I. INTRODUCTION

A. **Course Description:** Introduction to the principles and theories of positive mental health, human behaviors, and the study of human behavior with emphasis on emotional and mental abnormalities, modes of treatment incorporating the nursing process.

B. This is a required course in the Vocational Degree Nursing curriculum.

C. This course is occupationally related and serves as preparation for careers in Vocational Nursing.

D. **Prerequisites:**
   1. VNSG 1126 Gerontology
   2. VNSG 1323 Basic Nursing Skills
   3. VNSG 1222 Vocational Nursing Concepts
   4. VNSG 1227 Essentials of Medication Administration
   5. VNSG 2331 Advanced Nursing Skills
   6. VNSG 1160 Clinical Practical Nurse I

E. **Co-requisites:**
   1. VNSG1219 Leadership and Professional Development
   2. VNSG 1429 Medical-Surgical Nursing I

F. **Policy:** Dependent on Spring or Fall admission, the student will refer to the specific curriculum chart and follow that progression pattern.

G. Secretary’s Commission on Achieving Necessary Skills (SCANS) and Differentiated Essential Competencies (DEC’s) of graduates of Texas Vocational Nursing Educational Programs:

Alphanumeric coding used throughout the syllabus denotes the integration of SCANS occupational competencies (C) and foundation skills (F). The Differentiated Essential Competencies (DEC’s) that are implemented in VNSG 1301 are coded as Member of Profession (MOP), Provider of Patient-Centered Care (PPCC), Patient Safety Advocate (PSA), and Member of the Health Care Team (MHCT). The complete delineation of Texas Board of Nursing Differentiated Essential Competencies (DECs) is found at: [https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf](https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf)
II. LEARNING OUTCOMES

Upon successful completion of this course, VNSG 1301 Mental Health & Illness, the student will:

A. **End-of-Course Outcomes:**
   1. Describe the characteristics of positive mental health; identify the coping mechanisms utilized by individuals to assist in alleviating stress and anxiety; and demonstrate the use of therapeutic communication skills. *(PPCC 1, 2; MHCT 1, 2, 3) (C7, C9, F5)*
   2. Utilize the nursing process to assist in planning care for the individual with mental illness or maladaptive behavior. Demonstrate effective therapeutic communication techniques in classroom and clinical setting for patients from culturally, ethnically and socially diverse backgrounds. *(MOP 1, 2; PPCC 1, 2; PSA 1, 2) (C7, C9, F5)*

B. Identify roles and legal, ethical, and professional responsibilities of a vocational nurse as a member of the health care team in a variety of health care settings. *(MOP 1, 2, 3; PSA 1, 2; MHCT 1, 2, 3) (C3, C9, C13, F17)*

C. Identify characteristics of a therapeutic nurse/patient relationship. *(MOP 2; PPCC 1, 2; PSA 1, 2) (C3, C11)*

D. Examine positive nurse/patient mental health practices emphasizing cultural and spiritual diversity. *(PPCC 1, 2) (C3, C14)*

E. Demonstrate behaviors that are congruent with the ANA Code of Ethics, Scope and Standards of Practice, and Social Policy Statements in all class related interactions. *(MOP 1, 2; PPCC 1, 2; MHCT 1, 2, 3) (C9, 11, 14, 15; F 15, 16, 17)*

F. Identify common mental illness and maladaptive behavior. Discuss trends in treatment of people with mental illness. *(PPCC 1, 2) (C5, C6, C7)*

G. Discuss trends in the management of the individual requiring psychotherapeutic treatment. Works collaboratively with interdisciplinary team members to achieve patient centered care. *(PPCC 1, 2) (C6, C14, F5, F6, F9)*

H. Evaluates personal beliefs regarding mental illness, accepts differences in belief systems and provides care in a non-judgmental manner. *(PPCC 1, 2) (F8, F9, F15).*

“Quality and Safety Education for Nurses (QSEN) project core competencies will be taught and evaluated in relation to the course objectives and content. Those core competencies are Patient Centered Care, Teamwork and Collaboration, Best Practices, Quality Improvement, Safety and Informatics.”

III. INSTRUCTIONAL MATERIALS

A. **Instructional Materials**
   1. The instructional materials for this course are viewable through [http://www.ctcd.edu/books](http://www.ctcd.edu/books)
   3. Access to Evolve web page at [http://evolve.elsevier.com](http://evolve.elsevier.com)
4. #2 Mechanical Pencils
5. Scantrons for proctored exams

B. Computer Accessibility
Accessibility to computer hardware and software that will support the completion of assignments on the internet, DVD, CD, or other electronic delivery is required. All Associate Degree and Vocational Nursing courses (RNSG, VNSG and HPRS), whether traditional, blended, or online utilize Blackboard Learning Management System tools for communication and course requirements. Other online components, such as publisher online resources, online activities, or database searches may also be required. It is expected that students enrolled in RNSG, VNSG or HPRS courses have access to a computer with minimum technical requirements, have a consistent and reliable Internet connection, possess basic computer skills, and have the ability to download and install applications or plug-ins. Online components/requirements may be completed in a CTC computer lab or on a home computer. Students are recommended to familiarize themselves with the locations and available hours of CTC computer labs in the event that home computers or Internet access are unavailable or unreliable. No extensions or alternate due dates for assignments or exams will be granted due to computer or Internet difficulties.

C. Supplementary Materials: Various electronic media systems, computer software, web sites, experiential group exercises, and simulated situations as suggested by the faculty to enhance clinical practice in nursing are used.

D. References: Current professional nursing journal article readings are used to supplement dated textbook information.

E. Library Resources: It is expected that all students will have a working knowledge of the Oveta Culp Hobby Memorial Library, and off-site access to library resources. http://www.ctcd.edu/academics/library/

F. Current practice guidelines set forth by Occupational Safety & Health Administration (OSHA) and the National Institute for Occupational Safety and Health (NIOSH) related to safe patient handling and ergonomics will be implemented.

G. QSEN core competencies are Patient Centered Care, Teamwork and Collaboration, Best Practices, Quality Improvement, Safety and Informatics. The (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work. The seven core competencies are Patient-Centered Care, Teamwork, and Collaboration, Best Practices, Quality Improvement, Safety, and Informatics.

IV. COURSE REQUIREMENTS

A. Preparation for Class: An orientation to class will be provided online. In preparation for all classes, students are required to obtain the VNSG 1301 Daily Calendar and Syllabus from the Blackboard Learning System for the course, read the objectives, text, and any Evolve materials related to that unit of study. The signature sheet at the end of the syllabus must be printed off, signed and dated by the student to acknowledge their understanding, and turned into
the course instructor on the first day of class via Blackboard. Students are expected to participate in all online classroom activities/discussions.

B. Projects, Case Studies, Book Reports, Research Papers Written Assignments: Submitting written assignments: all written assignments are to be completed independently unless instructed otherwise. All assigned written work must be submitted at the designated time as instructed by the faculty via Blackboard. No assignments will be accepted after the due date unless prior approval and arrangements have been made with the faculty. Late papers will receive a grade of “0” points.

C. Online Class Performance: Attendance Policy: In accordance with CTC Student Handbook and Catalog: students are expected to attend/participate in all classes in which they are enrolled. For further details, see the ADN/VN Student Handbook and CTC Student Handbook.

D. Online Class Participation: per individual course: Students are expected to be prepared, to contribute to class discussion, and to participate in all online class activities. The participation grade for theory courses will include positive contributions to class, meeting activity objectives, and demonstrating civility. Failure to participate will result in grade point deduction.

E. Progression: This course has pre-requisites and co-requisites that apply. Students must obtain a 70% average grade to successfully complete this course. If unsuccessful, this course must be repeated.

F. Academic Integrity/Scholastic Honesty: The following statement is published in the Central Texas College Catalog:

All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all course work and during examinations. The following will be considered examples of scholastic dishonesty:

1. Plagiarism - the taking of passages from the writing of others without giving proper credit to the sources.
2. Collusion - (a) using another’s work as one’s own, or (b) working together with another person in the preparation of work, unless such joint preparation is specifically approved in advance by the instructor.
3. Cheating - giving or receiving information on examinations.

Students guilty of scholastic dishonesty will be administratively dropped from the course with a grade of “F” and subject to disciplinary action. Refer to the CTC Student Handbook.

All Vocational Nursing students are expected to abide by this policy. Falsification of attendance records is considered a violation of academic integrity. Obtaining or utilizing “Test Bank Materials” from any current or obsolete textbook, is considered scholastic dishonesty.
H. **Office Hours:** This is an online course. To make an appointment you will need to email your course faculty and communicate via Black Board. Appointments for review of examination results must be communicated via Black Board and completed prior to the next scheduled exam.

I. **HESI**

1. **HESI Testing and Remediation:** It is mandatory for VN students at all three levels of the program, to participate in the HESI program. Detailed diagnostic reports at the end of the semester (online exams) provide the student immediate results and opportunity for remediation. Failure to achieve satisfactory results on the proctored HESI exams requires the student to remediate. Failure to remediate could result in the student not being permitted to register for subsequent classes. Failure to take an exam will result in course failure.

2. **HESI Testing:**
   Health Educations Systems Inc., (HESI) testing must be completed by the assigned due date. Failure to successfully complete all assigned exam(s) will result in an “Incomplete” (IP) grade for the course. The student will complete the required proctored Evolve Reach Specialty (HESI) exam for each designated VNSG course as scheduled by the faculty. The student must successfully complete the required HESI exam(s) for each semester at or above the HESI National Average Score on the scheduled date. Students who do not score at or above the HESI National Average Score will be required to complete remediation. Failure to complete remediation requirements will result in an incomplete (IP) for the course.

   An Evolve Reach Specialty Exam will be scheduled in Semesters 1, 2, and 3 during these courses: VNSG 2331 (Fundamentals of Nursing), VNSG 1301 (Mental Health), VNSG 1429 (Medical/Surgical Nursing and Pharmacology), and VNSG 1432 (PN Exit).

   If the composite score of the Evolve Reach Specialty Exam is less than the HESI National Average Score, a required counseling session with the course faculty will be held. Statistical data generated according to student responses will be available through the Evolve site [https://evolve.elsevier.com/staticPages/s_index.html](https://evolve.elsevier.com/staticPages/s_index.html) for each student for the purpose of self-directed remediation in identified areas that do not meet the HESI National Average Score.

3. **HESI Testing in Semester 3:** The PN Exit exam will be given during semester three in VNSG 1432. The exam will be administered and completed on the scheduled dates. Two attempts will be required for completion of the PN Exit exams. The PN Exit exams provide a conversion score, which is a weighted percentage score. The highest conversion score attained will be used as the student’s final exam grade.

   All HESI PN Exit Exams (two) are mandatory for all third semester students. All students who obtain a score of 901 or greater are required to complete 2 hours of remediation **PRIOR** to taking the PN Exit 2 exam.
Students obtaining 900 or less are required to complete 4 hours of self-remediation PRIOR to taking the PN Exit 2 exam. Any student not passing the PN Exit 1 exam with a recommended score of at least 850 must schedule a counseling session with a faculty facilitator and remediation must be documented. Counseling and remediation are mandatory, failure to take both exit exams or complete required remediation will result in course incomplete (IP). The final grade will not be configured until meeting the above requirements.

Any student repeating a course will be required to re-take the HESI exam associated with that course even if the student passed the HESI exam the first time.

Students with documented disabilities may request accommodations for these standardized exams. The student must contact the faculty at the start of each semester to activate and adopt approved accommodations.

V. EXAMINATIONS

1. Exams are conducted at the college and attendance on examination dates is mandatory. Dates of the examinations are listed in the VNSG 1301 Daily Calendar which is posted on the Blackboard Learning System for the course.

2. In the event a student is unable to attend class on a scheduled exam date, prior notification directly to VNSG 1301 Professor is required via Black Board; calls/voicemails to anyone else will not be accepted. If the student fails to provide prior notice, it will be considered a “No Communication”, and they will receive a grade of “0” for that exam.

3. Make-up examinations will be administered on Friday at 1200 in the week that the exam was missed. The student is required to arrive in the Department of Nursing and Allied Health building 155 or the testing center prior to 1130. Make up examinations may be in an alternate format such as essay or fill in the blank. Students are responsible for making arrangements with the professor to make up the examination within the week. Failure to do so will result in a grade of a zero (0%) for that examination. If the rescheduled opportunity is missed there will be no other opportunities afforded.

4. ScanTrons® are the only source utilized in calculating examination scores and students will not have access to the forms once they have been turned into the instructor.

5. On examination day, the following rules will apply. All backpacks or book bags of any kind will be placed at the back of the class. Cell phones are to remain in your bag, turned off. No drinks, food, hats, Google glasses, Google paraphernalia or jackets allowed on exam days.

6. An exam review will be provided after each exam. The date, time and place will be announced prior to the exam. Attendance is voluntary.

7. There are no extra credit assignments in VNSG 1301 and grades are not rounded.

8. A student scoring 70% or less on any exam must make an appointment with the course faculty to exam review and counseling. Appointments are optional for scores higher than 70%. The appointment must be made with the faculty within
one week of examination date. Since this is an online course the faculty will need prior notice to make arrangements to either meet with the student or have another faculty member conduct the review and or counseling. Once a subsequent exam is given, no prior exam review will be granted. Examination grades alone will not ensure successful completion of the course.

VI. SEMESTER GRADE COMPUTATIONS

A. The course grade is determined by written examinations and participation. The participation points earned will be added at the end of the semester after completion of all exams and only if the student has a cumulative exam average of at least 70% (252 raw points). Students who do not have a cumulative exam average of at least 70% (252 raw points) after all exams will fail VNSG 1301.

Students are required to have a cumulative exam score of 70% (252 raw points out of 360) AND a total of at least 280 points in the course in order to be successful. It is possible that a student could achieve a cumulative exam score of 70% (252 raw points) and still be unsuccessful if the student does not earn enough participation points to bring total points up to 280. Students who do not have a total of at least 280 points at the end of the semester will fail VNSG 1301.

B. The requirements for determining course grades are:

1. **Exam Points**
   - Exams-5- worth 72 points each 360 points

2. **Participation Points***
   - Quizzes 25 points
   - Discussion Board 15 points
   - Total points possible: 400 points

***Participation points are only added when you successfully have accrued 70% from all 5 Exams (252 points). You can still fail the course if you do not have enough Participation points. You must minimally have 280 points to pass VNSG 1301.

**Final Course Grade**: The student receiving 70% or greater on completion of the semester exams will have the accrued participation points added to the exam points and their course grade will be reflected on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Percentage of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>360-400 points</td>
<td>90-100% of credit</td>
</tr>
<tr>
<td>B</td>
<td>320-359.99 points</td>
<td>80-89.9% of credit</td>
</tr>
<tr>
<td>C</td>
<td>280-219.99 points</td>
<td>70-79.9% of credit</td>
</tr>
<tr>
<td>D</td>
<td>240-279.99 points</td>
<td>60-69.9% of credit</td>
</tr>
<tr>
<td>F</td>
<td>239.9 points or less</td>
<td>59.9-0% of credit</td>
</tr>
</tbody>
</table>

C. The faculty reserves the right to adjust the student’s classroom grade based upon classroom performance/behavior/civility.
VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

A. Course Withdrawal: (Consistent with CTC policy)
B. Administrative Withdrawal: (Consistent with CTC policy)
C. Incomplete Grade: (Consistent with CTC policy)
D. Cellular Phones: (Consistent with CTC policy) Cellular phones and beepers will be turned off while the student is in the classroom, laboratory area. During each examination cell phones will be secured in the student’s personal vehicle along with laptops, books and other personal belongings.
E. American’s With Disabilities Act (ADA): Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.
G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and be respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion. See DON Civility Policy.
H. Support Services: The College offers a variety of support services to students. http://www.ctcd.edu/locations/central-campus/student-support/student-success-persistence/academic-studio-student-success-center/ Refer to the CTC website: www.ctcd.edu and click on “Current Students” from the Main Menu then “Texas Students”, then “Student Support Services.”
I. Non-Discrimination: Central Texas College District is an equal opportunity, affirmative action institution. We are unequivocally committed to a policy of equal access and equal opportunity in employment practices, admissions, educational programs, and all other college activities. The college does not discriminate on the basis of race, color, religion, national origin, gender, age, disability, veteran status, genetic information, sexual orientation, gender identity or transgender status. Accordingly, it is the policy of the college to maintain an academic and work environment free of discrimination and harassment in accordance with all applicable federal, state and local statutes and regulations.
J. Inclement Weather: Information about class cancellation or delay because of inclement weather can be obtained by listening to KNCT-FM (91.3 FM) or by calling (254) 501-3100. (CTC Inclement Weather Information Line).
VIII. COURSE OUTLINE

A. Unit I: Mental health care: Past and present

1. Learning Outcomes:
   1) Describe the history of mental health care from ancient to modern times.
   2) Describe the mental health care systems within the United States and other countries.
   3) Explain the patient advocate role.
   4) Describe concepts of culture, ethnicity, religion & spiritual and religious practices.
   5) Explain use of psychoanalytic, complementary, alternative and psychotherapeutic medications.
   6) Describe implications of informed consent and noncompliance will be covered.

2. Learning Activities:
   1) Online Course: Read assigned chapters in the textbook.
      a. Chapters 1-7
   2) Review the summary and activities at the end of each chapter.
   3) Discussion Board assignment.
   4) Unit 1 Quiz.

3. Equipment and Materials:
   1) Blackboard Learning Management System.
   2) Use the resources at the textbook website at Evolve to help you review, remember, and test yourself over the content of the unit. Review the NCLEX Questions at the end of each Chapter.
   3) Review PowerPoint slideshows.


5. Lesson Outline: Chapters:
   1: The History of Mental Health Care
   2: Current Mental Health Care Systems
   3: Ethical and Legal Issues
   4: Sociocultural Issues
   5: Theories and Therapies
   6: Complementary and Alternative Therapies
   7: Psychotherapeutic Drug Therapy

B. Unit II: The caregiver’s therapeutic skills

1. Learning Outcomes:
   1) Explore the classifications of psychotherapeutic medications.
   2) Describe psychotherapeutic medication effects.
   3) Describe administration guidelines, and patient teaching.
   4) Describe the Mental Status Assessment data collection, communication theories, therapeutic communication techniques, and patient centered treatment plans.
2. **Learning Activities:**
   1) Online Course: Read assigned chapters in the textbook.
   a. Chapters 8-12
   b. Review the summary and activities at the end of each chapter.
   2) Discussion Board assignment
   3) Unit 2 Quiz.

3. **Equipment and Materials:**
   1) Blackboard Learning Management System.
   2) Use the resources at the textbook website at Evolve to help you review, remember, and test yourself over the content of the unit.
   3) Review PowerPoint slideshows.

4. **Audio-Visual Aids:** Computer Aided Instruction (CAI) as appropriate.

5. **Lesson Outline: Chapters**
   8: Principles and skills of mental health care
   9: Mental health assessment skills
   10: Therapeutic communication
   11: The therapeutic relationship
   12: The therapeutic environment

C. **Unit III: Mental health problems throughout the life cycle**

1. **Learning Outcomes:**
   1) Explore common mental health problems that children, adults, and late adults face while exploring therapeutic interventions for each.
   2) Explore of common learning disorders and mental health problems associated with adolescents, mental health changes of adults and late adults.
   3) Describe common therapeutic communication techniques and interventions.

2. **Learning Activities**
   1) Online Course: Read assigned chapters in the textbook.
   a. Chapters 13-17
   b. Review the summary and activities at the end of each chapter.
   2) Discussion Board assignment.
   3) Unit 3 Quiz.

3. **Equipment and Materials:**
   1) Blackboard Learning Management System.
   2) Use the resources at the textbook website at Evolve to help you review, remember, and test yourself over the content of the unit.
   3) Review PowerPoint slideshows.

4. **Audio-Visual Aids:** Computer Aided Instruction (CAI) as appropriate.

5. **Lesson Outline: Chapters**
   13: Problems of childhood
   14: Problems of adolescence
   15: Problems of adulthood
16: Problems of late adulthood
17: Cognitive impairment, Alzheimer’s disease, and dementia

D. **Unit IV: Clients with psychological problems**

1. **Learning Outcomes:**
   1) Explore types of anxiety, pain assessment, 5 stages of illness, nature of loss & grief, mood disorders and depression, physiological stress response, eating & sleep disorders, development of self-concept.
   2) Describe patient centered treatment plans across the life span.

2. **Learning Activities**
   1) Online Course: Read assigned chapters in the textbook.
      a. Chapters 18-24
      b. Review the summary and activities at the end of each chapter.
   2) Discussion Board assignment.
   3) Unit 4 Quiz.

3. **Equipment and Materials:**
   1) Blackboard Learning Management System.
   2) Use the resources at the textbook website at Evolve to help you review, remember, and test yourself over the content of the unit. Review the NCLEX Questions at the end of each Chapter.
   3) Review PowerPoint slideshows.

4. **Audio-Visual Aids:** Computer Aided Instruction (CAI) as appropriate.

5. **Lesson Outline: Chapters**
   18: Managing anxiety
   19: Illness and hospitalization
   20: Loss and grief
   21: Depression and other mood disorders
   22: Physical problems, psychological sources
   23: Eating and sleeping disorders
   24: Dissociative disorders

E. **Unit V: Clients with psychosocial problems**

1. **Learning Outcomes:**
   1) Explore differences between anger, aggression and assertiveness across the life span.
   2) Explore therapeutic techniques to create patient centered interventions. Acute and chronic disorders such as substance abuse, suicidal tendencies, psycho sexual disorders, and personality disorders.
   3) Describe therapeutic and or pharmacological treatment modalities.

2. **Learning Activities**
   4) Online Course: Read assigned chapters in the textbook.
      a. Chapters 25-33
      b. Review the summary and activities at the end of each chapter.
   5) Discussion Board assignment.
   6) Unit 1 Quiz.
3. **Equipment and Materials:**
   1) Blackboard Learning Management System.
   2) Use the resources at the textbook website at [Evolve](#) to help you review, remember, and test yourself over the content of the unit. Review the NCLEX Questions at the end of each Chapter.
   3) Review PowerPoint slideshows.

4. **Audio-Visual Aids:** Computer Aided Instruction (CAI) as appropriate.

5. **Lesson Outline: Chapters**
   25: Anger and aggression
   26: Outward-focused emotions: Violence
   27: Inward-focused emotions: Suicide
   28: Substance-related disorders
   29: Sexual disorders
   30: Personality disorders
   31: Schizophrenia and other psychoses
   32: Chronic mental health disorders
   33: Challenges for the future
My signature acknowledges that I have read and understand the syllabus, course format, testing policy, and expectations from assignment submissions to the civility policy, and I agree to abide by the terms set forth in this document.

Printed Name

Signature  Date