

NURS 431 Mental Health Nursing**Abilene Christian University****Fall 2014**

NURS 431

Thursday: 1 to 3 pm

2 credit hours

Classroom:

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ACU Mission

To educate students for Christian service and leadership throughout the world.

School of Nursing Mission

To inspire and educate students for excellence in professional practice in preparation for Christian leadership and service as registered nurses throughout the world.

Course Description

Mental Health Nursing introduces students to mental health, cognitive pathophysiology, and psychosocial issues of patients of all ages in a variety of health care settings along the continuum of care.

Prerequisite

Completion of Level II requirements

Co-requisites

NURS 430, NURS 450, NURS 452, NURS 464

Course Purpose and Audience

This course is intended for Level III senior nursing students after formal admission in the program. The information gained in this course provides the foundation for specialized nursing care of patients with mental health issues in professional nursing practice.

Professional Behavior Expectations

Baccalaureate educated nurses are prepared to function within an interdisciplinary team to lead and serve diverse patients (individuals, families, groups, communities, populations) across the life span in a variety of settings along the continuum of care. Since nurses' assume the responsibility of the care of others, professional attitudes, behaviors, judgments and skills must be learned and applied in all communication and interactions to provide safe and quality practice. The faculty at the SON believes that the classroom, simulation labs, and clinical experiences all provide settings for professional learning. Students are asked to engage actively in all settings as preparation for professional expectations encountered in their careers. Active engagement assumes attention to the topics, activities, speakers, faculty, peers, and patients involved in any given setting. Distractions should be for emergencies only, and faculty notified if potential phone or other issues are anticipated.

Teaching Philosophy and Christian Perspective

Faculty are responsible to facilitate the learning of students in preparation for professional careers in nursing. The faculty are responsible for modeling Christian character, authenticity, service and leadership in nursing education and practice, and want to engage students by discussion in the faculty successes and failure of this responsibility. The faculty at the SON believe that nursing curriculum should reflect the current practice environment in compliance with evidence-based professional standards and rules of regulatory organizations. The curriculum integrates the mission of the university. Concepts will reflect the knowledge, judgment, behaviors, skills, attitudes, and values required of a professional nurse. The faculty believe that active participatory student-centered learning is required in baccalaureate generalist education to develop the professional competencies required of the graduate.

The integration of faith is a theme of the course. The faculty invite the students to bring resources in the semester discussion of faith in nursing practice and care of patient with mental health issues.

Course Content

Mental Health Nursing includes content related to foundational theory of professional practice, important practice issues in the health care continuum, cultural implications, legal and ethical guidelines for safe practice, psychosocial nursing tools, psychobiological disorders, trauma interventions, and psychological needs of special populations.

Student Goals

After successful completion of this course, the student will understand and explore the application to nursing practice:

1. As a novice to advanced beginner, adapts clinical reasoning, and distinguishes evidence-based nursing competencies (KBJSa) to holistically address and prioritize multiple simple to

complex patient (IF) preferences, values, and needs related to mental health issues in a variety of settings.

2. As a novice to advanced beginner, collaborates with multiple patients (IF) and the interdisciplinary health care team with effective communication skills and shared decision making for the achievement of the highest potential and safe patient health outcomes related to mental health issues.
3. As an advanced beginner, demonstrates accountability for professional, legal, ethical, and regulatory standards for individual performance and system effectiveness for safe nursing competencies (KBJSA), planning and evaluating the delegation of patient (IFG) care to others, and the efficient use and allocation of health care resources related to mental health issues.
4. As a novice to advanced beginner, applies basic principles of health care policy, finance, and regulatory environments by the coordination, evaluation, and modification of care to multiple patients (IFG) with mental health issues to ensure safety and quality, the application of evidence-based leadership and management best practices, and the management of confidential information technology for seamless care and transition in complex health care systems.
5. As a novice to advanced beginner, apply professional values such as caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence in the pursuit of excellence of the Christian leadership and service of professional nursing.
6. As novice to advanced beginner, plans the promotion of the profession of nursing through leadership activities in the implementation of evidence-based practice standards, safety and quality care improvement, legal and patient (IFG) advocacy, and participation in student professional nursing organizations.
7. As a novice and an advanced beginner, engages in self care and reflection to prepare for clinical demands related to mental health issues, plans growth to professional competence, and understands the need to participate in life long career and professional development.

Topical Outline

1. Foundations in Theory in Mental Health Nursing
 - a. Mental health and illness
 - b. Theories and therapies for nursing practice
 - c. Biological basis for psychotropic medications

2. Foundations for practice

- a. Psychiatric mental health nursing in acute care settings
- b. Psychiatric mental health nursing in community settings
- c. Cultural implications for mental health nursing
- d. Legal ethical guidelines for safe practice

3. Psychosocial nursing tools

- a. Nursing process and standards of care for psychiatric mental health nursing
- b. Therapeutic relationships
- c. Communication and the clinical interview
- d. Understanding responses to stress

4. Psychobiological disorders

- a. Anxiety and anxiety disorders
- b. Depressive disorders
- c. Bipolar disorders
- d. Eating disorders
- e. Cognitive disorders
- f. Addictive disorders
- g. Personality disorders
- h. Sleep disorders
- j. Sexual dysfunction and sexual disorders

5. Trauma interventions

- a. Crisis and disaster
- b. Suicide
- c. Anger, aggression, and violence
- d. Child, older adult and intimate partner violence
- e. Sexual assault

6. Interventions and special populations

- a. Disorders of children and adolescents
- b. Serious mental illnesses
- c. Psychological needs of patient with medical conditions
- d. Care of the dying and those who grieve
- e. Forensic psychiatric nursing

7. Other interventions modalities

- a. Therapeutic groups
- b. Family interventions
- c. Integrative care

8. Scriptural perspectives of mental health issues

9. Professional values

Texts and Online Learning Resources

Evolve (2010). *Student resources*. Retrieved at <http://evolve.elsevier.com/Varcolis/foundations>

Varcolis, E. M. & Halten, M. J. (2010). *Foundations of psychiatric mental health nursing, 6th ed.* St.

Louis: Saunders Elsevier.

Course Activities

Class preparation of reading, audio podcast s and assignments will be required for active participation within the class time frame. Students will complete case studies, and choose concept maps, or other creative assignments in groups that will contribute to the final course grade.

Course Competencies

Cognitive Competency Statements	Measurement Instruments	Performance Indicators or Criteria
The student retains basic concepts of foundations in theory, foundations for practice, and psychosocial nursing tools.	Quizzes, exams, class activities	Exam, quiz, and written assignment averages greater than or equal to 80/100.
The student applies an understanding of	Quizzes, exams,	Exam, quiz, and written

psychobiological disorders, trauma interventions, interventions for special populations, therapeutic groups, family interventions, and integrative care in caring for patients with mental health issues.	class activities, written assignments	assignment averages greater than or equal to 80/100 or 8/10.
Psychomotor Competency Statements		
The student completes a comprehensive mental health assessment.	Quizzes, exams, class activities	Exam, quiz, and written assignment averages greater than or equal to 80/100 or 8/10.
The student plans and implements evidence-based interventions for patients with mental health issues.	Quizzes, exams, class activities	Score greater than or equal to 80/100 or 8/10.
Affective Competency Statements		
The student applies a personal view of Christian perspectives of mental health issues in complex health care settings.	Class activities	Substantive participation and regular attendance to class. Scores greater than or equal to 8/10.
The student applies philosophies of the professional values of caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence in the pursuit of excellence in mental health nursing.	Class activities	Substantive participation and consistent class attendance. . Scores greater than or equal to 8/10.

Final Course Grading Scale

450 to 500 points = A

400 to 449 points = B

350 to 399 points = C

300 to 349 points = D

Below 300 points = F

A final course grade of B or higher is recommended for successful completion of all course requirements. The course may be repeated a second time at regular course offerings for admission consideration.

Graded Course Elements

4 Unit Exams (50 points each; 50 questions each)	200 points
10 class activities (10 points each)	100 points
Mental Health Hesi	100 points
Evolve Practice Test Mental Health	100 points
Total	500 points

Policies

Attendance and Participation

Attendance is expected and required. Absences will be excused for illness with a doctor's note, death in the family, school sanctioned trips, or other reasons approved by the faculty. See the university policy for school sanctioned absences. If a student accumulates more than 2 unexcused absences, an appointment with faculty is required for assistance to cover missed content. After the 3rd unexcused absence, the student is at risk for failure of the course. Three tardies greater than 10 minutes will count as one unexcused absence. Professional behaviors described in the previous section are expected. If a student is disrupting the atmosphere of the learning setting, the faculty may ask the student to leave the group, and make an individual appointment with the faculty to correct the issues.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive, mislead, or misrepresent, and therefore are a form of lying, and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review at the Provost's office web site <http://www.acu.edu/campusoffices/provost> and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

The first instance of cheating will result in a 0 for the assignment. A second incident will result in an F in the course, and dismissal from the program.

Dress Code

Students are expected to conform to the dress code as outlined in the ACU Student Handbook. Students wearing inappropriate attire will be asked to leave class.

Special Needs

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Assignments

Exams

The unit exams will be given online with faculty proctors. Attendance is required at exams. The faculty must be notified before the exam if the student is not able to attend. Make-up exams are only given for excused absences (see attendance policy). **Students who score less than 80 on a unit exam will be assigned remedial work/testing at the discretion of the faculty. Students who score less than 160 points out of 200 after the four unit exams or less than 850 on the Mental Health HESI exam will be assigned remedial work/ testing to be completed prior to the beginning of the next semester. The first score earned on each exam will be used in the calculation of the final course grade.**

Class Activities

Students will work in groups of 3 or 4 on in class activities that will provide opportunities to prepare for course exams. Students will be assigned case studies, or will select a creative format (concept map, diagram, mnemonic, or role play) to demonstrate relationships and nursing application of content assigned for class time. The highest scores for 10 activities will contribute to the total course points. See Appendix A for rubric.

Appendix A: In Class Assignment Rubric

Rubric Component	2 points	1 points	.5 points	0
Identifies and summarizes all components of the problems/questions at issue.	Accurately identifies the problems/questions and provides a well-developed summary.	Accurately identifies the problems/questions and provides a brief summary.	Identifies the problem/questions and provides a poor summary or identifies an inappropriate problem/question.	Does not identify or summarize the problem/question accurately if at all.
Identifies and assesses the quality of supporting data/evidence with list of references	Provides a well-developed examination of the evidence and questions its	Examines evidence and questions the quality. Distinguishes	Merely repeats information provided. Does not justify position or	Does not identify or assess the quality of supporting evidence.

	accuracy, relevance, and completeness. Clearly distinguishes between fact and opinion with list of references	between fact and opinion with list of references.	distinguish between fact and opinion.	
Identifies and considers the influence of the context* on the issue	Accurately identifies and provides a well-developed explanation of contextual issues with a clear sense of scope.	Accurately identifies and provides an explanation of potential contextual issues.	Does not explain contextual issues; provides inaccurate information; or merely provides a list.	Does not identify or consider any contextual issues.
Demonstrates higher level thinking by interpreting critical points of issues discussed	Accurately identifies the critical points of issues and provides robust discussion of multiples ideas of the issues	Accurately identifies the critical issues and provides a brief explanation.	Does not explain, provides inaccurate information, or merely lists information.	
Identifies and evaluates conclusions, implications, and consequences	Accurately identifies conclusions, implications, and consequences with a well-developed explanation. Provides an objective reflection of own assertions. Total: 10	Accurately identifies conclusions, implications, and consequences with a brief evaluative summary. Total: 5	Does not explain, provides inaccurate information, or merely provides a list of ideas; or only discusses one area. Total: 2.5	Does not identify or evaluate any conclusions, implications or consequences. Total: 0

Evolve Practice Tests Mental Health Nursing

Student will complete all assignments to ensure content mastery. An average score of all assignments will contribute to the final grade.

Course Calendar

Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 1	Course/Syllabus Orientation Chapters 1, 2, 3 Read and Audio pod cast	Mental health and mental illness Relevant theories and therapies for nursing practice Biological basis for understanding psychotropic drugs	Practice Tests (PT)
Week 2	Read and audio pod cast Chapters 4, 5, 6	Psychiatric mental health nursing in acute settings Psychiatric mental health nursing in community settings Cultural implications for psychiatric mental health nursing	Class Assignment 1
Week 3	Read and Audio pod cast Chapters 7, 8, 9	Legal and ethical guidelines for safe practice The nursing process and standards of care for psychiatric mental health nursing Therapeutic relationships	Assignment 2
			Exam 1
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 4	Read and Audio pod cast Chapters 10,11,12	Communication and the clinical interview Understanding responses to stress Anxiety and anxiety disorders	Assignment 3
Week 5	Read and Audio pod cast Chapters 13,14	Depressive disorders Bipolar disorders	Assignment 4

Week 6	Read and Audio pod cast Chapters 15,16,17	Schizophrenia Eating disorders Cognitive disorders	Assignment 5
			Exam II
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 7	Read and Audio pod cast Chapters 18,19,20	Addictive disorders Personality disorders Sleep disorders	Assignment 6
Week 8	Read and Audio pod cast Chapters 21,22,23	Sexual dysfunction and sexual disorders Somatoform, factitious, and dissociative disorders Crisis and disaster	Assignment 7
Week 9	Read and Audio pod cast Chapters 24,25	Suicide Anger, aggression, and violence	Assignment 8
Week 10	Read and Audio pod cast Chapters 26,27,28	Child, older adult, and intimate partner abuse Sexual assault Disorders of children and adolescents	Assignment 9 PT
			Exam III
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week	Read and Audio pod	Psychosocial needs of the older adult	Assignment

11	cast Chapters 29,30	Serious mental illness	10 PT
Week 12	Read and Audio Pod Cast Chapters 31,32,33	Psychological needs of patients with medical conditions Care of the dying and those who grieve Forensic psychiatric nursing	Assignment 11 PT
Week 13	Read and Audio pod cast Chapters 34, 35, 36	Therapeutic groups Family interventions Integrative care	Assignment 12 PT
Week 14	Read and audio pod cast Chapters Review	Comprehensive review	Exam IV PT
Week 15	Read and audio podcast	Comprehensive Review	PT
Week 16		Mental Health HESI	

