

Name of Department: Instructor Name: Office Location: Office Hours: E-mail: Telephone: Class Meeting Days/Times:	NURSING Audie Sherell B. Sillana, BSN, RN, MN RM 110 Tuesday: 1:00-3:00PM, Wednesday: 9:00-11:00; Thursday: 1:00-3:00PM asillana@unm.edu 925-8195 Thursday: 9:00-11:45AM
Syllabus	
Title of Course:	NURS 131 – MENTAL HEALTH NURSING
Course Description:	Focuses on application of the nursing process to care for individuals experiencing normal and abnormal psychological responses to life stressors. Students will care for one client in acute and/or community settings.
Credit Hours:	Classroom Hours: 3hours/week theory (3 credits) Clinical Hours: 48hours/semester (equivalent of 3hours/week) (1credit) Total : 4 Credit hours
Student Learning Objectives and Outcomes:	At the end of the semester the student will: <ul style="list-style-type: none"> • Utilize the nursing process as a framework to provide care to clients in a mental health treatment environment as demonstrated during laboratory role play, clinical experience and assigned Care Map/Plan. • Demonstrate knowledge and understanding of the legal and ethical dilemmas encountered in mental health nursing as evidenced by group discussions based on case studies. • Examine the role of the nurse as advocate and provider of care for the client during lecture participation, demonstration during role play activities. • Demonstrate an understanding of how the mental health team collaborates to plan and implement care for the client. Student will utilize role play and group discussions based on case studies. • Investigate and demonstrate knowledge of assessment strategies and factors associated with physiological and psychological response to mental health disorders, rape, violence, and chemical dependency as demonstrated in the skills lab scenarios, case study, role play activities and clinical experience. • Identify and prioritize appropriate Therapeutic Nurse Interventions (TNI) to assist clients experiencing mental health disorders, chemical dependency, and traumatic events as demonstrated in the Nursing process via Care Maps/Plans based on specific patient data from a case study. • Demonstrate ability to appropriately document interactions with clients during interview/assessments in skills lab and the clinical experience. • Utilize clinical applications of mental health theory in acute mental health settings. Students will demonstrate nursing skills and knowledge while participating in a clinical experience.
Required Text(s) and Supporting Materials:	<ul style="list-style-type: none"> • Varcarolis, E. M.; Halter, M.J.; (2014). <i>Foundations of Psychiatric Mental Health Nursing</i> (7th ed.)

- Ackley, B.J.; Ladwig, G.B.; *Nursing diagnosis handbook: An evidence-based guide to planning care*. 2014 (10th ed)
- Morris, D.G. (2014). *Calculate with confidence*. (6th ed)
- Kaplan

Disabilities Policy: In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), any student needing academic accommodations should first contact Equal Access Services at 925-8560 (Student Services Bldg.) It is also imperative that you take the initiative to bring such needs to the instructor’s attention, as your instructor is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.

Please refer to the Student Handbook for the following:

- **Academic Dishonesty Policy**
- **Cell phone and Pager Policy**
- **Attendance and Classroom Behavior Policies**

Course Outline

Teaching Methods

NURS 131 will use a variety of approaches to meet the course outcomes. These instructional methods may include, but are not limited to lecture-discussion presentation, self-evaluation, written assignments, computer and on-line activities, decision-making exercises, group activities, role playing, and skills and clinical laboratories.

Evaluation/Grading Policies:

To be eligible to progress the student must pass NURS 131 with a minimum of 75% (C) overall course average. Failure to successfully complete this course will result in a failing grade. **There is no rounding of any score or course grade (examples: a 74.99% is not rounded to a 75%. A score of 90.99% is not rounded to a 91%).**

The course grade is based on the below listed components. Late assignments will result in a one (1) letter grade penalty for each day the assignment is late. No assignment will be accepted if more than three (3) days late.

Assignment	10%
Group Activity	10%
KAPLAN	5%
EXAM	<u>75%</u>
Total	100%

Grading Scale

98-100	A+	75-77	C
94-97	A	70-74	C-
91-93	A-	67-69	D+
88-90	B+	64-66	D
84-87	B	60-63	D-
81-83	B-	0-59	F
78-80	C+		

Assignment Grading Policy:

Assignments will be lowered by 10% of the total possible points for each day the assignment is late. No points will be awarded if the assignment is more than three (3) days late. All assignments are to be created as a Microsoft Word document and uploaded into the appropriate link in Blackboard. Written work must follow APA 6th edition guidelines. Refer to the APA Publication Manual 6th ed. (a copy is on reserve in the library) and/or the Purdue Owl website. *Font setting must be Times New Roman or Arial at 12pt*

Criteria	Excellent 10pts	Good 5pts	Poor 0
Content & Development	<ul style="list-style-type: none">• Content is comprehensive, accurate, and persuasive.• Major points are stated clearly and are well supported.• Research is adequate, timely and addresses course concepts.• Content and purpose of the writing are clear.	<ul style="list-style-type: none">• Content is not comprehensive and /or persuasive. Major points are addressed, but not well supported.• Research is inadequate or does not address course concepts.• Content is inconsistent with regard to purpose and clarity of thought.	<ul style="list-style-type: none">• Content is incomplete.• Major points are not clear and /or persuasive.
Organization & Structure	<ul style="list-style-type: none">• Structure of the paper is clear and easy to follow.	<ul style="list-style-type: none">• Structure of the paper is not easy to follow.• Paragraph transitions need improvement.	<ul style="list-style-type: none">• Organization and structure detract from the message of the writer.• Paragraph is disjointed and lack transition of thoughts.
Grammar, Punctuation & Spelling	<ul style="list-style-type: none">• Rules of grammar, usage, and punctuation are followed; spelling is correct.• Language is clear and precise; sentences display consistently strong, varied structure.	<ul style="list-style-type: none">• Paper contains 2 grammatical, punctuation and spelling errors.• Language lacks clarity or includes the use of some jargon or conversational tone.	<ul style="list-style-type: none">• Paper contains more than 2 grammatical, punctuation, and spelling errors.• Language uses jargon or conversational tone.

Uniqueness and Creativity	<ul style="list-style-type: none"> Expresses opinions and ideas in a clear and concise manner with obvious connection to topic 	<ul style="list-style-type: none"> Opinions and ideas are stated clearly with occasional lack of connection to topic 	<ul style="list-style-type: none"> Does not express opinions or ideas clearly, no connection to topic
Format	<ul style="list-style-type: none"> Paper follows APA guidelines. Paper is the appropriate length as described for the assignment. 	<ul style="list-style-type: none"> Paper follows most guidelines. Paper is over/ under word length. 	<ul style="list-style-type: none"> Paper lacks many elements of correct APA formatting. Paragraph is inadequate/excessive in length.

Group Activity Rubric:

Clarity of presentation	20- the presentation was done in a logical manner and was understandable throughout	15- most of the information was presented clearly and logically	10- some of the material presented was difficult to follow or understand	5- most of the material presented was difficult to follow or understand	0- almost all of the material presented was difficult to follow or understand
Quality of presentation delivery	20- volume and speed of delivery was appropriate; any technology/tools used was appropriate and helpful	15- speakers were sometimes difficult to understand (too soft, too fast, etc); use of technology/tools was appropriate and helpful	10- often difficult to understand speakers, some technology/tools did not add to effectiveness of presentation	5- usually difficult to understand speakers, some technology/tools did not add to effectiveness of presentation	0- most or all presenters were difficult to hear or understand, technology/tools used did not add to effectiveness of presentation
Coverage of required contents	20- every requirement listed on the assignment sheet was adequately covered	15- most requirements listed on the assignment sheet were adequately covered	10- some requirements were skipped or not adequately covered	5- many requirements were skipped or not adequately covered	0- few of the required areas were addressed and adequately covered

Quality of handout	20- the handout added a lot to the presentation and my understanding of the topic	15- the handout added some to the presentation and my understanding of the topic	10- the handout is somewhat helpful	5- the handout is only slightly helpful, it is confusing in areas	0- the handout is unclear or confusing and therefore not helpful
Usefulness of material presented	20- I feel significantly better prepared to care for clients of this age group than before the presentation	15- I feel somewhat better prepared to care for clients of this age group than before the presentation	10- I feel slightly better prepared to care for clients of this age group than before the presentation	5- I'm not sure if I'm better prepared to care for this age group than I was before the presentation	0- this presentation was not helpful in preparing me to care for clients in this age group

Kaplan

This course has a Kaplan component that is comprised of three (3) segments that total 5% of the course grade. Specific requirements related to Kaplan for this course include:

Focused Review (practice) Test in Content Area (Average of first attempt in assigned practice exams)	Points
90-100%	10
80-89.9%	8
60-79.9%	5
40-59.9%	2
< 39.9%	0
Integrated (proctored) Test in Content Area	
≥ 70 th percentile	15
60- 69.99 th percentile	12
50-59.9 th percentile	10
40-49.9 th percentile	5
<40 th percentile	0
Remediation of Integrated Test	
Remediates all questions minimum of 1 minute	25
Remediates all questions minimum of 45 seconds	20
Remediates only wrong questions minimum of 45 seconds	15
Remediates >50% minimum of 45 seconds	10
Remediates < 50% and/or minimum of 45 seconds	0
Total points:	

SPRING 2016 NURS 131 MENTAL HEALTH NURSING

Week	Date	Topics	Preparation/Activities
1	01/21/2016	<ul style="list-style-type: none"> • Mental Health and Mental Illness • Settings for Mental Health Care 	<ul style="list-style-type: none"> • Chapter 1 • Chapter 4
2	01/28/2016	<ul style="list-style-type: none"> • Cultural Implications • The Nursing Process in Mental Health Care 	<ul style="list-style-type: none"> • Chapter 5 • Chapter 7 • Chapter 8

		<ul style="list-style-type: none"> • Therapeutic Relationships 	<ul style="list-style-type: none"> • <i>Role Playing: Peplau's Model</i>
3	02/04/2016	<ul style="list-style-type: none"> • Biologic Considerations • Legal and Ethical Guidelines 	<ul style="list-style-type: none"> • Chapter 3 • Chapter 6 • <i>Quiz 1: Chapters: 1, 4, 5, 7, 8</i>
4	02/11/2016	<ul style="list-style-type: none"> • Stress Response and Management • Depressive Disorders 	<ul style="list-style-type: none"> • Chapter 10 • Chapter 14 • <i>Deckchair Psychiatrist Activity</i> • <i>Assignment 1: Due by midnight</i>
5	02/18/2016	<ul style="list-style-type: none"> • Anxiety and Obsessive Compulsive Disorder • Trauma/Dissociative Disorders 	<ul style="list-style-type: none"> • Chapter 15 • Chapter 16 • <i>Quiz 2: Chapters 3, 6, 10, 14</i> • <i>Class Activity: Identifying Anxiety Level</i>
6	02/25/2016	<ul style="list-style-type: none"> • Substance Abuse Disorders • Impulse Control Disorders 	<ul style="list-style-type: none"> • Chapter 22 • Chapter 21
7	03/03/2016	<ul style="list-style-type: none"> • Personality Disorders 	<ul style="list-style-type: none"> • Chapter 24 • <i>Quiz 3: Chapters: 15, 16, 22,21</i>
8	03/10/2016	<ul style="list-style-type: none"> • Bipolar Disorders • Schizophrenia 	<ul style="list-style-type: none"> • Chapter 13 • Chapter 12 • <i>Assignment 2: Due by Midnight</i>
9		<i>Spring Break</i>	<i>Spring Break</i>
10	03/31/2016	<ul style="list-style-type: none"> • Eating Disorders • Cognitive Disorders 	<ul style="list-style-type: none"> • Chapter 18 • Chapter 23 • <i>Quiz 4: Chapter 12,13, 24</i>
11	04/07/2016	KAPLAN EXAM	KAPLAN EXAM
12	04/14/2016	<ul style="list-style-type: none"> • Suicide & Self- Injury • Sexual Assault 	<ul style="list-style-type: none"> • Chapter 25 • Chapter 29
13	04/21/2016	<ul style="list-style-type: none"> • Sleep Disorders • Anger, Aggression & Violence 	<ul style="list-style-type: none"> • Group 1 Presentation • Group 2 Presentation • <i>Assignment 3: Due by Midnight</i>
14	04/28/2016	<ul style="list-style-type: none"> • Violence Against Specific Groups • Child, Older Adult & Intimate Partner Abuse 	<ul style="list-style-type: none"> • Group 3 Presentation • Group 4 Presentation • <i>Quiz 5: Chapters 18, 23, 25, 29</i>
15	05/05/2016	<ul style="list-style-type: none"> • <i>Comprehensive Final Exam</i> 	<ul style="list-style-type: none"> • <i>Comprehensive Final Exam</i>
16	05/12/2016		<ul style="list-style-type: none"> • Attend Pinning Ceremony

This Syllabus, including the Course Schedule, is subject to change at the discretion of the instructor as needed and in accordance with UNM Valencia Academic Policies.