Course Description

This four credit Level III (senior year) theory course is offered fall and spring semesters, concurrently with NUR 410 (Practicum in Community Health Nursing) and NUR 412 (Practicum in Psychiatric/Mental Health Nursing) and addresses community health and psych/mental health nursing practice.

The course is built on a social system framework and explores the theoretical perspectives of community health and behavior. Building on previously acquired knowledge, students study concepts related to communication strategies in the nurse-client relationship. Maladaptive patterns of emotional and behavioral expression are studied in the context of a mental health continuum. Specific patterns included are: anxiety, withdrawal, affective, cognitive, and addictive disorders. Students are encouraged to explore selected research studies relevant to the nursing process as it is used to assist individuals, families, and groups in meeting their mental health needs. Resources within the community mental health system are identified.

The course also orients the student to the broad area of community/public health. It provides a theoretical basis for practice in the field of population health that includes the structure and functions of public and private health organizations. An introduction to vital statistics, epidemiology, communicable and chronic disease control, and environmental health is included. Current trends and issues in local, national, and international community health are explored.
Course Objectives
Upon completion of this course, the student will be able to:

1. Examine historical, legal, social, cultural, political, and economic forces that influence the client, nursing practice, and the health care system.
2. Describe health care delivery and insurance systems in the public and private sector and the implications for practice in public health and mental health.
3. Describe a partnership model of multidimensional assessment, diagnosis, planning, intervention, and evaluation with individual/family and population clients in mental health and community settings.
4. Synthesize knowledge of theoretical perspectives on behavior, examining relevant research used in nursing practice for clients with psychiatric-mental health problems.
5. Demonstrate knowledge of the continuum of emotional and behavioral expression in clients, families, and groups.
6. Explain the application of select nursing, public health, epidemiology, health promotion/disease prevention, health education, and behavior change theories and research to community and mental health nursing practice.
7. Describe environmental health and approaches to maintenance of health community environments.
8. Compare the roles and responsibilities of nurses in various community and mental health settings.
9. Describe vulnerability and strategies for working with culturally and economically diverse vulnerable population groups.

Course faculty

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Course Information

• Four (4) hours per week will be spent in a class and discussion format.
• For the first 2/3 of the semester, community health and psych/mental health will each be presented in two (2) hour blocks every class meeting. For the final 1/3 of the semester, topics of interest to community health and psych/mental health will be addressed in the full four (4) hours available.
• Course materials will be posted and maintained on ANGEL. These include a course class schedule reflecting class topics, exams and due dates for course requirements, and weekly study guides including objectives and required media, reading assignments, self-study activities.
• Students are expected to complete all assigned readings, self-study, and media prior to the class for which they are assigned. Spot assessment of required media/reading may precede the associated class topic.
• Exams will be based on class content, assigned reading, self-study materials, media and other assignments and may be administered on ANGEL.
• Submission of all assignments and online SIRS course and faculty evaluations is required prior to receiving a course grade.
• Classroom courtesy: All communication devices must be turned off during class. Classroom computers may only be used at faculty-designated times.

Special Needs
Any student who has special needs should contact the course chairpersons prior to or during the first week of class to discuss his/her needs.

Required Texts
• NUR 409 Psychiatric Nursing Course Guide (Available on ANGEL/Blackboard prior to class)
• NUR 409 Community Health Nursing Course Guide (Available on ANGEL)

Optional Textbooks
None

Course Requirements
A variety of activities are required and evaluated in this course. They include examinations, in-class activities, student presentations, and out of class preparatory class activities as outlined in evaluation section below.

Evaluation
A maximum of 500 points is possible in NUR 409. Points are assigned to exams and other class requirements as outlined below. Points are summed and converted to the University numerical grading scale, using the following conversion categories.
Grade (% = points earned/total points) | Grade on University Grading Scale  
---|---  
94-100% | 4.0  
89-93% | 3.5  
84-88 % | 3.0  
79-83% | 2.5  
75-78% | 2.0  
70-74% | 1.5  
65-69% | 1.0  
> 64% | 0.0  

*NOTE: Students must obtain a course grade of ≥ 2.0 in order to pass the course. A 0.0 grade will be given for dishonest behavior.*

**Examinations** (400 possible points)

400 points (80% of possible 500 points) are distributed among five (5) exams.

- 260 points for four (4) fifty minute exams given at approximately three week intervals. Each of these exams will be ~ 35-40 questions and 65 points.
- 140 points for the final 100 minute exam given during final exam week. This fifth exam will include 100 questions with ~ 20% from weeks 13-15 and ~ 80% cumulative.

*Note: NUR 409 exams reflect NCLEX style questions, i.e., multiple choice questions that reflect the components of the nursing process. The exams initially address less complicated questions and gradually focus on more analytical questions over the semester. Understanding, not just memorization, of the concepts and theories studied is essential to passing the exams.*

**Other requirements** (100 points possible)

100 points (20% of the possible 500 points) are distributed among psych/mental health nursing, community health nursing, and the combined course material/classes.

- 30 points for psychiatric/mental health nursing—completion of three psychopharmacology modules and their accompanying exams; each unit/exam is worth 10 points.
- 30 points for community health nursing—completion of a public health issue report. Guidelines and requirements for the report will be posted on ANGEL. Faculty must approve topic areas in advance.
- 40 points for combined psych/mental health & community health nursing—student presentations during the last 1/3rd of the semester. Guidelines and requirements for the presentations will be posted on ANGEL.

**Professional Conduct policies**

**Attendance Policy**

Attendance at all classes is strongly encouraged and may be monitored.

**Taping Policy**

Students who wish to audiotape or videotape any class sessions should consult with the relevant course chairperson(s) in advance to obtain permission for taping procedures.
Course Policies for Taking Exams
The student is required to notify the course chairpersons prior to the start of the exam if he/she is unable to take an exam. If neither course chairperson is available, the student should leave a voice mail message for both faculty and notify the Office of Student Affairs (Phone: 353-4827).

A student who is unable to take an exam at the scheduled time will be given an alternate exam/quiz. A grade of 0.0 will be given for students who are absent from scheduled exams or other required activities without prior notification of the course chairpersons. A grade of 0.0 will be given for substantial evidence of academic dishonesty. A student who does not turn in his/her test materials when requested to do so will receive a grade of 0.0 for the exam.

Posting of Grades
Exam results will not be posted. The student will be able to monitor his/her progress on exams and other activities via ANGEL.

Student Progress
Any student who has a concern about his/her grade is responsible for approaching the course chairperson(s) to discuss the concern. Students who believe they are experiencing academic difficulty should request faculty guidance early in the semester.

Students who have less than a 2.0 at mid semester will be identified and both the student and the Office of Student Affairs will be notified. Refer to the College of Nursing Undergraduate Student Handbook for specific policies regarding monitoring of student progress and resources for academic assistance.

Policies for Student Course Representatives
Four student representatives, one from each clinical group cluster, will be elected by students enrolled in NUR 409/410/412. Student representatives and course faculty will meet at least twice during the semester as determined by faculty and students.

- The student representatives will serve as a channel of communication between the students and faculty by sharing with faculty aggregate student viewpoints and by sharing with students the outcomes of discussions between course faculty and student representatives.
- A maximum of five minutes of class time will be available for the sharing of information by student representatives.
- Student course representatives should direct any students who might have individual level concerns to contact the course chairperson(s) to arrange a one-to-one meeting.

Examples of individual level issues include questions about individual exam performance, strategies for studying or academic workload management, and requests for accommodations for course examinations or other assignments.