

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Nursing</u>
COURSE RUBRIC AND NUMBER	<u>RNSG 2213</u>
COURSE TITLE	<u>Mental Health Nursing</u>
COURSE CREDIT HOURS	<u>2 2 :</u> <u>0</u>
	Credits Lec Lab

I. Catalog Description

Principles and concepts of mental health, psychopathology, and treatment modalities related to the nursing care of clients and their families. Explain the roles of the professional nurse in caring for patients and families experiencing mental health problems; use therapeutic communication; utilize critical thinking. Nursing process is applied with emphasis on Mental Health assessment, implementation, and evaluation. A grade of "C" or better is required in this course to take the next course. **Prerequisites: RNSG 1208, RNSG 1260, and RNSG 1413. Corequisite: RNSG 2260. (2:0).**

II. Course Objectives

Upon satisfactory completion of this course, the student will be able to:

A. Unit I. Provider of Patient-Centered Care

As a result of this class, the student will be able to:

1. Discusses critical thinking and the systematic problem-solving process with emphasis on behavioral health assessment and reassessment based on evaluation. **(SLO: #3,4, &5) (DACUM Chart 7.12)**
2. Differentiates between relevant and non-relevant assessment data of clients with varying behavioral mental health disorders, throughout the lifespan. **(SLO: # 3 & 4)**
3. Examines the implementation of evidence based nursing care for patients with behavioral health disorders and their families. **SLO: #5)**
4. Use critical thinking to identify biological, psychological, sociological, cultural, and communicating needs of patients with behavioral health disorders and their families. **(SLO: # 2, 3, 4, & 5)**
5. Analyze the therapeutic communication process for individuals, groups and families in a behavioral health setting. **(SLO: # 3, 4, & 5) (DACUM Chart 7.8, 7.9)**
6. Determines appropriate teaching interventions for simulated behavioral health disorder case study situations. **(SLO: # 2 & 5)**
7. Discuss caring as it relates to psychiatric nursing. **(SLO: # 3)**

8. Explores how the patient and the nurse's values influence care of the patient with behavioral health disorders. **(SLO: # 1) (DACUM Chart 4.1)**

B. Unit II. Member of the Health Care Team

As a result of this class, students will be able to:

1. Discusses the nurse's role as a member of the interdisciplinary healthcare team to plan, execute and evaluate care of patients with behavioral health disorders throughout the lifespan. **(SLO: # 6) (DACUM Chart 7.13)**
2. Discusses how the nurse can advocate for the rights of patients with common behavioral health disorders. **(SLO: # 4 & 6)**
3. Examine the role of the nurse in directing, delegating and supervising behavioral health disorder care in various settings. **(SLO: # 3 & 6)**
4. Describe resources that facilitate continuity of care, health promotions, maintenance and restoration and disease prevention for the patients with behavioral health disorders. **(SLO: # 3 & 6) (DACUM Chart 8.2)**
5. Explain the use of clinical technology and informatics in the care of patients with behavioral health disorders. **(SLO: # 5)**

C. Unit III. Member of the Profession

As a result of this class, students will be able to:

1. Discusses specific legal concepts and ethical issues that impact the care of patients with behavioral health disorders. **(SLO: # 4) (DACUM Chart 7.10)**
2. Discuss activities that promote the growth, development and practice of professional nursing while in the Mental Health Nursing course. **(SLO: #1)**
3. Discuss professional learning needs as they relate to the care of patients with behavioral health disorders. **(SLO: # 1)**

D. Unit IV. Patient Safety Advocate

As a result of this class, students will be able to:

1. Explore the nurse's role in promoting safety for patients with behavioral health disorders, consistent with current safety standards and requirements. **(SLO: # 4 & 5)**
2. Describe safety considerations that promote a safe environment for patients with behavioral health disorders, consistent with current safety standards and requirements. **(SLO: # 4 & 5)**
3. Examine disaster planning and bioterrorism as it relates to patients with behavioral health disorders. **(SLO: # 5 & 6)**

E. Unit V. Laboratory Skills

There is no lab component for RNSG 2213

III. STUDENT LEARNING OUTCOMES: ASSOCIATE DEGREE NURSING

Nursing Program Student Learning Outcomes (SLO's) assess the knowledge, skill/abilities, and/or attitudes that display behavioral evidence which the students have attained from their educational experiences. The ongoing assessment of Student Learning Outcomes is specifically linked to El Paso Community College Mission Statement, Institutional Strategic Goals, Program Review, and the Nursing Mission and Vision Statement. Nursing Program Student Learning Outcomes specifically describe the end result of the Nursing Program.

Student Learning Outcomes – SLO's	
1.	Integrate teaching-learning principles by developing, presenting and modifying teaching plans to meet the need of patients and their families.
2.	Utilize clinical judgment, communication skills and a systematic process when advocating for safe caring and compassionate patient-centered care to culturally diverse patients and their families across the lifespan in a variety of health care settings.
3.	Assume accountability for the quality of patient-centered nursing care provided to patients and their families within the legal scope of nursing practice consistent with ethical principles and professional values and standards.
4.	Provide evidence-based nursing care that promotes safety for the patient, family and their environment, while utilizing current technologies and nursing informatics.
5.	Collaborate and co-ordinate with patients, their families and the interdisciplinary/multidisciplinary health care team to implement best practices and to address health promotion and disease prevention, health maintenance and health restoration based on the individual's perception of their health needs.

Revisions to SLO's Fall, 2011

Final - 6-7-12

Revised: 09-12

Reviewed: 08-14

Reviewed: 12-15

Revised: 05-18

IV. THECB Learning Outcomes (WECM)

1. Explain the roles of the professional nurse in caring for patients and families experiencing mental health problems.
2. Use therapeutic communication.
3. Utilizes critical thinking skills and a systematic problem-solving process for providing care to patients and families experiencing mental health problems.

V. Evaluation

A. Course

Quizzes	10%
3 Unit Exam plus Proctored ATI	60%
Final	<u>30%</u>
Final Course Grade	100%

B. Grading Scale

90 – 100 = A
80 – 89 = B
78 – 79 = C
77 – 70 = D
69 – 0 = F

Final Course grades will NOT be rounded to the closest whole number. A 78 .00% is needed to pass the course with no rounding (i.e. 74.7 would be recorded as 74.7 and not rounded up to 78; 89.9 stays 89.9 and would not be rounded up to 90).

C. Unit Exams

Three (3) unit exams plus the proctored ATI will count as a Unit Exam in this course will be administered during semester. Exams will be weighed at a total of 60% of the course final grade. Each exam will cover course unit and terminal objectives. Refer to the test blueprint.

D. Final Exam

A comprehensive final exam will be given at the end of semester and is 30% of the course final grade.

E. Drug Calculation Competency

1. Mastery of drug calculations must be demonstrated by receiving a score of 85% or higher on a preclinical drug calculation assessment examination.

All students taking or auditing the theory course must also take the pre-clinical calculation examination, even if not enrolled in the clinical course. This will validate their knowledge and skills as they prepare to advance to the next course and provide an opportunity for remediation, if appropriate.

2. Each examination will contain drug calculation questions for the purpose of evaluating student competency in the solution of drug problems involving mathematical computations. Students will use approved Nursing Program drug calculations sheet for all mathematical computation which address the Nursing Program procedure.

F. ATI Testing

Students are required for course completion to take the Proctored ATI Assessment as scheduled, or they will receive a grade of "I" incomplete for the course. The Proctored ATI RN Assessment will count as an Exam Grade. The student will be given a score based on the level of achievement earned on the assessment.

Level III= 90
Level II= 85
Level I = 77
Below Level I = 69

Useful ATI Resources: Students are strongly encouraged to utilize the following:

RN Leadership Nursing review modules
Remediation Templates
Practice RN leadership Assessments
Tutorials: Nurse Logic, Skills modules and Learning System RN

G. Cell Phones

No cell phone use or text messaging in the classroom, labs and/or during clinical. If your cell phone rings or vibrates during a test, the test will be picked up and graded where it was last completed. If utilizing a computer it must be for class use only. If there is an emergency you may notify the instructor.

H. Procedure on Rounding of Grades

The process of rounding course grades to be used throughout the Nursing Program will follow common mathematical convention:

1. Scores on each examination, assignment or clinical evaluation will be rounded and recorded to the closest whole number.
2. **CHANGE:**
Final Course grades will NOT be rounded to the closest whole number. A 78.00% is needed to pass the course with no rounding (i.e. 77.7 would be recorded as 77.7 and not rounded up to 78; 89.9 stays 89.9 and would not be rounded up to 90).
3. Rounding rule: All grades except for Final Course grade
 - a. To determine scores to record, use the value in the tenths column only do not carry out any further. (82.459 would be recorded as 82 because only the tenths column is looked at.)
 - b. 0.5 and above will rounded to the next higher whole number (i.e., 84.6 becomes 85).
 - c. 0.4 and below will be rounded by dropping the tenths and leaving the whole number (i.e., 84.3 becomes 84).

VI. Disability Statement (Americans with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VII. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

VIII. Title IX and Sex Discrimination

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic

violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.