TEXAS A&M UNIVERSITY - CORPUS CHRISTI

College of Nursing and Health Sciences

NURS 4564 NURSE AS PROVIDER OF CARE TO PSYCHIATRIC/CHEMICAL CHEMICAL DEPENDENCY PATIENTS

eLine

FACULTY: Jessica Plichta, MS, APRN-PMH, CS-P

Rita Rushing, MBA, MS

FACULTY INFORMATION:

<table>
<thead>
<tr>
<th>FACULTY</th>
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College of Nursing and Health Sciences (CONHS) FAX: (361) 825-2484
CREDITS: 5 credit hours

PREREQUISITES: Pre-Corequisite: NURS 3550, 3628

Course Description:
Focus is on the nurse as a provider of care to individuals, families and groups experiencing psychiatric-mental health problems. Theoretical foundations for the practice of psychiatric-mental health nursing will be studied. Application of nursing process to promote, maintain or restore mental health of individuals, families and groups. During the clinical experience, students will demonstrate theory-based practice and collaboration with interdisciplinary team participants.

Conclusion of this course requires successful completion of a HESI (Health Education Systems Inc.) exam. Contact the eLine Advisor for details about arranging to take this exam when you register for this course.

Course Objectives with examples of outcome criteria:

1. Examine theoretical frameworks of human behavior and development that explain normal and abnormal behavior.
   - Compare and contrast the concepts of mental health and mental illness.
   - Interpret the assumptions and key concepts of the neurochemical-biologic, psychoanalytic, behavioral and social-interpersonal frameworks.
   - Describe the implications each framework has for psychiatric nursing practice.
   - Recognize that the knowledge of growth and development is an integral component of nursing assessment and nursing diagnosis.
   - Summarize theories that purport to explain stress.

2. Analyze nursing theory as a basis for psychiatric nursing.
   - Evaluate the usefulness of selected contemporary nursing theories for organizing data and guiding the practice of psychiatric nursing.
   - Comprehend key concepts in selected contemporary nursing theories.
• Apply theories to clinical practice and integrate into clinical journal.

3. Relate the usefulness of research in psychiatric nursing.

• Identify critical issues associated with the application of nursing research to psychiatric nursing practice.
• Predict directions for future psychiatric nursing research.
• Utilize psychiatric nursing research in nursing practice.
• Participate in the examination and application of current psychiatric research in classroom exercises.
• Evaluate the clinical care of patients in light of current psychiatric research.

4. Recall clinical modalities and psychiatric terminology as it relates to psychiatric/addictions nursing practice.

• Explain the psychopathology and neurochemistry of specific mental and addictive disorders.
• Describe the behavioral manifestations of specific mental and addictive disorders.
• Describe classes, properties, use and side effects of the major psychotropic medications.
• Relate the movement disorders caused by psychotropic drugs.
• Identify specific interventions for psychiatric and addictive disorders.
• Correlate DSM IV with the nursing process in providing care for patients with mental and addictive disorders.
• Identify factors affecting families of mentally ill and chemically dependent individuals.

5. Relate the legal, ethical, political, historical and cultural factors critical to the practice of psychiatric and addictions nursing.

• Relate the importance of psychiatric/addictions nursing assessment to legal, ethical and practice issues.
• Identify ethical dilemmas in psychiatric nursing.
• Recall critical historical elements associated with the development of psychiatric/addictions nursing.
• Discuss the relevance of cultural factors in psychiatric/addictions nursing practice.
• Describe the relationship between the legal and civil rights of mental health patients.
• Relate the Texas Mental Health Code and its relevance to the practice of psychiatric nursing in Texas.
• Evaluate the importance of State Mental Health Codes and the protection of the mentally ill.
6. Analyze the component of the caring-empathic relationship.

- State the nature and goals of the caring-empathic relationship.
- Identify common characteristics of the caring-empathic relationship.
- Explain the nurse’s role and potential issues that may arise in each phase of the nurse-patient relationship.
- Compare and contrast major theories of communication with psychiatric and chemical dependency patients.
- Explain such strategies as boundaries, distance, self-disclosure, acceptance of gifts, limit setting, confrontation and use of touch with mentally ill and chemically dependent patients.
- Relate a personal philosophy and values framework salient to the care of psychiatric and chemically dependent patients.

7. Accept responsibility for own learning.

- Participate in classroom exercises, activities and discussions.
- Select independent learning experiences related to own interests and needs.
- Practice appropriate communication techniques.
- Evaluate progress in relation to objectives.
- Apply critical thinking exercises.
- Complete assignments within designated time period and submit neatly prepared written work.

**eLine Modules**

- DPA 212: Cognitive Disorders
- DPA 213: Affective Disorders
- DPA 214: Mental Health Issues
- DPA 215: Psychiatric Emergencies
- DPA 217: Mental Health Across the Life Span
- DPA 219: Violence and Abuse
- DPA 222: Personality Disorders
- CLA 206: Clinical Care of Mental Health Patients
- DPA 216: The Neuro-Sensory System
- BAA201: Therapeutic Communication
- BAA202: Conflict Resolution and Crisis Intervention
- DPA218: End of Life Issues
- PRA101: Legal and Ethical Issues in Nursing
- PRA102: Application of Current Literature and Research
- PRA201: Collaboration and the Nursing Plan of Care
- PRA204: Resource Organization
WEBSITE ACCESS: https://iol.tamucc.edu and eLine WebCT

**Required Textbooks:**

Available in student bookstore:


**Learning Experiences and Teaching Methods:**

Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include lecture, seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

**Student Class Responsibilities:**

1. Students are expected to respect the learning rights of all others. Individual conversations, arriving late, sleeping during class, studying for another class during class/lab/clinical are unacceptable behaviors. Students who demonstrate any of these behaviors will be asked to leave class, clinical setting, or online environment. Cell phones and electronic devices will be turned OFF for the duration of class/clinical time.

2. As a 5-semester credit course, faculty expects 8-10 hours of independent preparation and study each week, in addition to class/clinical time. Preparation for all classes includes assigned readings for the scheduled topics, review of anatomy and physiology, review of assessment, and review of class notes from previous courses as applicable.
3. Permission to tape record (voice and or video) must be obtained from each lecturer prior to class. Clinical examples or examples from clinical experiences cannot be recorded due to patient confidentiality and HIPPA regulations.

4. Children are NOT permitted in the class/clinical setting at any time. (see University Student Handbook)

5. Laptops are permitted and encouraged for note taking and class research purposes only.

**Class Policies:**

**Grading Policy:**

Completion of NURS 4564 requires the successful completion of both theoretical and clinical components of the course. You must pass clinical to pass the class. If a student fails clinical, he/she will receive an F in the course, regardless of the theory grade. The unit exams and comprehensive final are custom HESI examinations. They are proctored, classroom exams and are required to be completed as a course exam.

Grading scale for TAMUCC, College of Nursing and Health Sciences is:

- A 90 - 100
- B 83 - 89
- C 75 - 82
- D 65 - 74
- F 0 - 64

**Clinical Policy**

Clinical practice is the application of the theoretical component into the practice area. Clinical practice is comprised of the hospital/community experiences and the learning lab.

Clinical orientation is mandatory. Students who do not or cannot attend the complete orientation must make arrangements to make up these required clinical hours.
Students must adhere to the dress code of the agency/institution in which the clinical practice takes place. If a student is not properly attired, including the College of Nursing and Health Sciences ID badge and patch, the student will be dismissed from clinical for the day with NO credit for hours. Additionally, students are required to bring all equipment/materials needed to perform patient care and vital signs with them. Students are not allowed to leave the facility during the stated hours of clinical practice, nor be on the unit in student attire after clinical is over. Cell phones are allowed to be used when contacting your instructor during clinical hours. Student who must miss clinical for any reason and those students who fail to notify both their clinical instructor and their assigned nursing unit that they will not be in clinical, will receive an “F” in clinical for that day. Students who are dismissed for unprofessional conduct, unsafe nursing practice, or inappropriate attire will also receive an “F” for that day. A student who earns a total of two “F”s will receive a final grade of “F” in clinical.

Preparation for clinical practice is required. Students are expected to prepare for clinical and complete written assignments prior to the next clinical day. (Pediatric Data Base, Medication sheets, Patho tree, Concept Map, Journal) Written assignments will be graded. Students are required to pass a minimum of three (3) concept maps during their Pediatric rotation. Clinical performance is grade pass/fail and is evaluated from a written standard clinical evaluation for the College of Nursing and Health Sciences.

**Academic Honesty**

Students entering the profession of nursing are held to the highest possible standards of ethical behavior. For this reason you will be asked to sign a pledge adhering to standards of academic and professional honesty. Please refer to the University catalogue, Student handbook, and CONHS Student handbook for descriptions of academic honesty and dishonesty. If you violate these rules you will receive an “F” in the course and may be dismissed from the program. Examples of violations of academic dishonesty are found at the end of this syllabus.

**Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he/she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, please see University Rule
13.02.99.C2, Student Grade Appeals Procedures. These documents are accessible through the University Rules web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816.

*SACs requirement

**Examples of Academic Dishonesty**

Caution:

This list of behaviors is not inclusive of all possible violations. When in doubt about whether your actions may violate the Academic Honesty Pledge, please consult with your instructor.

**Plagiarism:**

1. In a paper or assignment, if you include material that you researched in a book, magazine, newspaper, and/or on the Web, you must cite the source.

2. You must cite the source in the BODY of the text AND in a Works Cited or Reference.

3. If you copy somebody’s test answers, take an essay from a magazine and pass it off as your own, lift a well-phrased sentence or two and copy and paste them without crediting the author or using quotation marks, or even pass off somebody’s good idea as examples of your own genius, you are committing plagiarism.

4. Plagiarism covers unpublished as well as published sources. This can mean borrowing another’s term paper, handing in as one’s work a paper purchased from an
individual or off the Net, or submitting as one’s own any papers from living group’s, club’s, or organization’s files.

5. EVEN HANDING IN THE SAME PAPER IN MORE THAN ONE CLASS can be considered plagiarism. Always check with the instructor BEFORE doing this. Professors must cite themselves when writing up their research; you are held to the same standards as a “junior” researcher.

Other Forms of Academic Cheating:

These include, but are not limited to:

1. Consultation of textbooks, library material, or notes in examinations where such materials are not to be used during the test;

2. Consultation of cell phone text messages, PDA’s, programmable calculators with materials that give an advantage over other students during an exam;

3. Use of crib sheets or other hidden notes in an examination, or looking at another student’s test paper to copy strategies or answers;

4. Having another person supply questions or answers from an examination to be given or in progress;

5. Having a person other than oneself (registered for the class) attempt to take or take an examination or any other graded activity. In these cases all consenting parties to the attempt to gain unfair advantage may be charged with an Academic Honesty Pledge violation;

6. Deliberate falsification of laboratory results, or submission of samples or findings not legitimately derived in the situation and by the procedures prescribed or allowable;

7. Revising and resubmitting a quiz or exam for regarding, without the instructor’s knowledge or consent;

8. Giving or receiving unauthorized aid on take-home examinations;

9. Facilitating academic dishonesty: intentionally or knowingly helping or attempting to help another to violate the Academic Honesty Pledge;

10. Signing another student’s name on attendance sheets, rosters, scantrons;

11. Submission in a paper, thesis, lab report, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate or knowing concealment or distortion of the true nature, origin, or function of such data or evidence;
12. Procurement and/or alteration without permission from appropriate authority of examinations, papers, lab reports, or other academic exercises, whether discarded or actually used, and either before or after such materials have been handed in to the appropriate recipient; and

13. Collaborating with others on projects where such collaboration is expressly forbidden, or where the syllabus states the default being one’s own work.