UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Spring 2023

COURSE NUMBER NUR 3535C

COURSE TITLE Clinical Reasoning and Personalized Nursing Care: Mental Health

CREDITS 04 (3/1) 45 clinical hours

PREREQUISITE NUR 3066C Clinical Reasoning Health Assessment

NUR 3737C Principles of Personalized Nursing Care 1

COREQUISITE None

FACULTY

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| Victoria Menzies, PhD, EdM, APRN, FAAN  Associate Professor  Office: HPNP 4202  Office Phone: (352) 273-6345  Office Hours\*: Wednesdays 1:30-3:30pm or by appointment  Email: [vmenzies@ufl.edu](mailto:vmenzies@ufl.edu) | James Poole, DNP APRN PMHNP-BC  Clinical Assistant Professor  Office: HPNP 3214  Phone: (352) 294-8927  Office hours\*: Tuesdays 10am-12pm or by appointment  Email: [j.poole4@ufl.edu](mailto:j.poole4@ufl.edu) |
| Quetina R. Jones, MSN, BSN, RN  Clinical Lecturer  Office: HPNP 3216  Phone: (352) 273-6421  Office hours\*: Tuesdays 2-4 pm or by appointment  Email:[quetina.jones@ufl.edu](mailto:quetina.jones@ufl.edu) |  |
| CLINICAL FACULTY  Dianne Beauchamp, MSN, RN  Adjunct Clinical Assistant Professor  Phone: 850-491-2191  Office hours\*: by appointment  Email: [Mary.Beauchamp@va.gov](mailto:Mary.Beauchamp@va.gov) |  |

\*Faculty are generally available to meet with students (in the office or virtually) as listed below. Due to professional travel and other unavoidable obligations, faculty may not be present every week without notice. It advisable that students confirm availability or make an appointment in advance.

COURSE DESCRIPTION This course provides foundational knowledge and principles of personalized nursing care in prevention, treatment, and recovery of mental illness and substance misuse disorders across the life span. Emphasis is on using biobehavioral theories to design personalized nursing care for promoting mental health and recovery.

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

1. Explain how use of therapeutic communication in the nurse-patient relationship enhances the well-being of individuals living with mental illness.
2. Provide mental health focused personalized nursing care that integrates cultural humility and cultural competency.
3. Demonstrate core professional values and legal/ethical principles to the provision of mental health focused personalized nursing care.
4. Integrate evidence-based approaches to enhance patient outcomes, including quality of life for individuals with mental illnesses across the lifespan.
5. Demonstrate interprofessional collaboration and care coordination strategies to advocate for the mental health of individuals and families.
6. Evaluate approaches to managing selected mental illnesses and substance misuse disorders using personalized nursing care.

SYNCHRONOUS COURSE SCHEDULE

Faculty Section   Day/Time   Room

Menzies 35C3 Wednesday, 8:30-11:30am G312

Poole 35C4 Wednesday, 8:30-11:30am C1-011 (Communicore)

Jones 35C5 Thursday, 8:30-11:30am G312

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at <http://elearning.ufl.edu/>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes.

TEACHING METHODS

* Asynchronous Lecture/discussion
* Synchronous Class Activities/discussion
* Simulated clinical practice
* Supervised clinical practice experiences
* Seminar/debriefing

LEARNING ACTIVITIES

* Participation in small group activities and class discussion
* Assigned asynchronous lectures
* Assigned readings to accompany lectures and discussion
* Clinical practice (simulated and instructor supervised)

EVALUATION METHODS/COURSE GRADE CALCULATION

*There are three components that contribute to learning in this course. Achievement of course objectives requires a minimum standard to be met in each component (below).*

***Exams***

Exam 1 15%

Exam 2 15%

Exam 3 15%

HESI Final Exam 15%

***Other Coursework***

HESI Case Studies (2) (taken together) 10%

1 Adaptive Quiz 10%

6 sets pretest/post-tests (taken together) 10%

Participation (Quizzes/Group Activities 10%

Total: 100%

**Clinical Performance S**

*Course Average*

Students must demonstrate satisfactory performance in each component to achieve a passing grade of 74% (C). Mastery of course content is demonstrated through obtaining a **minimum of 74% average** of all course examinations and HESI examination. Satisfactory completion of course work/assignments (74% average) is required. Students must demonstrate competency in the clinical setting as indicated by receiving an “S” in the clinical component.

*HESI RN Specialty Exam 9%:*

The HESI RN Specialty Exam: Mental Health will be administered in this course as follows. Raw scores on the HESI exam will be converted to scores on a 100-point scale and assigned a letter grade as indicated by the grading scale below.  The converted score on the HESI exam will be included in the final course average, which must reach 74% overall. (Retaking the HESI is not required or permissible in this course.) **The overall exam average (including the HESI converted score) must reach 74%.**

*Clinical performance (S/U)*

Satisfactory performance on all clinical and laboratory experiences is required to receive a passing grade for this course. Clinical experience will be evaluated by faculty assessment of student performance based on the course clinical evaluation form and completion of clinical activities. A rating of satisfactory represents satisfactory achievement of clinical learning objectives and a rating of unsatisfactory represents unsatisfactory performance. Regardless of grades on other course assignments or exams, **a student receiving an unsatisfactory evaluation in the clinical component of a course will be assigned a course grade of E.** Students will be required to repeat the course before progressing to the next semester.

Progression in the College of Nursing baccalaureate program requires that students maintain a “C” or above and a satisfactory grade in clinical practice for all required nursing courses.

<https://con-main.sites.medinfo.ufl.edu/files/2011/05/S2.03-Academic-Progression-for-Baccalaureate-Degree-Students.pdf>

Students who fail to maintain a “C” grade or satisfactory in a clinical courses must complete an out-of-sequence petition in order to create a program improvement plan: <https://con-main.sites.medinfo.ufl.edu/files/2011/05/S2.15-Out-of-Sequence-Progression.pdf\>

GRADE ROUNDING

No grades will be rounded including the final exam averages and final course grade.

CLASS ATTENDANCE AND MAKEUP POLICY

Collaborative learning is an essential component of this course; therefore, attendance is expected at all scheduled synchronous class and laboratory sessions. Advanced notice of absence is expected. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., professional conferences **with advanced notice**), military obligation, severe weather conditions, religious holidays, and participation in official university activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) are excused. Makeup assignments for excused absences will be negotiated with the instructor. **If at all possible**, the course instructor must be notified in advance if an exam is missed due to an extenuating circumstance. If no notice is given or without prior approval of an absence for a reason listed above, a grade of zero may be assigned. Students may not opt out of any exams.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

LATE ASSIGNMENTS

Students are expected to plan in advance and submit assignments by posted due dates. There will be a 1-point deduction per day on late assignments. After 3 days, students may receive a zero on the assignment unless the student has been approved in advance by the instructor.

GRADING SCALE/QUALITY POINTS

A 95-100 (4.0) C 74-79\* (2.0)

A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91- 92 (3.33) D+ 70-71 (1.33)

B 84-90 (3.0) D 64-69 (1.0)

B- 82-83 (2.67) D- 62-63 (0.67)

C+ 80-81 (2.33) E 61 or below (0.0)

\* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/> ) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

INCLUSIVE LEARNING ENVIRONMENT

We strive to provide an inclusive learning environment as we prepare graduates who care, lead, and inspire. As we share our nursing values and personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels they belong to the College of Nursing community. <https://nursing.ufl.edu/wordpress/files/2022/08/BSN_DNP-Handbook-Jul-28-2022.pdf>

CIVILITY STATEMENT

Civility among all individuals in the CON (faculty, staff and students) is vital for an inclusive environment that fosters personal reflection, growth and a collective harmony. <https://nursing.ufl.edu/wordpress/files/2022/08/BSN_DNP-Handbook-Jul-28-2022.pdf>

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> . Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies

Please see the College of Nursing website for student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>)

REQUIRED TEXTBOOKS

Halter, M. J. (2022). Varcarolis’ Foundations of Psychiatric-Mental Health Nursing: A clinical approach. (9th ed.). St. Louis, MO: Elsevier (ISBN 978-0-323-69707-1)

Directions for obtaining course textbook which is 100% digital:

Go to 3535C Canvas course site. Click on “Modules” > Module 0 – START HERE: Course Introduction” > Assignments > How to access Sherpath for course textbook (Digital Only) > download the pdf and follow the directions that have been provided by Elsevier.

REQUIRED ELECTRONIC RESOURCE

Shadow Health Account

1) Go to <https://evolve.elsevier.com/> to access the Shadow Health course through your Elsevier Evolve Portal

To enroll in the course, use the following codes.

Course ID: 165723\_ufl1\_500

Access Code: ER9SU9T5NJ99

2) Watch the student orientation video if you are new to Shadow Health: <https://vimeo.com/161783954/9869f7c0c1>

3) Use a supported browser: Shadow Health recommends using Chrome to access your work. However, there are many browsers that you can use to access your assignments in Shadow Health. 4) Review the technical specifications to make sure your computer can run the DCE. 5) Login at app.shadowhealth.com to complete your work.

If you have any questions about Shadow Health throughout the semester, please review the articles in their help desk or contact Shadow Health’s Support Center by emailing [support@shadowhealth.com](mailto:support@shadowhealth.com) or by calling 800.860.3241. Please be sure to leave a voicemail if you are unable to reach someone. Their phone support contact hours are:

WEEKLY CLASS SCHEDULE

# \*NOTE: Any course content or clinical scheduling is subject to change to facilitate learning. Classes are Wednesdays (Menzies; Poole) and Thursdays (Jones). Each class begins at 0830 and ends at 1130 a.m.

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| **MODULE** | **DATE** | **TOPIC/EVALUATION** | **ASSIGNMENTS/READINGS** | **Program Objectives** |
| 1 | Jan 11  Jan 12 | Course Introduction Mental Health and Mental Illness;  Stress Responses & Stress Management; Defense Mechanisms | View online orientation to class (See Module 0)  Review Course Syllabus  Read: Chapter 1, Chapter 10,  Chapter 15, pp. 268-271 | (PO) – 1, 3, 8, 9, 11  (CO) – 1, 2, 3, 6 |
| 2 | Jan 18  Jan 19 | Therapeutic relationships  Therapeutic communication | Read: Chapters 8 & 9 | PO 3,11  CO 1,4 |
| 3 | Jan 25  Jan 26 | Suicide & Non-Suicidal Self- Injury.  Child, Older Adult, and Intimate Partner Violence | Read: Chapters 25 & 28 | PO: 2, 3, 7, 8 & all  CO: 1, 3, 4, & 5 |
| 4 | Feb 1  Feb 2 | Legal & Ethical Considerations | Read: Chapter 6 | PO 2,3,7,8,10 &11  CO 1,2,3 & 5 |
| 5 | Feb 8  Feb 9 | Crisis and Disaster;  Anger. Aggression & Violence;  Sexual Assault | Read: Chapters 26, 27, and  Chapter 29  Chapter 3, pp. 57-60 | PO 8, 10  CO 3,4, & 6 |
| 6 | Feb 15  Feb 16 | Anxiety and Obsessive- Compulsive Disorders; Trauma, Stressor-Related Disorders. | Read: Chapters 15 & 16  Chapter 3, pp. 49-52 | PO 2,3,7,8,& 11  CO 1,2,3,4,&5 |
| 7 | Feb 22  Feb 23 | Bipolar and Related Disorders;  Depressive Disorders | Read: Chapters 13 & 14.  Chapter 3, pp. 52-57 | PO 3,8,9,11  CO 4,5,6 |
| 8 | Mar 1  Mar 2 | Schizophrenia Spectrum  Disorders | Read: Chapters 12  Chapter 3, pp. 57-60 | PO 3,8,11  CO 2,4,5,6 |
| 9 | Mar 8  Mar 9 | Eating Disorders | Read: Chapter 18 | PO 2, 3, 8, 10, 11  CO 2,5 |
| 10 | Mar 12-18 | Spring Break | Spring Break | Spring Break |
| 11 | Mar 22  Mar 23 | Substance-related and Addictive  Disorders | Read: Chapter 22 | PO 2,3,7,8 &11  CO 1,3,4,5 & 6 |
| 12 | Mar 29  Mar 30 | Neurocognitive Disorders (NCDs)  Dying, Death & Grieving | Read: Chapters 23 & 30  Chapter 3, pp. 60-61 | PO 2,3,7,9,11  CO 4,5 |
| 13 | April 5  April 6 | Personality Disorders;  Somatic Symptom Disorders;  Factitious & Dissociative  Disorders | Read: Chapters 17 & 24  Read: Chapter 16: pp. 306-310 (Dissociative Disorders) | PO 2,3,4  CO 1-6 |
| 14 | April 12  April 13 | Childhood &  Neurodevelopmental Disorders | Read: Chapter 11 | PO 2,3,7,9,11  CO 4,5 |
| 15 | April 19  April 20 | Exam 3 | Exam 3 | Exam 3 |
| Week 16 | April 26 | No class | Reading Days 27 and 28 |  |
| Week 17 |  | Psych HESI Test  Date & Time TBD |  |  |

Program Outcomes:

1. Apply critical thinking to synthesize knowledge grounded in liberal education and nursing, in the practice of professional nursing in the global community.
2. Collaborate with the healthcare team and clients to provide safe and cost-effective high quality health care.
3. Integrate evidence-based findings in decision-making in the practice of professional nursing.
4. Appraise current evidence to evaluate health care safety and quality improvement initiatives for individuals and groups.
5. Analyze information from health care technology systems to apply evidence that will guide nursing practice.
6. Utilize knowledge of health care regulation to advocate for policy change to improve health care systems and professional nursing practice.
7. Illustrate the importance of advocacy in the improvements in nursing practice and throughout the healthcare system.
8. Demonstrate professional communication, collaboration and documentation with healthcare teams to support improvement in patient health outcomes.
9. Utilize health promotion, health maintenance, and disease prevention strategies across settings to improve the health of diverse individuals and populations across the lifespan.
10. Demonstrate professional competence and values reflective of professional nursing standards and mutual respect within a global society.

11. Build therapeutic alliance with patients and families to provide personalized care.

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| Approved: | Academic Affairs Committee:  General Faculty:  UF Curriculum Committee: | 02/18  02/18  03/18 |