# Mental Health in Nursing

**NUR 1520 C**

## Course Syllabus

<table>
<thead>
<tr>
<th><strong>Course Title</strong></th>
<th>Mental Health in Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number</strong></td>
<td>NUR 1520 C</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td>SIX (6) credits; four (4) hours lecture, two (2) clinical.</td>
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<tr>
<td><strong>Contact Hours</strong></td>
<td>Lecture: hours = 60 Clinical: hours = 90.</td>
</tr>
<tr>
<td><strong>Class Meeting Times</strong></td>
<td><strong>Course and clinical orientation will be May 12 9 – 3 pm.</strong>&lt;br&gt;<strong>Class will be 9 am to 3 pm Tuesdays and Wednesdays 5/13- 5/28.</strong>&lt;br&gt;<strong>Class will be 9 am to 3 pm on Tuesdays from 6/3 - 7 - 15.</strong></td>
</tr>
<tr>
<td><strong>Class Method</strong></td>
<td>Web – ex lecture, D2L discussion board, simulation, and clinical. This hybrid course blends traditional face-to-face and online learning. Students are expected to attend classroom and clinical sessions on specific dates and times as outlined as well as participate in online activities as assigned.</td>
</tr>
<tr>
<td><strong>Instructor(s)</strong></td>
<td>Julie Sagan <a href="mailto:julie.sagan@fkcc.edu">julie.sagan@fkcc.edu</a> Phone 809-3282&lt;br&gt;Mark Roby <a href="mailto:mark.roby@fkcc.edu">mark.roby@fkcc.edu</a> Phone 809-3165&lt;br&gt;Penni Wise <a href="mailto:penni.wise@fkcc.edu">penni.wise@fkcc.edu</a> Phone 809-3227&lt;br&gt;Barbara Ortueta <a href="mailto:Barbara.ortueta@fkcc.edu">Barbara.ortueta@fkcc.edu</a> Phone 809-</td>
</tr>
<tr>
<td><strong>Office Hours</strong></td>
<td>Prof Sagan: Thursday <strong>10 am -5 pm.</strong> Office hours also by appointment on other days.</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>This course is designed to provide the student with the opportunity to examine mental health concepts and related nursing interventions. Utilizing a nursing process framework, students are introduced to theoretical models of behavior, classifications and symptomatology of mental disorders, and the various treatment modalities associated with mental health care. Emphasis is placed on the student’s ability to apply the nursing process with selected clients. Through individual and group supervision, the student is encouraged to develop awareness of his/her own behavior and its impact on others.</td>
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<tr>
<td>COURSE OBJECTIVES</td>
<td>Upon completion of the course, the student will be able to demonstrate knowledge—by successfully answering questions on an objective examination—of the following topics:</td>
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<tr>
<td></td>
<td>Assess client for factors that affect stress level.</td>
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<td></td>
<td>Teach stress management techniques to decrease environmental stress</td>
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<td></td>
<td>Evaluate and document the client’s techniques to manage stress</td>
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<td></td>
<td>Assess the client for needs related to culture</td>
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<td></td>
<td>Assess levels of anxiety in clients and families</td>
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<td></td>
<td>Identify own feelings in caring for anxious clients</td>
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<td></td>
<td>Identify components of psychosocial assessment and a mental status exam</td>
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<td>Identify nursing diagnoses commonly used in client with mental disorders</td>
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<td>Assess factors that influence the functioning of the client’s family</td>
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<td></td>
<td>Observe group process and dynamics in the mental health setting</td>
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<td></td>
<td>Evaluate the client’s rights as they apply to seclusion and restraint</td>
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<td></td>
<td>Evaluate nursing care to ensure client safety.</td>
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<td></td>
<td>Assess client for symptoms of substance dependency, withdrawal or toxicity</td>
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<td></td>
<td>Use effective communication skills to deal with denial, projection and rationalization</td>
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<td></td>
<td>Identify external factors that may impede the client’s recovery</td>
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<td></td>
<td>Explain the need for self-awareness when working with a homeless client</td>
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<td></td>
<td>Assess client for expected and adverse effects of psychotropic medications</td>
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<td></td>
<td>Provide client teaching on actions of psychotropic medications.</td>
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<td></td>
<td>Assess client for actual/potential food-medications interactions.</td>
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<td></td>
<td>Identify the dimensions of crisis and the nursing actions that promote adaptive coping</td>
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<td>Identify situations that benefit from crisis intervention</td>
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<td>Give examples of primary, secondary and tertiary prevention</td>
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<td>Anticipate assessment of coping when caring for the client with a loss.</td>
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<td>Identify the appropriate clinical application of anticipatory guidance</td>
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<td></td>
<td>Apply knowledge of neurobiology to the client with an anxiety disorder</td>
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<td></td>
<td>Analyze the care plan and nursing process with a client with an anxiety disorder</td>
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<td>Compare and contrast effective versus non-effective communication strategies for the regressed</td>
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<tr>
<td></td>
<td>client</td>
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<td></td>
<td>Apply knowledge of neurobiology when working with the depressed/ bipolar client.</td>
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<td></td>
<td>Evaluate the care plan for the client with schizophrenia</td>
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<td>Apply knowledge of self when working the client with a thought disorder.</td>
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<td></td>
<td>Role play therapeutic limit-setting</td>
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<td>Discuss own response to flattery or manipulation.</td>
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<td>Analyze nursing interventions for splitting</td>
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<td>Identify specific strategies for children and adolescents to decrease anxiety.</td>
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<td>Explore own response to the client with an eating disorder.</td>
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<td>Correlate age-related changes with identified symptoms in selected clients</td>
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<td></td>
<td>Differentiate between dementia and delirium.</td>
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<td>Assess the client for self- injury</td>
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<td>Identify key elements of suicide precautions</td>
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<td>Examine own response to the suicidal client</td>
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<td></td>
<td>Identify types of manipulative behaviors</td>
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<td></td>
<td>Use the nursing process in the care of the client with emotional reactions to medical illness and treatments</td>
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</tbody>
</table>
**REQUIRED TEXTBOOKS**

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Edition</th>
<th>Publisher</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Technologies Institute</td>
<td><em>RN Mental health Nursing Content Mastery Series</em> ( 9.0 Ed)</td>
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</tr>
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</table>

*Highly Suggested :*

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Edition</th>
<th>Publisher</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gorman, L.M</td>
<td><em>Psychosocial Nursing for General Patient Care</em> (3rd ed.)</td>
<td>Philadelphia, Pa. FA Davis</td>
<td>978-0-8036-1784-1</td>
<td></td>
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</tbody>
</table>
# Proposed Course Schedule

Please note: Any aspect of the course and exam schedule is subject to change to meet the needs of the course and its students. Unit assignments may be updated weekly. The student is responsible for checking the DTL shell for assignments, handouts and other resources associated with each unit of study.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 1</strong></td>
<td><strong>FOUNDATIONS OF MENTAL HEALTH NURSING</strong></td>
<td><strong>Introduction and definitions</strong></td>
</tr>
</tbody>
</table>
| **May 13, 2014** | History of Mental Health  
Current practice settings and issues  
Future trends  
Role of PMHN, APRN  
Community, Levels of prevention  
The mental health continuum  
Definitions of mental health | Varcarolis Appendix C  
Varcarolis Ch 1, Varcarolis Ch 4  
ATI Ch 1 page 6 and Ch 6  
Gorman Ch 1 (Optional) |
|            | **Anxiety and Grief as human responses**                               | **Stress and Anxiety; Grief and Loss**                                    |
|            | Grief and Loss  
Grief theory and grief reactions | Varcarolis Ch 10  
ATI Ch 4, 9  
Varcarolis Ch 15 pgs 279-281.  
ATI Ch 4 pgs 30-32  
ATI Ch 25  
Fundamentals ATI Ch 33  
Fundamentals ATI Ch 36  
Gorman; The grieving patient pgs 129-142 (Optional) |
|            | **Theories and Models of Development**                                 | **Theory**                                                                 |
|            |                                                                       | Varcarolis, Ch 2; ATI Ch 7                                                  |
|            | **Culture**                                                            | **Culture**                                                                |
|            | Varcarolis Ch 6; Gorman Ch 6 (Optional)                                 | Varcarolis Ch 6; Gorman Ch 6 (Optional)                                   |
|            | **Serious mental illness**                                             | **Serious mental illness**                                                 |
|            | Varcarolis Ch 31                                                      | Varcarolis Ch 31                                                           |
|            |                                                                       | **Practice and application**                                               |
|            |                                                                       | End of chapter review questions  
Evolve chapter resources |
**BEING THERAPEUTIC**
Basic Concepts of Care  
The nurse-patient relationship  
Empathy  
Self-awareness  
Transference and countertransference  
Therapeutic communication  
Psychodynamics

**The experience of anxiety**
The anxiety Continuum  
Defenses against anxiety  
Nursing interventions for each level of anxiety

**Therapeutic relationship**
Varcarolis, Ch 8,9  
ATI Ch 3, ATI Ch 5  
Fundamentals ATI Ch 32

Read: “Understanding Ourselves and our Relationships” – Williams posted on DTL

Read: “Using the Self to Promote Health” – Williams – posted on DTL

Optional:  
Gorman Ch 3 pgs 25-29  
Gorman Ch 4

**Anxiety and Defense mechanisms**
Varcarolis Ch 15 pgs 279-283  
Table 15-2  
Varcarolis Ch 15 page 293-300  
ATI Ch 4

Optional:  
Gorman Ch 2  
Gorman Ch 7

**Programmed Instruction:**
Defense Mechanisms – on DTL

**Practice and application**
End of chapter review questions  
Evolve chapter resources  
ATI Content mastery:  
Learning System:  
“Communication”
<table>
<thead>
<tr>
<th>UNIT 3</th>
<th>May 14, 2014</th>
</tr>
</thead>
</table>

**THE PRACTICE OF MENTAL HEALTH NURSING**
- Nursing process in psychiatric settings
- ANA standards for mental health care
- The mental status exam
- Mental health nursing assessment
- Psychiatric nursing care plans
- Bio-psycho-social interventions
- Basic level interventions
- Suicide Assessment

**Therapeutic Mileu**
**Interventions to increase self-esteem**
- Challenging Behaviors:
  - The client experiencing dependency
  - The demanding client
  - The anxious client

**LEGAL ETHICAL ISSUES**
- Informed Consent; Competency
- Voluntary/Involuntary treatment
- HIPPA; The insanity plea; Restraints and Seclusion

| Varcarolis Ch 4 |
| Varcarolis Ch 7 |
| ATI Re read Ch 1 and 5. |

Optional:
- Gorman Ch 3 focus on pgs 17-24
- Gorman Ch 12 pages 219-230.
- Gorman Ch 17 pages 341

**Practice and application**
- End of chapter review questions
- Evolve chapter resources

| Varcarolis Ch 6 |
| ATI Ch 2 |
EXAM 1. Class starts one hour after exam and ends at 3 pm

### UNIT 4

**May 20, 2014**

<table>
<thead>
<tr>
<th>BIOLOGICALLY BASED INTERVENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to psychopharmacology</td>
</tr>
<tr>
<td>Brain Stimulation Therapies</td>
</tr>
<tr>
<td>Serotonin syndrome</td>
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<tr>
<td>SSRI Discontinuation syndrome</td>
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<tr>
<td>Hypertensive Crisis</td>
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<tr>
<td>Neuroleptic Malignant syndrome</td>
</tr>
<tr>
<td>Cholinergic and Anticholinergic Toxicities</td>
</tr>
<tr>
<td>Disordered Water balance</td>
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<tr>
<td>Extrapyramidal symptoms</td>
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</tbody>
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### COMPLEMENTARY AND ALTERNATIVE PRACTICES

<table>
<thead>
<tr>
<th>Varcarolis Ch 3</th>
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<tbody>
<tr>
<td>ATI Ch 10</td>
</tr>
<tr>
<td>Lehne Ch 20 Intro to CNS pharmacology</td>
</tr>
<tr>
<td>Varcarolis Ch 35</td>
</tr>
</tbody>
</table>
UNIT 5
MAY 20, 21, 2014

CHEMICAL IMPAIRMENT

Dynamics of Alcoholism
Care of the patient in alcohol withdrawal

Family dysfunction and Co-dependence
Substance Abuse and specific withdrawal symptoms
Co-occurring disorders

Varcarolis Ch 22
Lehne Ch 34,37,38,39,40
Sedative hypnotics, Drug abuse I,II,III,IV

ATI Ch 17 and 24

Practice and application
End of chapter review questions
Evolve chapter resources
Case Studies: Nick and JG.
### UNIT 6
MAY 21, 2014

<table>
<thead>
<tr>
<th>CRISIS THEORY AND CRISIS INTERVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crisis theory</td>
</tr>
<tr>
<td>Types of crises</td>
</tr>
<tr>
<td>Crisis intervention</td>
</tr>
<tr>
<td>Anticipatory guidance</td>
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<tr>
<td>Body image crisis</td>
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<tr>
<td>Crisis and disaster management</td>
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<tr>
<td>PTSD, Acute stress disorder</td>
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<tr>
<td><strong>Application of crisis intervention:</strong></td>
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<tr>
<td>Rape trauma Syndrome</td>
</tr>
</tbody>
</table>

#### MAY 27

**EXAM 2. Class starts one hour after exam and ends at 3 pm**

<table>
<thead>
<tr>
<th>Crisis</th>
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<tbody>
<tr>
<td>Varcarolis Ch 26</td>
</tr>
<tr>
<td>ATI Ch 27</td>
</tr>
<tr>
<td>Varcarolis Manual of Psychiatric care plans</td>
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<table>
<thead>
<tr>
<th>Optional:</th>
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<tbody>
<tr>
<td>Gorman Ch 5</td>
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<table>
<thead>
<tr>
<th>Disaster Nursing</th>
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<tbody>
<tr>
<td>Optional: Gorman Ch 20</td>
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<table>
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<tr>
<th>Varcarolis Ch 16 pgs 310-315.</th>
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<tr>
<th>Sexual Assault</th>
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<tbody>
<tr>
<td>Varcarolis Ch 29</td>
</tr>
<tr>
<td>ATI Ch 31</td>
</tr>
<tr>
<td>UNIT 7</td>
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<tr>
<td><strong>ANXIETY DISORDERS</strong></td>
</tr>
<tr>
<td>Causative theories</td>
</tr>
<tr>
<td>Anxiety disorders</td>
</tr>
<tr>
<td>Treatment</td>
</tr>
<tr>
<td>Pharmacotherapy</td>
</tr>
<tr>
<td>Nursing process</td>
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</tbody>
</table>

| **SOMATOFORM AND DISSOCIATIVE DISORDERS** |

| **Psychological factors that affect medical conditions** |
| Psychological responses to illness |
| Body Image Crisis |
| The non-compliant patient |

| Varcarolis Ch 15 |
| Lehne Ch 34,35 Sedative hypnotics and management of anxiety disorders |
| ATI Ch 11,19 |
| ATI Pharmacology Ch 7 |

| Optional: |
| Gorman Ch 7 |

| Varcarolis Ch 17 |
| Varcarolis Ch 16 315-324. |

| Varcarolis Ch 17 pgs 326-327. |

| Practice and application |
| End of chapter review questions |
| Evolve resources |
| Case studies GG, JJ and Joan |
EXAM 3. Class starts one hour after exam and ends at 3 pm

MOOD DISORDERS

Review of Grief and Loss
Theories of depression and elation
Impact of undiagnosed mood disorders
Bereavement vs depressive disease
Behavioral, emotional responses and s/s of mood disorders
Bipolar disorder
Nursing diagnoses and interventions for mood disorders
Related Pharmacology

Depressive Disorders
Varcarolis Ch 14
Optional: Gorman pgs 99-113
ATI Ch 12,
ATI Ch 20,
Lehne Ch 32 Antidepressants
ATI (Pharmacology) Ch 8 – Focus on MAOI’s

Case study: Anna
Case Study JB

Bipolar Disorders
Varcarolis Ch 13
Optional: Gorman Ch 9 pgs 142-155
ATI Ch 13, 21
Lehne Ch 33 Drugs for Bipolar disorders
ATI (Pharm) Ch 9
Optional: Gorman Ch 9 pgs 142-155

Application
End of chapter review questions
Evolve chapter resources
Case study: Anna
Case Study JB
Case Study ST
UNIT 9
JUNE 10, 2014

THOUGHT DISORDERS

The experience of schizophrenia
Definitions and key symptoms
Epidemiology
Prevailing theories and etiologies
Hallucinations and delusions
Paranoia
Nurse-patient relationship concerns
Treatment modalities
Nursing diagnosis and interventions
Pharmacology

EXAM 4. Class starts one hour after exam and ends at 3 pm

JUNE 17, 2014

Varcarolis Ch 12
Lehne Ch 31 Antipsychotics
ATI Ch 14
ATI Ch 22
ATI Pharm Ch

Optional Gorman Ch 11

Practice and application
End of chapter review questions
Evolve chapter resources
Case studies, Bob, RB and Brian
PERSONALITY DISORDERS

Etiology
Common features
Impulse control
Nurse-patient relationship
Nursing diagnoses and interventions
Treatment modalities, Therapeutic limit setting.
Discuss own response to flattery or manipulation.
Analyze nursing interventions for splitting.

EATING DISORDERS

Anorexia, Bulimia, Obesity
Etiological models
Basic level interventions

Varcarolis Ch 24,
ATI Ch 15
Optional : Gorman Ch 12

Varcarolis: Ch 8
ATI Ch 18
Optional: Gorman Ch 16
UNIT 11
JUNE 24, 2014

CHILD AND ADOLESCENT
Developmental Disorders
ADHD, Conduct Disorder
Anxiety Disorders in children and adolescents
Tourette’s
Special needs of the adolescent

OLDER ADULT AND COGNITIVE DISORDERS
Psychosocial needs of older adults
Gerontological Nursing
Depression and alcoholism in the older adult

COGNITIVE DISORDERS

Varcarolis: Ch11
ATI: Ch 26 Ch 23
Lehne Ch 36 CNS stimulants
Case study “Joe” ADHD
Marshall “Communicating with children” (on DTL)

Varcarolis Ch 30
Ignatavicius Ch 3
Williams Ch 8 (on DTL)
ATI Mental health Issues of the Older Adult posted on DTL

Cognitive Disorders and Alzheimer’s disease
Varcarolis Ch 23
Ignatavicius Ch 9
Lehne Ch 22 Alzheimer’s disease
ATI Ch 16
Med Surg ATI Ch 8

Optional: Gorman Ch 10

Practice and application
End of chapter review questions
Evolve chapter resources
<table>
<thead>
<tr>
<th>UNIT 12</th>
<th>JULY 1, 2014</th>
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</table>

**ANGER AND AGGRESSION**  
Neurobiology of Anger  
Interventions in medical and psychiatric settings

**VIOLENCE AND ABUSE**  
Family Violence; Cycle of Violence

**SUICIDE**  
Verbal and Nonverbal clues  
Lethality Assessment  
Interventions  
Survivors

**SPECIALIZED INTERVENTIONS**

**Groups**  
Analyze types of groups with the major purpose of each type  
Discuss “curative factors” in groups.  
Describe the roles that members assume within a group.  
Discuss group activities and behaviors associated with phases of group development.  
Describe the role of the nurse in group therapy  
Define the term family and describe common family compositions.  
Describe the characteristics of a dysfunctional family.  
Describe useful theoretical approaches to working with families.  
Identify the purpose and goals of family therapy.

**Family**  
Define the term family and describe common family compositions.  
Describe the characteristics of a dysfunctional family.  
Describe useful theoretical approaches to working with families.  
Identify the purpose and goals of family therapy.

Serious Mental Illness

| ATI tutorial : Gerontology |

| Varcarolis: Ch 27  
ATI Ch 29  
Optional : Gorman Ch 8 |

| Varcarolis Ch 28  
ATI Ch 30  
Optional: Gorman Ch 17 pgs 351-365 |

| Varcarolis Ch 25.  
Optional: Gorman Ch 9 pages 114-129 |

| Practice and Application  
End of chapter review questions  
Evolve chapter resources |

| Varcarolis Ch 33 and 34.  
ATI Ch 8 |

| Varcarolis Chapter 35  
ATI Ch 8  
Optional: Gorman Ch 17 pgs 341-351 |
A variety of teaching methods will be utilized in this course. Learning experiences are designed to increase the student’s self-awareness and knowledge of mental health nursing. Classroom experiences will include use of WebEx. Instructions and requirements for WebEx may be obtained from the FKCC homepage under Distance learning. Check the computer you will be using to make sure it has what it needs to participate in a class using WebEx. A camera is required to participate in a WebEx class. The course uses a traditional lecture format that may combine discussion question(s) and case studies. Films, audio-visual materials, computers, and guest speakers may also be utilized. Teaching methods also include a variety of independent and supervised community experiences. Clinical and/or classroom or laboratory experiences may include participant-observation, small group discussion, return demonstration and simulation.

**GRADING SCALE**
The following grade scale will apply to this class. This is consistent with the grading scale used in all NUR courses as outlined in the nursing student handbook.

- 90.0-100 = A
- 80.0-89.9 = B
- 77.0-79.9 = C
- Below 76.9 = D

**USING DTL**
The Department of Nursing has identified each student’s fkcc.edu e-mail as the main platform for communicating with students (program information, course schedule changes, assignments, updates, announcements etc.) The student is responsible and accountable for all communication through D2L and fkcc.edu e-mail. The student should check the designated course on D2L and ‘fkcc.edu’ e-mail at least 3-4 times a week. Checking D2L and the fkcc.edu e-mail demonstrates student responsibility and commitment to learning and professional behavior. Failure to check course announcements D2L and fkcc.edu e-mail does not excuse the student from the communication.

The Department of Allied Health & Nursing has sponsored web sites where faculty post approved materials: educational platform-D2L & WebEx. Students may not post any FKCC nursing or allied health course materials or faculty materials (for example: handouts, sample papers, Power Points, review sheets, IPA samples, clinical prep, legislative letters, etc.) on any other web sites. Students are not to design links to student generated web pages. Violation of this procedure will lead to disciplinary action and could result in legal action.

**COURSE / CLINICAL ATTENDANCE POLICY**
Attendance is taken in all lectures, simulation-labs and clinicals. 100% of attendance at clinical is required. Extenuating circumstances are dealt with on an individual basis but will require completion of supervised clinical experiences past the date of the final exam for the course due to limited clinical space and time. All absences must be reported to the course instructor and/or clinical instructor in advance as directed by the course instructor. The student should keep official documentation of the extenuating circumstance.

**METHOD OF STUDENT EVALUATION**
The theoretical / didactic grade for the course will be derived from written examinations. 85% of the student’s course grade is determined through objective written examinations. Examinations are focused on helping the student pass the NCLEX-RN examination and to help faculty evaluate student learning. Students will be tested on information and concepts presented in lecture and simulation lab, the textbook, ATI readings and practice tests as well as case studies and other resources posted on DTL. Exams measure the student’s ability to meet and apply the unit objectives. Exams are timed using a limit of 90 seconds per test question. It is the student’s responsibility to keep track of time spent and the time remaining on the exam. Examinations utilize formats similar to what is utilized on the NCLEX-RN licensing examination. This may include multiple answer questions, alternative –format items, matching, ranking, and short answer questions. The questions will be challenging and utilize various aspects of the nursing process. Critical thinking will also be incorporated. Math questions may be included on exams. Missing exams is discouraged and make-ups will be given only for extreme emergencies at the discretion of the instructor. Make-up exams will be considered only if the instructor has been notified in advance. Total points possible for missed exams will be 85%. Any student who scores less than 77.0% on any exam must contact the nursing faculty on site for remediation. It is the student’s responsibility to contact the instructor to discuss progress in the course. A comprehensive final examination will be given at the completion of the course. At the end of the course, all of the course examinations, including the final exam must average 77% (65.45 points) or better to pass the class.

**Note:** Scores on all exams and the score for the course grade are not rounded up.

**ATI PRACTICE AND PROCTORED EXAMS**

This course utilizes the ATI RN Content Mastery Series® and one ATI proctored exam to assist students in preparing for the NCLEX-RN® exam. Through practice and proctored examinations, students are able to assess their own knowledge and receive feedback and direction for content review throughout the program of study. Regular and focused use of online practice tests is strongly encouraged. Use the appropriate class code when signing into ATI.

The code for the class of 12/14 is **CDN002996329**.
The code for the class of 05/ 15 is **CDN 003444015**

Each student should log in once using this code and all of the assessments and tutorials will be available for unlimited use.

### Practice Tests

**Learning System/ Tutorials**

1. Communication
2. Mental Health 1
3. Mental Health 2
4. Mental Health Final
5. Gerontology

### Practice Assessments

1. RN Mental Health Online Practice 2013 A
2. RN Mental Health Online Practice 2013 B

All proctored ATI (standardized testing) assigned for the course must be completed in order to pass the course. Failure to take an assigned/proctored ATI test will result in a course failure. Students are expected to successfully achieve a level 2 or greater on ATI Mental health proctored exam.
BREAKDOWN OF EXAMS AND CLINICAL WRITTEN ASSIGNMENTS

All assignments in the course as listed below must be completed in order to pass the course. This includes exams, quizzes (if offered), written assignments, clinical assignments and all S/U assignments. All S/U assignments must receive a grade of “S”.

Exam 1 = 15%
Exam 2 = 15%
Exam 3 = 15%
Exam 4 = 15%
Final Exam = 25%
ATI Proctored Assessment Test

Written Clinical Assignments:
Clinical Logs and clinical case presentations = 4%

Key West
- Movie Log
- Marc Log
- MCDC Log
- Drug Court Log
- 12-Step Log
- Clinical case presentation(1)

Upper Keys
- Movie Log
- Drug Court Log
- 12-Step Log
- Clinical case presentations(3)

Discussion Question = 3%
Faces of depression topic paper = 4%
Simulation objectives and care plan = 4%
Clinical journal = S/U
Drug Cards = S/U
Signed course contract = S/U. Note: all signed course contracts must be submitted to the dropbox by the assigned date and time in order for the student to attend clinical.
Self-evaluation on CET = S/U

The points from the above written assignments will apply toward the course grade only after the exam average is 77 % or better. All assignments included in this course must be completed in order to pass the course. Failure to complete all of the assignments for the course will result in a course grade of “D.”

All written assignments must be placed in the dropbox by the due dates set forth in the course. Work submitted after the due date receive a grade of “0” but must still be turned in to pass the course.

EXAMPLE OF HOW TO CALCULATE YOUR GRADE

<table>
<thead>
<tr>
<th>Sample student scores</th>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 = 77 %</td>
<td>77% X .15 = 11.55 points</td>
</tr>
<tr>
<td>Exam 2 = 75 %</td>
<td>75 % X .15 = 11.25 points</td>
</tr>
<tr>
<td>Exam 3 = 79 %</td>
<td>79% X .15 = 11.85 points</td>
</tr>
<tr>
<td>Exam 4 = 80 %</td>
<td>80 % X .15 = 12 points</td>
</tr>
<tr>
<td>Final = 80 %</td>
<td>80 % X .25 = 20 points</td>
</tr>
</tbody>
</table>
Add all the points of the above sample scores which is 66.65. Since the sum is equal to or greater than 65.45 points, then add:

- Clinical logs and clinical case presentations = 80% X .04 = 3.2 points.
- Faces of depression topic paper = 80% X .04 = 3.2 points.
- Discussion question = 80% X .03 = 3.2 points.
- Simulation objectives and care plan = 80% X .04 = 2.4 points.

Add all of the points: 65.45 + 12 points = 77.45 points/100% = 77% = Course grade of “C”

Note: Final course grades are not rounded up.

**CLINICAL PERFORMANCE:**
Clinical experiences include both inpatient and outpatient settings. Students will participate in a variety of independent and supervised community experiences. Students are held to high standards of professionalism and community decorum when rotating to inpatient and community settings. This includes arriving to the assigned facility in a timely manner as directed by the course and/or clinical instructors. Students will receive a thorough orientation and clinical guidelines prior to beginning clinical rotations. Students may be asked to maintain their own personal file containing immunization records and may be asked to bring the file to their clinical orientation.

Assignments are made on the morning of clinical shortly after arrival to the inpatient setting. Assignments are made at the discretion of the instructor and the nursing staff. Students will engage in therapeutic interactions, practice observational skills, and may participate in and/or observe group and milieu activities.

The student is responsible for maintaining the standards of the American Nurses Association Code for Nurses. Failure to maintain confidentiality will result in course failure and/or legal actions by the host facility and/or client. A student will be dismissed from the program for a HIPPA violation and will not be eligible for readmission to the Nursing Program at FKCC. The student is expected to perform under the guidelines of the “Nurse Practice Act,” Chapter 464, Florida statutes. The student is also reminded that legal recourse by injured parties is a possibility.

**SAFETY POLICY**
Students are expected to maintain safe practice as determined by the course faculty to continue in the course. If the clinical instructor feels a student has come to the clinical area without adequate preparation for safe performance, the instructor is required to send the student out of the clinical setting; the absence will be considered unexcused, and the student will receive a clinical incident report.

In the clinical area, students are evaluated using the clinical evaluation tool. Students are required to complete a written self-evaluation as evidence of their identification of their strengths and weaknesses. Instructors will complete a written summation of the student’s performance in the clinical area with specific comments as to whether or not they met course objectives. Instructor evaluations of student clinical performance supersede student’s evaluations. Students are expected to be open to constructive feedback from instructors and modify behavior accordingly. Each student will be evaluated for clinical performance at mid and at the end of the semester.

Clinical performance is graded pass/fail and is evaluated on the basis of the written clinical objectives. The written assignments are used in part to help evaluate the student clinically.

A passing clinical grade is achieved when the student:

1. Consistently meets all the clinical objectives. (Pass/Fail) See clinical evaluation tool.
2. Meets clinical requirements for each agency.

The ability to safely and professionally apply theory to clinical experiences is the essence of nursing. Therefore, the clinical grade supersedes the theoretical grade. In order to pass the course and receive a theory grade, the student must be passing clinically. A clinical failure requires repeat of the total class, theory and clinical aspects, if readmitted to the program.
WRITTEN CLINICAL ASSIGNMENTS  See rubrics posted on DTL for evaluation of written clinical work.

All written work in this course is partially evaluated by evidence of growth in self-awareness on the part of the student. Self-awareness is an ongoing process by which the nurse gains understanding of his/her own behavioral, cognitive, emotional, and social personality traits. Through introspection, the nurse analyzes certain behaviors to determine whether they are helpful or hurtful in client interactions and professional communication. Self-analysis and self-awareness are directly related to how effective the nurse is therapeutically. In this course, self-awareness and helping characteristics are measured by:
1. Faces of depression paper - particularly requirements related to research and scholarly presentation.
2. Logs and clinical case presentations - requirements related self-awareness and application of clinical experience to course content.
3. Discussion question - requirements related to insight, new ideas, and creativity.
4. Simulation objectives and care plan - requirements related to use of nursing process and application of clinical experience to course content.
5. Clinical experiences - willingness to look at one's own behaviors, willingness to listen to constructive criticism, appropriate use of clinical supervision.
5. Clinical Evaluation Tool - Particularly communication and professional behavior

CLINICAL LOGS / CLINICAL CASE PRESENTATION 4%

All answers to the questions on the clinical logs must demonstrate application of the course material to the clinical setting. Logs are also evaluated in terms of introspection and self-analysis. All logs must be completed and returned by the due date. Logs demonstrate attendance at clinical assignments and are used (in part) to evaluate clinical performance. Log forms are due on the Monday after the clinical rotation by 12 noon.

The clinical case presentation is based on an assigned client in the inpatient setting. Each student will prepare the necessary clinical information and present the case on the following clinical rotation as directed by the clinical instructor. The completed presentation is also to be placed in the dropbox one week after the case is presented.

FACES OF DEPRESSION TOPIC PAPER 4%

This assignment is a formal research paper based on a film depicting the multifaceted presentations of depression. Each student will choose one individual presented during the film and then submit their choice and the reasons why to the dropbox the day following the film. The student will then develop a professional paper focusing on aspects of the client’s treatment. See the rubric on DTL that should be used to develop this paper.

DISCUSSION QUESTION 3%

Discussion board activities are designed for communication-based learning that promotes the development of self-awareness skills as well as an opportunity for clarification of ideas, values and beliefs. A discussion question will be posted on the D2L discussion board. See rubric posted on DTL for requirements and grading guidelines.

SIMULATION CARE PLAN 4%

Students should bring the objectives for each simulation as scheduled before class begins. Time will not be given in class for students to print the objectives. Each student will complete the written objectives for
each simulation scenario and submit a care plan directed by the course instructor.

**DROPBOX**
All written assignments must be placed in the dropbox by the due dates set forth in the course calendar. Dropbox submissions are due by noon on the Monday after the assigned clinical experience. Written clinical assignments will not be accepted via email or hard-copy.

**LATE WORK**
Any late clinical written work or late discussion board posts submitted past the deadline is assigned a “0” but must still be turned in to the faculty in a passing format to pass the course. Any assignment that is submitted electronically, including discussion board posts, must be received prior to the due date and time.

**JOURNAL S/U**
Students will keep a weekly clinical journal. It is useful to students establishing therapeutic relationships with people who experience mental health disorders in hospital and community settings. Journaling is particularly helpful in identifying biases and impressions about mental illness and treatment that are not factually-based. Journaling develops a habit of self-reflection, awareness, and understanding. Students are expected to maintain a clinical journal that reflects concerns, feelings, and observations that are germane to the development of nursing/caring behaviors. The journals periodically may be reviewed by the clinical instructor or lead course instructor for review and feedback. Clients should not be identified in these journals and client confidentiality must be maintained. Journals will be turned into the course and/or clinical instructor by the date designated on the course calendar.

**DRUG CARDS S/U**
Drug cards are to be hand written, using the template found on DTL. Drug cards are turned into the course or clinical instructor as directed by the date on the course calendar. Drug cards are not to be submitted via the dropbox.

**ACADEMIC HONESTY**
Students are expected to respect and uphold the standards of honesty in taking exams and in submitting written work to instructors. Any violation of academic integrity, cheating, or plagiarism will be handled in accordance with the 2013-2014 FKCC Student handbook. Please refer specifically to Student Code of Conduct on pages 25-39.

**SUCCESS IN THE COURSE**
The student is strongly encouraged to do the assigned readings in a pragmatic way before the lecture. It is helpful to become familiar with the unit learning outcomes for each unit and refer to them frequently while reading and studying. Lecture time does not read the book back to the student or tell the student what to study. Lecture time is not spent explaining basic concepts covered in the readings. Instead, lecture time is used to facilitate learning and help the student with application and critical thinking skills applicable to the course. Exams measure the student’s ability to meet and apply the unit objectives. It is important to focus on the course material in the first week as it provides the foundation for the rest of the course. It is also important to study the psychiatric mental health care plans as directed in class while focusing on the rationales behind the selected interventions.

**COMMUNITY SERVICE**
Each student will donate 15 hours to a community health service during the semester and submit documentation that is signed and verified to authenticate these hours. All volunteer/community service opportunities must be approved by the course instructor and have a signature before the
hours are completed. Volunteer/community service hours will not be recognized if the instructor’s signature is not included. After the hours are completed, a signature from an individual from the volunteer organization is required.

SURVEY REQUIREMENTS
Prior to the completion of each nursing course all students are expected to participate in the evaluation of FKCC courses. Please have available your course number, section number, and instructor’s last name.

SPECIAL NEEDS
Students with special needs as addressed by the Americans with Disabilities Act (ADA) who need assistance may notify the Office for Students with Disabilities at 305-809-3292 or via email at: suzy.parks@fkcc.edu. Reasonable efforts will be made to accommodate special needs.
Students are expected to familiarize themselves with FKCC Policies, which can be found in the current Student Handbook.

The Class Contract assignment is a method of ensuring that the student knows what to expect from the instructor and what the instructor expects from the student. By returning the Class Contract to the dropbox, the student acknowledges the following:

a. Understanding of the policies detailed in this Syllabus and in the Clinical guidelines.
b. Understanding of the expectations and due dates listed in the Course Calendar and Assessment Measures.
c. Understanding of the clinical assignments, dates and arrival times.
d. Agreement to be accountable to the standards published in this document.
e. Agreement that the expectations, standards and grading policies stated in this syllabus will be upheld and that standards, expectation and grading policies from prior courses will not be enforced.

The Class Contract is to be submitted via the dropbox by the date published in the Course Calendar.

By signing my name I acknowledge the above.

Print Name: ___________________________ Date: __________________

Signature: ______________________________

Revised: May, 2014