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. Pre-Corequisites: NURS 3550, 3628

COURSE OBJECTIVES:

1. Examine theoretical frameworks of human behavior and development that explain normal and abnormal behavior. (American Association of Colleges of Nurses’ Essentials (1.5, 3.3, 3.4, 4.3, 4.6, 4.7, 5.1, 5.3, 5.4, 5.6, 5.7, 6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.4, 7.7)
   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. (1, 1.2, 2, 2.1, 2.2, 2.3, 3, 3.3, 3.4, 4.1, 4.3, 4.3, 4.5, 4.7, 5.1, 5.5, 6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)
   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. (1.3, 2.3, 3, 3.1, 4.1, 4.3, 4.4, 4.6, 5.1, 5.7, 6.2, 6.3, 6.6)
   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. (1.2, 4.3, 4.4, 4.6, 5.1, 5.5, 5.6, 6.2, 6.3, 6.4, 7.4)
   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/V 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. (4.6, 5, 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 6.3, 6.5, 7.4, 7.5, 7.6)
   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. (3.5, 4.2, 4.3, 4.5, 4.6, 4.7, 5.2, 5.4, 6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.4, 7.5, 7.6)
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. (1.4, 4.3, 4.4, 4.7, 5.2, 5.4, 5.5, 5.6, 6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7)
7.1 Accesses Bb regularly and in a timely manner.
7.2 Recognizes the need to consult faculty when necessary.
7.3 Select independent learning experiences related to own interests and needs.
7.4 Practice appropriate communication techniques.
7.5 Evaluate progress in relation to objectives.
7.6 Apply critical thinking exercises to work and discussion.
7.7 Complete assignments within designated time period and submit neatly prepared work.

Required Textbook:

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:

Learning Experiences and Teaching Methods:
Course objectives may be met through individual study using suggested resources, formal and informal exchange of ideas with classmates and colleagues through online discussions and blogs, regarding specific topics as well as utilizing critical thinking skills.

Consistent contact and access of course via Blackboard. Teaching methods include online lecture notes independent study of texts and library resources, computer-assisted instruction, audio-visual aids and the assignments listed in Blackboard. 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 Rights and Responsibilities:
Students are:
1. Expected to respect the learning rights of others. See College of Nursing policy on Academic Integrity and Professional Conduct
2. Students are expected to complete all required readings and assignments following course schedule posted on Bb.
3. As a five semester credit course, faculty expect 10-12 hours of preparation and study, in addition to completed assignments.
4. Title IX information: see policies below

GRADING POLICIES

Successful completion of NURS 4564 requires the following:

1. Completion of the theoretical/didactic component average must be a minimum of 75%. 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 mid-term and final specialty exam will be given for this Course and is mandatory. The HESI final should be scheduled immediately following the finish of the theoretical/didactic component of the class.

5. Missed exam. If an exam is missed on the scheduled day the following exam grade will be substituted for the missed exam grade.

5. College of Nursing and Health Sciences Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>83-89</td>
</tr>
<tr>
<td>C</td>
<td>75-82</td>
</tr>
<tr>
<td>D</td>
<td>74-67</td>
</tr>
<tr>
<td>F</td>
<td>66 and below</td>
</tr>
</tbody>
</table>

6. Evaluation Methods:

<table>
<thead>
<tr>
<th>Method</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams I &amp; II</td>
<td>40</td>
</tr>
<tr>
<td>Famous Person Project</td>
<td>10</td>
</tr>
<tr>
<td>HESI Midterm &amp; Final Examination</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

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.

POLICIES:
Evaluation Input From Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The
College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

**Academic Integrity and Honesty**

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. 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 intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

University Student Handbook and Code of Conduct:  
[http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)

University catalog related to academic integrity and honesty:  
[http://catalog.tamucc.edu/](http://catalog.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.

**Title IX**

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).
Active Military Duty

Active duty military personnel, military spouses, and veterans with special circumstances (e.g., deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

Grade Appeals Process

The College of Nursing and Health Sciences (CONHS) adheres to the University's student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.

Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

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 contacting Student Services Center and filling out a course drop form. Just stopping access and participation WILL NOT automatically result in your being dropped from the class. April 8th is the last day to drop a class. The last day to withdraw from the university is May 2, 2016.