

ODESSA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

SYLLABUS RNSG 2161

Spring 2013

COURSE TITLE: CLINICAL-MENTAL HEALTH

CREDIT: 1 HOUR (48 CONTACT HOURS; 16 WEEK COURSE)

PLACEMENT: SECOND SEMESTER OF NURSING PROGRAM

PRE-REQUISITES: CONSENT OF DEPARTMENT

CO-REQUISITES: RNSG 2213

LICENSING/CERTIFICATION AGENCY: TEXAS BOARD OF NURSING (BON)

FACULTY: Course Coordinator:

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COURSE DESCRIPTION: A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. (ICO 2,2,3,4,1,1,15,2)

LEARNING OUTCOMES: As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupational and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

COURSE OBJECTIVES: Course objectives utilize the framework of the Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs. At the completion of the course, the student will be able to: (PO=Corresponding Program Outcome)

I. Member of the Profession:

A. Function within the nurse's legal scope of practice and in
accordance with the policies and procedures of the employing
health care institution or practice setting.

B. Assume responsibility and accountability for the quality of
nursing care provided to patients and their families.

- C. Participate in activities that promote the development and practice of professional nursing.
- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

II. Provider of Patient-Centered Care:

- A. Use clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidence-based practice outcomes as a basis for decision-making in nursing practice.
- B. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study.
- C. Analyze assessment data to identify problems, formulate goals/ outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.
- D. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.
- E. Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.
- F. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.
- G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.
- H. Coordinate human, information, and materiel resources in providing care for patients and their families.

III. Patient Safety Advocate:

- A. Demonstrate knowledge of the Texas Nursing Practice Act (NPA) and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- B. Implement measures to promote quality and a safe environment for patients, self, and others.
- C. Formulate goals and outcomes using evidence-based data to reduce patient risks.
- D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
- E. Comply with mandatory reporting requirements of the Texas NPA.
- F. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

IV. Member of the Health Care Team:

- A. Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care.
- B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.

- C. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.
- D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain the optimal health status of patients and their families.
- E. Communicate and manage information using technology to support decision-making to improve patient care.
- F. Assign and/or delegate nursing care to other members of the health care team based upon an analysis of patient or unit need.
- G. Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice.

TEACHING/LEARNING METHODS: Learning will occur as a result of clinical hours spent in direct client care; practicing therapeutic communication techniques and providing written process recordings of communication techniques utilized; visiting various community agencies offering services appropriate for clients experiencing internal and external stressors; and developing plans of care based on a holistic assessment of a client with a mental health alteration. Some community mental health agencies cannot allow student participation on site, **i.e., Rape Crisis/Children's Advocacy**; therefore this course may utilize guest speakers from selected agencies. Other assignments related to the clinical experience may be utilized. The student is expected to be an active participant in pre and post conference and classroom discussions. Internet assignments, ATI, videos, and group work may all be utilized to enhance **the student's learning experience.**

EVALUATION AND GRADING: Clinical course grades are Pass (PA) or Fail (F). Clinical objectives and the clinical evaluation forms **provide the objective measure of the student's** performance. These forms, which provide the grading criteria for this course, are included at the back of the syllabus. The student is encouraged to speak to the instructor about clinical progress at any time during the course. Students who are not prepared will be sent home and receive a **"0"** for the day. Instructor observation of care delivered to clients, input from agency staff or preceptors, written care plans, assigned written work, and other requirements are included in the assessment of clinical performance. Information about written assignments and grading criteria will be provided. Written assignments pertinent to the clinical course must be passed with a grade of 75 or higher in order to pass the clinical course.

Students must pass the co-requisite courses RNSG 2213 in order to receive credit in both courses. Failure in either course constitutes a failure in the co-requisite course. Process Recordings, clinical logs, reports of community experiences including Equine Therapy for Disabled Children, AA, AI-Anon, Nursing Diagnoses for populations represented by speakers, Movie Report, Spiritual and Religious Assessments, Mini-Mental-Status-Exam (MMSE), Geriatric Depression Scale and Hamilton Anxiety Scale are to be submitted on time and must receive a grade of 75 % to be deemed Satisfactory.

RNSG 2161 also requires students to develop a holistic plan of care based on an accurate assessment of a client experiencing a mental health alteration. The assessment and care plan

must be for a patient at Behavioral Health Centers of the Permian Basin. The student must pass the assignment with a grade of 75 or greater in order to pass the course. Patient scenarios will also be utilized to develop a plan of care. Scenarios may be assigned to individual students or to groups of students. Goals must be measurable and directly relate to the Nursing Diagnosis. All Nursing Diagnoses must be from Appendix B in Videbeck: NANDA 2009-2011.

Clinical evaluation will reflect the student's ability to meet clinical objectives and to implement classroom theory. Any identified weakness will need to be strengthened by the end of the course. As the course progresses, the instructor may rate clinical objectives as Needs Improvement (NI).

Satisfactory ratings of clinical objectives signify at least minimal accomplishment of tasks as stated or required. The student is consistent in performing nursing responsibilities. A satisfactory rating on all objectives on the summative (final) evaluation is necessary for the student to earn a pass (PA) in clinical courses.

Unsatisfactory ratings on clinical objectives signify unacceptable performance in one or more areas. The student displays one or more of the following:

- 1) unsafe practice by the lack of application of principles of safety and asepsis;
- 2) failure to accomplish task(s);
- 3) disregard for the client and /or family in administering care;
- 4) inability to identify or correct errors;
- 5) inability to transfer theory knowledge to clinical practice; and/or
- 6) inconsistent clinical behavior in the performance of nursing responsibilities.
- 7) violation of any client's anonymity or confidentiality in any setting.

The clinical evaluation tool denotes non-critical and critical elements. A critical element is defined as a behavior to be met during each clinical experience. Critical elements are distinguished on the evaluation form by the use of "***".

In cases of clinical failure, the student will be apprised of the failure as soon as reasonably possible. If clinical failure occurs before the end of the semester, the student has the option of continuing in the didactic course. If the student questions the decision, he/she will be referred to the grievance policy. The student should refer to the Nursing Student Handbook for further information on clinical requirements and grading policies.

CLINICAL EXPERIENCES:

The hospital-based clinical experiences are at Behavioral Health Centers of the Permian Basin in Midland, Texas. Community agencies are utilized, with the student having opportunities for self-selection of sites they wish to visit. Students are responsible for their own transportation. The clinical guideline is provided in the Learning Materials Packet.

COURSE SCHEDULE:

Students will receive a clinical calendar shortly after the beginning of the course. Some clinical experiences are scheduled by the instructor; other experiences will be arranged by each student.

Course Clinical Requirements:

8 hours Behavioral Health Centers of the Permian Basin

Speakers from APS/CPS/Rape Crisis/Children's Advocacy

Videos & Movies

Virtual Clinical Assignments

Community Experiences: Meals on Wheels, MHMR of Odessa,

Parents Coalition for Children with Special Needs,

Successful Aging Client and Professionals, TPAPN

AA Meeting/ Al-Anon Meeting

Approval by Instructor Movie Reaction Paper

Fair Haven, Parish Nursing,

Family Coalition, Hospice, NAMI, Abel Center, Mission Center Adult Day Service,

Council on Alcoholism-Tobacco Prevention, Palmer Drug Abuse Program, Hope House, West Texas Opportunities, S.H.A.R.E, Sib Shop, Rock House

Other sites may be added as facilities are available and to enhance the clinical experiences.

48 hours Total

TOTAL Required Clinical Hours for all students: 48

Students who miss clinical experiences will make them up by doing case studies in the testing center for 8 hours

REQUIRED TEXT BOOKS:

Varcariolis, Elizabeth & Halter, Margaret (2010) *Foundations of Psychiatric Mental Health Nursing* (6th ed.), Saunders: St. Louis

Varcariolis, Elizabeth, Carson Verna Benner, & Shoemaker, Nancy Christine (2006) *Virtual Clinical Excursions* (5th ed.), Saunders: St. Louis (**interactive software**)

Required computer access: **ATI access is required for weekly assignments.**

Other Required Resources

Gatson, Z.M. (2013) RNSG Mental Health Learning Materials Packet. Unpublished

Manuscript Odessa College Department of Nursing: Odessa, Texas

Reference books purchased in previous courses, such as the dictionary, various nursing process books, drug handbook, and laboratory-diagnostic test reference. The medical surgical text will also be used when learning about physical health conditions in the patient with mental alterations. Student Handbook.

COURSE POLICIES:

1. Should a student miss a clinical day additional assignments will be given in order to fulfill the course objectives. **The assignment will be completed in the "Testing Center" at Odessa College for the entire clinical time that is missed. If not done this may necessitate a grade of "I" incomplete in the course.**
2. All clinical is mandatory. This includes self-scheduled clinical.
3. Maintain professional integrity at all times.
4. Call the clinical instructor one hour before clinical if you must be absent.
5. Clinical written work reflects your clinical experiences. Superficial work will be returned to you for improvements. Ask questions if you need assistance. Do complete and thorough work the first time! Use attachment to email directed to instructor for all work. Handwritten work that is scanned in and attached must be legible. (typed preferred)
6. The student who continues to present poor written work will earn a failing grade in clinical.
7. The comprehensive care plan must be done on a patient at Behavioral Health Centers of the Permian Basin (BHCPB). Clear the selection with the staff and clinical instructor.
8. Students must be on time, dressed appropriately and prepared for clinical experiences. You will be sent home if the dress code is violated, if excessively tardy, or if unprepared for the clinical experience. The dress code is explained in the student handbook. Uniforms must be clean and wrinkle free (wear for BHCPB).
9. Dress for community agencies is casual professional (business attire) with name pin.
10. Only the instructor can cancel a scheduled clinical day. If weather or other factors arise that require cancellation of a clinical day, the instructor will call you prior to the start of the clinical day. A phone tree should be established to facilitate efficiency in letting

students know about schedule changes. If you feel that bad weather (such as snow or ice) would cause a road safety hazard for you and the instructor has not cancelled clinical, call the instructor to inform her/him of your situation. Safety first. We do not want students taking risks on unsafe roadways. Listen to the radio and TV if weather is bad. If OC cancels or postpones class, this applies to you, too. (call tree, Instructor calls 1st person on each group list and they call the 2nd and the second calls the third and so on. The last person calls the instructor to confirm.

11. When attending clinical experiences in settings where your instructor is not present, you are responsible for knowing where you are going, the required time you need to be there, and the required dress code if it differs from casual professional.

12. Remember that the patients in Mental Health Care are very ill. Wear loose clothing that cover you well. No tight low cut tops. Wear socks or hose to every clinical.

13. ***Refer to your Calendar for the written reports which are due by email.

Students are to utilize attachments to email in Word or word compatibility only.

It is preferred that **all reports can be typed and attached. Do not worry if the form doesn't look like the one in the LMP** as long as it contains all the information.

Students are encouraged to utilize email for submitting questions to the instructor. Utilize the cell phone for emergencies.

When you are in Community clinicals please place your phone in silent mode.

CLINICAL - MENTAL HEALTH EVALUATION

RNSG 2161 (Spring 2013)

Role of the Nurse: Student's Name:	Mid Term Evaluation	Daily Evaluation	Final Evaluation
As Member of a Profession:			
1. Incorporate the policies and standards of the O.C., and affiliating agencies into clinical practice. <ul style="list-style-type: none"> a. Accept constructive suggestions. b. Avail self of learning opportunities. c. Establish priorities for care with interdisciplinary team, focusing on safety concerns.** d. Interact on a professional level. e. Complete assignments on time. f. Follow agency policies.** g. Protect client confidentiality.** 			
Promote the profession of nursing in a manner which Reflects positively on self and nursing. <ul style="list-style-type: none"> a. Function as a safe, competent provider of nursing care. b. Practice under evidenced-based modalities at a beginning level of competency. c. Qualify nursing actions according to scope of practice. 			
As a Provider of Patient-Centered Care:			
1. Utilizes the nursing process and critical thinking in clinical decision making. <ul style="list-style-type: none"> a. Identify mental health/illness signs/symptoms. b. Cluster and analyzes health data and distinguishes nursing diagnoses c. Distinguish measurable goals. d. Organize client problems. e. Prepares nursing interventions. f. Identify goal attainment. 			
**2. Provides safe, effective, individualized nursing <ul style="list-style-type: none"> a. Care correlating developmental theory. b. Collect and documents data, all sources. c. Utilize milieu to facilitate safety. d. Practice therapeutic communication techniques. e. Monitor for signs and symptoms of distress/agitation. f. Present a caring and empathetic approach to client care. g. Maintain personal and professional boundaries 			
3. Demonstrate sensitivity to client's culture, ethnicity & individual characteristics across the continuum of care.			

<ul style="list-style-type: none"> a. Identify people who might follow other cultural Norms than themselves. b. Invite exchange of cultural information re: norms, health care related services and needs 			
4. Relate knowledge of psychiatric medications to client care.			
5. Interact with clients, significant others and peers using therapeutic communication skills. <ul style="list-style-type: none"> a. Select clients appropriate for learning level and clinical objectives, seeking input from agency staff. b. Recognize verbal and nonverbal communication cues. c. Identify speech patterns associated with mental illness. d. Utilize therapeutic communication techniques And document in process recording assignment 			
6. Applies sound nutritional practices related to health. <ul style="list-style-type: none"> a. Teach diet related needs if indicated b. Distinguishes knowledge of client's specific dietary restrictions when appropriate. 			
Patient Safety Advocate:			
A. Demonstrate knowledge of the Texas Nursing Practice Act (NPA) and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards. B. Implement measures to promote quality and a safe environment for patients, self, and others. ** C. Formulate goals and outcomes using evidence-based data to reduce patient risks. ** D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices. ** E. Comply with mandatory reporting requirements of the Texas NPA. F. Accepts and performs tasks that take into consideration patient safety and organizational policy. **			
Member of the Health Care Team:			
A. Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care. B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families. C. Refer patients and their families to resources that			

facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality. D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain the optimal health status of patients and their families. E. Communicate and manage information using technology to support decision-making to improve patient care. F. Assign and/or delegate nursing care to other members of the health care team based upon an analysis of patient or unit need.			
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Key: **Critical Elements must be met each clinical day.

Performance criteria are graded as:

Satisfactory – S N.O.-no opportunity available

Unsatisfactory – U

Needs Improvement – NI (Mid-rotation only)

The final grade for the clinical course is Pass (PA) or Fail (F). All criteria must be passed to receive a course grade of Pass (PA).

Daily Evaluation:

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Mid-Rotation Evaluation:

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Final Evaluation/Course Grade: ____ Pass ____ Fail

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Comments:

The Success Coaches: The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies **during the time I'm unavailable.**
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - post grades for discussion postings within one week of the discussion thread closing.
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
 - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
 - **getting "kicked off" of the system during tests or quizzes;**
 - having trouble submitting assignments; and

- dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - **ask questions if I don't understand; and,**
 - access my course several times during the week to keep up with assignments and announcements.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies **during the time I'm unavailable.**
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,

- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
 3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - **ask questions if I don't understand; and,**
 - attend class regularly to keep up with assignments and announcements.
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Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the office of Disability services at 432 335-6861 to request assistance and accommodations.

Learning Resource Center (Library)

The library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, Tutorials, and the "Ask a Librarian" service provide additional help.

Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

Student Portal

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432 335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#)

The instructor does reserve the right to change or alter this document as needed to promote or improve the learning experience of the student. It is advised to check the syllabus for changes. A notification will be sent out concerning any changes.

STUDENT CONTRACT

I have read the course syllabus and Learning Material Packer for RNSG 2161, the Odessa College Handbook, and the Nursing Department Student Handbook. I understand the requirements, grading policies, and attendance policies for the theory and clinical portions of this course.

Student Signature _____ Date _____

Instructor Signature _____ Date _____