I. LOCATOR INFORMATION

Course: NURS 405 – Psychiatric Nursing
Number of credits: 3 Credit Hours
Pre-requisites: NURS 324, NURS 350, and NURS 350 L (NURS 405L taken concurrently)
Class Meets: TBD

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. COURSE DESCRIPTION

This course introduces nursing concepts related to psychiatric/mental health. The unique needs of clients with mental-health issues are explored. Building on the foundation of previous nursing courses and the nursing process, the student will examine client responses to stressors across the life span. Tasks of biological-behavioral concepts in psychiatric nursing care, and cultural impacts will be addressed.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf
Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

- Ms. Pamela C. Fisher
  Licensed Professional Counselor
  Spaulding Building, Room 165
  (910) 672-387
  psmith@uncfsu.edu

- Ms. Linda Melvin
  Director, Student Health Services
  Spaulding Building, Room 121
  (910) 672-1454
  lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

- Ms. Victoria Ratliff
  Deputy Title IX Coordinator for Students
  Spaulding Building, Room 155
  (910) 672-1222
  vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

V. NURSING DISCLAIMER

This syllabus is not an unchangeable contract, but instead, an announcement of present course requirements and policies only. Implicit in each student's enrollment is an agreement to comply with the course requirements and policies, which the professor may modify to exercise properly his/her educational responsibility.

VI. Textbooks

Required Learning Resources


  Saunders: Elsevier

iClickers (TBD)

External links for online database sources will also be provided through Blackboard.


VII. Student Learning Outcomes:

1. Identify bio-behavioral and physiological alterations that impact on the health status of the psychiatric client.
2. Discuss theoretical and empirical knowledge from nursing that guide professional nursing care for psychiatric clients experiencing physiological alterations.
3. Discuss the complex interrelationships of physical, developmental, economical, socio-cultural, psychological, and spiritual variables when assessing the health status of psychiatric clients.
4. Discuss research findings related to professional nursing care for clients with psychological alterations.
5. Explore appropriate cultural, economic, and community resources to promote health of psychiatric clients.
6. Develop educational strategies that promote optimal health.
7. Utilize evidence-based practice to develop a plan of care for psychiatric clients with physiological alterations.
8. Demonstrate critical thinking skills in the care of psychiatric clients.

VIII. EVALUATION CRITERIA

A. Grade Distribution/ Assignment

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Exams (3)</td>
<td>65%</td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>Kaplan Learning Modules/Exams</td>
<td>2.5%</td>
</tr>
<tr>
<td>Blackboard Quizzes/Practice Exams</td>
<td>2.5%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

B. Grading Scale

The Grading Scale for the Department of Nursing is the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>B</td>
<td>85-92</td>
</tr>
<tr>
<td>C</td>
<td>78-84</td>
</tr>
<tr>
<td>D</td>
<td>70-77</td>
</tr>
<tr>
<td>F</td>
<td>&lt;= 69</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal from a class *</td>
</tr>
<tr>
<td>WN</td>
<td>Withdrawal due to non-attendance *</td>
</tr>
</tbody>
</table>
*Withdrawal from NURS 405 will result in a withdrawal from NURS 405L

Clinical performance will be graded as Pass (P) or Fail (F). A failure of the laboratory/clinical/practicum component will result in a course grade of “F” for unsatisfactory attainment of course requirements.

All NURS courses are evaluated based on satisfactory completion of all components (class and/or laboratory/clinical/practicum). Students must pass both the clinical and its co-requisite theory course. Criteria for Satisfactory/Unsatisfactory clinical performance and a statement further defining unsafe practice can be found in the Student Handbook.

**Exams & Assignments:**

**Final Exam and Tests:**
The scheduled final exam and tests must be taken on the days designated. If a student does not show up for the scheduled final exam or the tests, they get an automatic 0% for that test or exam. An excused absence is one that has been approved prior to the exam date by the instructor or, in case of illness or unforeseen crisis; the student must have called prior to the exam time (dated and timed message) to the instructor. The student must provide a doctor’s note for illness. The instructor will schedule a make-up exam for an excused absence.

**Kaplan Learning System-RN**
You will be assigned content from Kaplan (coping and adaptation; psychosocial adaptation; psychopathology; chemical dependency; and abuse and neglect) from your Kaplan resources. You must achieve a maximum score of 80% on all practice exams by the due date. I will be able to determine your level of remediation/practice for these exams and assigned content through the online Kaplan resource system.

**Points of Clarification:** There is a distinct difference between assignments, practice exams, and assessment exams. The assignments built in your syllabus are optional and for your clinical learning experience, not the quizzes/practice or assessment exams via Blackboard.

**Practice Exams via Blackboard:**
The practice exams are posted prior to every Unit Exam. They are not optional. There will be an ICON that says Practice Exam via Blackboard home page. These exams are for you to practice at content specific areas that require knowledge on your Unit Exams. They are referred to as practice because you have unlimited attempts at these exams and it will retain the highest score. They act like quizzes; however, you have multiple attempts at achieving a high score. The minimum questions on each practice exam are 5 and the maximum is 15, however, the average is 7. A practice exam implies repeated attempts to master the content to improve your score on upcoming unit exams…not to be ignored…that is the intent of practice exams. The cumulative score of all exams divided by the number of exams is multiplied by .025. For example, exam scores of 80, 40, 90 = 210 / 3 = 70 x .025 = 1.75 percentage points to your semester grade.

**Assessment Exams via Blackboard:**
The assessment exams may be an option as well via Blackboard. You will be given clear instructions about an assessment exam prior to beginning the exam. These exams are not practice exams but to assess your knowledge of the content. This means that you will have limited attempts (one or more) to test your knowledge. These exams mean that you need to carefully review the content before taking the exam and whatever score remains after your pre-set limit, will be final. I have the ability via Blackboard to set these exams from unlimited attempts to very limited attempts. You may or may not experience this style of examination via Blackboard this semester. However, I am outlining as a point of clarification of terminology and as a further option for the course. The assessment exams will carry the same weight and will be factored with the practice exams as demonstrated above.

Attendance at Lecture:
In order to meet course objectives, students are required to attend all classes in their entirety. Attendance will be taken. If a student does not come to class, they must provide the instructor with a note of explanation. The student is responsible for all lecture content, assignments, information, and announcements due to absences.

IX. Academic Support Resources – Students should consult with Smarthinking in Blackboard for online academic support. Students may log on to Blackboard and click Smarthinking (available in the tools section) to submit papers to an online tutor. Writing help is free to all Bronco students! You can also call 910-672-1033 to make an appointment with a tutor.

X. Course Outline and Assignment

Note: This is a tentative schedule, which is subject to change. In addition, there may be announced and unannounced quizzes as well as Blackboard, computer-assisted instructions, and other assignments that augment the course.

XI. Teaching Strategies
- General Assembly Session (G.A.S.)
- Role Playing, Lecture, Discussion
- Independent Study Sessions (I.S.S.)
- Individual Conferences, field trips, attendance at meetings, and required reading and Assignment
- Small Assembly Session (S.A.S.)
- Blackboard
- Self-assessment / pre- and post-test quizzes
- Computer Assistive Instructions (CAI)
- YOUR Professor
Welcome to NU 405! My name is Dr. Sheila Cannon. I am entering my 3rd academic year here at FSU, and relocated to NC in 2012 to be closer to my aging parents, the love and now newly challenges of my life. I reside in Wilmington, NC. I am also the Clinical Director of our Collaborative Institute for Interprofessional Education and Practice, which the Department of Nursing received a 1.2 million dollar Health Resources and Services Administration (HRSA) grant for the establishment of this Institute. This Institute (CI~PEP) is located on the 2nd Floor in the nursing building and focuses on the biopsychosocial health of military personnel, veterans and their families. We are leading this collaboration with the departments of Social Work, Psychology as well as the FSU/ Fort Bragg Veteran’s Center at Fayetteville.

I was a former Clinical Assistant Professor and Director of two programs: Accelerated Option and the Online RN-BS Program at the University of Massachusetts Boston in the College of Nursing and Health Sciences (CNHS). I was a former Principal Investigator of a funded study through the National Cancer Institute (NCI), which is a Dana-Farber- Harvard Cancer Center and UMass Boston partnership to study racial disparities in health. My colleagues and I have published works relative to this funding project.

I have been an RN for 30 years and an educator for 19 years. I have taught mental health, fundamentals in nursing, advanced medical surgical nursing, advanced pharmacology, leadership, and research. However, I am passionate about mental health and practiced as a Clinical Psychopharmacologist / Psychotherapist in a large practice group south of Boston. I also practiced in the State of Virginia as well, but although certified through November 2016 as a Clinical Nurse Specialist in psychiatric mental health (PMH), I just completed a Post Master’s Certificate in Family Psychiatric Mental Health as a Nurse Practitioner to complete credentialing and practice in NC.

I have successfully led faculty development initiatives focused on infusing cultural competency in the curriculum and the use of best practices in information technologies for online and blended pedagogy. I have long-standing expertise in online learning management systems and online pedagogy, ‘Writing across the Curriculum’ projects, and have received prior funding for incorporating “Strategies for NCLEX Success for Students.” My research encompasses racial disparities, cancer care, psychosocial health and wellness, and caregiving. I have several publications and works in progress.

This course is web-enhanced and requires that you access weekly the Blackboard Learning Management System to retrieve course materials, take exams, and review supportive learning resources that augments the lecture content and serves to enhance your success in this course. Your course syllabus describes in detail your clinical, didactic, and course expectations. Please feel free to schedule an appointment to meet with me during my office hours if you’re having difficulty or not in this course. I can be reached at scannon3@uncfsu.edu or 910-672-1105, M-W and best times of course are during my office hours. I am very student-centered and friendly so don’t hesitate to email or call. I look forward to a successful semester! Dr. Cannon

Topical Outline:

**UNIT ONE: FOUNDATIONS IN THEORY**
1. Mental Health and Mental Illness, 1
2. Relevant Theories and Therapies for Nursing Practice, 19
3. Biological Basis for Understanding Psychiatric Disorders and Treatment, 37

**UNIT TWO: FOUNDATIONS FOR PRACTICE**
4. Settings for Psychiatric Care, 65
5. Cultural Implications for Psychiatric Mental Health Nursing, 83
6. Legal and Ethical Guidelines for Safe Practice, 98

**UNIT THREE: PSYCHOSOCIAL NURSING TOOLS**
7. The Nursing Process and Standards of Care for Psychiatric Mental Health Nursing, 115
8. Therapeutic Relationships, 131
9. Communication and the Clinical Interview, 147
10. Understanding and Managing Responses to Stress, 166

**UNIT FOUR: PSYCHOBIOLOGICAL DISORDERS**
11. Childhood and Neurodevelopmental Disorders, 181
12. Schizophrenia and Schizophrenia Spectrum Disorders, 200
13. Bipolar and Related Disorders, 227
14. Depressive Disorders, 249
15. Anxiety and Obsessive-Compulsive Related Disorders, 278
16. Trauma, Stressor-Related, and Dissociative Disorders, 304
17. Somatic Symptom Disorders, 324
18. Feeding, Eating, and Elimination Disorders, 343
19. Sleep-Wake Disorders, 364
20. Sexual Dysfunction, Gender Dysphoria, and Paraphilias, 380
21. Impulse Control Disorders, 400
22. Substance Related and Addictive Disorders, 412
23. Neurocognitive Disorders, 431
24. Personality Disorders, 457

**UNIT FIVE: TRAUMA INTERVENTIONS**
25. Suicide, and Non-Suicidal Self-Injury, 480
26. Crisis and Disaster, 498
27. Anger, Aggression, and Violence, 515
28. Child, Older Adult, and Intimate Partner Violence, 531
29. Sexual Assault, 552

**UNIT SIX: INTERVENTIONS FOR SPECIAL POPULATIONS**
30. Psychosocial Needs of the Older Adult, 565
31. Serious Mental Illness, 584
32. Forensic Psychiatric Nursing, 598

**UNIT SEVEN: OTHER INTERVENTION MODALITIES**
33. Therapeutic Groups, 607
34. Family Interventions, 619
35. Integrative Care, 636

Appendix A DSM-5 Classification, 651
Appendix B NANDA-I Nursing Diagnoses 2012-2014, 665
Appendix C Historical Evolution of Psychiatric Mental Health Nursing, 668
Glossary, 672
Index, 683

External links for online database sources will be provided through Blackboard.

**TEACHING-LEARNING STRATEGIES:**
General Assembly Session (G.A.S.)
NU 405
Role Playing, Lecture, Discussion
Independent Study Sessions (I.S.S.)
Individual Conferences, Required Reading and Assignments
Small Assembly Session (S.A.S.)
Blackboard
Computer Assistive Instructions (CAI)
Clinical Laboratory Session (C.L.S.)
Clinical Agencies, Field Trips
Pre and Post Conferences, Group Conferences
Content mapping through the Evolve

Class Participation and Etiquette

1. Come to each class on time and be prepared to discuss the topic(s) for the class session.
2. Volunteer ideas and information in-group discussion.
3. NOT interfere with the exchange of ideas and information despite personal disagreement.
4. Identify misinformation and muddled thinking by seeking appropriate clarification.
5. Participate equally with other class members.
6. Respond appropriately to other students' ideas and not just the professor's.
7. Stay within the topic and objectives designated for the class session.
8. It is the student’s responsibility, not the professor’s to monitor the contract progress.
9. It is an expectation that students attend class. If there will be an expected absence, please notify the professor. Students who miss 2 or more classes will have their final grade lowered and/or suffer the 5% penalty for active class participation.
10. Assigned work is expected to be submitted on the required date. For each day late, there will be 5 points taken off. For each 15 points, the final grade will be lowered.
11. Assigned work is to be the quality required. Papers can be pre-submitted if the student desires feedback.
12. Not distract from person speaking.
13. Meet own learning needs without interfering with those of other class members.
Note: This is a tentative schedule which is subject to change. In addition, there may be announced and unannounced quizzes as well as Blackboard, computer-assisted instructions, and other assignments that augment the course.

Academic Progression Policy: Students must earn a grade of “C” or higher in each non-NURS and NURS course in order to progress in the nursing program. Refer to the Nursing Program Student Handbook at http://www.uncfsu.edu/Documents/Nursing/Handbook.pdf

Academic Misconduct Policy: The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes. Each student should read and adhere to the misconduct policy found on the university website at http://www.uncfsu.edu/Documents/Policy/academic_affairs/DisruptiveBehavior.Final.pdf.

Honor Code: All students are expected to maintain high ethical and moral standards. A very important component of this is the Honor Code. All students are expected to support academic integrity in all written work, quizzes, and examinations.

Students are expected to adhere to the University’s Code of Conduct located at http://www.uncfsu.edu/documents/handbook/Codeofconduct.pdf

Online Expectations: Nursing 405 is a web-enhanced course utilizing the Blackboard (Bb) platform. There will be class assignments on the Bb platform, which you are expected to actively participate in order to facilitate critical thinking and integration of knowledge into practice.

XII. Academic Support Resources:
Library Services: Students are expected to make judicious use of library services. Refer to the website at http://library.uncfsu.edu/ for library information.

Smart thinking is available to all students. This is an Online Writing Lab, which is accessible from Blackboard.

XIII. Teaching Strategies
Lecture /Discussion
Guided discussions
Role Plays
Case studies
Simulation activities
Assigned readings
Computerized Assisted Instructions
Supplemental Instruction/Content Mastery Enhancement
Focused Test Review
Immediate Feedback Assessment Technique