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 (AACN: 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. (AACN: 1, 1.2, 2, 2.1, 2.2, 2.3, 3, 3.3, 3.4, 4.1, 4.3, 4.4, 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. (AACN: 1.3, 2.3, 3, 3.1, 4.1, 4.3, 4.4, 4.6, 5.1, 5.7, 6 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. (AACN: 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. (AACN: 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. (AACN: 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. (AACN: 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.

Major Course Requirements:

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.

**Example of assignments as follows:**

1. Reading patient case studies/scenarios and writing plan of care for the case studies.
2. EHR assignment
3. Quizzes
4. HESI final exam after didactic is completed
5. Attending two support groups, one Alcoholic Anonymous and one Al-Anon count towards clinical hours.
6. Ninety hours of clinical

Required Textbook:


Course POLICIES

LATE WORK:

Course assignments, module quizzes, and clinical assignments submitted late will be subject to point deductions as follows:
- 10 points will be deducted for submissions up to 1 week after the due date.
- 20 points will be deducted for submissions 1-2 weeks late.
- A grade of zero will be awarded for any submissions greater than 2 weeks late.

In the event that a student is aware they may need to submit an assignment late due to illness or other circumstances, it is the student’s responsibility to inform the professor prior to the due date. Deductions for late assignments with special circumstances and notification before the due date may be waived at the professor’s discretion.

Failure to follow test policy with result in a zero.

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 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. College of Nursing and Health Sciences Grading Scale

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

6. Evaluation Methods:

<table>
<thead>
<tr>
<th>Method</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>25</td>
</tr>
<tr>
<td>Quizzes</td>
<td>40</td>
</tr>
<tr>
<td>HESI Final Examination</td>
<td>35</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.

Academic Integrity and 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 penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in grade of zero.

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 5, 2019 is the last day to drop a class. The last day to withdraw from the university is April 30, 2019.

Preferred 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:


Statement of Civility (can be in place of classroom/professional behavior)

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals*

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamuucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.
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 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

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.
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.

See class schedule next page
<table>
<thead>
<tr>
<th>Week 1-2</th>
<th>Module #1</th>
<th>1/14-1/28/19</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Self Introduction, Introduction to Mental Health Issues</td>
<td>Introduce self in Blog Directions are located in the Blog Assignments Treatment quiz</td>
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<tr>
<td>Week 3</td>
<td>Module #2</td>
<td>1/29-2/4/19</td>
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<tr>
<td></td>
<td>Psychotic disorders Schizophrenia Cognitive, Organic Substance abuse Eating Disorders</td>
<td>Schizophrenia CS Alcoholism CS Eating Disorder Assignment</td>
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<tr>
<td>Week 4</td>
<td>Module #3</td>
<td>2/5-2/11/19</td>
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<tr>
<td></td>
<td>Anxiety Somatoform, Mood Dissociative Disorders Crisis Management Military Families</td>
<td>Major Depressive CS Military Family Assignment</td>
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<tr>
<td>Week 5</td>
<td>Module #4</td>
<td>2/12-2/18/19</td>
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<tr>
<td></td>
<td>Disorders that can Become emergent Suicide</td>
<td>Psychosis CS Suicide CS</td>
</tr>
<tr>
<td>Week 6</td>
<td>Module #5</td>
<td>2/19-2/25/19</td>
</tr>
<tr>
<td></td>
<td>Child Psych Nursing Care of Survivors of Abuse and Violence Sexual Disorders</td>
<td>Domestic Violence Case Study</td>
</tr>
<tr>
<td>Week #7</td>
<td>Social Responses Personality Disorders</td>
<td>Personality CS</td>
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<tr>
<td>Module 6</td>
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<tr>
<td>2/26-3/4/19</td>
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<tr>
<td>Support Groups</td>
<td></td>
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<tr>
<td>EHR prior to clinical</td>
<td></td>
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<tr>
<td>If precepted, if in face to face clinical follow faculty instructions</td>
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<td></td>
</tr>
<tr>
<td>Support group if in Face to Face clinical Follow clinical faculty instructions/assignments</td>
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<tr>
<td>Support group hours and journal assignment</td>
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<tr>
<td>Attend Alcoholic Anonymous and Al-Anon group</td>
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<tr>
<td>Spring break</td>
<td>Relax</td>
<td>Relax</td>
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<tr>
<td>3/11-3/15/19</td>
<td></td>
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<tr>
<td>HESI final exam</td>
<td>Date TBA prior to clinical unless doing FTF clinical in San Antonio</td>
<td>Pay for HESI-see instructions in announcements</td>
</tr>
<tr>
<td>Week # 8-14</td>
<td>Complete Clinical</td>
<td>Prior to starting clinical do the EHR</td>
</tr>
<tr>
<td>Clinical Module</td>
<td>If being precepted 90 hour clinical- Support groups Electronic Records assignments count towards clinical hours.</td>
<td>Assignment counts towards clinical hours instructions in clinical Module</td>
</tr>
<tr>
<td>3/18-4/26/19</td>
<td></td>
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<tr>
<td>Summer– Break</td>
<td>Relax</td>
<td>Relax</td>
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<tr>
<td>5/11/-6/2/19</td>
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