Technical College of the Lowcountry
921 Ribaut Rd.
Beaufort, SC  29901

K. Slyh
kslyh@tcl.edu

NUR 162 Psych-Mental Health Nursing
Spring 2013

Course Description
NUR 162 Psychiatric and Mental Health Nursing
Lec. 2 Lab. 3 Cr. 3
This course covers application of critical thinking skills and nursing concepts in the care of adult clients with selected mental health problems in a variety of settings. The course includes the study of the dynamics of human behavior ranging from normal to extreme.
Prerequisites: NUR 155, BIO 211, ENG 101, PSY 203.
Co-requisites: BIO 225, NUR 158
3 Cr (2 lecture, 1 lab/clinical)

Course Focus
This course covers application of critical thinking skills and nursing concepts in the care of adult clients with selected mental health problems in a variety of settings. The course includes the study of dynamics of human behavior ranging from normal to extreme.

Texts and References
Required

Optional
Note: earlier editions of this book are also useful if students wish to purchase used texts.
Course Outcomes
Upon successful completion of the course a student will be able to:

1. compare and contrast the roles of members of the multi-disciplinary team and nursing. (1)*
2. indicate the impact of barriers to independent living that affect individuals with mental illness. (1)*
3. conceptualize factors that affect therapeutic communication. (2)*
4. identify teaching strategies for groups of individuals with psychosocial stressors. (3)*
5. correlate how self-care and self-awareness improve the nurse’s effectiveness. (4)*
6. determine effects of physical, psychosocial, cultural and spiritual stressors on emotion and behavior. (5)*
7. examine strategies to ensure safety in care environments. (6)*
8. describe commonly used psychotherapeutic interventions. (6)*
9. compare the continuum of mental health services in selected settings. (6)*

Clinical Outcomes
Upon successful completion of the course a student will be able to:

1. relate nursing perspectives to members of the multi-disciplinary team. (1)*
2. survey resources for individuals with significant psychosocial stressors. (1)*
3. use effective communication techniques with individuals and groups. (2)*
4. list teaching strategies for groups of individuals with significant psychosocial stressors. (3)*
5. demonstrate insight in relating to individuals with significant psychosocial stressors. (4)*
6. identify assessment findings associated with significant psychosocial stressors. (5)*

*Identifies curriculum concepts related to program outcomes.

Course Goals
The following course goals will be addressed in the course. (*designates a CRUCIAL goal)

1. address mental illness social perspectives
2. state psychiatric nursing care standards
3. explain psychiatric nursing roles
4. assess functional health patterns
5. understand mental illness ethical issues
6. discuss influencing communication factors
7. employ therapeutic communication strategies*
8. distinguish nurse-patient therapeutic stages
9. recognize transference and counter-transference effects
10. differentiate multi-disciplinary team roles
11. participate in mental illness treatment planning
12. perform a holistic psychiatric nursing assessment*
13. differentiate development and mental illness relationships
14. explore legal issues associated with nursing care of mentally ill persons
15. write mental illness plans of care
16. classify biological, genetic and developmental mental illness origins
17. outline major psychotherapeutic classifications
18. manage psychopharmacologic medication side effects
19. study complementary and alternative treatments
20. identify violent or aggressive behavioral risk factors
21. identify common schizophrenic assessment findings
22. identify personality disorders accompanying pathophysiology behaviors
23. predict suicide risks*
24. study anxiety signs and symptoms
25. list procedures involving anxiety disorders and pathophysiology behaviors
26. formulate mental illness therapeutic interventions
27. specify PTSD causes, symptoms and interventions
28. differentiate anxiety levels
29. specify schizophrenic stabilizing interventions
30. state anxiolytic drug types and related nursing implications
31. assist development of coping mechanisms
32. interpret schizophrenic neurotransmitters variations
33. profile common schizophrenic assessment findings
34. describe pathophysiology concerning mood disorders
35. assess mood disorder patients
36. modify mood disorder stabilization interventions
37. profile chemical dependent family dynamics
38. state ECT and somatic therapy interventions
39. recognize indicators of harm in vulnerable populations.*
40. address sleep disorder strategies
41. study characteristics of dissociative disorders
42. utilize eating disorder holistic plans
43. determine selected medical problems psychosocial aspects
44. utilize chemical abuse and dependence holistic plan
45. respond therapeutically in psychiatric settings to clinical problems*

Student Contributions
Classes are designed to employ a variety of teaching techniques. In order to maximize learning, required readings and Web enhanced sections should be done prior to class. If a student is falling behind in clinical performance and/or academic achievement, it is imperative to seek immediate assistance from the instructor. In order to perform at a satisfactory level in the clinical area, students must be prepared, on a daily basis, to do the following.

1. Demonstrate a thorough knowledge of patient’s condition and related nursing care;
2. Complete clinical assignments (e.g. written assignments, care planning, patient care), on time and in the prescribed manner;
3. Arrive on time and in proper attire;
4. Utilize the nursing process in the delivery of safe and competent patient care;
5. Accurately perform nursing skills and procedures learned in campus lab;
6. Correctly apply all previously mastered knowledge, skills, and abilities.

Students not prepared to care for his/her assigned patient(s) will be given an unsatisfactory for the day.

Assessment tests are given to assist in the evaluation of individual student progress and to support student success. The dates for completion of these tests are posted on the course calendar. Students who do not achieve the required scores are encouraged to meet with the course coordinator and/or clinical instructor and complete the prescribed remediation. The date for completion of remediation, when required, is due prior to the final exam. Failure to complete the testing or required remediation by the dates indicated above will result in a grade of Incomplete ("I") for the course and non-progression in the nursing curriculum. Students having
difficulty with either the tests or remediation components of this course must speak personally with the
course coordinator three (3) business days or more in advance of the published due dates.
Students must receive satisfactory on clinical and laboratory evaluations to pass the course.

**Nursing laboratory.** Learning experiences in the nursing laboratory provide an opportunity for the student to
become familiar with equipment and techniques. The student utilizes the nursing laboratory to practice new
skills. Skills must be practiced in the laboratory before being used in the clinical setting. Competence must be
demonstrated in the nursing laboratory and clinical setting. Students are responsible for material covered in
campus laboratory. In order to progress in the course and program, by the end of the course each student
MUST achieve a satisfactory skill criterion and demonstrate competence in laboratory skills.

At the conclusion of each laboratory experience, the student’s performance is evaluated. The student is
awarded 1 point for each satisfactory performance and 0 points if performance is unsatisfactory. The
student’s performance is evaluated based on environmental contribution, attendance, and preparedness.
Expectations include:

1. Contributing to a productive learning environment for self and others by
   a. being prepared for the lab activities by reading and watching DVD if applicable
   b. answering questions and identifying steps or processes about skill
   c. demonstrating mastery of skills
   d. remaining attentive
2. Arriving and departing on time. Attendance is expected for each scheduled laboratory experience.

See **Course Evaluation** for point requirements in this course.

**Course Evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Unit Tests (21% each)</td>
<td>63%</td>
</tr>
<tr>
<td>Journal Assignments</td>
<td>5%; must be complete and satisfactory (each journal entry worth 0.5 points)</td>
</tr>
<tr>
<td>Final Exam (Comprehensive)</td>
<td>32%</td>
</tr>
</tbody>
</table>

Clinical evaluations must be satisfactory to pass the course.
Laboratory must be rated as satisfactory (must earn a minimum of 6 points).

**Course Schedule**

Lecture: Classes – Thursday, 10:00- 12:00pm
Labs. Labs are live and online. Refer to the course calendar.


**ADA STATEMENT**
The Technical College of the Lowcountry provides access, equal opportunity and reasonable accommodation
in its services, programs, activities, education and employment for individuals with disabilities. To request
disability accommodation, contact the counselor for students with disabilities at (843) 525-8228 during the
first ten business days of the academic term.
ATTENDANCE
The College’s statement of policy indicates that students must attend ninety percent of total class hours or they will be in violation of the attendance policy.

1. Students not physically attending class during the first ten calendar days from the start of the semester must be dropped from the class for NOT ATTENDING.

2. Students taking an online/internet class must sign in and communicate with the instructor within the first ten calendar days from the start of the semester to indicate attendance in the class. Students not attending class during the first ten calendar days from the start of the semester must be dropped from the class for NOT ATTENDING.

3. Reinstatement requires the signature of the division dean.
   a. In the event it becomes necessary for a student to withdraw from the course OR if a student stops attending class, it is the student’s responsibility to initiate and complete the necessary paperwork. Withdrawing from class may have consequences associated with financial aid and time to completion.
   b. When a student exceeds the allowed absences, the student is in violation of the attendance policy. The instructor MUST withdrawal the student with a grade of “W”, “WP”, or “WF” depending on the date the student exceeded the allowed absences and the student’s progress up to the last date of attendance or
   c. under extenuating circumstances and at the discretion of the faculty member teaching the class, allow the student to continue in the class and make-up the work. This exception must be documented at the time the allowed absences are exceeded.
   d. Absences are counted from the first day of class. There are no "excused" absences. All absences are counted, regardless of the reason for the absence.

4. A student must take the final exam or be excused from the final exam in order to earn a non-withdrawal grade.

5. Students are expected to be in class on time. Arrival to class after the scheduled start time or leaving class prior to dismissal counts as a tardy. Three tardies and/or early departures are considered as one absence unless stated otherwise. Arrival to class, clinical, and lab by the published time is an expectation for all students. Class, clinical, and lab times are measured by the clock in these teaching areas. Failure to attend class, clinical, and lab on time as measured by the clock in these areas may result in point reductions.

6. It is the student’s responsibility to sign the roll/verify attendance with instructor upon entering the classroom. Failure to sign the roll/verify attendance results in a recorded absence. In the event of tardiness, it is the student’s responsibility to insure that attendance is marked. The student is responsible for all material/ announcements presented, whether present or absent.

7. Continuity of classroom and laboratory (which includes clinical experiences) is essential to the student’s progress in providing safe and competent patient care. Students are expected to use appropriate judgment for participating in clinical activities. To evaluate the student’s knowledge and skills, it is necessary for the student to be present for all clinical experiences. If absence does occur, the designated clinical site, in addition to the Division of Health Sciences Administrative Assistant, must be notified by telephone no later than 30 minutes prior to the start of the clinical experience. The Division of Health Sciences telephone number is 843-525-8267. Students must meet with the course coordinator and program director after clinical absences.

8. Absences from the clinical area are strongly discouraged. The TCL attendance policy applies to classes (lectures) only. Students are expected to attend all laboratory and clinical experiences. A student who has not arrived at the clinical agency or contacted the clinical
agency 30 minutes after the start of clinical will be considered a NO CALL NO SHOW and will be withdrawn from the nursing program with a WF.

A copy of TCL’s STATEMENT OF POLICY NUMBER: 3-1-307 CLASS ATTENDANCE (WITHDRAWAL) is on file in the Division Office and in the Learning Resources Center.

HAZARDOUS WEATHER
In case weather conditions are so severe that operation of the College may clearly pose a hardship on students and staff traveling to the College, notification of closing will be made through the following radio and television stations: WYKZ 98.7, WGCO 98.3, WGZO 103.1, WFXH 106.1, WWVV 106.9, WLOW 107.9, WGZR 104.9, WFXH 1130 AM, WLTV 101.1, WSOK 1230 AM, WAEV 97.3, WTOC TV, WTGS TV, WJWJ TV, and WSAV TV. Students, faculty and staff are highly encouraged to opt in to the Emergency Text Message Alert System. [www.tcl.edu/textalert.asp](http://www.tcl.edu/textalert.asp)

ACADEMIC MISCONDUCT
There is no tolerance at TCL for academic dishonesty and misconduct. The College expects all students to conduct themselves with dignity and to maintain high standards of responsible citizenship.

It is the student’s responsibility to address any questions regarding what might constitute academic misconduct to the course instructor for further clarification.

The College adheres to the Student Code for the South Carolina Technical College System. Copies of the Student Code and Grievance Procedure are provided in the TCL Student Handbook, the Division Office, and the Learning Resources Center.

Health care professionals hold the public trust. Academic misconduct by health science students calls that trust into question and academic integrity is expected.

It is a fundamental requirement that any work presented by students will be their own. Examples of academic misconduct include (but are not limited to):

1. copying the work of another student or allowing another student to copy working papers, printed output, electronic files, quizzes, tests, or assignments.
2. completing the work of another student or allowing another student to complete or contribute to working papers, printed output, electronic files, quizzes, tests, or assignments.
3. viewing another student’s computer screen during a quiz or examination.
4. talking or communicating with another student during a test.
5. violating procedures prescribed by the instructor to protect the integrity of a quiz, test, or assignment.
6. plagiarism in any form, including, but not limited to: copying/pasting from a website, textbook, previously submitted student work, or any instructor-prepared class material; obvious violation of any copyright-protected materials.
7. knowingly aiding a person involved in academic misconduct.
8. providing false information to staff and/or faculty.
9. entering an office unaccompanied by faculty or staff.
10. misuse of electronic devices.
GRADING POLICY

<table>
<thead>
<tr>
<th>Grading scale</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>82% - 89%</td>
<td>B</td>
</tr>
<tr>
<td>75% - 81%</td>
<td>C</td>
</tr>
<tr>
<td>70% - 74%</td>
<td>D</td>
</tr>
<tr>
<td>Below 70%</td>
<td>F</td>
</tr>
</tbody>
</table>

W withdraw
WP withdraw with passing grade
WF withdraw with failing grade
I Incomplete

Grading Methodology. The final grade must be 75.000 or more in order to pass the course and progress in the program. Students absent from an examination or presentation will receive a “0” grade for the examination unless other arrangements are made with the individual instructor prior to the examination or presentation day or on the examination or presentation day before the test/presentation is scheduled to be given. Arrangements may be completed by telephone. If the instructor is not available, a message should be left on the instructor’s voice mail AND with another member of the faculty or administrative assistant. Messages sent by other students are unacceptable. The student is responsible for notifying the instructor for the reason of the absence. Students who are tardy for an examination will take the examination in the remaining allotted time.

Make up quizzes and/or examinations may be offered, at the instructor’s discretion, during the final examination period. Additional options for make-up testing include reweighting the final examination. It is the responsibility of the student to contact the appropriate instructor to arrange to make up the examination. The instructor will decide the method of examination. Grades are posted on Blackboard within one week of administration of tests and examinations.

There is a 10 point penalty on the test for any noise emitting from an electronic device.

Course Coordinator  Kathy Slyh, MSN, RN
Office Location      Building 4, Room 125
Telephone Number    843-525-8256
Email                ksllyh@tcl.edu
Office Hours         By Appointment

Instructor           Stephanie Lawson, MSN, RN
Office Location      Building 4, Room 125
Telephone Number    843-470-5966
Email                sla@tcl.edu
Office Hours         By Appointment