

Name of Department: Instructor Name: Office Location: Office Hours: E-mail: Telephone: Class Meeting Days/Times:	NURSING Laura Newland MSN Ed, RN RM 110 Tuesday 0900-1100, Wednesday 0900-1100 lanewland@salud.unm.edu 505-363-3487 Didactic: Wednesday 1230-1530 Clinical: Monday (Dates and times to be determined)
Syllabus	
Title of Course:	NURS 131 – MENTAL HEALTH NURSING. (Pre-requisite: HCHS 125, NURS 110, NURS 115; Co-requisites: NURS 130, PSYCH 220, ENGL 120)
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:	<ol style="list-style-type: none"> 1. Apply principles of professional nursing practice that is patient-centered and culturally appropriate for individuals, families, and communities. 2. Demonstrates roles of a member of the interprofessional healthcare team for the delivery of healthcare for quality patient outcomes. 3. Identify nursing care that is evidence based in a variety of healthcare settings. 4. Define the principles of quality improvement within a variety of healthcare settings. 5. Apply principles of safe nursing practice. 6. Collect information using different types of technologies for the management of information.
Required Text(s) and Supporting Materials:	<ol style="list-style-type: none"> 1. Halter, M. J. (2018). Varcarolis' foundations of psychiatric mental health nursing (8th ed) 2. Ackley, B.J.; Ladwig, G.B.; Nursing diagnosis handbook: An Evidence-based guide to planning care. 2014 (10th ed) 3. Morris, D.G. (2014). Calculate with confidence. (6th ed) 4. Kaplan 5. SLS

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.
Academic Integrity:	Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the Pathfinder.
Electronic Device Usage:	Cellphones and other devices except laptop computers are not permitted in the classroom setting. They must be silenced and put away. Cellphone that ring or are used during class or testing will result in the student being excused from the class or test. Any make-up of assignments or exams due to violation of this policy is solely at the discretion of the instructor. The use of computers is acceptable in the learning context of the class. Lectures may be audiotaped at the express permission of the instructor. Classroom capture is not available at this time.
<p>Please refer to the Student Handbook for the following:</p> <ul style="list-style-type: none"> • Academic Dishonesty Policy • Attendance and Classroom Behavior Policies 	
Course Outline	
<p>Teaching Methods</p> <p>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.</p>	

Evaluation/Grading Policies:

To successfully complete the course, the student must achieve

- 1) a minimum of 75% (C) test average
- 2) a minimum of 75% (C) overall course average, and
- 3) Pass in the clinical portion. Failure of any one or more of these components results in failure of the course.

See the student handbook for progression policies. **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 calendar day the assignment is late. No assignment will be accepted if more than three (3) calendar days late.

Exams (4)	75%
Simulation	5%
Group Project	10%
Kaplan	10%

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.

Grading Scale:

98-100	A+	88-90	B+	78-80	C+	67-69	D+
94-97	A	84-87	B	75-77	C	64-66	D
91-93	A-	81-83	B-	70-74	C-	30-63	D-
						0-59	F

Test Review Policy:

There will be no formal exam review during class time. Students must make an appointment to review the exam during office hours. Individual reviews will not take place until after an item analysis has been completed.

Immediately following all unit exams, time will be allotted to take the exam in groups. All students must take the group exam, no exceptions. Students will be assigned groups by the instructor and will utilize one another to complete the exam. No books or other resources will be allowed. The instructor will not answer questions during this time.

Groups that receive 100% on the group exam will have 5 points added to each individual student's exam grade. Groups who receive 90% or above will have 2 points added to each individual student's exam grade. Groups who receive an 89% or less will not have additional points awarded to the individual student's exam grades. **Students must receive an individual score of 75% or greater to have any points added to their score.**

Kaplan

This course has a Kaplan component that is comprised of three (4) segments that total 10% of the course grade. Please refer to the Student Handbook for the complete Kaplan Policy.

Specific point accumulation related to Kaplan for this course includes:

Focused Review (practice) Test in Assigned Content Area	Points
90-100%	25
80-89.9%	20
60-79.9%	15
40-59.9%	10
< 39.9%	0
Integrated (proctored) Test in Content Area	
$\geq 70^{\text{th}}$ percentile	25
60- 69.99 th percentile	20
50-59.9 th percentile	15
40-49.9 th percentile	10
<40 th percentile	0
Remediation of Focused Review Test(s)	
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
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	

Nurse 131 Spring 2018 Schedule

Week	Date	Topics	Outcomes	Preparation	Activities
1	01/17/2018	<ul style="list-style-type: none"> • Mental Health and Mental Illness • Settings for Mental Health Care • Cultural Implications 	<ul style="list-style-type: none"> • Explore the role of resilience in the prevention of and recovery from mental illness and consider resilience in response to stress (SLO 1) • Discuss the nature/nurture origins of psychiatric disorders (SLO 1) • Discuss future challenges and opportunities for mental health care in the United States (SLO 1, 4, 5) • Compare the process of obtaining care for physical problems with obtaining care for psychiatric problems (SLO 1) • Evaluate the role of community mental centers in the provision of community based care (SLO 1, 2, 3) • List standard admission criteria for inpatient hospitalization (SLO 1, 3, 5) • Perform culturally sensitive assessments that include risk factors and barriers to quality mental health care that culturally diverse patients frequently encounter (SLO 1) 	<ul style="list-style-type: none"> • Chapter 1 • Chapter 4 • Chapter 5 	<ul style="list-style-type: none"> • Introduction to course • Review syllabus • Introduction to mental status exam (MSE) • Introduction to IPR
2	01/24/2018	<ul style="list-style-type: none"> • Cultural Implications • Therapeutic Relationships • Legal and Ethical Guidelines 	<ul style="list-style-type: none"> • Compare and contrast Western nursing beliefs, values, and practices with the beliefs, values, and practices of patients from diverse cultures (SLO 1) • Develop culturally appropriate nursing care plans for patients of diverse cultures (SLO 1, 3) • Identify at least four patient behaviors a nurse may encounter in the clinical setting (SLO 1, 5) • Define and discuss the roles of empathy, genuineness, and positive regard on the part of the nurse in a nurse-patient relationship (SLO 1, 2, 5) • Discuss at least five patient rights (SLO 1, 3, 5) • Provide explanations for situations in which healthcare professionals have a duty to break patient confidentiality (SLO 1, 3, 5) 	<ul style="list-style-type: none"> • Chapter 5 • Chapter 8 • Chapter 6 	<ul style="list-style-type: none"> • Cultural self-assessment • Case study

3	01/31/2018	<ul style="list-style-type: none"> • The Nursing Process in Mental Health Care • Theories and Therapies • Communication 	<ul style="list-style-type: none"> • Compare the different approaches you would consider when performing an assessment with a child, an adolescent, and an older adult (SLO 1) • Construct a plan of care for a patient with a mental or emotional health problem (SLO 1, 3, 5) • Identify Peplau's framework for the nurse-patient relationship (SLO 3) • Identify three personal and two environmental factors that can impede communication (SLO 1, 6) • Demonstrate the use of four techniques that can enhance communication, highlight what makes them effective (SLO 1, 3) 	<ul style="list-style-type: none"> • Chapter 7 • Chapter 2 (pages) • Chapter 9 	<ul style="list-style-type: none"> • Plan of care activity • Communication techniques activity
4	02/07/2018	<ul style="list-style-type: none"> • Exam 1 • Stress Response and Management 	<ul style="list-style-type: none"> • Recognize the short and long term physiological consequences of stress (SLO 3, 5) • Identify and describe approaches to stress management (SLO 1, 3, 5) 	<ul style="list-style-type: none"> • Chapter 10 	<ul style="list-style-type: none"> • Exam 1: Chapters 1, 2, 4, 5, 6, 7, 8, 9 • Plan of care for patients with stress
5	02/14/2018	<ul style="list-style-type: none"> • Biologic Considerations • Childhood and Neuro developmental • Impulse Control 	<ul style="list-style-type: none"> • Identify how specific brain functions are altered in certain mental disorders (SLO 3, 6) • Identify the main neurotransmitters that are affected by the various groups of psychotropic medications (SLO 3, 6) • Identify the significance of psychiatric disorders in children and adolescents (SLO 1, 3, 5) • Describe clinical manifestations of oppositional defiant disorder, intermittent explosive disorder, and conduct disorder (SLO 3) • Formulate three nursing diagnoses for impulse control disorders, identify patient outcomes and interventions for each (SLO 1, 3, 5) 	<ul style="list-style-type: none"> • Chapter 3 • Chapter 11 • Chapter 21 • Kaplan Psychiatric Nursing A 	<ul style="list-style-type: none"> • Case study • Plan of care for patients with neuro developmental disorders
6	02/21/2018	<ul style="list-style-type: none"> • Schizophrenia • Bipolar 	<ul style="list-style-type: none"> • Differentiate among the positive and negative symptoms of schizophrenia in terms of treatment and effect on quality of life (SLO 1, 3) • Formulate three nursing diagnoses appropriate for a patient 	<ul style="list-style-type: none"> • Chapter 12 • Chapter 13 • Kaplan A Remediation Due 	<ul style="list-style-type: none"> • Case study • Plan of care for patients with bipolar disorder

			<ul style="list-style-type: none"> with mania. (SLO 1,5) Evaluate specific indications for the use of seclusion for a patient experiencing mania. (SLO 1, 5) Identify the schizophrenia spectrum disorders. (SLO 6) 		
7	02/28/2018	<ul style="list-style-type: none"> Substance Related and Addictive Disorders 	<ul style="list-style-type: none"> Describe the terms substance use, intoxication, tolerance, and withdrawal (SLO 6) Identify patterns of substance use (SLO 1, 3, 5) Apply the nursing process to caring for an individual who is using substances (SLO 1, 3, 5) 	<ul style="list-style-type: none"> Chapter 22 	<ul style="list-style-type: none"> Utilize CIWA, COWS scales to determine treatment
8	03/07/2018	<ul style="list-style-type: none"> Exam 2 Depressive Disorders 	<ul style="list-style-type: none"> Discuss the complex origins of depressive disorders (SLO1, 3) Formulate five nursing diagnoses for a patient with depression, include outcome criteria (SLO 1, 3, 5) Discuss the use of ECT for depressive disorders (SLO 1, 3, 5) 	<ul style="list-style-type: none"> Chapter14 	<ul style="list-style-type: none"> Exam 2: Chapters 3, 10, 11, 12, 13, 21, 22 Medication plan activity
9		<i>Spring Break</i>		<i>Spring Break</i>	
10	03/21/2018	<ul style="list-style-type: none"> Anxiety and Obsessive-Compulsive Disorders Trauma Disorders Somatic Disorders 	<ul style="list-style-type: none"> Compare and contrast the four levels of anxiety in relation to the perceptual field, ability to problem solve, and physical and other defining characteristics (SLO 1, 5) Describe clinical manifestations of each anxiety and obsessive-compulsive disorder (SLO 1, 3) Discuss four classes of medications appropriate for anxiety and obsessive-compulsive disorders (SLO 3) Differentiate between the symptoms of posttraumatic stress, acute stress, and adjustment disorders in adults (SLO 3) Develop a teaching plan for a patient who suffers from posttraumatic stress disorder (SLO 1, 3, 5) Describe clinical manifestations of each of the somatic symptom disorders (SLO 3) Evaluate the importance of assessing the patient's coping skills and strengths (SLO 1, 3, 5) Discuss the problem of factitious disorders and their implications for care (SLO 1, 3, 5) 	<ul style="list-style-type: none"> Chapter 15 Chapter 16 Chapter 17 Kaplan Psychiatric Nursing B 	<ul style="list-style-type: none"> Case study Medication activity
11	03/28/2018	<ul style="list-style-type: none"> Sexual 	<ul style="list-style-type: none"> Identify the problem of gender dysphoria in children and 	<ul style="list-style-type: none"> Chapter 20: 	<ul style="list-style-type: none"> Discuss thoughts

		<ul style="list-style-type: none"> Dysfunctions Neurocognitive Disorders 	<ul style="list-style-type: none"> adults (SLO 1, 3) Identify sexual preoccupations considered to be sexual disorders (SLO 1, 3) Discuss personal values and biases regarding sexuality and sexual behaviors (SLO 1) Compare and contrast the clinical picture of delirium with that of dementia (SLO 1) Summarize the essential nursing interventions for a patient with delirium (SLO 1, 3, 5) Formulate three nursing diagnoses suitable for a person with Alzheimer's disease and provide two outcomes for each (SLO 1, 3, 5) 	<ul style="list-style-type: none"> Gender Dysphoria and Paraphilia Only Chapter 23 Kaplan B Remediation Due 	<ul style="list-style-type: none"> and feelings related to gender dysphoria Create nursing care plans for patients with Alzheimer's disease
12	04/04/2018	<ul style="list-style-type: none"> Exam 3 Sleep/Wake Disorders 	<ul style="list-style-type: none"> Discuss the impact of inadequate sleep on overall physical and mental health (SLO 1, 3, 5) Describe the social and economic impact of sleep disturbance and chronic sleep deprivation (SLO 1, 3, 5) Apply the nursing process in caring for individuals with sleep disorders (SLO 1, 3, 5) 	<ul style="list-style-type: none"> Chapter 19 Kaplan Psychiatric Nursing C 	<ul style="list-style-type: none"> Exam 3: Chapters 14, 15, 16, 17, 20, 23 Case study
13	04/11/2018	<ul style="list-style-type: none"> Kaplan Suicide & Self-Injury Crisis 	<ul style="list-style-type: none"> Identify three common precipitating events for suicide attempts (SLO 5) Describe risk factors for suicide, including coexisting psychiatric disorders (SLO 3, 5) Give examples of primary, secondary, and tertiary interventions (SLO 1, 3, 5) Describe the problem of non-suicide self-injury (SLO 5) Differentiate among three types of crisis and provide an example of each (SLO 3) Delineate six aspects of crisis that have relevance for nurses involved in crisis intervention (SLO 3, 5) Provide concrete examples of interventions to minimize the situations (SLO 3, 5) 	<ul style="list-style-type: none"> Chapter 25 Chapter 26 Kaplan C Remediation Due 	<ul style="list-style-type: none"> Kaplan Case study Develop crisis plan
14	04/18/2018	<ul style="list-style-type: none"> Group Presentations Personality Disorders 	<ul style="list-style-type: none"> Identify characteristics of each of the ten personality disorders (SLO 3) Describe the emotional and clinical needs of nurses and other staff when working with patients who meet criteria for 	<ul style="list-style-type: none"> Chapter 24 Community Meeting Assignment 	<ul style="list-style-type: none"> Create care plan for patients with personality disorders

			<p>personality disorders (SLO 1, 5)</p> <ul style="list-style-type: none"> Formulate a nursing diagnosis for each of the personality disorders (SLO 1, 3) 	Due	
15	04/25/2018	<ul style="list-style-type: none"> Anger & Violence Violence Against Specific Populations Sexual Assault 	<ul style="list-style-type: none"> Compare and contrast interventions for a patient with healthy coping skills with those for a patient with marginal coping behaviors (SLO 1, 3, 5) Apply at least four principles of de-escalation with a moderately angry patient (SLO 3, 5) Describe two criteria for the use of seclusion or restraint over verbal de-escalation (SLO 1, 3, 5) Identify the nature and scope of family violence and factors contributing to its occurrence (SLO 1, 3, 5) Describe risk factors for both victimization and perpetration for family violence (SLO 1, 3, 5) Write out a safety plan for a victim of intimate partner violence (SLO 1, 3, 5) Identify five areas to assess with working with a person who has been sexually assaulted (SLO 1, 3, 5) Identify six overall guidelines for nursing interventions related to sexual assault (SLO 1, 3, 5) 	<ul style="list-style-type: none"> Chapter 27 Chapter 28 Chapter 29 Kaplan Remediation Due 	<ul style="list-style-type: none"> Case study Create safety plan
16	5/02/18	<ul style="list-style-type: none"> <i>Comprehensive Final Exam (SLO 1-6)</i> 		•	<ul style="list-style-type: none"> <i>Comprehensive Final Exam</i>

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.