Course Section: 2201
Credit Hours: 2
Contact Hours: 32
Instructor: SHEILA GILLIAM, MS, RN
Contact Information: E-mail address--sgilliam@dcccd.edu
Cell # 214-912-0004
Office Hours*: Room #: X-1023
*Office hours may vary, so please check office door for specific office hours or call to make an appointment.
Class Days/Hours: Wednesday 0800 – 1200
Friday 0800 – 1200

Course Description: This course focuses on the principles and concepts of mental health, psychopathology, and treatment modalities related to the nursing care of clients and their families. The student utilizes the nursing process to discuss nursing care for psychiatric clients across the life span. Emphasis is on assessment, therapeutic communication techniques, caring, ethical/legal issues, and the collaboration with the health care team in providing psychiatric nursing care. This course lends itself to a blocked approach.

Suggested Prerequisite:
Prerequisites: Grade of “C” or better in Foundations for Nursing Practice or equivalent, or administrative approval.
Co-requisites: Clinical-Nursing - Registered Nurse Training, RNSG 1160

Course Level: Intermediate

End-of-Course Outcomes:
Explain the roles of the professional nurse in caring for clients and families experiencing mental health problems; use therapeutic communication; utilizes critical thinking skills and a systematic problem solving process as a framework for providing care to clients and families experiencing mental health problems.

Student Learning Outcomes (SLO):
By the end of this course, students will be able to:
1. Describe the psychopathology, treatment modalities, and role of the nurse in caring for clients and families with alterations in mental health. (Provider of Care)

2. Define the legal parameters, roles and responsibilities of the psychiatric nurse and licensed personnel on a psychiatric unit. (Provider of Care, Member of Profession)

3. Identify the skills that could be delegated to unlicensed personnel on a psychiatric unit. (Coordinator of Care)

4. Demonstrate how to carry out a psychosocial/cultural assessment on a client with alterations in mental health. (Provider of Care)

5. Demonstrate the nursing process in caring for clients and their families with losses or a psychiatric disorder. (Provider of Care)

6. Identify psychotherapeutic communication techniques that facilitate health. (Provider of Care)

7. Identify the use and abuse of medications to treat and to teach clients who have alterations in mental health. (Provider of Care)

8. Apply professional attributes of caring when intervening with clients altered from mental health problems. (Provider of Care)

9. Discuss legal, economic, ethical, professional, and political issues impacting care of clients with alterations in mental health. (Provider of Care, Member of the Profession)

10. Describe at least one impact of culture on the nurse-client relationship. (Provider of Care)

11. Define the role of the nurse in providing safety for individuals in the therapeutic milieu. (Provider of Care)

12. Examine the role of provider of care, coordinator of care, and member of the profession with clients/families experiencing alterations in mental health.

13. Apply critical thinking skills and the nursing process when caring for clients and their families. (Provider of Care)

14. Discuss/identify community services within the community and promote optimal client and family mental health adaptation. (Provider of Care, Coordinator of Care)

**Teaching/Learning Activities:**

- Lecture/Group discussion
- Audio-visual aids
- Computer-assisted instruction
- Critical thinking exercises
- Case studies
- Assigned and self-directed readings
Self-paced learning packets
Printed handouts
Review sessions

**Internet**
**Role play**

**Required Textbooks:**


**METHODS OF EVALUATION:**
The theory grade is a letter grade obtained by adding all unit exams, major papers or other assignments, and a comprehensive final exam and dividing by the number of exams given in the course. The final course grade will be rounded up if .5, or greater. No rounding will occur on unit exams or the comprehensive final, only the final course grade. There will absolutely be **no** curving of grades in this course. Every exam must be taken and no exam grade can be dropped. The actual rounded number for the final course grade is applied to the scale below to determine a letter grade.

- A = 100-90
- B = 89-80
- C = 79-70
- D = 69-60
- F = 59-0

“D” and “F” indicate unsatisfactory achievement. The Brookhaven Associate Degree Nursing Program has determined that a grade “C” is the minimum acceptable grade for enabling a student to proceed to the next nursing course. Each student must earn a grade of “C” or higher in both theory and clinical to progress to the next nursing course. If a student fails the theory or clinical course, they must repeat both courses.

In compliance with the Family Educational Rights and Privacy Act of 1974, the following procedure will be implemented by nursing facility: No grade will be given over the telephone to a student or any other person under any circumstances. Grades will be available via e-campus.

The course grade will be determined based on the following 3 exams totaling (85%) and a classroom activity totaling (15%). The first 2 exams will be weighted at 30% each and the final exam will carry a weight of 25%. Your comprehensive final test will be the HESI exam (the standardized test) for the mental health course. The HESI exam will have 100 plus questions and will account for 25% of your total course grade. The 3 exams will consist of the following:

- Unit Exam I 100 points – 50 questions = 30%
- Unit Exam II 100 points – 50 questions = 30%
Classroom Activity 20 points – group project = 15%
Comprehensive Final (HESI) 100 points – 100 questions = 25%
Total = 100%

The classroom activity will be a cooperative group classroom presentation. This activity will consist of role playing, review of mental health disease processes, and formal speaking. A total of 20 points can be earned with this activity and it will account for 15% of your course grade. The rubric categories will include: relevant content provided; speech presentation/comprehension of the information given; props/creativity of the material presented; preparedness of information provided; and enthusiasm/interest shown in the topic assigned.

Exams:
All exams will be administered in the testing center either as paper tests with scantrons or on computer as identified by the classroom instructor. Cell phones and pagers are no longer allowed in the Testing Center. If a determination is made that a cell phone is used during testing, this information will be presented to the Dean for disciplinary actions. During review of exams, no cell phone recorder or recorders of any type or pictures of any exams are allowed during the duration of this course.

PLEASE DO NOT DISCUSS TEST QUESTIONS WITH STUDENTS WHO HAVE NOT TAKEN THE EXAM. Do not congregate outside the testing center. It is not fair to you or the other students. Remember, ultimately you have to pass the NCLEX!

Retrieving Your Grade and e-Connect:
Paper grade reports are no longer available from the Dallas Community Colleges. Students may retrieve their grades on-line through e-Connect or by visiting the Advising Center.

Specific instructions for obtaining your grades can be found at http://www.brookhavencollege.edu/grades.html

Go to http://www.brookhavencollege.edu/onlinesvcs/students/ to learn about all the student services that are available

CLASSROOM EXPECTATIONS:
Students are expected to attend all classes in order to meet course objectives. Attendance will be monitored by the instructor. Drop action can be taken by the instructor if a student is absent more than 10 percent of total class hours. Please notify the instructor in advance of religious observances that may interfere with class attendance or examinations. If a student is unable to complete the course, it is the student’s responsibility to withdraw from the course by the date published in the academic calendar. If the student fails to withdraw before the final drop date, a performance grade—usually an “F” will be assigned for the course. Any appeal will be handled by the Associate Dean for Nursing.

Nursing faculty have carefully scheduled and constructed lecture content. Please make every effort to be on time to class in order not to disrupt the learning of others students. It is not appropriate to leave repeatedly during class, eat nosily or bring children to class. Both subject matter and form of lecture delivery may be of a sensitive nature.
Confidentiality is of key importance and must absolutely be honored. If it is necessary to miss class, the student retains the responsibility for all content discussed. Tape recorders may not be used in class lectures due to the sensitive nature of conversations during class discussions and maintaining of individual’s confidentiality. If a student is caught violating this policy, it will be considered a HIPPA violation with consequences resulting in dismissal from the program. Also, there will be no laptop computers allowed in the classroom during lecture. Nursing faculty has come to the conclusion that computers in the classroom can be disruptive for faculty and some students when not used appropriately; therefore, a unanimous decision has been made by the nursing department not to allow them in our lecture courses.

Reading the assigned chapters is an important part of this course and is directly related to the student’s success. The content and behavioral objectives are outlined for each lecture. It is the student’s responsibility to keep up with the readings and to notify the instructor of any difficulty with associating the readings to the content or objectives.

Disruptive behavior in the classroom is defined as behavior which interrupts, obstructs, or inhibits the teaching/learning process. The faculty member determines what is disruptive and has a duty to terminate it. The faculty person shall give at least one verbal warning to a student to cease in-class disruptive behavior. In cases of abusive behavior, this requirement may be waived. In addition, if the in-class disruption does not cease, an attempt shall be made to resolve the problem in a conference between the faculty member and the student. If disruption occurs after these two measures are taken the instructor may file a complaint with the office of Vice President for Student Affairs to initiate campus disciplinary action. In cases where a student exhibits abusive behavior, is physically abusive, or threatens physical abuse, a verbal warning from the faculty person is not necessary. Examples might include directed profanity, physical disruption of the classroom, or threatening behavior.

INSTUTIONAL POLICIES:

Students Receiving Financial Aid:
If you are receiving Financial Aid grants or loans, you must show participation in this class prior to the certification date January 30, 2012 by either e-mailing or contacting the instructor or logging on to e-Campus. Do not drop or stop attending any class without consulting the Financial Aid office. Changes in your enrollment level and/or failing grades may have adverse consequences. Phone: 972-860-4110.

Stop Before You Drop:
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedrops
Drop/Withdrawal Policy:
If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar's Office by **April 12, 2012**. Failure to do so will result in your receiving a performance grade, usually an "F." If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a "W" (Withdraw) in each class dropped.

Repeating the Course:
Effective with the fall 2005 semester, the Dallas County Community Colleges will charge additional tuition to students registering the third of subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. **Third attempts include courses taken at any Dallas County Community Colleges since the fall 2002 semester.**

Grievance Procedure:
Students are expected to follow established procedures of the appropriate division in handling academic issues, such as grade appeals. Students, who wish to appeal a grade, should follow the following guidelines:
1. Speak with your instructor. Ask why you received the grade you did.
2. If that is unproductive, speak with the Associate Dean of Nursing
3. If that is unsuccessful, file and appeal with the Executive Dean of Health and Human Services.
4. If still dissatisfied, the student may request an appointment with the Vice President of Instruction.

Additional grievance procedures and the Student Code of Conduct are outlined the Brookhaven College Catalog on the web at [www.brookhavencollege.edu](http://www.brookhavencollege.edu)

Religious Holidays:
Absences for observance of religious holy days are excused. A student whose absence is excused to observe a religious holy day is allowed to make-up an examination or completes an assignment within a reasonable time after the absence.

Academic Honesty:
The nursing faculty at Brookhaven College strongly believes that a graduate of the nursing program should: “responsible practice within the ethical and legal framework of professional nursing.” Further, it is the responsibility of the nursing faculty and administration to recommend only those students who meet these program objectives to the State Board of Nurse Examiners to take the licensing examination for Registered Nurse. Any student who is involved in cheating is in direct violation of the stated program objective. This places the student in great jeopardy regarding the successful completion of the nursing program and subsequent recommendation to the State of Texas Board of Nurse Examiners.
Academic Dishonesty:
Academic dishonesty is willful and intentional fraud and deception to improve a grade or obtain a course credit. It includes all student behavior intended to gain unearned academic advantage by fraudulent and/or deceptive means. Examples include:

**Taking Information**
1. Copying graded homework assignments from another student.
2. Working together on a test or homework when not specifically permitted by instructor.
3. Looking at another student’s paper during an exam.
4. Looking at text or notes during an exam when not permitted by the instructor.
5. Accessing another student’s computer and using his/her program as one’s own.

**Providing Information**
1. Giving one’s work to another to be copied or used in an oral presentation.
2. Giving answers to another student during an exam.
3. After having taken the exam, informing another person about the questions on the exam.
4. Providing a term paper or care plan to another student.
5. Taking an exam, writing a paper or creating a computer program for another.

**Plagiarism**
1. Copying homework answers from the text to hand in for a grade.
2. Failing to give credit for ideas, statements of facts, or conclusions derived by another author.
3. Failure to use quotation marks when quoting directly from another, whether it is a paragraph, a sentence, or a part thereof.

**Other**
1. Lying to an instructor to increase a grade.
2. Altering a graded work after it has been returned, then submitting the work for re-grading.
3. Removing tests from the classroom without the approval of the instructor, or stealing tests.
4. Planning with one or more fellow students to commit any form of academic dishonesty.

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the **Dallas County Community Colleges Code of Student Conduct** published in the Brookhaven College Catalog.

Disability Accommodations:
If you are a student with a disability and/or special needs who requires ADA accommodations, please contact your college Disability/Special Services office in Room S-124 or call 972-860-4847 on the Brookhaven Campus.

Right to Change Syllabus Information:
All information contained in the syllabus is for information purposes only and is subject to change at any time without prior notice. The instructor reserves the right to modify any course requirements and calendar due dates as necessary to manage and conduct this course. Students are responsible for contacting the instructor and seeking clarification of any requirement that is not understood.

Brookhaven College SCANS Statement

What are SCANS Skills?
These are the skills that employers need the most from their workers. SCANS skills are the predictors of success in the workplace.

Who Defined these Skills?
In 1989, the U.S. Department of Labor and Education jointly surveyed U.S. employers to find out the most important skills and competencies needed by workers. The results of that survey identified SCANS (Secretary’s Commission on Achieving Necessary Skills)

Brookhaven College Students and SCANS
Brookhaven College is committed to the preparation of our students for success in the workplace. The College courses provide learning outcomes which results in the mastery of SCANS skills. Although each course will not include every SCANS skill, each course syllabus will identify the specific SCANS skills and competencies taught in that course. Throughout a formal program of study (certificate, degree or transfer program) a student will have the opportunity to master all SCANS competencies.

<table>
<thead>
<tr>
<th>1a. MANAGING RESOURCES</th>
<th>1b. INTERPERSONAL SKILLS</th>
<th>1c. INFORMATION SKILLS</th>
<th>1d. SYSTEMS KNOWLEDGE</th>
<th>1e. USING TECHNOLOGY</th>
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</thead>
<tbody>
<tr>
<td>(1) Manage money</td>
<td>(1) Work on teams</td>
<td>(1) Acquire evaluate data</td>
<td>(1) Work in social systems</td>
<td>(1) Select equipment/tools</td>
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<tr>
<td>(2) Manage money</td>
<td>(2) Teach others</td>
<td>(2) Organize and maintain data</td>
<td>(2) Work in technological systems</td>
<td>(2) Apply technology to tasks</td>
</tr>
<tr>
<td>(3) Manage materials</td>
<td>(3) Serve customers</td>
<td>(3) Interpret and communicate data</td>
<td>(3) Monitor/correct systems</td>
<td>(3) Maintain trouble shoot technologies</td>
</tr>
<tr>
<td>(4) Manage space</td>
<td>(4) Lead others</td>
<td>(4) Process data with computer</td>
<td>(4) Design/improve systems</td>
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<td>(5) Manage human resources</td>
<td>(5) Negotiate conflict</td>
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<td>(6) Work with diversity</td>
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SCANS FOUNDATION SKILLS

<table>
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<tr>
<th>2a. Basic Skills</th>
<th>2b. Thinking Skills</th>
<th>2c. Personal Qualities</th>
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<tbody>
<tr>
<td>(1) Reading</td>
<td>(1) Creative thinking</td>
<td>(1) Responsibility</td>
</tr>
<tr>
<td>(2) Writing</td>
<td>(2) Decision making</td>
<td>(2) Self-Esteem</td>
</tr>
<tr>
<td>(3) Arithmetic/Mathematics</td>
<td>(3) Problem solving</td>
<td>(3) Sociability</td>
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<tr>
<td>(4) Speaking</td>
<td>(4) Seeing things in the mind’s eye</td>
<td>(4) Self-management</td>
</tr>
<tr>
<td>(5) Listening</td>
<td>(5) Reasoning</td>
<td>(5) Integrity</td>
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<tr>
<td>(6) Knowing how to learn</td>
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</tbody>
</table>

Individual Course Competencies

<table>
<thead>
<tr>
<th>SCANS COMPETENCY</th>
<th>LEARNING OUTCOMES</th>
<th>EVALUATE METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a(1-3) b (2,3) 2b (1-3) 2b (1-3) 1c (1-3)</td>
<td>Describe the psychopathology treatment modalities, and the role of the nurse in caring for clients and families with alterations in mental health</td>
<td>Written exam</td>
</tr>
<tr>
<td>2c (1,2,3)</td>
<td>Define the legal parameters, roles and responsibilities of licensed personnel on a psychiatric unit</td>
<td>Written exam</td>
</tr>
<tr>
<td>1b (1) (406) 2b (2) 2c (1)</td>
<td>Identify the skills that could be delegated to unlicensed personnel on a psychiatric unit</td>
<td>Written exam</td>
</tr>
<tr>
<td>1c (1-4) 2a (4,5) 1b (6)</td>
<td>Demonstrate psychosocial/cultural assessment</td>
<td>Written exam</td>
</tr>
<tr>
<td>1c (1-4) 2B (1-6) 2a (1,2,3,4)</td>
<td>Demonstrate an understanding of the nursing process in caring for clients and their families with loss or a psychiatric disorder</td>
<td>Written exam</td>
</tr>
<tr>
<td>2a (1-5) 1b (1-6)</td>
<td>Examine the professional attribute of caring when intervening with clients with mental health problems</td>
<td>Written exam</td>
</tr>
<tr>
<td>2A (4,5) 1D (1)</td>
<td>Identify psychotherapeutic communication techniques that facilitate health</td>
<td>Written exam</td>
</tr>
<tr>
<td>1c (1-4) B (2,3,6) 2a (4,5)</td>
<td>Identify the use and abuse of psychiatric medications to treat and to teach clients who have alterations in mental health</td>
<td>Written exam</td>
</tr>
<tr>
<td>2a (1,2,4,5) 1b (3) 1c (1-4) 1d (1) 2b (2,3) 2c (1,5)</td>
<td>Discuss legal, economic, ethical, professional, and political issues impacting care of clients with alterations in mental health</td>
<td>Written exam</td>
</tr>
<tr>
<td>1b (6) 1d (1) 2a (4,5) 2c (5)</td>
<td>Examine the impact of culture on the nurse-patient relationship</td>
<td>Written exam</td>
</tr>
<tr>
<td>1e (1-3) 2a (1-3)</td>
<td>Define the role of the nurse in providing safety for individuals in the therapeutic milieu</td>
<td>Written exam</td>
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<tr>
<td>All Scans except 1c (3)</td>
<td>Examine the role of Provider of Care, Coordinator of Care and Member of the Profession with clients/families with mental health alterations</td>
<td>Written exam</td>
</tr>
<tr>
<td>1c (1-4) 2b (1-6) 2a (1,2,3,4)</td>
<td>Apply critical thinking skills and the nursing process in caring for clients and their families</td>
<td>Written exam</td>
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<tr>
<td>1D (1) 1A (5) 1E (2) 2A (4,5) 2B (1,2,3)</td>
<td>Discuss community services which promote optimal client and family mental health adaptation</td>
<td>Written exam</td>
</tr>
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</table>