TEXAS A&M UNIVERSITY - CORPUS CHRISTI  
College of Nursing and Health Sciences  

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

Credits: 5 credit hours  
Spring 2015  
Wednesday 0800-1050 EN 160  

Course Faculty  

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Eva M. Bell, DNP, APRN</th>
<th>Faculty:</th>
<th>Carmen Hernandez MSN, RN</th>
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</thead>
<tbody>
<tr>
<td>Office Hours:</td>
<td>By appointment</td>
<td>Office Hours:</td>
<td>By appointment</td>
</tr>
<tr>
<td>Office Phone:</td>
<td>361.825.5939</td>
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<td>361.825.5614</td>
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<td><a href="mailto:eva.bell@tamucc.edu">eva.bell@tamucc.edu</a></td>
<td>E-mail:</td>
<td><a href="mailto:Carmen.hernandez@tamucc.edu">Carmen.hernandez@tamucc.edu</a></td>
</tr>
<tr>
<td>Location:</td>
<td>Island Hall 150</td>
<td>Location:</td>
<td>Island Hall 333</td>
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Clinical Faculty  

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<thead>
<tr>
<th>Clinical faculty:</th>
<th>Carmen Hernandez MSN, RN</th>
<th>Clinical faculty:</th>
<th>Kathy Deis MSN, RN</th>
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</thead>
<tbody>
<tr>
<td>Office Phone:</td>
<td>361.825.5614</td>
<td>Office Phone:</td>
<td>361.825.3087</td>
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<tr>
<td>Office:</td>
<td>Island Hall 333</td>
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<td>Island Hall 331</td>
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Additional clinical faculty: TBA  

Course Description: Emphasis is on the nurse as provider of care to individuals, families and groups experiencing psychiatric/mental health problems. Theoretical foundations for the practice of psychiatric/mental health nursing and theoretical frameworks for understanding human behavior are studied.

Course Objectives with examples of outcome criteria:

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

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

3. Relate the usefulness of research in psychiatric nursing.
   3.1 Identify critical issues associated with the application of nursing research to psychiatric nursing practice.
   3.2 Predict directions for future psychiatric nursing research.
   3.3 Utilize psychiatric nursing research in nursing practice.
   3.4 Participate in the examination and application of current psychiatric research in classroom exercises.
   3.5 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.
   4.1 Explain the psychopathology and neurochemistry of specific mental and addictive disorders.
   4.2 Describe the behavioral manifestations of specific mental and addictive disorders.
   4.3 Describe classes, properties, use and side effects of the major psychotropic medications.
   4.4 Relate the movement disorders caused by psychotropic drugs.
   4.5 Identify specific interventions for psychiatric and addictive disorders.
   4.6 Correlate DSM IV with the nursing process in providing care for patients with mental and addictive disorders.
   4.7 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.
   5.1 Relate the importance of psychiatric/addictions nursing assessment to legal, ethical and practice issues.
   5.2 Identify ethical dilemmas in psychiatric nursing.
   5.3 Recall critical historical elements associated with the development of psychiatric/addictions nursing.
   5.4 Discuss the relevance of cultural factors in psychiatric/addictions nursing practice.
   5.5 Describe the relationship between the legal and civil rights of mental health patients.
   5.6 Relate the Texas Mental Health Code and its relevance to the practice of psychiatric nursing in Texas.
   5.7 Evaluate the importance of State Mental Health Codes and the protection of the mentally ill.

6. Analyze the component of the caring-empathic relationship.
   6.1 State the nature and goals of the caring-empathic relationship.
   6.2 Identify common characteristics of the caring-empathic relationship.
   6.3 Explain the nurse’s role and potential issues that may arise in each phase of the nurse-patient relationship.
   6.4 Compare and contrast major theories of communication with psychiatric and chemical dependency patients.
   6.5 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.
6.6 Relate a personal philosophy and values framework salient to the care of psychiatric and chemically dependent patients.

7. Accept responsibility for own learning.
   7.1 Attend class regularly and in a timely manner.
   7.2 Participate in classroom exercises, activities and discussions
   7.3 Select independent learning experiences related to own interests and needs.
   7.4 Practice appropriate communication techniques in the classroom
   7.5 Evaluate progress in relation to objectives.
   7.6 Apply critical thinking exercises to classroom discussion.
   7.7 Complete assignments within designated time period and submit neatly prepared written work.

Required Textbooks:

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. Consistent classroom attendance and participation is a requirement of this course. 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 below. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and providing measurable demonstration of course objectives.

Student Class Rights and Responsibilities:
Students are:
1. Expected to respect the learning rights of others in the classroom, individual conversations, arriving to class late and studying for another class during classroom time is unacceptable behavior, disruptive and considered non-contributive to a positive learning environment. See College of Nursing policy on Academic Integrity and Professional Conduct
2. Expected to complete all required reading prior to each class period.
3. Written homework may be assigned at the discretion of the faculty. As a 5 semester credit course, faculty expect 10-12 hours of independent preparation and study each week, in addition to class time. Preparation for all classes includes assigned readings for the scheduled topics and completion of class assignments.
4. Permission to tape record must be obtained from each lecturer prior to class. Clinical examples or examples from clinical experiences are not to be recorded.
5. Children are NOT permitted in the classroom at any time. (See University Student Manual.)

CLASS POLICIES/GRADING POLICIES

Successful completion of NURS 4564 requires the following:
1. Completion of the theoretical component: The test average must attain a minimum of 75%. After the grade average on the four (4) exams meets an average of 75%, the Famous Person Presentation grade will be averaged in to achieve the final course grade. You must successfully complete clinical practicum to pass this course.

2. Completion of the clinical component: Clinical practice is the application of the theoretical component into the practice area. Preparation for clinical practice is required. Clinical performance is graded pass/fail and is evaluated on the basis of written clinical objectives. If the student fails clinical, he/she will receive an “F” in the course, regardless of the theory grade. If the student fails theory, he/she will receive an “F” in the course, regardless of the clinical grade.

3. Theory is given a letter grade and if the student passes clinical, the course grade will be the grade achieved in theory.

4. A HESI final specialty exam will be given for this Course (see Course Schedule) and is mandatory. If the HESI final, due to the student’s failure to attend the scheduled date and time, a grade for the Course will not be issued.

5. College of Nursing and Health Sciences Grading Scale

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<th>Range</th>
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<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>83-89</td>
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<tr>
<td>C</td>
<td>75-82</td>
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<tr>
<td>D</td>
<td>74-67</td>
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<td>F</td>
<td>66 and below</td>
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6. Evaluation Methods:

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<th>Points</th>
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<tr>
<td>Exam 1</td>
<td>20</td>
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<tr>
<td>HESI Mid-term Examination</td>
<td>20</td>
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<tr>
<td>Exam III</td>
<td>20</td>
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<tr>
<td>HESI Final Examination</td>
<td>20</td>
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<tr>
<td>Famous Person Presentations</td>
<td>20</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
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6. Examination blue prints and Test Challenge forms are provided.

7. Class Participation:

Class participation is defined in the following manner:

a. Regular and timely attendance at all scheduled classes – coming in late is considered disruptive to the learning environment; the issue will be addressed individually with the student and, if necessary, the Policy on Academic Integrity and Professional Conduct will be instituted.

b. Participation in discussion of assigned classroom activities and classroom objectives.
c. Discussion and presentation of assigned objectives during classroom group work.
d. Implementation of assigned classroom activities.
e. Analysis of classroom lecture content, assigned scenarios and video presentations during class time.
f. **Cell phones are to be turned off during class and examinations. During exams cell phones must be put away and not accessed during the examination period.**
g. Any in class assignments must be completed on the day they are assigned. No exception.

**Missed Examinations:**
There are **no make-up examinations**. However, personal emergencies may occur which may result in a missed examination. If an emergency requires missing an examination, course faculty must be notified as soon as possible, preferably prior to the examination. Only one missed examination due to an emergency and notification of faculty is allowed during the semester. Should a student miss an examination, the grade that the student earns on the next examination will be used as a grade for the missed examination. There is no make-up allowance or movement of another earned examination grade for the HESI final examination.

**The HESI final examination must be taken on the assigned date and time. Students must average 75% on all four examinations to pass the theory portion of the course.**

**Examination Guidelines:**
1) A blueprint for each exam will be provided. The blueprints were created by the baccalaureate faculty and approved for classroom use.
2) The final examination will be comprehensive.
3) Testable material is based on course, class, and clinical objectives. Included are all required readings, lecture and discussion content, related material in the course syllabus, content covered by media presented in or required for class/clinical, power-point, and material given as handouts.
4) **Students are expected to attend the class lectures and ask questions about the review material following the weekly lectures.**
5) Each student is responsible for making sure that he or she has completed and submitted the exam before leaving the computer lab. The student will be allowed to review the examinations during exam time. Examination I and III may also be reviewed with course faculty by appointment.
6) Exam dates, times and locations are subject to change by the professor or the University.
7) To reinforce learning and to promote understanding of content, the following policies apply:
   a. Exam reviews will follow the exam. The following week the course faculty will review the test statistics and questions that were problematic.
   b. **A TEST CHALLENGE FORM** is provided to use in identifying questions that require clarification from the professor. **ALL TEST CHALLENGE FORMS** are to be signed by the student and turned in to the professor after the review of the examination.
   c. After review of the **TEST CHALLENGE FORM**, the professor will determine the appropriate action. Students will be informed in the next class if there has been a point reallocation for specific questions.
   d. Any bonus points assigned to an exam will be added onto the grade if the grade is 75% or above. A bonus point may move a grade closer to 75% but the bonus point **will not push** a grade over 75%.

**Class Cancellation:**
In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still be included on course examinations.

**Course Changes:**
Elements of this syllabus and the course calendar are subject to change at any time. If there are changes, students will be notified through the course.

**University Policies:**

**Academic Advising:** The College of Nursing and Health Sciences require that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Island Hall 321 & 322, and advisors are Rachel Taylor 825-3748 and Angelica Santillan 825-2461.

**The Veterans Office – Student Services Center:**
The Office of Veterans Affairs at Texas A&M University - Corpus Christi provides assistance for active duty and reserve service members, Veterans, and their dependents in applying for Veterans Education Benefits under the GI Bill and/or Texas Hazlewood and Hazlewood Legacy Act. If you are new to Texas A&M Corpus Christi, you can use this online checklist to help you get started on your application for admission and your application for Veterans Education Benefits. If you have any questions during this process, contact the Veterans Office at TAMUCC at (361) 825-2331 or e-mail us at: veterans.affairs@tamucc.edu.

**Students with Disabilities:** 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 contact the Disability Services Office at (361) 825-5816 or visit the office in CCH 116.

**Academic Honesty:** University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is the presentation of the work of another as one’s own work.

[http://conhs.tamucc.edu/shb/docs/AcademicHonesty.pdf](http://conhs.tamucc.edu/shb/docs/AcademicHonesty.pdf)

**Grade Appeal Process:** As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go through the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process.

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or 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, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure.
Dropping a Class: I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 10, 2015 is the last day to drop a class. The last day to withdraw from the university is May 3, 2015.

Method of scholarly citations:
All citations and referencing in required papers used must fully conform to APA format (6th ed.) using the following publication manual: