ASSOCIATE DEGREE NURSING PROGRAM

RNSG 2213

MENTAL HEALTH NURSING

Spring 2014

Dr. Lynda Villanueva  
Senior Vice President

Dr. Susan McCormick, MSN  
Division Chair Health Professions and  
Director ADN Program

Allison Berg, MSN, RN  
Assistant Professor
Course name: Mental Health Nursing  
Course number: RNSG 2213  
Classroom: HS 111  
Class day(s) & time: Mondays, 9:00-12:00

Catalogue Course Description  
CIP 5116016314  
Mental Health Nursing is an intermediate level nursing course. Principles and concepts of mental health, psychopathology, and treatment modalities related to nursing care of patients and families. Mental Health nursing is placed in the second semester of ADN program. Emphasis on knowledge judgment, skills, and professional values within a legal/ethical framework (2 SCH/2 lecture/0 lab)

Prerequisites  
College level readiness (skill codes) in reading, writing, and math; currently defined by COMPASS scores. TSI complete, unrestricted admission and progression as described in Brazosport ADN Program policies & procedures

Instructional Faculty: Asst. Professor Allison Berg, MSN, RN  
Office: Sadler Building, Health Professions Suite 100  
Office phone number: (979) 230-3374  
Email address: allison.weathers@brazosport.edu  
Office hours: Appointment is necessary. Please use email for faster response

Required Text and Course Resources  
ATI RN Mental Health Nursing Module (2010) access online www.atitesting.com  
ATI Tutorials at www.atitesting.com  

Nursing Health Assessment Text and Resources  
Docunotes: Nurse’s Clinical Pocket Guide to Effective Charting, (FA Davis  
Mednotes: Pocket Drug Guide, 3rd ed. (Deglin) FA Davis  
Labnotes: Guide to Lab and Diagnostic Tests (Hopkins) FA Davis  
Clinical Coach for Nursing Excellence (Campbell, Gilbert, & Laustsen

The Super Duo FA Davis  
Taber’s Cyclopedic Medical Dictionary FA Davis  
Davis’s Drug Guide for Nurses + CD ROM Resource Kit FA Davis

NCLEX REVIEW  
Kathleen Ohman NCLEX – RN FA Davis  
Lippincott’s Q&A Review for NCLEX-RN, Diane Billings
Required Log-in/Current Information
Current active Brazosport College computer log-in (Username and Password issued by IT Department)
Current active log-in ATI testing web site
Desire 2 Learn course content website
Access to high speed internet capable of streaming video, accessible at home or in LC
Semester current Brazosport College identification badge (issued by library with semester indication on badge)
Current Brazosport College Associate Degree Nursing Program identification badge (issued by library upon entry into program)

Course Competencies and Student Learning Outcomes
Course specific competencies and learning outcomes flow from program outcomes. Program outcomes are the Differentiated Entry-Level Competencies (DECs) defined and published by the Texas Board of Nursing. DECs are defined in four categories; 1) provider of patient centered care, 2) patient safety advocate, 3) member of the health care team, and 4) member of profession.

Integral to program and course outcomes are the QSEN Competencies. The QSEN competencies are integrated with DECs competencies throughout the nursing curriculum; progressing from simple to complex.

Minimum safe entry-level nursing practice is assessed by the NCLEX-RN licensure exam. The National Council of State Boards of Nursing (NCSBN https://www.ncsbn.org) maintains and revises the NCLEX-RN licensure exam every three years. Exam revisions are based on comprehensive research of new graduate nurse activities. The NCLEX-RN test blueprint contains weighted assessment categories based on graduate nurse activities. Nurse activities describe expectations, duties, and responsibilities.
Texas Core Curriculum Purpose & Learning Outcomes (TCCPLO)

(Purpose) Through the core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning.

(Learning Outcomes) Through the core curriculum, students will prepare for contemporary challenges by developing and demonstrating six competencies: critical thinking skills, communication skill, quantitative literacy, teamwork, civic knowledge and engagement, and ethical reasoning and action.

The TCCPLO competencies are integrated in program and course competencies as illustrated in the following rubric.

<table>
<thead>
<tr>
<th>TCCPLO</th>
<th>DECs &amp; QSEN COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical thinking skills (to include creative thinking, inquiry, analysis, and synthesis of information)</td>
<td>(DEC) Provider Of Patient Centered Care (QSEN) Patient Centered Care Evidence Based Practice &amp; Informatics</td>
</tr>
<tr>
<td>3. Quantitative literacy (to include application of mathematical and statistical concepts and skills to address real world situations)</td>
<td>(DEC) Patient Safety Advocate (QSEN) Quality Improvement Patient Safety &amp; Informatics</td>
</tr>
<tr>
<td>2. Communication skills (to include effective written and oral communication)</td>
<td>(DEC) Member Of Health Care Team (QSEN) Teamwork And Collaboration Evidence Based Practice</td>
</tr>
<tr>
<td>4. Teamwork (to include the ability to collaborate effectively, consider different points of view, and work with others to support a shared purpose or goal)</td>
<td>(DEC) Member Of Profession (QSEN) Teamwork And Collaboration</td>
</tr>
<tr>
<td>5. Civic knowledge and engagement (to include both local and global intercultural knowledge and competence)</td>
<td></td>
</tr>
<tr>
<td>6. Ethical reasoning and action (to include the ability to connect choices an actions to ethical decisions)</td>
<td></td>
</tr>
</tbody>
</table>

ADN Course Learning Outcomes RNSG 2331 Spring 2014

ADN Graduates achieve learning outcomes through objective assessment measures demonstrating understanding of and ability to:

Learning Outcomes

(DEC) Provider Of Patient Centered Care (QSEN) Patient Centered Care Evidence Based Practice

Infomatics

(DEC) Patient Safety Advocate (QSEN) Quality Improvement Patient Safety

Instructional Methods

Desire2learn Learning Platform
Clinical Learning Experiences In Mental Health Related Settings With Specific Learning Objectives
Content Specific Learning Modules
ATI Skill Modules and Tutorials
ATI Assignments And Activities
Documentaries
Case Studies
Student Presentations
Assessment Drills
Simulations

Assessment Methods

Clinical Objective Assessment Rubrics
Pre And Post Assessments
Quizzes
Normed Assessments (ATI)
Care Maps
Mental Health Screening Tools
Written Papers
Course Notebook (NCLEX Success)
Case Studies and Clinical Scenarios
Application of course content in clinical experiences
**A. Provider of Patient-Centered Care**

1. Provide comprehensive nursing care to patients and families
2. Determine health status and health needs of patients and families based upon interpretation of health related data and evidence-based health practices
3. Formulate goals/outcomes and plans of care for patients and families using established best practices in collaboration with patient, family and multidisciplinary health care team.
4. Implement plan of care within legal, ethical and regulatory parameters and in consideration of patient factors
5. Develop and implement teaching plans for patients and their families to address health restoration, maintenance and promotion
6. Evaluate patient outcomes and responses to therapeutic interventions
7. Use the nursing process and critical thinking to analyze clinical data and current literature as a basis for decision-making in nursing practice
8. Coordinate human and material resources for the provision of care for patients

**B. Patient Safety Advocate**

1. Demonstrate knowledge about the Texas Nurse Practice Act and Board Rules
2. Implement measures to promote a safe environment for patients and others
3. Obtain instruction, supervision or training as needed when implementing nursing procedures or practices
4. Know, recognize and maintain professional boundaries of the nurse-patient relationship
5. Comply with mandatory reporting requirements of the Texas Nursing Practice Act
6. Understand the concept of “scope of practice” and function within individual scope of practice
7. Accept and/or make assignments that take into consideration patient safety and that are commensurate with educational preparation and employing health care institutional policy.

**C. Member of the Health Care Team**

1. Collaborate with patients, families and the multidisciplinary health care team for the planning, delivery and evaluation of care
2. Refer patients and their families to resources that facilitate continuity of care and health promotion
3. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution
4. Communicate and collaborate in a timely manner with members of the multidisciplinary health care team to promote and maintain the patient’s optimal health status
5. Assign and/or delegate nursing care to other members of the health care team as needed
6. Supervise nursing care provided by others for whom the nurse is responsible

**D. Member of a Profession**

1. Assume responsibility and accountability for the quality of nursing care provided to patients
2. Serve as health care advocate in monitoring and promoting quality and access to health care for patients
3. Participate in activities that promote the development and practice of professional nursing
4. Demonstrate responsibility for one’s own continued competence in nursing practice and professional growth
**Students with Disabilities and Equal Opportunity**
Brazosport College is committed to providing equal education opportunities to every student. Brazosport College offers services for individuals with special needs and capabilities including counseling, tutoring, equipment, and software to assist students with special needs. The Associate Degree Nursing Program complies with college policies regarding rights of individuals with disabilities. Applicants and students must notify the college of disabilities. Please contact the Special Populations Counselor, 979-230-3236, for further information.

**Academic Honesty**
Brazosport College expects students eligible to perform at college level are familiar with ordinary rules governing proper conduct including academic honesty. The principle of academic honesty is all work presented by students is the work of the submitters, alone. Academic dishonesty including, but not limited to, cheating, plagiarism, and collusion shall be treated appropriately. Plagiarism is further defined as "the act of using source materials of other persons (either published or unpublished) without following accepted crediting procedures. Offending material constituting plagiarism includes, but not limited to: bibliography cards, formal papers, book reports, written nursing care plans, papers, presentations, and other submissions. The accepted format for crediting and citing sources is APA most current edition. For more information, please refer to Brazosport College Student Guide available online at [http://www.brazosport.edu](http://www.brazosport.edu). Students are bound by most current college and program handbooks. Students participating in clinical experiences must follow clinical facility policies and procedures.

**Attendance and Withdrawal Policies**
Decisions are final
In the event student is unable to meet minimal course requirements and deadlines, the student must communicate with faculty prior to assignment DUE DATES. Communication is done via BC email, by student
*Failure to follow policy results in an earned grade of zero (0%) for missed or assignment.*
See Nursing Student Handbook, Attendance and Clinical Absence Policy
Course withdrawal policies follow published college policies and program policies in the current ADN Student Handbook.

Students must notify Mrs. Berg by voice mail of absence or tardy BEFORE class begins
**Tardy** = ½ point is deducted from final grade for each tardy occurrence including return from breaks, lunch, leaving early, and arriving late.
**Late** = any student not seated with class materials at hand, cell phone off, assignments ready to submit, and prepared for assessments by designated start time
**Absent** = failure to notify before class begins earns a full point deduction from final grade for first occurrence

*Absent for exams = Make up exams are NOT available (Dr. McCormick will consider extraordinary circumstances)*
Exam average must be 75% or greater BEFORE other course required assignments are calculated. Students with exam average less than 75% (74.9%) and lower have earned a failing course grade. Non-exam course requirements will NOT be calculated in the student's course failure grade.
Identify a peer to update missed classroom activities and pick up handouts. Absent students remain accountable for missed class activities, deadlines, and submissions.
Check BC email at least daily
Last minute questions indicate lack of planning. Do not expect faculty to be available evenings and weekends. Do not expect immediate responses to emails. Faculty members teach in all program levels, have many other students and additional responsibilities. Schedule appointments and respect others' time and space.

**Professionalism**
Professionalism is an integral part of nursing practice. Students are expected to demonstrate appropriate professional behavior in courses and clinical settings. *Failure to demonstrate professional behavior is grounds for lowering grades, course failure, and dismissal, regardless of performance elsewhere.* Please see student handbook for a more detailed description.

**Social Media**
Social media includes Facebook, MySpace, Linkin, texting, email, photos, and other public communication forums. Students are fully accountable and responsible for use of social media. Students absolutely cannot and must not in any
way identify or be identified as a BC nursing student. No patient information is ever appropriate for electronic transmission, discussion with family, friends, or even with other students. Patient discussion is confined to clinical conference, clinical units, guided classroom discussion, and settings deemed appropriate by nursing faculty.

Clinical sites can deny clinical experiences to students for a variety of reasons. Students ineligible for clinical experiences do not meet course objectives, fail the course, and are dismissed from the program. Unprofessional behavior is serious, affects licensure, eligibility for licensure, employment, and is not tolerated. Students do not have a right or a guarantee of clinical access. Disparaging a professional in writing is liable and; legally actionable. Disparaging a professional verbally is slander; legally actionable. Gossip, profanity, threats, harassment, unwanted touching.

HIPAA
Students are responsible for maintaining strict confidentiality of patient information. Breach in confidentiality results in disciplinary action and possible dismissal from the nursing program. Patient confidentiality includes oral, written and electronic communication. The Health Insurance Portability and Accountability Act (HIPAA), is a Federal law which prohibits unauthorized disclosure of private patient information. HIPAA provides both civil and criminal penalties for violations that range from fines of $250,000 and 10 years in prison. Students should inform family members of the program’s privacy policy. Student information of any kind is not discussed or released to any family member. Family, friends, children, relatives, or any other non-program related persons are NOT permitted at college, in class, at clinical, or at any other program event, unless specifically invited. Any use of unnecessary patient information will result in no credit of the related assignment. Students should never use more than patient initials for identification, and only when absolutely necessary. HIPAA violations include Facebook, MySpace, taking pictures, posting pictures, texting, discussing simulations without permission, breaches of confidential or sensitive personal data of any kind, writing or speaking about another in violation of program and college policies. (Handbooks, catalogues, board of nursing)

COURSE REQUIREMENTS AND GRADING POLICY

Email
Students are expected to check Brazosport College email at least daily. Important information could be conveyed to students via email. Last minute schedule changes or other unforeseen events may cause an instructor or program staff to convey information via email. Students are responsible for contacting Information Technology at 230.3266 and reporting problems with email or college issued computers. Problems with email do not excuse any student from information conveyed via college email.

Evaluation Methods
Grade Scale
The Brazosport ADN Program uses the following grading scale throughout the program

- **A** = 90-100
- **B** = 80-89
- **C** = 75-79
- **F** = 74.9 and below

A grade of C- (74.9%) or less is failing. Students MUST have a passing exam average (75%) BEFORE other projects, presentations, course requirements are factored in or included in calculation of the course grade. Students earn grades. Grades are not inflated or curved in the nursing program. Students with grade dependent scholarships are responsible for earning required grades. Faculty members will not inflate or adjust grades, or provide special assignments for students with scholarship or other financial return based on grades. Requesting faculty members to adjust grades is considered unprofessional behavior.

Content mastery is assessed through written exams, quizzes, skill competency, presentations, professional papers, behavioral evaluations, normed assessments, critical thinking activities, and application via patient scenarios. Quizzes will be incorporated at faculty discretion (announced or unannounced) and are not eligible for makeup. The final exam may be comprehensive.
Course Grade
Instructor reserves right to change exam schedules and course requirements as needed to meet course objectives. Minimal change is anticipated and a reasonable time adjustment will be included.

Points will be deducted from final grade for tardy occurrences, absences, and as specified
The final course grade is derived from the following course requirements:
Exams- 60%
On-line Webinars/Presentations/Papers- 10%
ATI Assignments, Readings- 10%
ATI Non-Proctored Assessments- 10%
    Non-Proctored (First) @90% or >
    Non-Proctored (Second) (Rationales OFF) unlimited attempts
    PLUS Remediation using the ATI Create Focused Review feature
ATI Final Proctored Course Final Assessment and Remediation (Level 2 minimum)- 10%

Make-up Course work and Exam Policy
See Student Handbook for program exam policies. Computerized testing is testing/assessment format. There are no make-up exams/assessments. Missed or otherwise untaken exams/assessments earn a zero (0%) grade.
RESPONDUS LockDown Browser must be installed on the computer you use for exams/assessments.

Exam Review
Exams are graded and evaluated after close of exam
After comprehensive review and analysis by Mrs. Berg, final grades are posted
Exam grades are posted (ready) at beginning of subsequent class meeting
Any item challenges must be submitted in writing (typed) providing item subject, rationale for alternate correct answer, and cited reference for rationale by 0900, 24 hours after exam review. Verbal challenges during live test review will be considered at faculty member discretion. Any unprofessional behavior will halt the live review.

Student Responsibilities
Students are expected to fully participate in this course. Course success strategies include:
a. Student reviews and acknowledges understanding of syllabus requirements
b. use appropriate time management skills, ready and seated before class begins, returns promptly from breaks
c. communicate with the instructor, according to written policy
d. completes course work on time, meets all deadlines
e. utilize online components as required, and uses all content resources
f. present to class prepared, according to syllabus and course schedule
g. Demonstrates personal accountability and responsibility for learning

Teaching Strategies
Possible teaching strategies include lecture, large and small group work and discussion, Wimba recorded presentations, live Wimba discussion, Desire to Learn activities, papers, exams, quizzes, and other common instructional tools.

Desire 2 Learn
Desire to Learn (D2L) is the course platform for course resources. IF assignments are scheduled for submission via D2L, the course topic schedule will specifically indicate D2L submission. Assignments include complete instructions, evaluation criteria, and due date with time. The Desire to Learn time clock is the official clock used for due date and time stamp. Early submissions and uploads are encouraged to avoid personal computer problems, unavoidable server downtime for upgrades, internet connection problems, to avoid point deductions from late assignments. D2L can be accessed directly through the Brazosport College website. Go to: www.brazosport.edu. The orange Desire 2 Learn entry portal is on right side of the BC homepage. Students log in with Brazosport College username and password. In the rare event the college homepage is down, the direct website to D2L is: https://online.brazosport.edu/
“Unable to log-in,” “no access to computer,” etc. excuses are not accepted. The LC has computers and support available as does the county and most city libraries. Early log-on, assignment download, completion and upload to avoid potential web based or computer problems is advised.

**Assignments**
Include reading, searching, and evaluating web-based resources, cases studies, homework, ATI tutorials, assessments and assignments. Preparation is vital for success. On-line content includes lecture, films, and demonstrations by student and instructor. **ALL ASSIGNMENTS ARE DUE THE FOLLOWING CLASS DAY FROM DATE ASSIGNED.**

**Projects/Papers**
All submissions must be in APA format. **Turn-it-in** is an online program designed to identify uncited sources within projects/papers. This program is automatically utilized through Desire to Learn and will display percentage of uncited work. Review and REVISE to correct uncited work. Submitting work without correct citation is plagiarism. All written assignments include extensive grading evaluation rubrics.

Any designated electronic submission must be saved and submitted in the following format.

*Student last name_short assignment name*

For example, if Suzie Martin is turning in her diagnostic laboratory paper, the document would be saved as “Martin_labpaper." No dates, times, or course numbers are required as all of these are recorded by the D2L program. When documents are graded with track changes comments, these will be uploaded to the D2L site with the word “comments” added to the file name.

**Other Student Services Information**
Information about the Library is available at [www.brazosport.edu/~lib/Information.htm](http://www.brazosport.edu/~lib/Information.htm) or calling 979-230-3310

Study skill information and tutoring for math, reading, writing, biology, chemistry, and other subjects is available in the Learning Center (LC), see [www.brazosport.edu/~lac](http://www.brazosport.edu/~lac) or call 979-230-3253.

Health Professions Department - 230-3424
Student Services provides assistance in:
- Counseling and Advising 979-230-3040
- Financial Aid 979-230-3294
- Student Activities 979-230-3355

To reach Information Technology Department for computer, email, or other technical assistance call Helpdesk at 979-230-3266
2010 Top 70 Rank Ordered NCLEX-RN Activities (2010 Test Plan)
(Extracted from the 2008 RN Practice Analysis Linking NCLEX-RN to Practice NCSBN Research Brief)
1. Apply principles of infection control (hand washing, room assignment, isolation, aseptic sterile technique, and standard or universal precautions
2. Ensure proper identification of patient when providing care
3. Prepare and administer medications using rights of medication administration
4. Provide care within the legal scope of practice
5. Review pertinent data prior to med administration (vital signs, lab results, allergies, potential interactions
6. Protect patient from injury (falls, electrical hazards, malfunctioning equipment)
7. Perform calculations required for medication administration
8. Assess and respond to changes in patient’s vital signs
9. Recognize signs and symptoms of complications and intervene appropriately when providing patient care
10. Perform emergency care procedures (CPR, abdominal thrust, respiratory support, external defibrillator)
11. Practices in manner consistent with code of ethics for registered nurses
12. Verify appropriate and or accuracy of treatment order
13. Titrate dosage of medication based on assessment and ordered parameters
14. Maintain patient confidentiality
15. Recognize trends and changes in patient condition and intervene appropriately
16. Perform focused assessment or reassessment (GI, respiratory, cardiac)
17. Monitor and maintain intravenous infusion and maintain sites
18. Administer blood products and evaluate patient response
19. Assess patient for allergies and sensitivities, and intervene as needed (food, latex, environmental)
20. Evaluate appropriateness and accuracy of med order for patient
21. Receive and or transcribe primary health care provider orders
22. Provide and receive report on assigned patients
23. Follow procedures for handling biohazard materials
24. Prioritize workload to manage time effectively
25. Manage patient experiencing side effects and adverse reactions of medication
26. Provide individualized patient centered care consistent with Standards of Practice
27. Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown
28. Evaluate and document therapeutic responses to medications
29. Verify patient comprehends and consents to care and procedures including procedures requiring informed consent
30. Comply with regulations governing controlled substances (counting, wasting narcotics)
31. Act as a patient advocate
32. Perform diagnostic testing (O2 sat, glucose monitoring, occult blood, gastric ph, urine specific gravity)
33. Manage care of patient with impaired ventilation and or oxygenation
34. Collaborate with health care members in other disciplines when providing patient care
35. Perform comprehensive health assessment
36. Use pharmacological measures for pain management as needed
37. Recognize limitations of self and others, seek assistance and or begin corrective measures at earliest opportunity
38. Manage care of patient with fluid and electrolyte imbalance
39. Manage the care of patient with alteration in hemodynamics, tissue perfusion and hemostasis (cerebral, cardiac, peripheral)
40. Assess/establish and maintain a therapeutic relationship with patient
41. Ask the order of care delivery
42. Identify pathophysiology related to an acute or chronic condition (signs & symptoms)
43. Facilitate appropriate safe use of equipment
44. Educate patient and family about medication
45. Use precautions to prevent injury and or complications associated with a procedure or diagnosis
46. Access implanted venous access devices, including tunnelers, implanted and central lines
47. Evaluate responses to procedures and treatments
48. Establish and maintain a therapeutic relationship with patient
49. Evaluate the results of diagnostic testing and intervene as needed (lab, EKG)
50. Educate patient, family, staff on infection control measures
51. Insert, maintain, or remove a peripheral IV line
52. Monitor and maintain patients on a ventilator
53. Use ergonomic principles when providing care (assistive devices, proper lifting)
54. Initiate, maintain, and or evaluate telemetry monitoring
55. Evaluate effectiveness of treatment regimen for patients with acute or chronic diagnoses
56. Perform procedures necessary for admitting, transferring or discharging patients
57. Report unsafe practice by other health care personnel to internal and or external entities and intervene as appropriate (substance abuse, improper care, staffing practices)
58. Assess patient for potential or actual abuse, neglect, and intervene when appropriate
59. Educate client about treatments and procedures
60. Manage patient during and following procedure with moderate sedation
61. Provide postoperative care
62. Implement emergency response plans (internal/external disaster)
63. Perform suctioning (oral, nasopharyngeal, Endotracheal, tracheal)
64. Assess potential for violence and initiate/maintain safety precautions (suicide, homicide, and self-destructive behavior)
65. Comply with federal/state institutional requirements regarding use of patient restraints and safety devices
66. Use approved abbreviations and standard terminology when documenting
67. Monitor patient hydration status (I&O, edema, signs and symptoms of dehydration)
68. Assess patient need for pain management and intervene as needed using non-pharmacological comfort measures
69. Monitor and maintain arterial lines
70. Recognize non-verbal cues to physical/psychological stressors
<table>
<thead>
<tr>
<th>Date</th>
<th>Assigned Topic</th>
<th>Assignments/Readings/Activities/Exams</th>
</tr>
</thead>
</table>
| Week 1   | Orientation to course, schedules, formats, deadlines, & syllabus, Review ATI Resource Module | Review course syllabus  
- Complete each activity listed:  
  - Syllabus receipt & review, Tutorial Review Infection Control  
  - Tutorial Review Adult Physical Assessment, emphasis mental status & neurologic  
  - Tutorial Review HIPAA  
- Read chs. 1-3 in ATI  
- Answer ATI end of section questions for weekly Assigned topics  
- Read "Core communication skills in mental health nursing" article  
- Complete RN Learning System Post Test "Communication"  
- Watch "Minds On Edge - Facing Mental Illness" and write a brief synopsis of the program (to be turned in) http://www.mindsontheedge.org/watch/fullprogram/ |
|         | UNIT 1, chs. 1-3, Foundations for Mental Health Nursing                       |                                                                                                                                                                                                                                |
|         |  - Basic Mental Health Nursing Concepts                                      |                                                                                                                                                                                                                                |
|         |  - Legal and Ethical issues                                                   |                                                                                                                                                                                                                                |
|         |  - Effective Communication                                                    |                                                                                                                                                                                                                                |
|         | "Minds On Edge – Facing Mental Illness” http://www.mindsontheedge.org/watch/fullprogram/ |                                                                                                                                                                                                                                |
| Week 2   | HOLIDAY (COLLEGE CLOSED)                                                      | HOLIDAY (COLLEGE CLOSED)                                                                                                                                                                                                                                                                   |
| Week 3   | UNIT 1, chs. 4-6, Foundations for Mental Health Nursing                       | Read chs. 4-6 in ATI  
- Answer ATI end of section questions for weekly Assigned topic  
- Locate an article RE: Stress and Defense Mechanisms, write a brief synopsis of the article, turn in copy of article with synopsis |
|         |  - Stress and Defense Mechanisms                                             |                                                                                                                                                                                                                                |
|         |  - Creating and Maintaining a Therapeutic and Safe Environment               |                                                                                                                                                                                                                                |
|         |  - Diverse Practice Settings                                                  |                                                                                                                                                                                                                                |
| Week 4   | UNIT 2, chs. 7, 8, Traditional Nonpharmacological Therapies                  | Exam #1 (UNIT 1, chs. 1-6)  
- Read chs. 7, 8 in ATI  
- Answer ATI end of section questions for weekly Assigned topics  
- Group/Family Therapy Activity |
|         |  - Psychoanalysis, Psychotherapy, and Behavioral Therapies                  |                                                                                                                                                                                                                                |
|         |  - Group and Family Therapy                                                   |                                                                                                                                                                                                                                |
| Week 5   | UNIT 2, chs. 9, 10, Traditional Nonpharmacological Therapies                 | Read chs. 9, 10 in ATI  
- Answer ATI end of section questions for weekly Assigned topics  
- Review Article "Live Your Life Well" http://www.mentalhealthamerica.net/live-your-life-well  
- Review Article "Brain Stimulation: Not as Scary as it Sounds" http://helix.northwestern.edu/article/brain-stimulation-not-scary-it-sounds  
- Write a plan of how you can/will manage stress as a nursing student, including various stress management techniques (to be turned in) |
|         |  - Stress Management                                                         |                                                                                                                                                                                                                                |
|         |  - Brain Stimulation Therapies                                               |                                                                                                                                                                                                                                |
| Week 6   | UNIT 3, chs 11-14, Psychobiologic Disorders                                   | Exam #2 (UNIT 2, chs. 7-10)  
- Read chs. 11-14 in ATI  
- Answer ATI end of section questions for weekly Assigned topics  
- Complete each case study (to be turned in)  
  - Anxiety  
  - Bipolar  
  - Depression |
|         |  - Anxiety Disorders                                                         |                                                                                                                                                                                                                                |
|         |  - Depressive Disorders                                                       |                                                                                                                                                                                                                                |
|         |  - Bipolar Disorders                                                          |                                                                                                                                                                                                                                |
|         |  - Psychotic Disorders                                                        |                                                                                                                                                                                                                                |
| Week 7   | UNIT 3, chs. 15-18, Psychobiologic Disorders                                 | Read chs. 15-18 in ATI  
- Answer ATI end of section questions for weekly Assigned topics  
- Write a 3 page paper, including references, on one of the following topics listed below (to be turned in): |
|         |  - Personality Disorders                                                      |                                                                                                                                                                                                                                |
|         |  - Cognitive Disorders                                                        |                                                                                                                                                                                                                                |
- Substance Use and Addictive Disorders
- Eating Disorders

- Personality Disorders
- Cognitive Disorders
- Substance Use and Addictive Disorders
- Eating Disorders

<table>
<thead>
<tr>
<th>Week 8</th>
<th>UNIT 4, chs. 19-21, Psychopharmacological Therapies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Medications for Anxiety Disorders</td>
</tr>
<tr>
<td></td>
<td>Medications for Depressive Disorders</td>
</tr>
<tr>
<td></td>
<td>Medications for Bipolar Disorders</td>
</tr>
</tbody>
</table>

Exam #3 (UNIT 3, chs. 11-18)
Read chs. 19-21 in ATI
Answer ATI end of section questions for weekly Assigned topics
Complete med cards for:
- Anxiety Disorders
- Depressive Disorders
- Bipolar Disorders

<table>
<thead>
<tr>
<th>Week 9</th>
<th>SPRING BREAK (COLLEGE CLOSED)</th>
<th>SPRING BREAK (COLLEGE CLOSED)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th>UNIT 4, chs. 22-24, Psychopharmacological Therapies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Medications for Psychotic Disorders</td>
</tr>
<tr>
<td></td>
<td>Medications for Children and Adolescents with Mental Health Issues</td>
</tr>
<tr>
<td></td>
<td>Medications for Substance Use Disorders</td>
</tr>
</tbody>
</table>

Read chs. 22-24 in ATI
Answer ATI end of section questions for weekly Assigned topics
Complete med cards for:
- Psychotic Disorders
- Substance Use Disorders

<table>
<thead>
<tr>
<th>Week 11</th>
<th>UNIT 5, chs. 25,26 Special Populations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Care of Those Who are Dying and/or Grieving</td>
</tr>
<tr>
<td></td>
<td>Mental Health Issues of Children and Adolescents</td>
</tr>
</tbody>
</table>

Exam #4 (UNIT 4, chs. 19-24)
Read chs. 25, 26 in ATI
Answer ATI end of section questions for weekly Assigned topics
Role Play Activity

<table>
<thead>
<tr>
<th>Week 12</th>
<th>UNIT 6, chs. 27-29, Psychiatric Emergencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Crisis Management</td>
</tr>
<tr>
<td></td>
<td>Suicide</td>
</tr>
<tr>
<td></td>
<td>Anger Management</td>
</tr>
</tbody>
</table>

EXAM #5 (UNIT 5, chs. 26, 26)
Read chs. 27-29 in ATI
Answer ATI end of section questions for weekly Assigned topics
Open Discussion

<table>
<thead>
<tr>
<th>Week 13</th>
<th>UNIT 6, chs. 30, 31, Psychiatric Emergencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Family and Community Violence</td>
</tr>
<tr>
<td></td>
<td>Sexual Assault</td>
</tr>
</tbody>
</table>

Read chs. 30, 31 in ATI
Answer ATI end of section questions for weekly Assigned topics
Open Discussion

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Mental Health Real Life Scenarios</th>
</tr>
</thead>
</table>

Exam #6 (UNIT 6, chs. 27-31)
Non-proctored Mental Health Test #1

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Non-proctored Mental Health Test #2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 16</th>
<th>Remediation Due</th>
</tr>
</thead>
</table>

Proctored Mental Health Exam

Week 17- Grades Due
Remediation Grading Rubric

Section One – Proficiency Level
ATI assessment analysis includes everything needed to create a comprehensive review, unique to you.
Review the specific criterion referenced Assessment (Specific Exam scores, percent score, percentile rank, and Performance Proficiency Level)
1) Identify, document and analyze YOUR scores and proficiency level in the opening section of this remediation. What does your score indicate, be specific, not generic. Use ATI Proficiency Level scoring for each exam/comprehensive review and ave for future reference.
2) Create a structured on-going objective plan with precise review points, specific to your unique learning needs and preferences.
3) Use NCLEX success strategies for analyzing and answering items and identify ineffective specific test-taking strategies used in assessment. (Examples include: changing answers, reading into stem, missing & key words). Identify and develop specific strategies you will implement & periodically evaluate for effectiveness.

Section Two Individual Performance in Major Content Areas
Analyze performance in each major content area. List each content area, identifying areas of strength, & major content areas for further study. Major content areas cross every setting, every patient, every disease, every age group, and every part of nursing.

Section Three – Specific Areas Within Major Content Areas
1) Major content areas are further divided and more specific.
For example, the major content area: Basic Care and Comfort includes nutrition and oral hydration. In this section, a question about acute gastrointestinal disorders would assess understanding of appropriate dietary choices during acute and resolving gastroenteritis.
Remediation should include: purpose for body function, system or process (GI – as EXAMPLE). After defining system purpose, include pertinent pathophysiology, key factors, clinical signs and symptoms, nursing care related to specific disease processes or procedures, and patient education.

Section Four - Outcomes
Outcomes are: Foundational Thinking, Critical Judgment/Critical Thinking, Priority Setting, and Nursing Process
Identify and create a plan specific to your individual scores in each outcome area in relation to patient care in the major content areas tested.
Develop a specific and on-going improvement plan for each outcome, including test taking strategies specific to topic.

Section Five – Continual Plan for NCLEX Success
Comprehensive continuous study plan for NCLEX-RN integrating ATI focused review, remediation and assessment. Include a copy of remediation in NCLEX Success Notebook
All sections included in assignment and clearly designated with headings. Free of grammatical and spelling errors. Use of accepted medical terminology.

Total points required indicating successful remediation

Total points possible / earned

Please read through entire rubric prior to completion and submission of assignment to earn maximum points. Type, proof read, check grammar, use complete sentences, proper sentence and paragraph structure.
Syllabus Receipt Acknowledgement
RNSG 2213 Mental Health Nursing/Spring2014

I received and read syllabus, course requirements, required text, equipment, and all materials for RNSG 2213
My questions have been answered and clarified. I will seek clarification if needed. I understand there are no verbal contracts. Instructors change schedule as needed to meet course and program outcomes. I am accountable and responsible for all syllabus, handbook, published, and otherwise conveyed information.

________________________________________
Student print name / date

________________________________________
Student sign name / date