mental health theories and theorists.
4. Identify therapeutic communication techniques.
5. State behavioral characteristics in selected mental health situations.
6. Explain various treatment modalities in mental health care.
7. Compare historical aspects of mental health treatment with current treatment methods.
8. Discuss care of the culturally diverse client with mental health alterations.
9. Relate legal and ethical aspects of care to the client with mental health alterations.
10. Summarize the role of the practical nurse in the care of the client with mental health alterations.

**Course Content:**

- History or Mental Illness
- Basic Communication; Coping and Defense Mechanisms
- Ethics and Law
- Sociocultural Influences on Mental Health
- Nursing Process in Mental Health
- Mental Health Treatments
- Complementary and Alternative Treatment Modalities
- Anxiety and Depressive Disorder
- Bipolar Disorders and Suicide
- Personality Disorders and Schizophrenia
- Substance Use/Addictive Disorders and Eating Disorders
- Childhood, Adolescent and Postpartum Mental Health Issues
- Abuse and Violence

**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:**
Students will demonstrate effective written and oral communication skills.

- Focus of psychiatric assessments include therapeutic communication: knowing how to ask sensitive questions; gather information; respond to patients experiencing psychosis, and etc... Students will practice this in the classroom setting.

Outcome III:
Students will think critically while systematically assessing problems, identifying issues and implementing solutions.

- Students will be completing/discussing Nursing Care Plans in relation to psychiatric disorders in the classroom setting.

Outcome IV:
Students will apply principles of professionalism and safety standards when entering the workforce.

- Students will apply principles of professionalism and safety standards when entering the workforce. Students will be participating in a mock group therapy session in which they will be portraying a patient with a mental health disorder or be assigned the role of the group facilitator. Professionalism, communication and safety will be a focus. Students will be attending a professional conference focused on mental health issues throughout the lifespan.

Outcome VI:
Students will demonstrate a “conscious commitment to the art of caring as an identity of nursing, and purposeful efforts to include caring behaviors during each nurse-patient interaction.”

- Students will demonstrate caring behaviors by simulating communication with an individual affected by mental illness within the setting of the classroom setting.

ASSESSMENT OF STUDENT LEARNING

Grade Scale:

A = 90-100%
B = 83-89%
C = 78-82%
D = 66-77%
F = 65 and below

Grading:
For further information, refer to the Practical Nursing Student Handbook. The final grade for the course will be determined by the following scale: Courses with a lab and/or clinical component:

Unit Exams (minimum of 4 major exams) 65%
Quizzes, homework, etc. 10%
Grading/Student Assessment:

Final grade will be composed of:
1. A minimum of four unit tests.
2. Quizzes and written assignments.
3. HESI exam
   a. During this course the student will be given a NCLEX-style computer based exam, administered by HESI (Health Education Systems, Inc.). The student will be responsible for follow-up procedures (learning material the student missed on the exam). This exam will evaluate the student’s competencies in theory and clinical, similar to the state board exams. Access to the exam also includes access to learning materials.
   b. Scores from this exam will be computed using the conversion scale found in the Practical Nursing Handbook
4. Final comprehensive examination

Program outcomes and assessment: The practical nursing faculty continually strives to meet the needs of the practical nursing student through program improvements. This is a cooperative effort that includes input from the faculty, students, the Practical Nursing Advisory Board and other appropriate agencies or entities. Students are assessed on mastery of the course concepts and essential skills throughout the courses of the Practical Nursing program. Other program assessments are part of the Comprehensive Nursing Assessment Plan that includes clinical performance criteria, essential skills mastery, the clinical process evaluation, NCLEX-PN testing, successful licensure, placement rates, follow-up surveys, and approval by the Missouri State Board of Nursing.

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):

Assignments will be announced in class when applicable and will be posted in CANVAS.

INSTRUCTOR POLICIES

Tardiness:

Make-up and late work:
Extra-credit work:

Schedule of Student Assignments/Activities:

A semester schedule is provided. This is a tentative schedule and is subject to change. Proper notice of changes will be provided.

COLLEGE POLICIES

Attendance:
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>
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<tr>
<td></td>
<td>• Submission of assignments</td>
</tr>
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<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/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 Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.