**BARTON COMMUNITY COLLEGE**

##### COURSE SYLLABUS

## I. GENERAL COURSE INFORMATION

Course Number: NURS 1207

Course Title: Mental Health Nursing I

Credit Hours: 2 (Theory: 2 cr hr = 25 contact hours)

Prerequisites: Admission to nursing program

Division/Discipline: Workforce Training and Community Education/ Nursing

Course Description: This course explores basic concepts and trends in mental health nursing. Therapeutic modalities and client behavior management are discussed. Emphasis is placed on using the nursing process and meeting the basic human needs of the client with a mental health disorder.

## II. INSTRUCTOR INFORMATION

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## III. COLLEGE POLICIES

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoid instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College's educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. [Most up-to-date documents are available on the College webpage.]

Any student seeking an accommodation under the provisions of the Americans with Disabilities Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu.

## IV. COURSE AS VIEWED IN THE TOTAL CURRICULUM

Mental Health Nursing I is designed to partially fulfill the curriculum approved by the Kansas State Board of Nursing for Practical Nurse/Associate Degree completion. This course will provide a foundation for continued progression in the nursing program. Mental Health Nursing I fulfills partial curriculum requirements towards the Practical Nurse (PN) certificate and the Associate Degree in Nursing (ADN).

The transferability of all courses will vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Institutional requirements may also change without prior notification. Students are responsible to obtain relevant information from intended transfer institutions to insure that the courses the student enrolls in are the most appropriate set of courses for the transfer program.

**V. ASSESSMENT OF STUDENT LEARNING**

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

**PN Alignment Program Outcomes/Barton Student Learning Outcomes (SLO)**

1. Relationship-centered care: provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes.
2. Teamwork and Collaboration: collaborate with the client and members of the inter-professional health care team to promote continuity of client care and shared decision-making.
3. Evidence based practice: use current evidence as a basis for nursing practice.
4. Informatics: use information and client care technology to support the delivery of safe, quality client care.
5. Quality Improvement: participate in quality improvement activities assessing their effect on client outcomes.
6. Safety: provide an environment that is safe and reduces risk of harm for clients, self, and others.
7. Professionalism: demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.
8. Leadership: use leadership skills that support the provision and coordination of client care.

**Quality and Safety Education for Nurses Competencies (QSEN)**

1. Patient Centered Care: recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values and needs.
2. Team Work and Collaboration: function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
3. Evidence-Based Practice (EBP): integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
4. Quality Improvement (QI): use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
5. Safety: minimize risk of harm to patients and providers through both system effectiveness and individual performance.
6. Informatics: use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Course Outcomes, Competencies, and Supplemental Competencies:

1. Discuss ethical, legal, and professional standards in the provision of care for clients with common mental health disorders. (SLO 3,7; QSEN 1,3)
2. Compare the concepts of mental health and illness.
3. Explain the professional standards of practice for the practical nurse when providing basic nursing care of clients with common mental health disorders.
4. Identify legal and ethical principles applicable to care of clients with common mental health disorders.
5. Identify therapeutic modalities that promotes caring, therapeutic relationships with clients and their families, as well as professional relationships with members of the healthcare team. (SLO 1,2; QSEN 1,2)
6. Explain techniques used to develop trust, respect, security, and therapeutic relationships with clients and their families.
7. Identify therapeutic and non-therapeutic communication techniques.
8. Analyze the role of members of the health care team in regard to clients with common mental health disorders.
9. Describe evidence-based practice as a basis for providing safe, quality, and relationship-centered care to clients with common mental health disorders. (SLO 3,6; QSEN 3,5)
10. Explain the purpose and components of the mental status examination.
11. Develop a relationship-centered plan of care that incorporates current evidence-based practices that includes cultural, spiritual, and developmentally appropriate interventions for clients with common mental health disorders.
12. Relate knowledge of pharmacology, and nutrition as it relates to the provision of quality care for clients with common mental health disorders.
13. Describe strategies that provide a safe environment for clients, self, and others while supporting quality client-centered care for clients with common mental health disorders.
14. Describe basic health education needs for clients with common mental health disorders and their families.
15. Identify common treatment modalities used in clients with common mental health disorders.

 **INSTRUCTOR’S EXPECTATIONS OF STUDENTS IN CLASS**

1. The student will review knowledge and/or skills from previously required general education courses and from CNA course.
2. The student will submit assignments when specified by instructor. Assignments will be submitted via the online learning system, unless otherwise specified. **NO** assignments will be accepted via email without prior permission from the course instructor. Individual consideration will be given for extenuating circumstances. Requests for extensions must be received prior to the due date in order to be considered by the instructor.
3. The student is expected to communicate in a respectful manner.
4. The student will demonstrate evidence of having read assigned readings prior to class discussion.
5. Assignments required via the online learning system will be considered late if submitted after assigned time or if submitted in incorrect drop box.
6. The student is expected to contact technical resources (contracted program company) for technical problems encountered while completing computer assignments.
7. The student will notify the course instructor(s) immediately via email and/or text (per course instructor preferred contact method) with the number from technical resources of the contract program company to avoid late/missing assignment issues.
8. E-mail: Email is the primary means of communication in the Nursing program. Students are required to access and maintain their Barton email accounts. Students are responsible for contacting the Information Technologies help desk to resolve any email problems. Students are held responsible for the information within the emails whether they read them or not.
9. The student will be held responsible for the information within the Barton Nursing Student Handbook and understands that a violation of any policy in this handbook, could result in being dismissed from the Barton Community College Nursing Program.
10. The student is expected to exhibit the essential skills as identified by the Workforce Training and Community Education (WTCE) Division. The essential skills include professionalism, communication, critical thinking, customer service, accountability, and self-management.

**VII. TEXTBOOKS AND OTHER REQUIRED MATERIALS**

Townsend, Mary C. (2018). *Psychiatric/Mental Health Nursing: Concepts of Care*

 (9th ed.). Philadelphia: F.A. Davis Company.

**VIII**. **REFERENCES**

Deglin & Vallerand. (2017). *Davis’s Drug Guide for Nurses (16th Ed)*. Philadelphia: FA Davis Co.

 Silvestri, L.A. (2019). *Saunders Comprehensive Review for the NCLEX PN Examination*

 (7th ed.) . St. Louis. Mosby Co.

 *Taber’s Cyclopedic Medical Dictionary* (23nd ed.). (2017). Philadelphia: FA. Davis Co.

**IX. METHODS OF INSTRUCTION AND EVALUATION**

The methods of instruction include lectures, guest speakers, group discussions, case studies, research assignment, audiovisuals, white board, PowerPoint, Smart Board, and document camera.

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| **Grading Scale** |
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | 59 & below |

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| **Course Grading and Grade Weight Distribution** |
| Unit tests (3) and (1) final | **95%** |
| Kaplan’s Integrated Tests | **Complete/Incomplete** |
| Ticket to Class x3 | **1%** |
| Graded Assignments (1% each):Stress Adaptation WorksheetChapter 37 Case StudyDepression Scale w/ Evaluation/ SummaryAnger/Aggression Written Assignment | **4%** |
| ***Additional course assignments and points are determined by the course instructors.*** |

Group testing may be utilized at the discretion of the nursing faculty as per the Grading & Testing Policies on page 32 of the Barton Nursing Student Handbook.

**The final course grade will be determined from course exams and assignments as per the weight distribution noted in the table above. In order to pass the course and progress in the nursing program, the student must achieve a final course grade of 80% or higher and complete the scheduled Kaplan Integrated Test. Additional learning assignments may be required to enhance learning as determined by the nursing faculty. There will be NO rounding of course grades.**

**LATE ASSIGNMENTS:** Assignments are to be submitted by the specified due date & time to be eligible for full credit. Individual consideration will be given for extenuating circumstances. Requests for extensions must be received prior to the due date in order to be considered by the instructor. Assignments that are submitted late will be subject to the following grade deductions:

* 1 day late: 10% deduction
* 2 days late: 20% deduction
* >2 days late: Student will receive a grade of 0%

**X. ATTENDANCE REQUIREMENTS**

As a part of its mission to improve the social, economic, and personal life of its students, Barton County Community College acknowledges its responsibility to prepare them for future academic and professional endeavors. Students are encouraged to develop a professional ethic that reflects personal responsibility, personal initiative, and teamwork. Students are expected to demonstrate these professional attributes by attending all class sessions. Absence from a class session results in missed subject matter and loss of opportunity to contribute to the learning environment. Poor attendance in class may cause students to lose financial aid according to federal guidelines and may impact both professional and academic progress.

Students are expected to follow the attendance policy located in the Nursing Student Handbook.