

Xavier University

## Exhibit

---

Nursing Syllabi Fall 2018

Nursing Syllabi 2018

---

2018

### 451-P Mental Health Nursing Practicum

Kelly Fellars  
fellersk@xavier.edu

Follow this and additional works at: [https://www.exhibit.xavier.edu/nursing\\_syllabi\\_fall\\_2018](https://www.exhibit.xavier.edu/nursing_syllabi_fall_2018)

---

#### Recommended Citation

Fellars, Kelly, "451-P Mental Health Nursing Practicum" (2018). *Nursing Syllabi Fall 2018*. 44.  
[https://www.exhibit.xavier.edu/nursing\\_syllabi\\_fall\\_2018/44](https://www.exhibit.xavier.edu/nursing_syllabi_fall_2018/44)

This Restricted-Access Syllabus is brought to you for free and open access by the Nursing Syllabi 2018 at Exhibit. It has been accepted for inclusion in Nursing Syllabi Fall 2018 by an authorized administrator of Exhibit. For more information, please contact [exhibit@xavier.edu](mailto:exhibit@xavier.edu).

**Xavier University**  
**College of Professional Sciences**  
**School of Nursing**  
**NURS 451 – Mental Health Nursing Practicum**  
**Fall Semester 2018**

**Course Number and Title:** NURS 451 Mental Health Nursing Practicum

**Number of Credits:** 1 credit hour

**Number of Clinical and Laboratory hours combined:** 45 hours

**Total number of planned clinical hours:** 45 hours

**Total number of planned laboratory hours:** 0 hours

**Pre requisites:** NURS 100 & 200 level courses, 300 level courses

**Co requisites:** NURS 450

**Course Description:** The course will focus on the application of promotive, preventive and interventive holistic nursing therapeutics in patients experiencing psychiatric mental health illness transitions. The course focuses on fostering skill in planning, implementing, and evaluating quality and safe holistic nursing therapeutics used to facilitate optimum mental health outcomes for adults.

**Course Objectives:**

<b>Course Objectives</b>	<b>Essential</b>	<b>Sample Content</b>
1. Execute evidence-based clinical decision making with patients experiencing mental health-illness transitions.	Essential VII: Clinical Prevention and Population Health	Ethical, legal & economic principles and implications related to prevention, cultural, psychological, & spiritual implications; health behavior change theories; health literacy
2. Incorporate knowledge from the humanities, physical, behavioral, social and nursing sciences to facilitate mental health illness transitions in individuals.	Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice	Principles related to working with people from diverse cultures; concepts related to intellectual diversity, tolerance and social justice
3. Collaborate with patient, families and inter-professional team members to facilitate	Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes	Interprofessional & intraprofessional communication, collaboration and socialization;

healthy outcomes for patients with mental illness.		teamwork/concepts team/building; group dynamics; safety
4. Apply the nursing process in providing quality and safe care to patients experiencing mental health-illness transitions.	Essential IX: Baccalaureate Generalist Nursing Practice	Management of acute and chronic psychosocial conditions; integration of pathophysiology into care; theories of human growth and development
5. Initiates and terminates therapeutic relationships with individuals experiencing mental health illness transitions.	Essential IX: Baccalaureate Generalist Nursing Practice	Patient & family centered care; psychobiological interventions; health promotion; patient advocacy; caring techniques
6. Demonstrate professional, values, ethics, and legal standards while caring for individuals experiencing mental health-illness transitions.	Essential VIII: Professionalism and Professional Values	Ethical and legal frameworks & social implications; communication; stereotypes and biases; nurse self-care/self-management strategies; informed consent; human rights

**Location and Time:** Summit Behavioral Healthcare, Christ Hospital, Children's Hospital Medical Center, Linder Center, Clermont Hospital/Mercy Health

**Clinical Hours:** Thursdays 2 pm – 8 pm or 3 pm – 9 pm

**Faculty:** **Clinical Coordinator**  
**Jennifer Bradley, Ph.D., RN, AHN-BC, ACC**  
Office: Cohen 124  
Email: [bradleyj10@xavier.edu](mailto:bradleyj10@xavier.edu)  
Office phone: 513 745 1915  
Cell phone: 513 229 3166

**Faculty – Kelly Fellers, MSN, BSN, RN**  
[fellersk@xavier.edu](mailto:fellersk@xavier.edu)  
Office hours: By appointment

**Faculty - Sue Ewald-Korst, BSN, RN**  
[ewaldkorsts@xavier.edu](mailto:ewaldkorsts@xavier.edu)  
Office hours: By appointment

**Faculty – Barbara Heidt, MSN, PMHSNS-BC, RN**  
[heidtb@xavier.edu](mailto:heidtb@xavier.edu)

Office hours: By appointment

**Faculty - Elizabeth Stine, MSN, BSN, RN, CMSRN**

[stinee@xavier.edu](mailto:stinee@xavier.edu)

Office hours: By appointment

**Faculty – Molly Westermeyer, BSN, RN-BC**

[westermeyerm@xavier.edu](mailto:westermeyerm@xavier.edu)

Office hours: By appointment

### **Required Textbooks:**

Townsend, M.C., Morgan, K. I. (2017). Essentials of Psychiatric Mental Health Nursing. F.A. Davis Company, Philadelphia, PA

### **Required Materials:**

ATI – RN Mental Health Nursing Edition 10.0, Content Master Series Review Module (2016).

**Teaching and Learning Strategies:** Primary approaches to learning will include discussions in pre and post conferences, clinical rounds, drug rounds, journaling, presentations and clinical experience including a community support mental health activity.

**Attendance:** Clinical practice is an integral part of professional nursing education and thus **attendance for clinical practicum is mandatory**. As an emphasis to the importance of attending class, no more than one excused absence will be accepted. **An excused absence must be approved by the clinical faculty and clinical coordinator**. If a student misses additional classes, it will result in a 5% reduction (per absence) from the final grade in the course. Any student missing more than three classes will receive a non-passing grade, and should consider taking the course at another time.

Should it be necessary to be absent from class, **it is the student's responsibility to inform the course faculty member of needed absence prior to the class meeting**.

**Clinical Appearance:** Appropriate attire for the psychiatric experience will be determined by the practicum site. Some of the hospitals require conservative **business** attire with a single pair of small earrings (for female student nurse) or Xavier University nursing scrubs. No lab coats are required; however, students are required to wear **name badges**. For safety students are not permitted to wear neck jewelry or scarves. Shoes should be comfortable, low heeled, closed toe with a back and afford ease of movement while in the clinical area. Students are not allowed to have visible tattoos or other body adornment at any time. Failure to follow these guidelines will

result in the student being dismissed from the unit and receiving an unsatisfactory evaluation for the day.

**Special communication devices: Beepers, cell phones, tape recorders, IPADS, or other computers should not be brought on to the clinical unit.** Please keep in mind that there is strict adherence to the HIPPA guidelines in the psychiatric clinical experience.

**Written Work:** All written work must be turned in by the due date and time selected by the clinical faculty member. **Any late work will result in 5 points per day being deducted from the original grade.**

**Each student will be evaluated throughout the semester. The Evaluation tools for each assignment are contained in this packet and are available on Canvas. Clinical Performance Evaluations will be conducted midterm and at the end of the clinical rotation. The Final Evaluation will be completed at the end of the semester.**

**Clinical Packet:** The Clinical Performance Evaluation will be completed during the clinical rotation and is worth **25%** of the final grade in NURS 451.

**Drug Rounds:** During the course of the semester, the **clinical instructors** will conduct drug rounds requiring the students to **discuss and explain major psychotropic medications** of their respective patient. Students are expected to discuss the different psychotropic medications in relation to their patient's condition, the possible adverse effects, and major nursing considerations. **No notes are allowed during the drug rounds.** (Drug Rounds accounts for **25%** of final grade.)

**Community Experience:** The community mental health experience is designed to assist the student in gaining insight and understanding of health services provided for individuals and families in the community, develop an appreciation of the complex, multifaceted phenomenon of mental illness, evaluate the overall impact of emotional and psychological disorders on the individual, family, and community, and to locate resources used in the treatment of mental illnesses in the community.

Each student will be required to attend a support group or special health service provided for clients/patients and their families in the community. A reflection paper and a 10-minute small group/unit presentation are required to meet the requirements of this experience. This experience (attendance, reflection paper and presentation) is worth **20%** of the student's final grade in NURS 451. However, this experience is required in order to satisfactorily pass this clinical component.

**Clinical Performance Evaluation/Final Evaluation:** The **Clinical Performance Evaluation** will be completed at midterm and at the end of the semester and is worth **10%** of the final grade. The **Final Evaluation** will be completed at the conclusion of the clinical rotation and is worth **20%** of the final grade in NURS 451.

**ACADEMIC HONESTY:** As a student at Xavier University and a future member of the nursing profession, we expect that you will abide by honest, respectful, and ethical behavior. Any type of behavior consisting of plagiarism, cheating, unauthorized assistance on assignments and tests, or copying from other students will not be tolerated. See Xavier University 2004-2008 Catalog pp 54-55 for penalties attached to such behavior.

**Professional Behavior:** Review the Professional Conduct Policy in the School of Nursing Undergraduate Student Handbook. Persistent tardiness, cell phone usage (including texting) and sleeping/dozing during class are also examples of unprofessional behaviors that will not be tolerated and will result in a student warning.

**Students with Disabilities:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me by sharing their Accommodation Letters with me at the beginning of the semester either during office hours or by appointment. Disability related information is confidential. If you have not previously contacted Disability Services, I encourage you to do so by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail to Cassandra Jones at [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) to coordinate reasonable accommodations as soon as possible as accommodations are not retroactive.

**Office of Academic Support:**

The Office of Academic Support offers tutoring, Supplemental Instruction (SI), and study groups. For information about these services, contact Stephanie Daniels at 745-3214 or [danielss3@xavier.edu](mailto:danielss3@xavier.edu). The OAS is located on the fifth floor of the Conaton Learning Commons, Suite 514.

**Social Media:** Social media and the internet provide an important medium for sharing information and offers easily accessible methods for mass communication. Nursing students must be aware of the risks and consequences associated with social networking. On-line social networking (e.g., Face book, MySpace, Twitter, blogs, etc.) are open, publicly accessible sites. Unprofessional or unbecoming online behavior undermines not only the nursing student's reputation, but may also have negative implications for Xavier University, and the profession of nursing. Certain violations in the use of social media may expose the offender to criminal and civil liability. Refer to your student handbook for more information and to view the Social Media Policy. <http://www.xavier.edu/nursing/current-students.cfm>

### Methods of Evaluation:

Community Experience & Reflection	20%
Clinical Packet	25%
Drug Rounds	25%
Clinical Performance Evaluation	10%
Final Evaluation	20%
<b>Total</b>	<b>100%</b>

### Grading Scale:

A	94-100	C-	70-74	Non-passing grade
A-	90-93	D+	67-69	Non-passing grade
B+	87-89	D	64-66	Non-passing grade
B	84-86	F	<60	Non-passing grade
B-	80-83			
C+	77-79			
C	75-76			

\* *All students are required to achieve an average score of 75% or greater in order to pass the course.*

\* *Grades will be rounded to the nearest whole number from the hundredth's position of the decimal. However, grades lower than a 75.00% will not be rounded and will be considered non-passing.*

**Caveat:** The schedule and procedures in this course are subject to change in the event of extenuating circumstances as well as class learning needs and desires.

### Faculty Biographies:

**Dr. Bradley** earned her BSN from Mount St. Joseph University, her MSN from the University of Cincinnati, College of Nursing and her doctoral degree in Interdisciplinary Studies with a major in clinical psychology from the Union Institute and University in 2006. Her research and area of interest is in promoting the health and well-being of nurses caring for others. Her current research interest is in the development of nurse managers and leaders through professional coaching engagements. She has many years of clinical practice as a registered nurse in various clinical settings. She began her career in pediatrics at Shriners's Burns Institute and has continued learning and gaining experience in various settings with pediatric clients and their families. She has been a board member of a private IRB and has had a private practice in clinical psychology. She is a certified professional coach and continues to work with clients in her practice. She is a member of Omicron Omicron Chapter of Sigma Theta Tau International.

**Sue Ewald-Korst** has been a nurse for 35+ years in clinical practice and 6 years as an adjunct. She has worked in various clinical settings which include ICU, ED and Mental Health. She obtained her bachelor's degree from Rush University in Chicago. She is an ACLS and BLS instructor and is certified in TNCC, PALS and ACLS. She is a summer camp nurse assignment in Cape Cod. During the academic year she works PRN at a local Psychiatric facility. She recently retired from a position in a local ED to allow more time for adjunct teaching.

**Kelly Fellers** is a Nurse Education Coordinator at Summit Behavioral Healthcare. He has worked with psychiatric patients while employed at the Dayton VA Medical Center – Dayton OH, Twin Valley Behavioral Healthcare – Columbus OH, and Summit Behavioral Healthcare – Cincinnati OH. He also worked as a State Surveyor for the Ohio Department of Health where he inspected health care facilities including Medical Hospitals, In-Patient Psychiatric Units, and Psychiatric Hospitals. He received his Masters of Science in Nursing Administration from Indiana Wesleyan University in 2015 and his Bachelors of Science in Nursing from Wright State University in 2005. He joined Xavier University as Adjunct Faculty in Fall Term 2017.

**Barbara Heidt** launched her career in Nursing in Nursing Education, as an assistant instructor and working up to Education Manager of the senior curriculum in a Diploma School of Nursing. After completing a Masters degree in Psychiatric Mental Health Nursing, Ms Heidt changed her career focus and moved into the role of Clinical Nurse Specialist in Child and Adolescent Psychiatric Mental Health Nursing at Cincinnati Children's Hospital Medical Center. In her consultation liaison role at Cincinnati Children's Ms. Heidt was instrumental in initiating programs to support family mental health and staff mental health. Ms Heidt went on the Pilot Program at the University of Cincinnati and was granted prescriptive privileges in 1997. This paved the way for developing comprehensive mental health services in the Pediatric Primary Care Center at Cincinnati Children's Hospital. Ms Heidt has twenty years of experience in Nursing Education at the diploma level, the undergraduate level and the graduate level as well as 30 years of experience practicing as an advanced practice registered nurse.

**Elizabeth Stine** earned her BS degree in psychology from Northern Kentucky University in 1984 and, over a decade later, a degree in nursing. She later returned to school at Indiana Wesleyan University, earning a MSN degree with a track focus in nursing education. Currently, she is pursuing a Doctor of Nursing Practice (DNP) degree at Mount St. Joseph University. Her teaching experience has been at the BSN, RN to BSN, and MSN levels. Besides teaching, she has over 20 years of experience in the acute care setting working with pediatric, adult, and geriatric populations. She is a Certified Medical-Surgical Registered Nurse (CMSRN) and has earned her Professional Advancement Level III at The Christ Hospital Health Network. She is a member of the Sigma Theta Tau National Honor Society of Nursing, the Alpha Chi National College Honor Society, and the Psi Chi International Honor Society in Psychology.

**Molly Westermeyer** graduated from the University of Cincinnati in 1995 with her BSN. She has ANCC Psychiatric and Mental Health Nursing certification. Molly has always been interested in psychiatric /mental health nursing. She began her nursing career as a charge nurse on an acute inpatient child/adolescent mental health unit and then moved to an adolescent residential unit. In staying with her passion for this field, she has also worked as a utilization review nurse, initially for managed care companies and currently for a psychiatric hospital. She really enjoys the clinical setting and has previously served as an instructor for several local universities. Molly states that she is looking forward to meeting everyone and having a great semester.