Course Section: 23261

Credit Hours: 1

Contact Hours: 48

Instructor: Brenda Shupe, MS, RN

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Office Hours*: Office room #: X1022
*Office hours may vary, so please check office door for specific office hours or call to make an appointment.

Clinical Location & Hours: Terrell State Hospital (21261)
Sunday’s x 4 weeks

Suggested Prerequisite:
Prerequisites: Grade of "C" or better in Foundations for Nursing Practice or equivalent, or administrative approval.
Co-requisite: Mental Health Nursing, RNSG 2213

Course Level: Intermediate

Course Description:
This clinical course provides a learning experience in a psychiatric setting that enables the student to apply psychiatric nursing theory, skills, and concepts related to the nursing care of clients with alterations in mental health. The clinical focus is on psychiatric assessment, the interview, communication techniques, and nursing care planning. The study of psychiatric medications and their side effects is another clinical focus, as is critical thinking and safety in the psychiatric setting.
End-of-Course Outcomes:
As outlined in the learning plan, apply the theory, concepts and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the nursing and business industry; and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of nursing and the business industry as it relates to the care of clients and families experiencing mental health problems.

Student Learning Outcomes for Clinical:
By the end of this clinical experience, students will be able to:
1. Identify multiple therapeutic communication techniques to help promote adaptation in clients with alterations in mental health. (Provider of Care)
2. Describe how the nursing process can provide a holistic approach to clients with alterations in mental health across the lifespan in a variety of settings. (Provider of Care)
3. Demonstrate therapeutic communication skills to promote adaptation in clients with alterations in mental health. (Provider of Care)
4. Apply the nursing process in providing holistic care for clients with alterations in mental health across the life span in a variety of settings. (Provider of Care)
5. Apply knowledge of ethical/legal principles and professional standards in providing holistic care to clients with alterations in mental health. (Provider of Care, Member of Profession, Coordinator of Care)
6. Utilize principles of growth and development to provide holistic care to clients across the lifespan with alterations in mental health. (Provider of Care)
7. Conduct a psychosocial/cultural assessment on clients with mental health issues. (Provider of Care)
8. Describe feelings, attitudes and behaviors toward clients with alterations in mental health. (Provider of Care)
9. Apply knowledge of nursing principles/standards relevant to the safe performance of nursing skills. (Provider of Care)
10. Demonstrate caring behaviors when interacting with clients/families with alterations in mental health. (Provider of Care)
11. Collaborate with members of the interdisciplinary team on teaching/discharge needs of clients with mental health issues. (Provider of Care, Coordinator of Care, Member of Profession)
12. Apply psychotherapeutic skills in promoting adaptation in clients with alterations in mental health. (Provider of Care)
13. Use critical thinking skills in implementing care for clients with mental health needs. (Provider of Care)
14. Participate in a community learning experience as described by the instructor and document the experience. (Provider of Care, Member of Profession)

**Teaching/Learning Activities:**
- Role-playing
- Audio-visual aids
- Small group experiences
- Printed handouts
- Selected clinical experiences
- Pre/Post clinical conferences
- Teacher conferences
- Guest speakers
- Community experience
- Critical thinking exercises
- Student presentations
- Process recordings
- Peer review work
- Internet
- Nursing Care Plan

**Critical/Clinical Skills:**
- Prepare, complete and present a case study
- Practice identifying psychosocial NANDA diagnoses in the psychiatric setting
- Participate in multiple 1:1 interactions utilizing effective therapeutic communication
- Evaluate his/her feelings/behaviors as they relate to client interactions
- Observe the client’s behavioral dynamics
- Observe the medication delivery system and review psychiatric medications
- Communicate and interact with the treatment team
- Interview an effective psychiatric nurse
- Identify roles and functions of the health team
- Attend group activities and observe group dynamics
- Sit in on a client admission interview

*Students will not pass medications, chart on the record or be responsible for any maximum security situations.*

**Grading:**
Evaluation of the clinical performance is rated on a numerical scale that is reflected in the clinical evaluation tool. The rating system ranges from 0-4 and allows faculty to determine to what degree that student has met the clinical objectives. The clinical evaluation tool identifies behaviors that must be met in order for the student to achieve a passing grade on the clinical
evaluation. All students will be evaluated formally at the end of the semester. The clinical performance levels of Superior, Above Average, Average, Below Average, and Unsatisfactory for the course are described as follows:

A grade of “4,” Superior indicates a student’s performance in a particular assessment area is advanced for what is expected of a student at the level of study and constitutes safe clinical performance. The student demonstrates highly developed application of the nursing process, communication, clinical judgment, and psychomotor skills. The student assumes personal and professional accountability for care and is able to demonstrate model learning at course level.

A grade of “3,” Above Average indicates a student’s performance in a particular assessment area is above average for what is expected of a student at the level of study and constitutes safe clinical performance. The student demonstrates above average application of the nursing process, communication, clinical judgment, and psychomotor skills. The student assumes personal and professional accountability for care and is able to demonstrate above average learning at course level.

A grade of “2,” Average indicates a student’s performance in a particular assessment area is average for what is expected of a student at the level of study and constitutes safe clinical performance. The student adequately demonstrates application of the nursing process, communication, clinical judgment, and psychomotor skills. The student assumes personal and professional accountability for care and is able to demonstrate expected learning at course level.

A grade of “1,” is Below Average and indicates a student’s performance in a particular assessment area is below for what is expected of a student at the level of study and may constitute unsafe clinical performance. The student inadequately demonstrates application of the nursing process, communication, clinical judgment, and psychomotor skills. The student does not consistently assume personal and professional accountability for care and does not demonstrate expected learning at course level. Below average performance in a particular assessment area indicates the student needs to strive to achieve a higher performance level. Below average reflects that performance, although not failing needs improvement.

A grade of “0,” is Unsatisfactory and indicates a student’s performance in a particular assessment area is unacceptable for what is expected of a student at the level of study and constitutes unsafe clinical performance. The student fails to exhibit application of the nursing process, communication, clinical judgment, and psychomotor skills. The student does not assume personal and professional accountability for care and is not able to demonstrate expected learning at course level. Unsatisfactory will be given if the student is unable to accomplish identified performance criteria. The student must sufficiently improve his/her performance in order to achieve 100% of expected behaviors by earning a grade greater than 0 before the completion of the course.

The students will be part of a group that will present current events relating to mental health issues. No incidence older than 6 months can be included. This is part of the clinical evaluation tool.
The student will receive a grade for required assignments as listed below. Students must earn a grade of “C”, which is 76%, or better on the case study, other required assignments, and the clinical evaluation. These grades from the case study and the required assignments along with the clinical evaluation will determine the overall clinical grade for the course.

A = 100-90  
B = 89-81  
C = 80-76  
D = 75-65  
F = 64-0

**Graded activities:**
- Clinical Evaluation Tool 25%  
- Major Case Study 25 %  
- Mental Health Court 15 %  
- 12-Step Program Objectives 10 %  
- Homeless Shelter Tour Objectives 15%  
- Journal 10%  

Total = 100%

In the event that a student fails a co-requisite course, both courses must be repeated for a passing grade.

**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 eCampus or eConnect.

Specific instructions for obtaining your grades can be found at [https://econnect.dcccd.edu/](https://econnect.dcccd.edu/).

Go to [http://www.brookhavencollege.edu/studentsvcs/](http://www.brookhavencollege.edu/studentsvcs/) to learn about all the student services that are available.

**Attendance:**
All students are expected to attend all clinical days to meet course objectives. Drop action will be taken if a student is absent more than 10 percent of total class hours. For this course 10 % of 48 hours is 4 hours, so you **cannot** afford to miss a 10/12 hour clinical day. If something unforeseen occurs, it means you will have to discuss this issue with the dean (Dr. Meyer).
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 February 2, 2015 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 16, 2015. 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 an 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 in the Brookhaven College Catalog on the web at [https://www1.dcccd.edu/catalog/ss/code.cfm?loc=BHC](https://www1.dcccd.edu/catalog/ss/code.cfm?loc=BHC)

**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 complete an assignment within a reasonable time after the absence. For more information, access: [http://www.brookhavencollege.edu/about/operational_memo/V_education_instruction/F_attendance_documentation.aspx](http://www.brookhavencollege.edu/about/operational_memo/V_education_instruction/F_attendance_documentation.aspx)

**Academic Honesty:**
The nursing faculty at Brookhaven College strongly believes that a graduate of the nursing program should: “responsibly 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.

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](https://www1.dcccd.edu/catalog/about/privacy.cfm) 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 Support Services](https://www1.dcccd.edu/catalog/about/privacy.cfm) office in Room S-136 or call 972-860-4673 on the Brookhaven Campus.

**FERPA:** The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. More information about the FERPA guidelines is available online in the college catalog at [https://www1.dcccd.edu/catalog/about/privacy.cfm](https://www1.dcccd.edu/catalog/about/privacy.cfm)

**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.