Course Title: NSG213: Nursing Care of the Psychiatric Mental Health Client: Individual, Family, and Community

Credits: 4 Credit Hours

Course Description: The nursing process is utilized in assisting adults and their families, within their community to achieve optimum health and so resolve selected health problems. Nursing theory is correlated with clinical practice in a variety of health care settings. This course meets the Writing Intensive option requirement of the University.

Pre-Requisite Courses: NSG 210, NSG 211, NSG 215

Co-Requisite Courses: NSG 235, NSG 236, NSG 342,

Placement: Fifth Semester, JuniorYear.

Faculty: Course Coordinator:

Class:

Textbooks/Materials

Recommended Textbooks/Materials

*Available in mobile version through F.A. Davis

**Course Outcomes:**

Upon completion of this course students will be able to:

1. Demonstrate knowledge and use of the nursing process as it applies to client with:
   a. Anxiety disorder
   b. Somatic Symptom Disorder
   c. Depressive moods and suicidal behaviors
   d. Bipolar disorder
   e. Schizophrenia and other psychotic disorders
   f. Personality disorders
   g. Crisis intervention
   h. Abused and neglected
   i. Anger, aggressive and violence
   j. Addiction and substance disorders

2. Apply the nursing process, standards of care, and identifies communication skills to provide competent patient centered care to a psychiatric mental health client in a simulation, clinical, and outpatient settings.

3. Demonstrates competency in associated communication skills including:
   a. Simulation with a depressed, agitated or psychotic client
   b. Hearing voices simulation
   c. Clinical evaluations
   d. LCJR
   e. Process recordings

4. Display change in behaviors as a result of clinical experiences.

5. Contributes to the community of interest through civic engagement.

6. Exhibit accountability and responsibility for self-directed learning behaviors as an adult learner.
7. Apply relevant and current evidence from the nursing literature to plan nursing care.
8. Participates in inter-professional collaborative activities

Teaching Strategies: The following teaching strategies may be utilized:
1. Lecture
2. Case Study
3. Power point

Description: University Mission:
To continue the Wilkes tradition of liberally educating our students for lifelong learning and success in a constantly evolving and multicultural world through a commitment to individualized attention, exceptional teaching, scholarship and academic excellence, while continuing the University’s commitment to community engagement.

Passan School of Nursing Mission:
The mission of the Passan School of Nursing is to promote interprofessional practitioners of nursing, who provide quality health care in a constantly evolving multicultural world, engage in lifelong learning, and expand nursing science through scholarship, technology, and academic excellence, while engaging in community service

Requirements and Evaluation Components: Assessment of the student’s progress is an ongoing process involving the student and instructor. The final grade is the composite of the theoretical.

The stated course outcomes serve as the basis of evaluation. Course evaluation tools vary and may include unit quizzes, unit exams, a final exam, term project, and written assignments.

Tests will be objective and/or subjective. Tests will include materials from lectures, readings, and CNSC assignments (Specific to Physical Assessment). If a discrepancy exists among resources, the required textbook is considered the final authority on the subject.

Unannounced quizzes and assignments may be given at any time and additional readings may be assigned.
All unit and final exams must be taken on the scheduled dates. Test dates are subject to change with adequate notification by faculty. If a student is unable to be present for an exam, the student must contact the instructor prior to the exam for permission to miss the exam. If this is not done, a makeup examination will not be given and the test score will result in a “0”.

**Equivalence of grades:**
The theory grade is determined by the following:

- 4.0 = 92 – 100%
- 3.5 = 88 – 91%
- 3.0 = 84 – 87%
- 2.5 = 79 – 83%
- 2.0 = 75 – 78%
- 1.5 = 70 – 74%
- 1.0 = 65 – 69%
- 0.0 = less than 65%

**PROGRESSION POLICY**
In order to progress INTO clinical nursing courses, students must:

- Complete the ATI/TEAS test exam
  - Wilkes University’s Passan School of Nursing requires that the student score 58.7 or higher, including the Accelerated Baccalaureate students.
- Earn a 2.5 or better in all prerequisite nursing courses:
  - BIO 113 (Microbiology); BIO 115, and 116 (Anatomy and Physiology I and II); CHM 111 (Fundamentals of Chemistry); and ENG 101 (Composition).
- Maintain an overall Grade Point Average (GPA) of 2.5 or greater.

In order to progress THROUGH the nursing curriculum, all nursing majors must:

- Earn a 2.5 or better in all nursing courses.
- Earn a 2.5 or better in all required science courses.
- Meet expected outcomes in all nursing courses.
  - A nursing student who earns less than a 2.5 in a nursing course may repeat that course once.
    - A nursing student who earns less than a 2.5 in a second nursing course is ineligible to continue in the nursing program.
- Maintain an overall Grade Point Average (GPA) of 2.5 or greater.

The theory grade will be determined as follows:

- Exam 1: 15%
- Exam 2: 15%
- Exam 3: 15%
- Psychopathology Paper: 8%
- 4 Quizzes: 15% (lowest quiz is dropped)
- 1 Assignments: 2%
- Comprehensive Final: 20%
- ATI Test: 10%

Integrated Testing Program = Test of Psychosocial Nursing

**Quizzing**

Four quizzes will be given during the semester. The lowest quiz grade will be dropped. Students who miss class on the day of a quiz will receive a zero for that quiz, as there is no makeup available.

---

**Course Policies:**

The link for the Passan School of Nursing Handbook is:


All students are required to read and submit an attestation document at the beginning of each academic year. Students must adhere to all policies in the Passan School of Nursing Handbook.

**Professionalism:**

Please see policy in the Passan School of Nursing Student Handbook.

**Attendance:**

The faculty and staff of the Passan School of Nursing understand that the student is an adult learner. Attendance is required at all classes.

**Dress Policy:**

Please see policy in the Passan School of Nursing Student Handbook.
Academic Honesty:
At Wilkes the faculty and the entire University community share a deep commitment to academic honesty and integrity. The following are considered to be serious violations and will not be tolerated:

1. Plagiarism: the use of another’s ideas, programs, or words without proper acknowledgement.
2. Collusion: improper collaboration with another in preparing assignments, computer programs, or in taking examinations.
3. Cheating: giving improper aid to another, or receiving such aid from another, or from some other source.

Any student who violates the Intellectual Responsibility and Plagiarism Policy will fail the course.

Communication Policy:
Please see policy in the Passan School of Nursing Student Handbook.

Taping:
The School of Nursing adheres to all university policies on academics published in the Wilkes University Student Handbook. In addition, the student is advised to read and comply with the policies of the School of Nursing published in the Nursing Student Handbook as noted online. Students are not permitted to tape lectures without specific permission from the instructor.

Completion of Required Clinical Nursing Simulation (CNSC) Requirements:
Please see policy in the Passan School of Nursing Student Handbook.

Examination Policy & Procedure:
Please see policy in the Passan School of Nursing Student Handbook.

Medication Proficiency Policy:
Please see policy in the Passan School of Nursing Student Handbook.

Assignment Due Dates:
Please see policy in the Passan School of Nursing Student Handbook.
**Academic Support:**
If a student earns a grade of less than 79% on any exam, the student is expected to meet with the course instructor. The student may also be asked to meet with the Retention and Remediation Coordinator. At the time of midterm, the student is strongly advised to discuss their academic concerns, if any, with their nursing advisor, course instructor, and Retention & Remediation Coordinator. The student may be referred to University College, located in Conyngham Hall, for academic support services (i.e. peer tutoring, test taking support, time management, note taking, and study skills).

**Clinical Requirements and Evaluations of Components:**
Attendance at all clinical experiences is required. Refer to School of Nursing Student handbook Guidelines Governing Attendance at the Clinical Experience.

All written assignments must be satisfactorily completed in order to pass the clinical component of the course. Students who do not satisfactorily complete assignments at the appropriate time will jeopardize their satisfactory completion of the clinical component of the course.

**Clinical Skill Checklist:**
Each student will receive his/her clinical skills checklist during the first day of class for all incoming students. The nursing student is responsible for bringing the checklist to each clinical experience throughout the nursing program. The clinical instructor will be responsible for initialing and dating the skills when first accomplished and at the point of proficiency. The clinical instructor and student will review the form for completeness and accuracy at the time of each clinical evaluation. The student is responsible for maintaining the hard copy of the clinical skills checklist throughout the program. A scanned copy will be submitted to an electronic drop box at the completion of the clinical rotation.

**Student Community Service Requirement:**
Please see policy in the Passan School of Nursing Student Handbook.

**Policy on Integrated Testing Program:**
All students are required to complete the Integrated Testing Program administered by the School of Nursing.
Please see policy in the Passan School of Nursing Student Handbook.
Course Examinations:
Please see policy in the Passan School of Nursing Student Handbook.

Advisement:
Every nursing major is assigned a faculty advisor within the Passan School of Nursing. Students must check the roster as posted in the Passan School of Nursing.

Please see policy in the Passan School of Nursing Student Handbook.
<table>
<thead>
<tr>
<th>Unit or Module</th>
<th>Topic/Content</th>
<th>Student Learning Outcomes</th>
<th>Resources</th>
<th>Assessment Activities</th>
<th>Course Outcomes</th>
</tr>
</thead>
</table>
| Introduction to PMH nursing | Course objectives, materials, and assignments  
Communication with the client | Demonstrates knowledge of communicating with a psychiatric client | D2L  
Text: Boyd  
Course Point  
ATI | Syllabus review  
Read: Ch. 3, & 9.  
ATI: Mastery quiz | 2  
3a, b,3 |
| Mental Health & Mental Illness | Historical aspects of P/MH nurse  
Legal and ethical guidelines for safe practice  
Prevalence of mental health  
DSM-V-TR | Discuss historical influences on role of p/m health nurse  
Describe legal/ethical parameters of care with PMH client  
Describe continuum of mental health and mental illness | D2L:  
Text: Boyd  
Course point | Watch video.  
Read: Ch. 1, 2, 4, 6, 7, & 8  
mastery quiz | 2 |
<table>
<thead>
<tr>
<th>Medical dx vs nursing dx in mental health</th>
<th>Compare &amp; contrast a DSM-V-TR medical dx with nsg. dx</th>
<th>Discuss future trends of P/MH nurse</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of the nurse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychiatric Nursing Process/standard s of care for PMH client</td>
<td>Relevant theories and therapies for nursing practice</td>
<td>Compare and contrast major theories of personalities and biological theories</td>
<td>D2L Text: Boyd</td>
</tr>
<tr>
<td></td>
<td>Therapeutic nurse / client relationships</td>
<td>Demonstrate a knowledge and use of nursing process when interviewing a PMH client.</td>
<td>Course point</td>
</tr>
<tr>
<td></td>
<td>Therapeutic groups</td>
<td>Discuss group and family interventions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Mental Health Nursing</td>
<td>Understanding mental health care in the community</td>
<td></td>
</tr>
</tbody>
</table>

Read pages: Ch. 5, 7, 10, 13, & 14 mastery quiz Process recording worksheet

2, 4, 6 & 8
## NSG 213 Course Syllabus
### Fall

<table>
<thead>
<tr>
<th>Psychopathology Disorders: Anxiety</th>
<th>Anxiety disorders- Understanding stress</th>
<th>Demonstrates knowledge and use of nursing process as it applies to care of the client with anxiety disorder</th>
<th>D2L Text: Boyd Course point</th>
<th>Read psych. medication sheet, watch video</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somatic Symptom Disorders</td>
<td>Management of the consequences of somatization</td>
<td>Apply relevant and current evidence from the nursing literature to plan nursing care. Demonstrates competency in communicating with an anxious client.</td>
<td>ATI Mastery quiz</td>
<td>Read Ch. 11, 12, 18, 26 &amp; 29</td>
</tr>
<tr>
<td></td>
<td>Pharmacology used for disorders</td>
<td></td>
<td></td>
<td>ATI – Pharm made easy – Neurological part 2.</td>
</tr>
<tr>
<td></td>
<td>Behavioral and Cognitive approaches</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1e, 2, 3c 3e, 6, 7 & 8
<table>
<thead>
<tr>
<th>Topic</th>
<th>Management of Depressive moods and Suicidal behaviors</th>
<th>Demonstrates knowledge and use of nursing process as it applies to care of the client with depression or is suicidal.</th>
<th>Apply relevant and current evidence from the nursing literature to plan nursing care.</th>
<th>Demonstrates competency in communicating with a depressed/suicidal client.</th>
<th>D2L Text: Boyd Course point ATI</th>
<th>Psych. medication sheet Mastery quiz ATI – Pharm made easy – Neurological part 2.</th>
<th>1c, 2, 3c, 3e, 4, 6, 7 &amp; 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depressive moods and Suicidal behaviors</td>
<td>Management of Depressive moods and Suicidal behaviors</td>
<td>Demonstrates knowledge and use of nursing process as it applies to care of the client with depression or is suicidal.</td>
<td>Apply relevant and current evidence from the nursing literature to plan nursing care.</td>
<td>Demonstrates competency in communicating with a depressed/suicidal client.</td>
<td>D2L Text: Boyd Course point ATI</td>
<td>Psych. medication sheet Mastery quiz ATI – Pharm made easy – Neurological part 2.</td>
<td>1c, 2, 3c, 3e, 4, 6, 7 &amp; 8</td>
</tr>
<tr>
<td>Bipolar disorders</td>
<td>Management of mood lability</td>
<td>Demonstrates knowledge and use of nursing process as it applies to care of the client with mood lability.</td>
<td></td>
<td></td>
<td>D2L Text: Boyd Course point ATI</td>
<td>Psych. medication sheet Mastery quiz ATI – Pharm made easy – Neurological part 2.</td>
<td>1d, 2, 3c, 3e, 4, 6 &amp; 8</td>
</tr>
<tr>
<td>Schizophrenia and other psychotic disorders</td>
<td>Schizophrenia – management of thought disorders</td>
<td>Demonstrates knowledge and use of nursing process as it applies to care of the client with a thought or mood disorder.</td>
<td>D2L Text: Boyd Course point ATI</td>
<td>Psych. medication sheet Read Ch. 11, 12, 22 &amp; 23 Mastery quiz ATI – Pharm made easy – Neurological part 2</td>
<td>1e, 2, 3c, 3e, 4, 6 &amp; 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schizoaffective, delusional, and other psychotic disorders – management of thoughts and moods</td>
<td>Pharmacology used for disorders</td>
<td>Apply relevant and current evidence from the nursing literature to plan nursing care.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral and Cognitive approaches</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personality Disorders</td>
<td>Borderline personality disorder – Management of emotional dysregulation and self-harm</td>
<td>Demonstrates knowledge and use of nursing process as it applies to care of the client with a personality disorder.</td>
<td>D2L Text: Boyd Course point ATI</td>
<td>Psych. medication sheet Read Ch. 11, 12, 27 &amp; 28 Mastery quiz</td>
<td>1f, 2, 3c, 3e, 4, 6 &amp; 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Antisocial personalities and other personality and impulse control disorder – management of personalities disorders</td>
<td>Apply relevant and current evidence from the nursing literature to plan nursing care.</td>
<td>Psych. medication sheet Read Ch. 11, 12, 27 &amp; 28 Mastery quiz</td>
<td>ATI – Pharm made easy – Neurological part 2</td>
<td>1f, 2, 3c, 3e, 4, 6 &amp; 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pharmacology used for disorders Behavioral and Cognitive approaches</td>
<td>Demonstrates competency in communicating with a client with a personality disorder.</td>
<td>Psych. medication sheet Read Ch. 11, 12, 27 &amp; 28 Mastery quiz</td>
<td>ATI – Pharm made easy – Neurological part 2</td>
<td>1f, 2, 3c, 3e, 4, 6 &amp; 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crisis Intervention</td>
<td>Crisis, grief, and disaster management.</td>
<td>Demonstrates knowledge and use of nursing process as it applies to care of the client in crisis and survivors of abuse.</td>
<td>D2L Text: Boyd Course point ATI</td>
<td>Watch video Read Ch. 19, 20 &amp; 40 Mastery quiz</td>
<td>1g, 1h, 1i, 2, 3c, 3e, 4, 6 &amp; 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
<td>----------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abuse &amp; Neglect</td>
<td>Caring for survivors of abuse.</td>
<td>Management of anger, aggressive, and violence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anger, Aggressive, and Violence</td>
<td>Demonstrates competency in communicating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Addiction and Substance related Disorders | Management of alcohol and drug use. | Demonstrates knowledge and use of nursing process as it applies to care of the client with an addiction.
Apply relevant and current evidence from the nursing literature to plan nursing care.
Demonstrates competency in communicating with a client with an addiction. | D2L Text: Boyd Course point ATI | Attend a Support meeting
Read Ch. 31
Mastery quiz | 1j, 2, 3c, 3e, 4, 6 & 8 |