

**Fayetteville State University
College of Basic and Applied Sciences
Department of Nursing
NUR 405**

**Title: CARING FOR POPULATIONS WITH UNIQUE NEEDS: PSYCHIATRIC-
MENTAL HEALTH NEEDS
Fall 2009**

I. Locator Information:

Instructor: Cathy M. Canzona, PhD, RN
Nancy Frye, MSN, FNP-C, RN
Marjorie Stokes, MSN, RN

Course: NUR 405: Caring for Populations with Unique Needs:
Psychiatric-Mental Health Needs

Course credit: Five(5) semester hours

Day and Time Tuesday 0900-1150 Lecture Cook Bldg. 203
Course Meets: Tuesday 1500-1650 Lab Cook Bldg. 203
Wednesday 0800-1050 Lecture Cook Bldg. 203
Wednesday 1500-1650 Supplemental Instruction Cook
Bldg. 203
Thursday 1300-2300 Cape Fear Clinical
Thursday 0700-1700 Roxie
Friday 0700-1700 Cape Fear Clinical
Friday 0700-1700 Roxie
(Clinical Hours Include Pre and Post Conference)

Contact Hours: Six (6) theory hours per week and 10 clinical hours per
week.
(8 week course)
First 8 week session: 8/20/09-10/14/09 Second 8 week
session: 10/20/09-12/04/09

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Office Location: Cook Building: Room 215 (Dr. Canzona)
Cook Building: Room 214 (Ms. Frye)
Smith Building: Room Skills Lab (Ms. Stokes)

Office Hours: Dr. Canzona: Room 215
Monday 0800-1000 and 1400-1800
Tuesday 1700-1800
Wednesday 1700-1800
Ms. Frye: Room 214. TBA.
Ms. Stokes: Lab. TBA

Phone: Dr. Canzona: (910) 672-1925; Ms. Frye (910) 672-
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Fax: (910) 672-1077

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account that is easily accessible via the Internet. The university has established email as the primary mode of communicating with enrolled students about impending deadlines, upcoming events, and other information important to student progression at the university. Students are responsible for reading their email on a regular basis to remain aware of important information disseminated by the university. The university open-use computer laboratories throughout the campus that can be used to access electronic mail.

Students making inquiries via email to FSU faculty and staff about academic records, grades, bills, financial aid, and other matters of a confidential nature are required to use their FSU email account.

Rules and regulations governing the use of FSU email may be found at:
<http://www.ucfsu.edu/PDFs/ERmailPolicyFinal.pdf>

II. Course Description:

NURS 405 (5-3-2) Caring for Populations with Unique Needs: Mental Health Needs:

The unique needs of those with mental-health needs will be explored. Building on the foundation of previous nursing courses and the nursing process, the student will design nursing care for clients who present with stressors across the life span. Tasks of psychosocial adaptations, biological-behavioral concepts in psychiatric nursing care, and cultural impact will be addressed.

Prerequisite: NURS 390

III. Disabled Student Services:

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

IV. Required Textbook:

Kneisl C. R., Wilson, H. S., and Trigoboff, E. (2004). *Contemporary psychiatric mental health nursing*. Upper Saddle River, New Jersey: Pearson Education, Inc.

Additional Suggested Readings: Psychiatric Mental Health Nursing

Bota, R. G. , Munro, J.S., and Sagduyu, K. (2007). Benefits of boarding home placement in patients with schizophrenia. *Southern Medical Journal*, 100 (2), 145-148.

Beck, A. T., Ward , C. H., Mendelson, M, ,Mock J., Erbaugh, J. (1961). An inventory for measuring depression. *Archives General Psychiatry*, June 4, 561-571.

Covington, T. M., Moprhly, M., Conwell, Y, Schohn, M., Ossip-Klein, D., Sprafkin, R. P. and Lantinga, L. J. (2001). Suicidal behavior: Is documentation accurate? *Federal Practitioner*, 10-18.

Goldstein, M. M. (2006). Depression- An independent risk factor for cardiovascular disease. *JAAPA*, 19(9) , 40, 46.

Hamrin, V. (2007). Pediatric Bipolar disorder: Evidenced-Based Psychopharmacological Treatments.

http://findarticles.com/p/articles/mi_qa3892/is_2000702/ai_n18705993.

Mazza, J. J. , Reynolds, W. M. (2001). An investigation of psychopathology in nonreferred suicidal and nonsuicidal adolescents. *Suicide and Life*, 31(3) p 282-30

Murphy, K. (2006). Managing the ups and downs of bipolar disorder. *Nursing* 2006, 36 (10). 58-63.

Papanastassiou, M. Waldron, J. B. and Chesterman, L. E. (2004). Post-traumatic stress disorder in mentally ill perpetrators of homicide. *The Journal of Forensic Psychiatry and Psychology*, 15 (1) 66-75.

Siminoff, L.A. , Erlen, J.A. and Lidz, C. W. (1990). Stigma, AIDS and quality of nursing care: state of the science. *Journal of Advanced Nursing*, 16 (3), 262-269

Southern, S. (2002). The tie that binds: Sodomachism in Female Addicted Trauma Survivors. *Sexual Addiction and Compulsivity*, 209-222.

Wagner, K.D. (2000). Childhood bipolar disorder. *Psychiatric Times*, 25 (2).

V. Student Learning Outcome:

Upon completion of this course, the student will be able to:

1. Apply the nursing process to assist adaptation of families with physiological and psychosocial alterations across the life-span.
2. Apply developmental and interdisciplinary theories in the nursing care of clients experiencing psychiatric-mental health needs.
3. Use critical thinking skills to design evidence-based nursing care for families experiencing psychiatric-mental health needs.
4. Design effective communication strategies for families experiencing psychiatric-mental health needs.
5. Collaborate with the interdisciplinary health care team in the delivery of care to families experiencing psychiatric-mental health needs.
6. Utilize current research findings in designing care for families experiencing psychiatric-mental health needs.

7. Participate in health promotion activities for psychiatric-mental health need in the community.
8. Construct arguments addressing the cultural and sociopolitical issues effecting clients with psychiatric-mental health needs.
9. Discuss the care-giving role of the nurse as it relates to the care of clients experiencing psychiatric mental health needs.

VI: Course Requirements and Evaluation Criteria:

Students are expected to prepare for and actively participate in all class/lab and clinical activities. The student must pass clinical and theory of NUR 405 in order to pass the course.

Assignment	Possible Points	Description
Unit Exams (3)	20 points each exam for a total of 60 points	You will complete up to three (3) unit exams for a total of 60% of course grade. Each exam will consist of 45 multiple choice questions and 5 math calculations. A test plan will be provided at least one week prior to the exam. Exam content may be from assigned readings, class lectures, notes, pre/post conferences, and skills lab. If you score less than 85 on an exam you must attend SI for content mastery enhancement (CME). See schedule for specific exam dates.
Quizzes/CME	10 points total	The course instructor may give up to 5 quizzes of 10 multiple choice questions during Supplemental Instruction (SI). Quiz content is based on topic items not mastered in a previous exam. Students must be present when quiz is administered to receive grade, otherwise the grade is a zero. Quizzes may be announced or unannounced.
Final Exam	30 points total	You will complete a final comprehensive exam. The exam will consist of 100 items of which 90 are multiple choice and 10 are math calculations.
HESI Specialty Exam	No points earned, not computed in final grade.	The Health Education Systems Inc (HESI) is a computerized, standard comprehensive Mental Health exam given at end of the course. See schedule for date.
ATI Learning Modules	No points earned, not computed in final grade.	Assessment Technology Institute (ATI) computerized Mental Health learning modules are used in supplemental instruction. You should complete modules as assigned by the course instructor. You must obtain 85% competency on modules or retake until 85% is achieved.
Supplemental Instruction (SI)	No points earned, not computed in final grade.	Designed to assist you with mastering course content and to receive additional support in challenging concepts using various methodologies. Attendance is required of all students. Course quizzes are a component of CME.
Skills Lab	Pass/Fail	Offers you the opportunity to practice hands-on learning in lab environment. Prior to each lab, you will read assignments, become familiar with terminology and study objectives and performance requirements. During

		skill demonstrations, the instructor may verbally quiz you on unit objectives with emphasis on principle and rationale of skills performed. To pass the skills lab course component, you must successfully perform skills checklist items satisfactory level.
Clinical Experience*	Pass/Fail	Clinical experiences are essential and of high critical importance to the nursing learning process. Once a week, you will complete a 10 hour day at a clinical agency. To pass the clinical experience you must successfully meet the course critical behaviors and submit a case study as noted in appendix A,
Pharmacology and Calculation Test	Pass/Fail based on 90%	Students must take and pass a pharmacology and calculation in order to participate in the clinical component of the course. A minimum of 90% is required for successful completion of this examination. Students are allowed a maximum of three attempts. See Student Handbook for additional guidance.
MENTAL STATUS EXAM	Pass/Fail	Psychiatric Mental Health students are required to have <u>2 mental status exams</u> that meet the “Pass” level. An example is provided in Appendix C.
PROCESS RECORDING	Pass/Fail	Students in the Psychiatric Mental Health experience will be required to complete <u>2 satisfactory process recordings</u> . An example is provided in appendix C.
CARE PLANS	Pass/Fail	Students will complete a care plan (when assigned) on clients experiencing mental health needs. The student will receive constructive criticism from the clinical faculty until the Pass level is met. Example is provided in appendix C.

*Students must be present when quiz is administered to receive grade, otherwise the grade is a zero. Quizzes may be announced or unannounced.

VII. Academic Support Resources:

Academic support resources available in this class are SI, Smarthinking, and University College Learning Center.

VIII. Course Outline and Assignment Schedule See course outline in Appendix C.

NURS 405 -- ASSIGNMENT SCHEDULE

		Psych-Mental Health
WEEK/DATE	WEEK/DATE	
SESSION I	SESSION II	
WEEK 1 08/20 & 21/09	WEEK 1 10/20 & 21/09	Class overview, course introduction, and required baseline skills: Nursing Process Review, Dosage calculation, Medication Administration
WEEK 2 08/25 & 26/09	WEEK 2 10/27 & 28/09	Foundations of Psychiatric Nursing Key processes and Competencies
WEEK 3 09/01 & 02/09	WEEK 3 11/3 & 4/09	The client experiencing stressors (cognitive disorders, substance related disorders)
WEEK 4 09/8 & 9/09	WEEK 4 11/10 /09	EXAM I The client experiencing stressors (Schizophrenia and other psychotic disorders, mood disorders)
WEEK 5 09/15 & 16/09	WEEK 5 11/17 & 18/09	EXAM II The client experiencing stressors continued Anxiety, somatoform and dissociative disorders, gender identity Disorders, eating disorders 11/11/09 Veteran's Day
WEEK 6 09/22 & 23/09	WEEK 6 11/24 & 25/09	Sleep disorder, personality disorder, coexisting disorders LS-RN Comprehensive Psychiatric Exam October 8 –Session I – SI time
WEEK 7 9/29 & 30/09	WEEK 7 12/1 & 2/09	EXAM III Vulnerable Populations Therapeutic Modalities(Individual, group, and family therapy; Crisis Intervention) ATI - TBA
WEEK 8 10/6 & 7/09 10/13 & 14/09	11/14 & 11/15	Psychopharmacological therapy Final Examinatio Midterm Break-10/15 &16/09
10/9-10/10	12/8/2009	FALL-BREAK (THANKSGIVING BREAK 11/26 & 11/27)
	12/9/2009	Review for final exam
	12/10/09	Final Exam

- SI exams are awarded pass/fail (80% = pass); they are not calculated in final grade.

IX. Teaching Strategies See appendix c, course outline.

X. Nursing Progression Policy

There is no guarantee that this course will be offered again if you are unsuccessful. If you should fail this course, you will not be able to progress.

XI. Bibliography

