

### Basic Course Information

Semester	<b>Summer 2020</b>	Instructor Name	<b>Summer Winford, RN, MSN</b>
Course Title & #	<b>Nursing 219, Psych Mental Health</b>	Email	<a href="mailto:summer.winford@imperial.edu">summer.winford@imperial.edu</a>
CRN #	<b>30195, 30196, 30197</b>	Webpage (optional)	<b>NA</b>
Room	<b>Online</b>	Office	<b>Online</b>
Class Dates	<b>6/22/2020 – 7/31/2020</b>	Office Hours	<b>M &amp; T: 12:00-1:00</b>
Class Days	<b>M &amp; T (Lecture) Wed., Thurs. &amp; Friday (Clinical)</b>	Office Phone #	<b>760-355-6348 (Nursing Office)</b>
Class Times	<b>9:00 AM- 12:00 PM- Lecture 6:45AM-5:20PM - Clinical</b>	Clinical Practicum Hours	<b>54</b>
Units	<b>3</b>		

Welcome to Psychiatric Nursing. This course will cover the essential components required for being a safe practitioner in the area of behavioral health. Multiple teaching modalities will be utilized.

### Course Description

This course focuses on the care of clients across the lifespan experiencing cognitive, mental and behavioral disorders. Emphasis is placed on management of clients facing emotional and psychological stressors as well as promoting and maintaining the mental health of individuals and families. Concepts of crisis intervention, therapeutic communication, anger management, and coping skills are integrated throughout the course. The community as a site for care and support services is addressed. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe client care to clients in selected mental health settings. Clinical experience may be out of county.

### Course Prerequisites (s) and/or Corequisite (s)

NURS 128

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Determine actual and potential psychiatric problems and appropriate nursing responses to restore and promote health. (ILO2, ILO4)
2. Identify the commonly used psychopharmacological agents for treatment of clients in mental health facilities and nursing measures needed when administering these treatments. (ILO2, ILO3, ILO4)
3. Assess a set of clinical data, formulate a nursing diagnosis, implement a plan, and evaluate outcome of the action plan. (ILO1, ILO2, ILO3, ILO4)

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Perform a mental behavioral health assessment on clients with common mental health disorders.
2. Develop an individualized, evidence-based plan of care that demonstrates an appreciation of a client's cultural, spiritual, and developmental variations and includes recommendations for the adoption of health-promoting behaviors.
3. Collaborate as a member of the health care team and client advocate while providing safe, quality care to clients with common mental health disorders.
4. Demonstrate clinical judgment and participate in the evaluation of outcomes when providing care to clients with common mental health disorders.
5. Apply knowledge of pharmacology, nutrition, and psychopathology as well as evidence-based practice to the care of clients with common mental health disorders.

6. Use therapeutic verbal and nonverbal communication that promotes therapeutic relationships with clients and their families, as well as professional relationships with members of the health care team.
7. Use information technologies to access evidence-based literature and client information as well as communicate with members of the health care team, accurately documenting client care in a secure and timely manner.
8. Identify, plan, and provide health and safety related education to adult clients and their families in conjunction with members of the health care team.
9. Use organizational and priority setting skills when providing care to clients with common mental health disorders in selected settings.
10. Report concerns related to client safety and the delivery of quality care and participate in activities that promote performance improvement.
11. Adhere to ethical, legal and professional standards while maintaining accountability and responsibility for the care provided to mental health clients and their families.

### Textbooks & Other Resources or Links

Videbeck, Sheila (2017). *Psychiatric-Mental Health Nursing with Access (7/e)*. Wolters Kluwer  
ISBN: 978-1-975111-78-6

ATI Mental Health Nursing (current edition).

#### Websites:

ATI Nursing Education: <http://www.atitesting.com>

The Point: Student book resources: <http://thepoint.lww.com/student>

### Course Requirements and Instructional Methods

Throughout this six (6) week course clinical experiences will be simulated in the Imperial Valley College Nursing Skills Laboratory and may include experience in an acute care setting.

#### **Reading and Writing:**

Read assigned chapters in textbooks, develop care plans, accurate documentation by completing charting exercises to participate in data collection.

- Audio Visual: DVD of skills required for successful course completion
- Computer Assisted Instruction: Internet research, case study
- Demonstration: skills required for successful course completion
- Discussion: Related topics on Nursing Fundamentals and skills
- Group Activity
- Lab Activity: Assessment Skills; Nursing Fundamental Skills
- Lecture; Power-point
- Simulation/Case Study: Nursing skills and Vital signs

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected. The student will pass the ATI assessment exam which will be graded on the levels not the raw score.

#### **ASSIGNMENTS:**

**Class Activities:** Class participation and discussion, presentations, unit exams, pop quizzes, calculation exam and Final exam.

**Out-of-class Assignments:** Reading assignments from required textbooks listed for this course (see text book list), and the pharmacology text used in the pharmacology course. Writing assignments will reflect the objectives listed and may include, but not be limited to, care plans, concept-mapping, drug cards, short essays, and/or professional papers. CD/DVD viewing, internet, research evidence-based articles Additional reference materials will be available in the nursing learning center. Outside assignments may include, but not limited to, nursing lectures or in-services offered by local health facilities, independent exercises, and learning center activities.

**Clinical/ Simulations Assignments:** Clinical/simulations assignments will include preparing for clinical by practicing and demonstrating skills in a check-off simulation, obtaining patient data, reviewing medication information. Clinical hours will be spent demonstrating proficiency in nursing skills and patient care in the

clinical lab setting.

Written post-assignments will relate to clinical experience and may include but not be limited to care plans, case studies, documentation exercises. Clinical sites may include hospitals, clinics, simulation lab.

### **Simulations:**

Simulations are a safe learning environment where all students will have the opportunity to interact within a structured scenario. Simulations will be utilized during this class and simulation materials will be handed out during the semester. All advance assignments must be completed before the start of class. Failure to complete the pre-assignment will prevent the student from attending the class for the day and results in a clinical absence.

**It is each student's responsibility to complete all facility requirements, i.e., BLS training, immunizations, background checks, drug screening, specific hospital orientation, etc., prior to clinical rotations (please see the student handbook for more information). A student will not be allowed to attend any clinical hours until this is done. If over the maximum allowable hours of absenteeism because of this, the student will be dropped from the class.**

Plagiarism and cheating policies noted in the student handbook and IVC policies will be strictly enforced. Students are expected to develop original work for this course. It is recommended that students visit the college library to become acquainted with research tools available.

### **Course Grading Based on Course Objectives**

All exams will be graded per nursing department policy. Each exam will be valued at 100% the final must be passed with a minimum of 78%. Each quiz will be valued at 25 points to be added as a grade to the overall grade average.

**Examination Policy:** All exams including the final must be passed with a minimum of 78%. If the final exam is not passed the student will receive an "F" in the class and will not be able to progress to the next nursing course and the student will be dismissed from the nursing program.

All assignments are graded on the following scale and grades are not rounded.

**A = 93% - 100%**

**B = 85% - 92%**

**C = 78% - 84%**

**F = Below 78%**

**F = When the clinical evaluation is unsatisfactory regardless of the theory grade.**

### **Attendance**

Attendance to all clinical and class sessions is expected. A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.

- It is the responsibility of each student to attend all classroom and clinical hours and to contact the instructor(s) before the start of class of any need to be excused from class. If a student does not contact the faculty member by the assigned time and is absent, a clinical unsatisfactory for professional behaviors will be given. Students are expected to attend all classes. **Absences are limited 6.5 hours in the course. A student who reaches the maximum allowable hours of absenteeism or tardiness may be dropped by the instructor.**
- Acceptance of absenteeism excuses is at the discretion of the faculty member and may result in failure of the class.
- A student who reaches the maximum allowable number of hours absent and is not allowed to continue may file a petition to reenter the nursing program. The teaching team will meet with the student to discuss remediation and the possibility of reentry.
- **Students who are late for class/clinical three times will be considered absent for one day.**

### Classroom Etiquette

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- **Food and Drink** are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- **Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- **Children in the classroom:** Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

### Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **Plagiarism** is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### Disabled Student Programs and Services

Any student with a **documented** disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

### Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

### Extended Opportunity Program and Services

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355-6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu). EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

### Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact

in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university.

Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

### Anticipated Class Schedule/Calendar

Week	Topic(s)	Reading Assignments
Week 1 6/22/20	Introductions/Foundations Theories Therapeutic Communication Pharmacology Legal and Ethical Issues	Chapters 1-9 ATI: UNITS 1, 2, 4  Movie: A Beautiful Mind (2 hr., 20 min.)
Week 2 6/29/20	<u><b>Exam 1, Chapters 1-9</b></u>  OCD Schizophrenia Anxiety Moods Personality	<b>A Beautiful Mind Assignment due at 0900.</b>  Chapters 14, 15, 16, 17, 18 ATI CH. 4, 11, 12, 13, 14, 15, 16, 21  Movie: Girl Interrupted (2 hr., 7 min.)
Week 3 7/6/20	<u><b>Exam 2, Chapters 14 - 18</b></u>  Addiction Eating Disorders Somatic Sx Disruptive Behavior	<b>Girl Interrupted Assignment due at 0900.</b>  Chapters 19, 20, 21, 23 ATI CH. 15, 18, 19, 20, 24, 26  Movie: 28 Days (1 hr, 44min.)

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Week 4 7/13/20	<b><u>Exam #3 (Ch. 19, 20, 21, 23)</u></b>  Grief and Loss Trauma Abuse and violence Anger, Hostility, and Aggression	<b>28 Days Assignment due at 0900.</b>  Chapters 10-13 ATI CH. 12, 14, 22, 27, 29, 31
Week 5 7/20/20	<b><u>Exam #4 (Ch. 10-13)</u></b>  Childhood Disorders Neurodevelopmental Disorders Cognitive Disorders	Chapters 22, 24 ATI Ch. 17, 25, 28 Review for Final Exam
Week 6 7/27/20	<b>FINAL EXAM (Comprehensive and Chapters 22 and 24)</b>  <b>ATI TEST</b>	TBA  TBA

**\*\*\*Tentative, schedule subject to change without notice\*\*\***

**Anticipated Psychiatric & Mental Health Clinical Schedule / Calendar**

Week	Topic(s)	Reading Assignments	Clinical Location / Assignments
<b>CLINICAL</b> <b>0645-1720</b>  <b>Week 1</b> <b>6/24/20</b> <b>6/25/20</b> <b>6/26/20</b>	Introductions/Foundations Theories Therapeutic Communication Pharmacology Legal and Ethical Issues Chapters 1-9 ATI: UNITS 1, 2, 4		VSIM: TBA
<b>CLINICAL</b> <b>0645-1720</b>  <b>Week 2</b> <b>7/1/20</b> <b>7/2/20</b> <b>7/3.20</b>	OCD Schizophrenia Anxiety Moods Personality  Chapters 14, 15, 16, 17, 18 ATI CH. 4, 11, 12, 13, 14, 15, 16, 21		VSIM: TBA

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<p><b>CLINICAL 0645-1720</b></p> <p><b>Week 3</b> 7/8/20 7/9/20 7/10/20</p>	<p>Addiction Eating Disorders Somatic Sx Disruptive Behavior Chapters 19, 20, 21, 23 ATI CH. 15, 18, 19, 20, 24, 26</p>	<p>VSIM: TBA</p>
<p><b>CLINICAL 0645-1720</b></p> <p><b>Week 4</b> 7/15/20 7/16/20 7/17/20</p>	<p>Grief and Loss Trauma Abuse and violence Anger, Hostility, and Aggression Chapters 10-13 ATI CH. 12, 14, 22, 27, 29, 31</p>	<p><b>ALVARADO PARKWAY INSITIUTE ORIENTATION- TBA</b></p> <p>PROCESS RECORDINGS CARE PLANS DRUG CARDS</p>
<p><b>CLINICAL 0645-1720</b></p> <p><b>Week 5</b> 7/22/20 7/23/20 7/24/20</p>	<p>Childhood Disorders Neurodevelopmental Disorders Cognitive Disorders Chapters 22, 24 ATI Ch. 17, 25, 28</p>	<p>PROCESS RECORDINGS CARE PLANS DRUG CARDS</p>
<p><b>CLINICAL 0645-1720</b></p> <p><b>Week 6</b> 7/29/20 7/30/20 7/31/20</p>		<p>PROCESS RECORDINGS CARE PLANS DRUG CARDS</p>

**\*\*\*Tentative, schedule subject to change without notice \*\*\***

<p><b>CLINICAL INSTRUCTORS</b></p>	<p>PROFESSOR WINFORD PROFESSOR WINFORD PROFESSOR NACIONALES</p>	<p>Wednesday Clinical Thursday Clinical Friday Clinical</p>
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**DIRECTIONS TO ALVARADO PARKWAY INSTITUTE (API):**

**I-8 WEST TOWARD SAN DIEGO, TAKE THE LAKE MURRAY/ 70<sup>th</sup> STREET EXIT (STAY IN THE RIGHT LANE), MAKE IMMEDIATE RIGHT. API IS ON THE LEFT.  
PLEASE PARK IN THE DIRT PARKING LOT TO THE NORTH OF THE INSTITUTE.**