

Nursing 344
Mental Health Nursing Clinical Syllabus
Fall 2023

Welcome to the Mental Health clinical experience. We hope that you will gain an appreciation for the psychiatric client, learn about mental health and mental illnesses, and learn about yourself.

Catalog Description: Application of mental health concepts to provide nursing care to clients experiencing alterations in mental health.

Class Location: Various Clinical agencies including, but not limited to Adult Day Care, The Buddy House, The Hive, Kidz Club, and Rivendell. Will complete an orientation on campus and will also have various online assignments during the bi-term.

Course Credit: 1.0 Credit Hour

Prerequisites: NURS 324, 333, 334, 335, 336,

Co-Requisites: NURS 329, 341, 342, 343, 337

Course Coordinator and Clinical Faculty Contact Information

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Clinical Agency Phone Numbers & Addresses

Adult Day Care- 270-796-5555	800 Park Street Bowling Green, KY
The Buddy House- 270-796-5002	522 State Street Bowling Green, KY
The Hive- 270-590-0794	1818 US 31W Bypass Bowling Green, KY
Rivendell- 270-843-1199	1035 Porter Pike Bowling Green, KY
Kidz Club- 270-746-0333	1347 Kentucky Hwy 185, Suite 2, Bowling Green, KY

Students are responsible for all policies in the WKU School of Nursing Handbook. The policies, procedures, dates and other information contained in this syllabus are subject to change. Students will be given notice of changes should they be needed.

****Note-Faculty will respond to student emails within 24-48 hours Monday-Friday. We will respond to emails sent over the weekend and holiday within 72 hours. Communication with faculty should be via phone or email.**

Program Outcomes	Course Objectives	Teaching/Evaluation Methods
1. Apply knowledge from the behavioral, biological, physical, and social sciences, and the liberal arts to provide holistic patient-centered care.	1. Integrate knowledge from other disciplines and previous nursing course work as it relates to the nursing care of mental health patients.	-Assigned Readings -Patient Care Assignments and observation experiences -Written care plan, process recording and other papers -Clinical pre and post conference discussions
2. Use the nursing process and quality improvement to provide professional nursing care to promote the health and wellness of culturally diverse patients across the lifespan in a variety of settings	2. Utilize the nursing process to identify mental health nursing problems and provide care for patients.	-Assigned Readings -Patient Care Assignments and observation experiences -Written care plan, process recording and other papers -Clinical pre and post conference discussions
3. Demonstrate leadership in the practice of professional nursing.	3. Collaborate with interdisciplinary team in designing/managing holistic care of individuals, families and groups with mental health issues.	-Patient Care Assignments and observation experiences -Written care plan, process recording and other papers -Clinical pre and post conference discussions
4. Use critical thinking skills in professional nursing practice.	4. Prioritize nursing interventions in providing care for mental health patients.	-Patient Care Assignments and observation experiences -Written care plan, process recording and other papers -Clinical pre and post conference discussions
5. Use inter- and intraprofessional communication and collaborative skills in professional nursing practice.	5. Demonstrate understanding of appropriate communication techniques to be used with patients and other health professionals.	-Patient Care Assignments and observation experiences -Clinical pre and post conference discussions
6. Demonstrate the role of teacher in professional nursing practice.	6. Identify the teaching-learning needs of individuals, families, and groups with selected mental health alterations.	-Patient Care Assignments and observation experiences -Written care plan, process recording and other papers -Clinical pre and post conference discussions
7. Integrate informatics skills in the selection of evidence-based interventions in professional nursing practice.	7. Identify evidence-based interventions for care of mental health patients.	-Assigned Readings -Patient Care Assignments and observation experiences -Written care plan, process recording and other papers -Clinical pre and post conference discussions
8. Adhere to the nursing code of ethics and standards of professional nursing practice.	8. Adhere to the nursing code of ethics and standards of professional nursing practice.	-Patient Care Assignments and observation experiences -Written care plan, process recording and other papers -Clinical pre and post conference discussions -Following ANA standards, SON Code of Conduct, NSNA Code of Ethics and WKU policies
9. Function as safe and accountable member of the nursing profession.	9. Function as an accountable member of the nursing profession.	-Patient Care Assignments and observation experiences -Written care plan, process recording and other papers -Clinical pre and post conference discussions -Following ANA standards, SON Code of Conduct, NSNA Code of Ethics and WKU policies

Nursing 344 Clinical Objectives

***These clinical objectives will be listed on your clinical evaluation and are the criteria by which your clinical performance is measured.**

Objective 1: Integrate knowledge from other disciplines and previous nursing coursework as it relates to the nursing care of mental health patients.

Student Learning Outcomes
1.1 Demonstrates clinical expertise in nursing skills by performing the following clinical nursing skills with mental health patients: -therapeutic communication -collection of health history and psychosocial/physical assessment
1.2 Performs skills proficiently and safely according to standard nursing practice and facility policy with classmates and faculty.
1.3 Correctly prepares and administers medications if indicated. Articulates the rationale of drug administration as well as expected therapeutic effects and side effects.
1.4 Demonstrates safe practice when using equipment
1.5 Discusses prior knowledge and skills learned that contribute to holistic care of patients with mental illness.

Objective 2: Utilize the nursing process to identify mental health nursing problems and appropriate care for mental health patients.

Student Learning Outcomes
2.1 Collects accurate subjective and objective data from relevant sources
2.2 Interprets significant laboratory values and trends.
2.3 Accurately interprets psychosocial and physical assessment data and relates to patient situation.
2.4 Performs appropriate assessment for pre and post procedures and diagnostic tests for mental health patients.
2.5 Selects appropriate physiological and psychological diagnoses using current NANDA nomenclature.
2.6 Accurately prioritizes nursing diagnoses for mental health patients and provides rationale for prioritization.
2.7 Writes realistic outcome criteria for mental health patients in specific measurable terms.
2.8 Develops nursing interventions that are patient-centered, specific, and realistic for patient with mental illness.

Objective 3: Collaborate with interdisciplinary team in designing/managing holistic care of individuals, families and groups with mental health issues

Student Learning Outcomes
3.1 Coordinates care of patients with clinical instructor, primary nurse, and/or other healthcare providers. Recognizes significant changes in patient status and immediately reports to clinical instructor, primary nurse, and/or other healthcare providers.
3.2 Consistently gives report prior to leaving the unit. Does not leave the unit without informing instructor.
3.3 Consults with the healthcare team

Objective 4: Prioritize nursing interventions in providing care for mental health patients

Student Learning Outcomes
4.1 Identifies priority assessment data and psychosocial and physical interventions for mental health patients.
4.2 Creates individualized plans of care based on rationale supported by evidence-based practice.
4.3 Participates in achieving patient outcomes.

Objective 5: Demonstrate understanding of appropriate communication techniques to be used with patients and other health professionals

Student Learning Outcomes
5.1 Communicates with instructor and healthcare team throughout the shift by seeking feedback and asking questions.
5.2 Communicates with mental health patients by using therapeutic communication techniques.
5.3 Keeps accurate records of patient data and documents according to hospital policy

Objective 6: Identify the teaching-learning needs of individuals, families, and groups with selected mental health alterations

Student Learning Outcomes
6.1 Explores and identifies teaching needs of patients and families affected by mental illness in collaboration with instructor.
6.2 Creates individualized teaching plans based on identified needs.
6.3 Participates in teaching role with guidance of instructor.

Objective 7: Identify evidence-based interventions for care of mental health patients

Student Outcomes
7.1 Identifies supporting policy and evidence of current practice related to mental health patients.
7.2 Utilizes appropriate resources (instructor, reference books, policy/procedure manuals).

Objective 8: Adhere to the nursing code of ethics and standards of professional nursing practice

Student Learning Outcomes
8.1 Provides patient-centered care in a compassionate and professional manner to those with mental illnesses.
8.2 Utilizes ANA Code of Ethics and Standards of Professional Nursing Practice as a guide for planning and implementing care.
8.3 Discusses ethical dilemmas and legal implications for care of mental health patients.

Objective 9: Function as an accountable member of the nursing profession

Student Learning Outcomes
9.1 Utilizes appropriate resources (instructor, reference books, and policy and procedure manuals).
9.2 Punctual in attendance and notifies clinical instructor if unable to attend clinical.
9.3 Follows the ANA Code of Ethics.

9.4 Demonstrates accountability by arriving to scheduled shifts on time, performing nursing responsibilities, informing instructor when uncomfortable with performing skills and when skills have not been previously performed in the clinical setting.
9.5 Strictly maintains confidentiality of all patient data.
9.6 Follows all policies established by the School of Nursing, the University, and the Clinical Agency (See student and university handbook.)

Required Text:

Fosbre, C. D. (2023). *Varcarolis' essentials of psychiatric mental health nursing: A communication approach to evidence-based care* (5th ed.). St. Louis, MO: Elsevier.

Dress code:

When visiting clinical facilities, students must abide by the WKU BSN dress code, which is outlined in the WKU BSN Student Handbook and the BSN Professional Standards Tool. Students are to wear a red WKU School of Nursing polo shirt with khaki or black slacks, or black scrub pants (**NO capris, leggings, jeans, athletic pants, tapered (skinny pants), or tight-fitting slacks**). A solid black or white long-sleeve shirt may be worn under your polo shirt (if needed). You can wear your lab coat if you prefer (sweatshirts, pullovers, and jackets should not be worn over your clinical uniform). Shirts and pants should be of an appropriate size and not cling to the body. No logos other than WKU or WKU School of Nursing are allowed on shirts. Clean tennis shoes or other comfortable shoes with closed toes and socks should be worn (high heels and dress flats are not allowed). Only one small piercing per ear is allowed (no dangling earrings). No other face/head/neck/tongue jewelry is allowed. Necklaces should not be worn due to safety concerns. Tattoos should be covered per BSN and facility policies. Students should not wear electronic watches in the clinical setting. Students not adhering to the dress code may be asked to leave clinical. **See the BSN Professional Standards Tool for more details on dress code.**

Evaluation Methods:

- NURS 344 is a pass/fail course; therefore, no letter grade will be assigned. Students must achieve a satisfactory clinical evaluation (at 77% or above) and a satisfactory evaluation on each of the clinical objectives listed on the evaluation tool to pass NURS 344. Satisfactory performance is based on faculty evaluation in the clinical setting and on assignments. Students should refer to the WKU BSN Handbook for specific policies regarding repeating courses.

Points will be distributed as follows:

Attendance and Professionalism	15 Points
Completion of Quiz Over Introductory Chapters	10 Points
Life in a State of Poverty Activity & Reflection	10 Points
Reflective Journal over Rivendell Site Visit	10 Points
Reflective Journal over Adult Day Center Site Visit	10 Points
AA Meeting Attendance & Paper	15 Points
Buddy House/Hive/Kidz Club Educational Presentation	10 Points
Shadow Health Digital Clinical Activity	10 Points
Completion of Crushing Farmer Suicide Training	10 Points

Total Points

100 Points

-Turning in assignments late: See the BSN Professional Standards Tool for how points will be deducted from Attendance and Professional Points when assignments are turned in late.

-Students must complete all assignments for the course before a final grade will be awarded. Students with missing assignments will receive an incomplete (X) for the course until all work is completed. Incompletes must be removed per university policy or the grade will become an "F".

-If a student has a question or concern regarding a grade on a clinical assignment or quiz, the student must contact their clinical instructor within one week after the grade has been posted; otherwise, no further adjustments will be made to the grade.

- **Point values/percentages are *NOT* rounded for this course.**

***A clinical schedule will be provided on Blackboard.**

Description of Assignments and Course Expectations:

Attendance and Professionalism Points (15 possible points): *Attendance is mandatory. If a student cannot attend clinical, they are to notify their clinical instructor by phone (no emails will be accepted) prior to the beginning of clinical. A student illness or injury is an example of an event that may be considered an excused absence. Faculty may request documentation for more than one absence.

When a student fails to notify the course faculty of the absence prior to the beginning of clinical, the absence will be regarded as a “no call, no show” situation and result in an unexcused absence. A student with one unexcused absence in a clinical will receive a clinical warning and earn zero points for any make-up assignments. This student must also attend a follow-up meeting with the course coordinator. Students with two unexcused clinical absences will be dismissed from the course and a grade of “F” will be recorded in TopNet. If extenuating circumstances prevent the student from communicating the absence, the student may petition the course faculty for a waiver of this policy. Students who seek this waiver are required to provide documentation of the nature of this serious event and their fitness to return to clinical. Please see the WKU School of Nursing Handbook for further details on the clinical attendance policy. Professionalism in communication and attitude are also expected.

Please see the **BSN Professional Standards Evaluation Tool** for how attendance and professionalism will be evaluated (a copy is posted on Blackboard). **For each demerit point that you receive on this tool, you will receive a deduction of the same number of points from Attendance and Professionalism (up to a maximum deduction of 15 points).**

Mental Health Clinical Orientation: At the start of the student’s clinical rotation, the student will participate in a face to face Mental Health Clinical Orientation on campus at MCHC.

Introductory Chapter Quiz (10 Possible Points)

Students will need to read chapters 5, 7 and 21 in the Fosbre textbook within one week of your clinical orientation. You are not to work with other students while completing the quiz.

Poverty Simulation Participation & Reflection (10 Possible Points)

Students will participate in a Poverty Simulation held by the Area Health Education Center (AHEC) during the first week of the semester. Students will complete a reflective journal over this clinical experience.

Each journal will be graded based on the following:

-Timeliness (Duel within one week of the simulation)

Spelling and grammar (2 points)

Clarity, thoughtfulness, and complete answers to the questions posed below (8 points)

Students will need to answer the following 4 questions:

- 1) What was your overall impression of the Poverty Simulation?
- 2) How do you think that poverty impacts health?
- 3) What did you learn from this experience that you could use in your future practice as a nurse?
- 4) What can providers do to assist those who live below the poverty line in improving their physical and/or mental health?

Reflective Journal over Rivendell/Adult Day Center Clinical Experience (10 Possible Points each)

Each journal will be graded on the following:

Timeliness (due within one week of clinical experience)	
Spelling and grammar	2 points
Clarity, thoughtfulness and complete answers to questions posed	8 points
*Each question should be answered with at least 4-5 sentences	

Students will need to answer the following 4 questions:

- 1) What is the role of the nurse in this facility?

- 2) How does this facility contribute to the care of those with mental health issues in our community?
What population is being served by this facility?

- 3) What did I learn about therapeutic communication, medication administration, or other nursing issues, such as advocacy and care management related to working with those with various mental health issues from this experience?

- 4) a) What did I learn about myself today?
b) What did I learn that I could take into my future practice as a registered nurse?

Reflective Journal over Alcoholics Anonymous (AA) Meeting Experience (15 Possible Points)

Students in Nursing 344 will learn about the impact and effects of substance abuse on individuals and the community. As part of clinical, each student will attend an in-person or online Alcoholics Anonymous meeting. To find a list of in-person and online meetings you can visit the following website:

https://www.area26.net/wp/?tsml-day=any&tsml-type=ONL&post_type=tsml_meeting

***Be sure that you choose a meeting that is listed as OPEN** (closed meetings are for members only). You can search for meetings in Bowling Green or within your own community if you prefer (be sure to choose the correct city when you are searching). If you need assistance with finding a meeting, please reach out to your instructor. **Be sure to identify yourself as a WKU BSN student and always display professionalism (be attentive and respectful). If you are meeting on Zoom keep your camera on and mute your mic if not speaking.**

The student's experience at an AA meeting needs to be documented in at least a 2-page typed paper. The paper is designed to be a reflective experience. **The questions below provide a guide for basic information that must be included; however, you may want to discuss other information as well:**

1. Describe the basics of the meeting:
 - a) What was the name of the meeting group that you attended?
 - b) What time of day was the meeting held?
 - c) Approximately how many people attended?
2. Describe the characteristics of the AA meeting group members:
 - a) How was leadership demonstrated?
 - b) Describe the participation of those in attendance.
 - c) Describe the cohesiveness of the group.
 - d) How was support for each member demonstrated?
3. What did you learn about the 12-step program? If the program was not specifically mentioned, use your book to describe how members could apply the 12-steps to their recovery.
4. Personal reflection:
 - a) What did you learn about yourself?
 - b) Did your perception of addictions change or stay the same? Describe how they did or did not change.

Papers will be evaluated on the following:

- Timeliness and evidence of learning and insight (10 points)
- Using APA format (5 points)

-Papers must have a title page, page numbers, and running head. (*See APA grading rubric on Blackboard for formatting requirements; no reference page required).

Buddy House/Hive/Kidz Club Educational Presentation (10 Possible Points)

Students will visit the Buddy House, the Hive, or Kidz Club as a part of clinical and will learn more about working with individuals with intellectual challenges and disabilities. Students will work together as a clinical group to develop a brief educational presentation and activity to meet the needs of individuals served by the Buddy House, the Hive, or the Kidz Club. Specific guidelines for the presentation and a grading rubric are posted on Blackboard.

Shadow Health Digital Clinical Experience Activity (10 Possible Points)

Students will complete a Shadow Health Digital Clinical Experience (DCE) Activities. Directions for accessing and completing the DCE activities are posted on Blackboard.

Crushing Farmer Suicide Activity (10 Possible Points)

Students will complete a learning module on CE Central regarding suicide risk and prevention in farmers. Directions for accessing and completing the CE is posted on Blackboard.

Academic Dishonesty:

A score of zero will be applied to an assignment or quiz for which academic dishonesty is suspected. **In addition, the faculty may give the student a grade of “F” in the course.** Academic dishonesty encompasses a wide variety of behaviors that include but are not limited to copying assignments from other students, completing quizzes with other students, and plagiarism/incorrect citations in written work. Any behavior indicative of academic dishonesty will be addressed in a conference with the student and faculty and will be documented in the student’s permanent academic record with a Professional Misconduct Warning. Students should review the SON Handbook for details on Professional Misconduct Warnings.

Student Disability Services: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, room 1074 of the Student Success Center. The phone number is 270-745-5004, or via email at sarc.connect@wku.edu . Please do not request accommodations directly from the professor or instructor without a letter of accommodation from The Student Accessibility Resource Center.

Title IX/Discrimination and Harassment: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

Blackboard/Email:

Handouts and other materials will be posted for students on Blackboard. Each student is responsible for checking blackboard on a regular basis.

Students are responsible for checking their WKU email account on a regular basis.