Course Syllabus

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Course Description
This course focuses on the role of the professional nurse in the promotion of optimal mental health with an emphasis on the acute care psychiatric setting. Psychosocial and neurobiochemical theories are used in caring for individuals and their families from diverse cultures experiencing alterations in mental health.

Course Objectives
Upon successful completion of the course, the student will:

1. Identify the role of the professional nurse in promotion and maintenance of optimal mental health and in prevention, detection, and treatment of mental illness in a variety of health care settings.

2. Relate effectively as a communicator in promoting optimal mental health of individuals and families who are experiencing psychiatric difficulties.

3. Apply the nursing process to develop a mental health plan of care for an individual within the context of a family and multicultural society.

4. Interact in an interdependent role as part of the multidisciplinary mental health team.

5. Identify mental health nursing problems worthy of nursing research.

6. Utilize principles of leadership and advocacy by teaching individuals, groups, and family members aspects of health care related to mental health and illness.

7. Develop personal insights to further responsibility for personal and professional growth.

8. Develop critical thinking and skills required to successfully care for changing patient conditions in an evolving clinical environment.

9. Identify current mental health laws and how they impact the patient
in the acute care setting.

Teaching Methods

1. Professor facilitated Discussion
2. Suggested readings or viewings
3. Audio-visuals including video, DVD, interactive CD
4. Case study analyses and role playing
5. Pre- and post-conferences
6. Critical thinking exercises and group work
7. Computer simulated NCLEX style practice questions

Classroom protocol and participation

Participation includes:

1) Answering questions asked by faculty or other students. All answers are expected to stimulate learning for other class members.
2) Students will volunteer to answer questions, offer comments or ask for clarification.
3) Other ways of participating include: written questions submitted to faculty, thoughtful and thorough preparation for class, and nonverbal behaviors indicating engagement.
4) To allow all class members an opportunity to participate equally, the class agrees that no student may ask more than 3 questions or give more than 3 answers relating to the same concept.

Professional behavior is required in the classroom at all times. This includes, but is not limited to:

1) Respect for one another including: attention to physical environment, communication styles and differences, individual feelings, and group norms and needs.
2) Responsibility for classroom distractions including: cell phones and pagers, food and drink, extraneous conversation, etc..
3) Punctuality.
4) Openness to differing perspectives and opinions, with thoughtful response to ideas shared in class.

It is all of our responsibility to ensure that the classroom is an effective, interactive, distraction free learning environment. **Please turn all cell phones to vibrate or off during class time. Please DO NOT bring a cell phone to testing time.**

IMPORTANT: A satisfactory rating for all behaviors is necessary to satisfy course requirements. Inappropriate, non-professional behaviors in class, lab or
clinical may result in dismissal from CLASS and or COLLEGE

This classroom will be conducted in accordance with the principles of a democratic classroom. The student should acknowledge that the professor brings an expertise with regard to both teaching and the subject matter. However, each student also has a certain level of expertise and should bring that knowledge into the classroom to facilitate discussion and classroom interaction.

Suggested Ways to be Successful in This Course:
1) Practice answering NCLEX questions from a variety of sources.
2) Study in groups with each member taking turns teaching the group material.
3) Organize assignments by the due date and focus on one task at a time.
4) Complete the assigned readings before class.
5) Complete the critical thinking exercises as well as the case studies
6) Practice healthy stress management strategies proactively.

The faculty for this course fully support the Cedar Crest College Community standards for academic conduct found in the Cedar Crest College A Student’s Guide 2006-2007 and expect the same from all the students.

Plagiarism or any other form of academic dishonesty may result in a failing grade for the assignment or the entire course, at the discretion of the faculty member.

Late assignments will result in the loss of five points for each day the assignment is late. No extensions will be granted without written physician documentation of illness or injury. The highest grade given to any assignment re-submitted will be 75 or C.

Please remember it is the student’s responsibility to have a hard copy of all work submitted. If a written assignment is lost and the student is unable to submitted a copy of their original work a grade of zero will be recorded for that assignment.

_Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Academic Center._

Attendance:
1) Missed clinical time will be made up at the discretion of faculty. More than 2 missed clinical days will result in failure of the course. Should the clinical make up require extra faculty time, the student will be charged a make up fee.
2) More than 2 classroom absences will result in failure of the course.
3) It is the student’s responsibility to notify both classroom and clinical faculty of any absence. Absence without notification will result in penalty of one letter grade for the course. 2 absences without notification will result in failure for the course.

Clinical:
No cellular telephones, pagers, or PCs are allowed to be in the possession of a student while on duty on the patient care unit. If a student is found with a cellular phone, pager, or PC engaging in any type of communication unrelated to the clinical experience, the student will fail the clinical day and must pay to repeat the day and successfully pass the course.

RN Content Mastery and Review Program

Students are required to participate in the Assessment Technologies Institute’s (ATI) Content Mastery and Review Program. This program aids in the review and remediation process for the state-licensing exam in nursing. Each module combines thorough content mastery assessment with review questions based on case studies.

In this course, the student will focus on the Mental Health content mastery area. The student will receive a review module and DVD as a resource and will be required to take non-proctored and proctored assessments. The first non-proctored (180 questions) must be completed by the week of June 9th. This assessment may be taken as many times as possible to prepare for the proctored assessment.

The proctored assessment (60 questions) will be given during your scheduled med lab. Questions are related to assessment and comprehension of mental health nursing principles. Assessed concepts include:

1) basic concepts in mental health nursing (e.g., therapeutic communication, therapeutic nurse-client relationship, client rights and issues related to special populations, legal/ethical principles, client defense mechanisms, stress and crisis management, specific mental health assessments, and DSM-IV Axes);
2) non-pharmacologic therapy of mental health disorders;
3) pharmacologic therapy of mental health disorders; and
4) nursing care of clients with various mental health disorders.

An individual score of **66%** (see ATI Testing Policy) must be achieved to successfully complete the module.

**ATI Testing Policy**

1. A **non-proctored** computerized assessment will be made available to students in the beginning of the semester for computerized test-taking practice. Students are encouraged to take this assessment as many times as they would like. An ATI study book and DVD will also be provided.

2. Students will take a **proctored** computerized assessment on the scheduled day. This assessment will occur prior to the final course examination. There will be no change of testing dates. The score for a missed assessment will be a 0% on the Individual score and the student will be required to remediate as outlined below in Step #4. If there are extenuating circumstances, these must be brought to the attention of the professor prior to the assessment date.

3. It is expected that students will demonstrate a mastery of concepts **at or above 66%** on the Individual Score. A 66% **meets the Proficiency Level 1** standard and is considered to meet the absolute minimum expectation for performance in this content area.

**EVALUATION:**

**Theory**
1. Two unit examinations
2. One comprehensive final examination
3. Cumulative classroom quizzes

**Clinical**
1. One written process recording.
2. Teaching project.
3. Final satisfactory clinical evaluation.

The student will receive either a grade of **S** (Satisfactory/Safe) or **U** (Unsatisfactory/Unsafe); An unsatisfactory rating in clinical performance regardless of the grade in theory will constitute a failure for the course. An average of less than 73% in theory will constitute a failure in the course.

**Grading Scale:** Note that grades below C constitute a failure in the course.
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<td>A</td>
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Honor Policy

A violation of the Cedar Crest Honor Code will constitute a failure for the course. Plagiarism as defined in the Cedar Crest Custom book is considered an Honor Policy violation. Confidentiality and anonymity of client information must be respected and preserved by students at all times. A breach of confidentiality or anonymity will be viewed as a serious offense and reflected in the student’s clinical evaluation. This may constitute a failure for the course.

Required Textbooks


Email

Students are obligated to check their Email DAILY for any changes to clinical or classroom times or events. Please refer to the Cedar Crest College E-Mail policy for correct procedures in using e-mail.