Michigan State University

College of Nursing

NUR 370: Mental Health and Psychiatric Nursing

SPRING 2007

Credits: 4

Lecture/Recitation/Discussion Hours: 2

Lab Hours: 90

Prerequisites: NUR 300, NUR 330, NUR 340, NUR 350, PHM 350
Co-requisites: NUR 360, NUR 380

Faculty

Clinical Course Chairperson:
   Elaine Tetreault, MSN, APRN BC, NP

Course Coordinators:
   Kathleen Bappert, MS, BSN
   Gretchen Gauck-Dubes, RN, MSN

Clinical Instructors

University of Michigan Hospitals & Ingham (GEMS)  Elaine Tetreault  
(734) 972-6869 (M)  tetreau6@msu.edu
Frequently Called Telephone Numbers/People:

Media Lab: Life Sciences; 353-9020
College of Nursing; A221 Life Sciences: 355-6523.

Class Lecture Meeting Day, Time, Location

Thursdays, 12:40 – 2:30, Room TBA

Schedule for first and second week of clinical orientation for Spring 2007 Semester: *The first and second orientation days as listed below are MANDATORY and will account for your first and second clinical days.*

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
<th>Event</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 1-8-07</td>
<td>TBA</td>
<td>TBA</td>
<td>370 Orientation Monday Group</td>
<td>Gretchen Dubes &amp; Elaine Tetreault</td>
</tr>
<tr>
<td>Wednesday 1-10-07</td>
<td>TBA</td>
<td>TBA</td>
<td>370 Orientation Wednesday Group</td>
<td>Gretchen Dubes &amp; Elaine Tetreault</td>
</tr>
<tr>
<td>Wednesday 1-17-07</td>
<td>TBA</td>
<td>TBA</td>
<td>370 Orientation Wednesday Group</td>
<td>Gretchen Dubes &amp; Elaine Tetreault</td>
</tr>
<tr>
<td>Monday 1-22-07</td>
<td>TBA</td>
<td>TBA</td>
<td>370 Orientation Monday Group</td>
<td>Gretchen Dubes &amp; Elaine Tetreault</td>
</tr>
</tbody>
</table>
Please access ANGEL 370, download and bring the following materials to the first week clinical orientation: 1) “Therapeutic Communication” PowerPoint lecture, 2) “Mental Status Exam” PowerPoint lecture, and 3) your 370 Syllabus.

Second week clinical orientation: Complete and bring to class the Therapeutic Communication Study Module, which can be accessed on the 370 Angel site.

Course Description

This course is an extension of foundational social science concepts into nursing therapeutics aimed at mental health and the care of persons with mental illnesses. Medication and non-medication interventions, group interventions, and therapeutic environments will be studied and demonstrated.

Level II Outcomes and Competencies

The CON has defined the following competencies that must be achieved by all students in Level II before progressing to Level III. At the end of Level II, all students will achieve the objectives and competencies listed below, as well as the bolded indicators specific to this course. All indicators, as well as clinical performance behaviors, clinical assignments, and the theory grades must be at 75% to proceed on to the next level. Any student failing to make a minimum 75% on an indicator will be given an opportunity to remediate.

NURSING THERAPEUTICS II Analyze data in the delivery of targeted nursing care to persons and populations.

Competencies
1. Obtain a focused assessment by gathering and using data from a variety of sources to identify and prioritize nursing needs.
2. Apply theoretical and evidence principles to develop, implement, and evaluate an individualized, prioritized plan of care.

Indicators
1. Develop and present concept map showing the relationship between patient data and theoretical principles that support the plan of care; include baseline data, interventions, evaluation, and clinical observation that would support Dx and prioritization of DX
combined. (Concept map to reflect theories such as Biology, Orem, Family, Pain, Erikson, etc.). Include credible sources (also EVIDENCE-BASED PRACTICE and CRITICAL THINKING; NUR 360).

ILLNESS AND DISEASE MANAGEMENT II Apply understanding of theories and principles in coordinating the care necessary for the management of illness and disease.

Competencies
1. Based on desired outcomes, determine care management needs of the individual (i.e. clinical pathways).
2. Identify a variety of barriers and resources that affect client outcomes and delivery of care.

Indicators
1. Interview a member from a vulnerable population; develop a concept map for an individual/family client from that vulnerable/ethnic population that identifies socio-demographic (age, culture, SES) characteristics that influence the focal health problem, including possible health disparities related to the focal problem, and develop an appropriate risk reduction and/or health promotion diagnoses and intervention plan for the client. Include analysis of issues related to access and barriers to the health care system (also GLOBAL AND CULTURAL COMPETENCE and HEALTH PROMOTION AND RISK REDUCTION; NUR 360/370).

PROFESSIONAL LEADERSHIP II Value the contribution of nursing leadership and roles for the delivery of nursing care to persons and populations in health care settings.

Competencies
1. Examine how nursing leadership roles and strategies affect health care quality.
2. Collaborate with multiple disciplines in providing client care.

Indicators
1. Student-lead case example from clinical of nurse demonstrating leadership characteristics, the impact and importance (NUR 380).

ETHICAL PRACTICE II Apply ethical problem solving in their nursing care.

Competencies
1. Accurately identify and characterize ethical problems arising in the care of clients.
2. Identify barriers to and resolutions for client self-determination.

Indicators
1. Scholarly case analysis paper on ethical issue related to a clinical topic with five professional (tier two writing NUR 380) references using APA format. Successful evaluation will include identification of the components of ethics; select appropriate strategies of identification, and resolution of the dilemma – formulate and defend management (NUR 380).
2. Case problem identification and characterization of an ethical problem within clinical practice (clinical activity in both NUR 360 and 370).
COMMUNICATION II   Apply interactive processes in relating to persons, populations, and colleagues.

Competencies
1. Demonstrate effective communication skills in nurse-client and professional interactions.
2. Demonstrate ability to communicate in writing with a variety of audiences.

Indicators
1. Satisfactory completion of two process recordings (NUR 370).

HEALTH PROMOTION AND RISK REDUCTION II   Apply basic concepts and theories to the development of health promotion plans for persons (individual/family).

Competencies
1. Compare and contrast major health indicators in cultural/ethnic groups.
2. Assess and address factors that place individuals and families at risk. Indicators
1. Combine with other concepts.

GLOBAL AND CULTURAL COMPETENCE II   Investigate the relevance of global, cultural, and socioeconomic factors to health and wellness of persons and populations.

Competencies
1. Analyze the importance of global and cultural factors on perception of health and illness.
2. Implement nursing interventions that reflect understanding of diversity.

Indicators
1. Combine with other concepts.

CRITICAL THINKING II   Analyze critical thinking processes in their nursing practice.

Competencies
1. Demonstrate ability to compare and contrast textbook and relevant literature concerning selected patient issue (disease management, risk reduction, health promotion, health teaching) with patient assignment.
2. Take initiative to plan creatively to meet patient goals.

Indicators
1. Combine with other concepts.

EVIDENCE-BASED PRACTICE II   Apply theory and research in planning care that prevents or intervenes in illness and disease.
**Competencies**

1. Formulate and manage nursing interventions that are based on theory and research.

**Indicators**

1. Develops concept map showing the relationship between patient data and theoretical principles that support the plan of care; include baseline data, psychosocial interventions, evaluation, and clinical observation that supports Dx and prioritization of Dx. Concept map to incorporate one psychosocial theory [e.g. Paplau, Erikson, Piaget, Maslow, Freud] with citation of credible sources.

**Course Objectives**

*At the end of this course the student will:*

1. Apply intermediate-level communication skills with people experiencing mental health deviations.

2. Critique and value the impact of her/his critical thinking process used in their psychiatric and mental health nursing practice.

3. Interpret data in the delivery of targeted nursing care to persons and populations with mental health deviations.

4. Analyze the interactions between individual factors and societal forces and between cultural and socioeconomic factors on mental health.

5. Analyze and apply theory and data for the care management for mentally ill persons and populations.

6. Evaluate the multidisciplinary roles in the care of persons and populations with mental illness.

7. Analyze ethical issues related to the care of persons and populations with mental illness.

8. Examine theory and research related to the prevention and treatment of mental illness.


**Required Texts**


**Instructional Model**

NUR 370 is a 4-credit course that includes theoretical, lab, and clinical components. This course introduces the beginning nursing student to the concepts and skills related to mental health and psychiatric nursing across the life span.

Two hours per week are designated for theory content. Theory content will be presented through lecture, small group discussion, independent viewing of media, and group assignments. The completion of assigned readings and media prior to each class is necessary to facilitate comprehension, understanding, and integration of content vital to this course.

Six hours a week are designated for lab/clinical study. The lab content of the course will be front loaded with the students utilizing clinical time initially in the simulation lab to expand and evaluate interpersonal skills. The clinical practicum will provide immersion with acutely ill adults and children.

**Evaluation/Grading Scale**

The Standard College of Nursing grading scale will be utilized to report course grades. Percentages will be rounded to the nearest whole number before a grade point is assigned. Points $\geq 0.5$ will be rounded up. See Clinical Performance Evaluation form for further clarification of grade determination.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94%</td>
<td>4.0</td>
</tr>
<tr>
<td>93-89%</td>
<td>3.5</td>
</tr>
<tr>
<td>84-88%</td>
<td>3.0</td>
</tr>
<tr>
<td>83-79%</td>
<td>2.5</td>
</tr>
<tr>
<td>75-78%</td>
<td>2.0</td>
</tr>
<tr>
<td>74-70%</td>
<td>1.5</td>
</tr>
<tr>
<td>65-69%</td>
<td>1.0</td>
</tr>
<tr>
<td>$\leq 64%$</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Fifty percent of the course grade is based on the theory portion of this course and the other 50% of the course grade is based on the clinical portion. The theory grade will be based on quizzes and exams. A student must achieve a minimum grade of 75% or 2.0 in performance behaviors, clinical assignments, and in the theory class in order to pass the course, regardless of the weighted total of the three. If a student fails to make a grade of 75% or 2.0 in either performance behaviors, clinical assignments, or in the theory class, a grade point of 0.0 will be assigned for the course.

**Any student deemed unsafe will not pass the course and will receive a grade point of 0.0.**

The clinical evaluation tool will be posted on ANGEL.

**Theory portion of the course**

The theory portion of the grading is based on medication quizzes and exams. Medication quizzes are open book and taken online. Two exams and a cumulative final exam will consist of NCLEX-style questions which test students’ abilities to apply theory to case situations. Class time will be given for the exams.

<table>
<thead>
<tr>
<th>Evaluation Activities</th>
<th>Percent of theory grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medication quizzes (3)</td>
<td>15</td>
</tr>
<tr>
<td>Exam 1</td>
<td>25</td>
</tr>
<tr>
<td>Exam 2</td>
<td>25</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
</tr>
</tbody>
</table>

**Clinical Portion of the course**

The lab/clinical grade will further be divided into assignments and clinical performance. Assignments will include two complete nursing care plans, two process recordings, an ethics presentation, and a vulnerable population presentation. Sixty percent of the clinical grade will be based on these four assignments. The clinical performance portion of the clinical grade is calculated using the clinical performance tool. Forty percent of the clinical grade will be calculated using the clinical performance tool. Penalties for late assignments will be assessed at 5% per week. Theoretical Concept Map is graded pass/fail.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of clinical assignment grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Nursing Care Plans</td>
<td>40</td>
</tr>
<tr>
<td>2 Process Recordings</td>
<td>30</td>
</tr>
<tr>
<td>Ethics Detective Post-Conference Report</td>
<td>10</td>
</tr>
<tr>
<td>Vulnerable Populations Concept Map and Report</td>
<td>20</td>
</tr>
<tr>
<td>Theoretical Concept Map</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Clinical Journals</td>
<td>Not Graded</td>
</tr>
</tbody>
</table>

**University, CON, and Course Policies**

**A. Attendance**

1. Nursing is a professional program and attendance is an expectation. 

**ATTENDANCE AT CLINICAL ORIENTATION IS REQUIRED.** If you are unable to attend related to an emergency or serious illness, **notification of the clinical instructor must be made prior to the clinical experience time.** Failure to assume responsibility and accountability for clinical attendance will result in the student being individually counseled and reported to the Course Chair and Office of Student Affairs. Excessive absence and/or tardiness, or a perceived pattern of absences or tardiness, may result in a 0.0 being awarded for the course. If a message is left on voice mail or an answering machine, it is the students’ responsibility to follow up the recorded message with a personal conversation within 48 hours.

2. Attendance for clinical is required. Make-up clinical hours will be negotiated with the clinical faculty.

**B. Examinations**

Examinations will be given during course periods. Students arriving late will have the scheduled time for completion of the exam. All students are expected to take examinations on the date scheduled, unless prior arrangements are made with the course faculty. For emergency situations, students are to contact faculty as soon as possible. If unable to contact faculty, call the College of Nursing office and leave a message regarding the reason for absence. It is the students’ responsibility to reach faculty as soon as possible following the examination to make arrangements to take an alternate examination. There will be one opportunity for an alternative exam. Alternate exams may used with additional formats (essay, fill in the blank, etc.). Make-up exams are routinely scheduled
within one week of the original exam date. Health providers’ statements may be required. Questions regarding examination grades will be put forward within two weeks of the exam date. Alterations will not be made after this time.

C. Communication

E-Mail & Student Mailboxes:

All students are expected to check their e-mail and student mailboxes (in the Student Lounge) to retrieve course information. Student paperwork will be returned on a timely basis and placed in the mailboxes or handed back in lecture or clinical setting. E-mail is for the sole purpose of conveying constructive, positive course and nursing information ONLY and is a privilege. Any student utilizing this service to convey personal opinion, pass on chain letters, or advertising unauthorized statements will be reported to the Director of the Office of Student Affairs and the Associate Dean for Academic Affairs and will be dealt with on an individual basis. Inappropriate use may result in the individual being removed from the class list and any other actions determined necessary by the Course Chairperson and College of Nursing administrators.

Student Faculty Relationship

It is expected that a professional, courteous, positive demeanor will be exhibited to peers, faculty, and College of Nursing staff with each encounter. It is expected that you will be on time to theory and clinical. If, for some reason, you have to be late or leave early, the course coordinator or your clinical instructor should be notified and plans will be made so you will not disturb the entire class. Talking, reading the newspaper, surfing the net, and sleeping are considered disrespectful during lecture. Cell phones are to be turned off during class and clinical time. Asking questions and requesting clarification of information is highly encouraged as student input is valued and worthwhile.

Timeliness, honesty, integrity, a positive attitude, assertive communication skills, and motivation are some of the personal skills that one should be developing, or refining, during nursing school. These positive skills will be utilized in your three years at the College of Nursing and in your chosen profession.
Refer to MSU Spartan Life Handbook and College of Nursing BSN Handbook for Policies regarding:

1. Academic Dishonesty
   “I vow to hold myself and my peers to the highest measure of honesty and integrity…

   I will neither give nor receive any unauthorized assistance in completing my assigned academic work.” BSN Student Handbook, pg. 19

2. Taping and Communication Devices
3. Weather
4. Protection of Property/Computers
5. Protection of Scholarship and Grades
6. SIRS
7. Clinical Attire/Dress Code
8. Disabled Students

Clinical Assignments

Clinical assignments will include two complete nursing care plans, two process recordings, an ethics presentation, a vulnerable population assignment, a theoretical concept map, and 10 clinical journals. Clinical assignments are described below.

A. Nursing Care Plans (40%) (2)

Each day in the clinical setting students will use the psychiatric nursing care plan template to organize information they learn about their assigned patient and apply the nursing process. Students will turn in portions of the nursing care plan each clinical day to the clinical instructor for review and critique. It is not expected that all parts of the care plan are completed each clinical day. Students will choose a few sections each day to gain competency in those areas. By the end of the semester, students will turn in two complete nursing care plans which will be graded using the clinical synthesis rubric.

B. Process Recordings (30%) (2)

A process recording is a systematic method of collecting, interpreting, analyzing, and synthesizing data collected during a nurse-client interaction. The major purpose of doing a process recording is to critically analyze communication and its effects on behavior to modify subsequent behavior, resulting in improved quality of therapeutic communication and psychiatric nursing care. Each process recording is comprised of five components. Students should prepare process recordings using the copy of the form that is provided as a guideline. By the end of the semester, students will turn in two complete process recordings, which will be graded using the process recording rubric.
C. Ethics Detective Assignment and Oral Presentation (10%)

Students will accurately identify and characterize an ethical problem arising in the care of clients in the psychiatric nursing setting. Students will prepare and deliver an oral presentation to their classmates during clinical time. The assignment will be graded using the Ethics Presentation Rubric.

D. Vulnerable Population Assignment and Oral Presentation (20%)

Students will identify a member of a vulnerable population group in their clinical settings. They will identify socio-demographic characteristics that influence that client’s health problem, including possible health disparities known to affect their population group. Students will then develop nursing strategies that address those issues; interventions may be at the individual, family, or community level. They will make an oral presentation to their classmates during clinical time that includes a concept map with nursing diagnosis, all relevant facts, and proposed intervention strategies. The assignment will be graded using the Health Promotion Presentation Rubric.

E. Theoretical Concept Map (pass/fail)

Students will develop a concept map showing the relationship between patient data and theoretical principles that support the plan of care; include baseline data, psychosocial interventions, evaluation, and clinical observation that supports Dx and prioritization of Dx. Concept map to incorporate one psychosocial theory [e.g. Hildegard Paplau, Erik Erikson, Jean Piaget, Abraham Maslow, Sigmund Freud, Harry Stack Sullivan, Carl Rogers] with citation of credible sources.

F. Clinical Journal (not graded)

Ten (10) clinical journals are due during the semester. See page 32 for journal format. Journals must be typed and should not be longer than two pages double spaced.