

REINHARDT UNIVERSITY SCHOOL OF NURSING
NUR 402 Mental Health
Spring 2024

Course Faculty

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Simulation Lab:
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Course Description

This course focuses on nursing care for individuals or groups with emotional, behavioral, or communication alterations acquired from changes in personal structure or neurological physiology. Principles of abnormal psychology, pathophysiology, and pharmacology will be integrated into the design of appropriate nursing interventions for acute and long-term conditions of mental health clients. Communication skills, cultural sensitivity, empathetic care of others, and professional development are components developed in the care of this population. Lecture and clinical instruction are included in this course

Credit Hours

4 credit hours • 2 Theory Hours = 30 Contact Hours - Over 15 weeks, students will spend 100 minutes per week in lectures, class discussions, and examinations (25-30 hours for the semester). Instructional time includes a 3-hour final exam. Out of class work includes homework and preparation for exams and quizzes and is estimated at around 300 minutes per week. • 2 Clinical Hours = 80 Contact Hours - Over 15 weeks, students will spend a variable amount of time in the clinical setting per week for a total of 80 hours in the 15 weeks. For the weeks that the student is in Devereux Behavioral Health – Kennesaw and Highland Rivers CSU - Cedartown, the student will spend 300-450 minutes per week in preparation for patient care and assignment activities.

Course Schedule

Class meets each Tuesday from 12 pm until 2 pm

Clinical Schedule

Clinical experiences will be on campus in lab, in simulation, and at multiple clinical sites in the community. The student will be assigned nursing units during the semester and will receive direction for the clinical experience prior to the experience.

Pre and Co-requisites

Pre-requisites: Pre-requisites: NUR 301, NUR 302, NUR 303, NUR 305, NUR 307

Co-requisites: NUR 304

Course Textbooks and Resources**Required:**

Videbeck, S.L. (2023). Psychiatric-Mental Health Nursing (9th ed.). Wolters Kluwer. ISBN-13: 9781975184773

ATI Content Mastery Series Review Module RN Mental Health Nursing 12.0 Edition

Recommended:

--Publication Manual of the APA 7th ed. American Psychiatric Association (2020) ISBN-13: 9781433832178

Resources

Information technology requirements can be found at: <http://www.reinhardt.edu/it/>. A PC or MAC laptop that has wireless connectivity and is in good working condition is required for class and for testing. Additional software requirements for this course include Microsoft Office (Word, PowerPoint), Acrobat Reader and Adobe Media Player or another computer media player capable of accessing the course videos.

Clinical Equipment:

pen light, stethoscope, scissors, black pens for clinical.

Relationship between Course and Program Outcomes

Course outcomes, stated below, help the student achieve the outcomes of the BSN Program at Reinhardt University. Each course outcome is followed by numbers in parentheses to represent the program outcomes and student outcomes (listed as domains) to be met. Each course outcome is followed by Roman numerals in brackets to represent *The Essentials of Baccalaureate Education for Professional Nursing Practice* guidelines to be met (American Association of Colleges of Nursing [AACN], 2008).

Course Outcomes

Upon completion of this course, the learner will be able to:

1. Apply the concepts of the nursing process to the delivery of nursing care for adults and geriatric individuals experiencing health conditions. (1,2, Domain I, Domain II, Domain III, Domain IV, I, II, II, IV, V, VI, VII, VIII, IX).
2. Describe the relationship of the physical, developmental, economical, socio-cultural, psychological, and spiritual components of the adult and geriatric individual. (1,2, Domain I, Domain II, Domain III, Domain IV, I VIII, IX)
3. Examine the function of the professional nurse in diverse settings clinical settings. (2, Domain II, IX)
4. Apply the concepts of caring, critical thinking, clinical reasoning and clinical decision-making in the care of the acutely ill adult and geriatric individual. (2, Domain II, IX,)
5. Demonstrate knowledge of the nursing process and nursing clinical management of the adult and geriatric individual with acute health problems along the continuum of care, incorporating best practice, evidence and research into the nursing plan of care. (1,2,3,4, Domain I, Domain II, Domain II, Domain IV, I,II,III, IV,V,VI, VII, VIII, IX)

Program Goals of the Baccalaureate Program

1. Provide baccalaureate nursing education within a liberal arts framework with a focus on the art and science of nursing recognizing the need to address all human needs biologically, psychologically, socially/culturally, and spiritually as entry into practice and the basis for pursuing graduate education.
2. Graduate prepared BSN students who meet criteria for licensure and are able to enter practice and function as a generalist novice nurse.
3. Prepare graduates to be flexible and have the ability to adapt in the ever-changing healthcare landscape.
4. Prepare graduates to be leaders that can impact patient care, the healthcare environment, and the communities they serve.

Student Outcomes of the Baccalaureate Program

Reinhardt school of nursing BSN graduates will demonstrate the following characteristics and behaviors:

Domain I Communication

- Demonstrate caring therapeutic communication and collaboration grounded in theory and techniques to be utilized across the disciplines, with individuals, families, and communities including the use of verbal, written, informatics and technology.

Domain II Critical Thinking and Inquiry

- Infuse research, evidenced based information, safe quality therapeutic interventions throughout the process utilized for nursing practice – the nursing process.
- Utilize both critical thinking and clinical reasoning to determine prevention, treatment, education, and follow-up in caring for individuals and the community in the role of the professional nurse.
- Apply legal, organizational, management, leadership principles and techniques in the daily care of the individual in nursing practice.
- Demonstrate knowledge of quality improvement principles, state and federal regulatory agencies, accreditation agencies, economics, healthcare policy and reform.

Domain III Society and Culture

- Understand the role of the professional nurse in respecting culturally diverse populations and providing holistic care to these individuals
- Demonstration of theory and practice advocacy for vulnerable individuals, communities and populations
- Understand the legal and ethical rights to self-determination in regard to health.

Domain IV Values and Ethics

- Demonstrate self-assessment, accountability, responsibility for self in preparation for the role of the professional nurse.
- Understand legal responsibility for actions and inaction in the role of the professional nurse.
- Demonstrate ethical principles, reasoning, and problem solving in the role of the professional nurse. Self-Assess and evaluate growth personally, spiritually, and as a nursing professional based on moral and ethical principles, Christian principles of faith, and nursing principles.

The Essentials: Core Competencies for Professional Nursing Education

Domain 1: Knowledge for Nursing Practice

Domain 2: Person-Centered Care

Domain 3: Population Health

Domain 4: Scholarship for the Nursing Discipline

Domain 5: Quality and Safety

Domain 6: Interprofessional Partnerships

Domain 7: Systems-Based Practice

Domain 8: Informatics and Healthcare Technologies

Domain 9: Professionalism

Domain 10: Personal, Professional, and Leadership Development (AACN, 2021)

Methods of Instruction

This is a web enhanced course in which the instructor facilitates learning through classroom instruction, weekly assignments, classroom demonstrations, discussion, use of student text resources, and/or independent study. Expected assignments will be provided for each content module. Students are expected to access Canvas at least once each day during the course.

Required Course Evaluations

Evaluation of the course is required by the Reinhardt University School of Nursing (RUSON). These evaluations are implemented through an electronic format. Evaluation of the course, clinical site, and clinical faculty are useful (1) to implement quality improvement within the course, processes and policies; (2) to provide evidence required by our accrediting agencies and the State Board of Nursing. It is the student's obligation to provide professional, objective, helpful feedback useful for the purposes outlined, and conversely it is the RUSON's obligation to provide nursing knowledge and content at the appropriate level for the preparation of the generalist professional nurse, which includes NCLEX-RN preparation. It is the School of Nursing policy that final grades in the course cannot be posted by faculty to the registrar until the course evaluation has been completed by the student. For anyone who does not complete the course evaluation on time, a grade of Incomplete will be sent to the registrar. Faculty do not receive information from these course evaluations until after all grades have been posted to the registrar. Information from the evaluations for faculty perusal are sent in summary form. Students are not identified in any way on these faculty summaries. The program coordinator of Nursing provides faculty with a list of students not completing the course evaluations so that grades can be held.

Professionalism Policy

Professional behavior is expected in this course. Students are encouraged to review the Professionalism Policy and Rubric contained in the Student Handbook.

Attendance and Classroom Participation

It is expected that the student will demonstrate professional behavior by being present, prompt, awake, alert, prepared, as well as participate in each class, lab, simulation, or clinical experience.

Dress code

Students are expected to present themselves in a professional manner for all classes and activities. Dresses, skirts, and shorts must be an appropriate length. Students may not wear pajamas, tank tops, or shirts that reveal the abdomen to class.

Tardiness

Tardiness or early exit is disruptive to the class and not conducive to the learning environment. Late students may be required to wait to enter the classroom until a class break to avoid disruptions. Late students will not be admitted to class during an exam and the rules for absence will apply. If the student is tardy or absent, the student is responsible for any missed content and assignments. Any absence may require additional work to validate the student's understanding of the missed content. The faculty will counsel any student whenever classroom or clinical absences are affecting the grade. The program coordinator and the Dean of the RUCSONHS will be notified in writing by faculty of this situation.

Absence

RUCSONHS has approved three types of excused absences. These include:

- 1) University excused absence as approved by the Vice President of Academic Affairs,
- 2) An illness that requires visitation to a health care facility (a note documenting your visit is required from the healthcare provider).
- 3) Documented death of a family member.

All other absences will be considered unexcused unless prior arrangements are made and approved by the course coordinator/faculty. Because didactic/clinical contact hours must be met in nursing content to pass a course, participation in institutional activities must be arranged so they do not occur simultaneously with class, clinical, lab, or simulation activities.

Due to the rigor of nursing curriculum and the standard expectation of professional conduct, students are expected to make a concerted effort to attend every class meeting. Students who are absent from one class (whether excused or unexcused) will be required to meet with the program coordinator/faculty member. Students who are absent from more than one class will be required to meet with the program coordinator/faculty to outline an attendance plan for remaining classes and to determine if successful completion of the course is possible.

All absences, whether excused or unexcused, require that the student make up missed activities and/or assignments (if permitted to do so). The student is responsible for contacting the instructor prior to or after an absence to obtain the assignment for content information missed. The faculty will counsel the student whenever classroom absences affect the student's attainment of course outcomes.

Exceptions, if made, will be made at the discretion of the course faculty, clinical faculty, program coordinator and Dean. All communication and notification of absences/tardies to class, lab, simulation, or clinical must be made either by email or RU office phone to the course instructor, clinical faculty, or preceptor as applicable. Please see syllabus for designated email addresses. Texting is not permitted unless prior permission has been granted by the faculty. For example, a clinical instructor may give her clinical group permission to text to notify of a problem before clinical. Some clinical courses may require non-typical hours such as evening and/or weekend time slots. Participation is expected and required.

Conversations During Class

In order to provide the most optimal learning environment in the classroom, conversations during lecture should be kept to a minimum. When the private conversation becomes disruptive to the class or to the lecturing faculty, the participants will be instructed to leave the room. If a student is asked to leave more than once, that person will be sent to the program coordinator or dean for disciplinary action.

Electronic Devices

Reinhardt University strives to provide a positive learning experience for all students. Cell phones, iPads, computers and other electronic devices can disrupt classes and quiet places of study. We ask your cooperation in doing the following:

- Turn off your cell phones, iPads, etc. in the classroom, clinical, lab and simulation.
- Computers should be used only for classroom learning (i.e. viewing PowerPoint, note taking)
- If you are suspected of texting or any other activity NOT associated with classroom learning during class/lab, you will be asked to leave the classroom/lab and be counted as absent for the day.
- Electronic devices for research (looking up medications or disease processes) in the clinical setting will only be allowed as clinical affiliation agreements dictate. The clinical instructor will provide guidance on this based on specific clinical site expectations.

- Utilizing a personal phone in a patient's room or patient care area is prohibited. If you are suspected of utilizing your phone for personal matters, playing games, using social media, texting (other than what has been approved by your clinical instructor) you will be asked to leave the clinical area and be counted as absent for the day.
- Taking pictures in the clinical setting is prohibited. Patient confidentiality and HIPAA laws and regulations prohibit this practice. Unknowingly, items that may be in the background of group student pictures and selfies that are violations of confidentiality and the law. Violation of the patient's confidentiality and the HIPAA law will result in disciplinary action.
- Cell phones will not be utilized during examinations and will be collected or placed at the front of the room for an exam.

Video and Audio Recording

To assist students in notetaking and mastery of content, recording of lectures may be permitted. Because the lecture is the intellectual property of the professor, the student must ask the professor for permission before recording the lecture content of the course. The professor has the option to not allow recording of the course. If allowed, these recordings may only be used to assist the individual student in the course. Publishing, distributing to current or future students, or using classroom recordings in violation of these restrictions is a violation of the student code of conduct and may be a violation of federal copyright laws.

To secure the testing environment, exams may be recorded by the RUSON. Laboratory clinical check offs on the premises of RUSON and simulation activities may be recorded.

Math Proficiency Exam

Each student must score a 100% on a dosage calculation proficiency examination prior to the start of the clinical rotation. The test grade is *not* computed into the course grade. The test will be given at the beginning of the semester. Two re-tests will be given outside of class time. Three unsuccessful attempts at the test will result in course failure.

ATI Testing

As a component of this course, students will complete 2 ATI practice exams and a proctored standardized mastery exam. Each ATI practice exam and the mastery exam will receive a separate grade. These exams and the remediation associated with each exam will be calculated as 10% of the course grade. Students must meet the minimal standard of **Proficiency Level 2** or above on the Mastery Exam. Any student who scores less than a Proficiency Level 2 will then be required to repeat the mastery exam as scheduled by the course coordinator/faculty. The practice exams and the ATI Mastery exam will include customized remediation for each student. Practice exams will be open to students for a maximum of 24 hours. Following each practice and proctored exam, the course faculty will provide a customized remediation plan for each student within 72 hours of exam completion. The student will then have 72 hours to complete the remediation. For Practice exams A and B and the mastery exam 5 points will be deducted for each day the remediation is late, resulting in a 0 after 7 days. The student will receive an incomplete (I) course grade until the remediation for the mastery exam is complete.

Grading for Practice Exams A and B

- Completion of Practice Exam A and remediation- 100/A
- Completion of Practice Exam B and remediation- 100/A

Grading ATI Mastery Exam

- Level 2 or 3 with completed remediation- 100/A
- Level 1 with completed remediation- 83/B
- Level 0 with completed remediation- 75/C

- Students who retake the ATI Mastery exam and receive a level 2 or 3 on the retake exam will receive an additional 10 points.

Remediation Assignments for Practice and Content Mastery Exams:

- All students must complete the Focused Review Quiz in ATI
- Students will complete Active Learning Templates for Topics selected by the faculty. The number of active learning templates assigned will depend on the proficiency level achieved by the student.

<i>Level Achieved</i>	<i>Practice Exams A and B</i>	<i>Content Mastery Exam</i>
<i>Level 3</i>	Focused Review Quiz	No remediation necessary
<i>Level 2</i>	4 Active Learning Templates and Focused Review Quiz	4 Active Learning Templates and Focused Review Quiz
<i>Level 1</i>	6 Active Learning Templates and Focused Review Quiz	6 Active Learning Templates and Focused Review Quiz
<i><Level 1</i>	12 Active Learning Templates and Focused Review Quiz	12 Active Learning Templates and Focused Review Quiz

Course Assignments

Students are expected to perform individually. Individual students may transcribe notes for their own learning; it is not permissible to sell or otherwise distribute these notes. The distribution of any class materials is strictly prohibited.

Assigned Readings/Preparation

Students are expected to complete all assigned readings and homework assignments prior to coming to class, clinical, or lab. The student will be responsible for the didactic content discussed in the classroom. Clinical hours will be made up at the discretion of the course coordinator.

Online Activities

Students will need to be proficient in using computer and internet applications to access and complete course requirements. The faculty is not responsible for teaching the student basic computing skills and navigation of Learning Management system. The student is expected to log in to the Canvas course daily. It is important to look for any announcements and to monitor/participate in discussions as assigned. Eastern Standard Time in the United States is the required time zone for all course submissions.

Submission of Course Work and Late Submissions

- Each assignment provides specific details on how it is to be submitted, whether via the assignment drop box feature, discussion board, in person, group, or individual delivery to office or email. Assignments not submitted as directed will not receive credit.
- Five points per day (including weekends) will be subtracted from a grade for any late assignment, discussion, or any course activity, whether online, in-class, or clinical. Assignments not submitted within seven days (including weekends) of due date will receive a zero (0).
- Naming convention for all coursework submitted using Canvas
 - Save document with Course ID followed by a period, then the name of the assignment followed by a period, then your Last name and first initial.
 - Example: NUR312.syllabus.DoeJ

Evaluation and Grading

The work of the individual student will be evaluated according to the student learning outcomes and grading criteria associated with each assignment. Assignments must be on time, correct, complete, and pertinent. Grammar, spelling, writing style, and form are a part of the grade on each assignment. For courses that have a clinical component, both the classroom and clinical experience must be successfully passed.

<i>Reinhardt School of Nursing Grading Scale</i>	
92.5 – 100	A
82.5-92.4	B
74.5-82.4	C
64.5-74.4	D
Below 64.4	F

A final letter grade of “C” is required in all nursing courses.

Grade Allocation

Item	Percentage of Grade
Final Exam	20 %
Exams and quizzes	50 %
Participation/Homework/Attendance	15 %
Discussion Posts	5 %
ATI Mastery Exam	10 %
Clinical Paperwork	P/F

Examination Policy / Procedure

The concepts and content of the nursing curriculum reflect the areas in which proficiency is necessary for meeting program goals, student learning outcomes and success on the NCLEX-RN licensing exam. It is the policy of Reinhardt University School of Nursing that all final exams will be comprehensive or contain a comprehensive component, where appropriate. In addition, at least 70% of the course grade in each course during semesters 1 through 3 must be derived from proctored testing.

The student must have a weighted average of 75% on all exams (quizzes, sectional exams and final exam) in order to successfully complete the course. Papers, projects, discussions, etc. may not be used to pass the course. Exam grades will be averaged first and then the other grades are added provided the student has at least a 75% exam average. *If a student does not have $\geq 75\%$ weighted average on all tests (quizzes, sectional exams, and final exam), the student fails the course regardless of other points earned in the course.*

Students will be randomly assigned seats for testing and should arrange themselves with ample space between them and the next person. Students must bring a privacy screen for every exam. Failure to provide a privacy screen may result in an unexcused absence for the exam. Students must be seated and ready to start the exam at the scheduled time. Late students will not be admitted to class during an exam and the rules for absence will apply.

Backpacks, purses, cell phones, additional pens and pencils, hats, jackets, and books will be placed in a designated area of the classroom prior to taking each exam. Eating is not allowed during the exam. Pencils and

paper will be provided, if necessary. Testing may be performed on the student's laptop computer, or an established PC in the computer lab. Except for NUR 302 and the pre-clinical dosage calculation exams, students may not use separate calculators. There is a calculator available on the electronic testing platform. Testing is never permitted on a tablet or cell phone. While testing, the proctoring instructor will not address questions. If scratch paper is allowed, the student will place their name on it and submit it to the faculty before leaving the room.

Allowing access to your answers or attempting to gain access to another's answers is cheating. Cheating will result in disciplinary action, which may include a failing grade and/or dismissal from the school of nursing.

During electronic format exams, both written and verbal instructions will be provided to students. Exam timing may be preset in the testing system and students are to note and adhere to the allotted time. When exam time expires, further submission of answers is not allowed and unanswered questions will not receive credit. Attempting to access the exam outside the proctored classroom environment is considered academic misconduct and may result in dismissal from the school of nursing.

Distribution of testing materials is prohibited and may result in dismissal from the school of nursing.

After an exam, the instructor will complete a statistical analysis of the test. Grades will not be posted until the analysis is complete. Exam review will be at the discretion of the instructor. Students will not take notes during the review. Final exams are not available for review.

Exams missed for an excused absence may be made up within 5 school days after returning to campus at a time determined by the course faculty. The format for all make-up exams will be at the discretion of the faculty and may include essay, short answer, fill in the blank, and/or multiple-choice type questions that cover the same content areas from the missed exam. Exams missed due to unexcused absences may not be made up. In this case, the grade achieved by the student for the comprehensive final exam will also be entered for the missed exam.

When a student knows he/she will be absent from an exam, he/she must notify the course coordinator/faculty before the exam. The email or phone message time stamp should NOT indicate a time later than the start time of the exam. For any excused or unexcused absences on examination dates, the instructor of the course must be informed of the reason for missing the exam prior to the exam being delivered to the other students. For excused absences, the student is responsible for making arrangements with the instructor or professor of the course. For unexcused absences that have been reported, the weight of the exam will be added to the final exam. Unexcused absences on the final exam will result in 10% deduction to the exam grade. Failure to notify the instructor or professor of the course of your absence prior to the examination time, will result in a "zero" for the exam grade that cannot be made up. If in the judgment of the faculty there are circumstances that warrant allowing the student to make up the exam with the failure to notify the instructor of the absence before the exam, the resulting points will be 90% of the actual points and counted as such. Unannounced quizzes will not be made up because of an absence.

Course Schedule

DATE	TOPIC
Week 1	<p>Introduction - students and faculty</p> <p>Mental Health Nursing - What's it all about?</p> <p>What's a 1013, 1014, 2014?</p> <p>How do I study?</p> <p>Focused Readings in ATI CMS Review Module RN Mental Health Nursing 11.0 Focused Readings in Videbeck's MH Nursing textbook</p> <p>ONLINE</p> <p>Healthy People 2030 Mental Health and Mental Disorders</p> <p>Objectives for week 1:</p> <ol style="list-style-type: none"> 1. Learn more about your peers 2. Understand the legal rights of clients in the MH setting 3. Understand the ethical issues of clients in the MH setting 4. Examine one's own feelings, discomfort, and/or bias that arises from an encounter with a client with mental illness 5. Understand the importance of guidelines Healthy People 2030. <p>Assignments: Clinical Med Quiz, Discussion board: Mental Health vs Mental Illness</p>
Week 2	<p>Focused Reading in Videbeck Psychiatric MH Nursing textbook</p> <p>UNIT 2: Read and review these two chapters: Watch for the highlighted words and understand their meaning;</p> <p>Therapeutic Relationships Chapter 5 - Read through the chapter. Read the samples of dialogue that provide examples of therapeutic and nontherapeutic questions and responses.</p> <p>Therapeutic Communication Chapter 6 - Read through the chapter. We are going to spend a lot of time on Table 6.1 and Table 6.2 during class. Read the samples of dialogue that provide examples of therapeutic and nontherapeutic questions and responses.</p> <p>Unit 3: Chapter 9 Legal and Ethical Issues, page 146 - 149, read Duty to Warn Third Parties, skip Insanity defense and nursing liability, READ Ethical Issues, page 150 - 153</p> <p>ONLINE INFORMATION</p> <p>Healthy People 2030 Mental Health and Mental Disorders</p> <p>https://health.gov/healthypeople/objectives-and-data/browse-objectives/mental-health-and-mental-disorders.</p> <p>Assignment: ATI Nurses Touch: Therapeutic Communication</p>

Week 3	<p><u>Focused Reading in Videbeck MH Nursing textbook</u> Anxiety and Anxiety Disorders Chapter 14 ...with related pharmacology Anxiety Suicide</p> <p>Focused Readings Anxiety and Anxiety Disorders Chapter 14 with related pharmacology Read Anxiety as a Stress Response Tables 14.1, 14.2 Table 14.3 Drugs used to treat anxiety disorders Etiology (page 229) Treatment, Age-Related Considerations Plan of care for a client with Anxious behavior</p> <p><u>After reading these sections of the chapter, the student will be able to:</u></p> <ol style="list-style-type: none"> 1. Describe anxiety as a response to stress. 2. Describe the levels of anxiety with behavioral changes related to each level. 3. Describe the current theories regarding the etiologies of major anxiety disorders. 4. Discuss the use of defense mechanisms by people with anxiety disorders. 5. Evaluate the effectiveness of treatment for clients with anxiety disorders. 6. Apply the nursing process to the care of clients with anxiety and anxiety disorders. 7. Provide teaching to clients, families, caregivers, and communities to increase understanding of anxiety and stress-related disorders. 8. Examine your feelings, beliefs, and attitudes regarding clients with anxiety disorders. <p>Assignment (in class): ATI Video Case Study: GAD, Quiz</p>
Week 4	<p><u>Focused Reading in Videbeck MH Nursing textbook</u> Trauma and Stressor-Related Disorders Chapter 13 with related pharmacology: Read and know the highlighted words throughout the chapter, (omit the DSM-V information pages 209-210). Concentrate on the plan of care for PTSD and the Care of Clients with PTSD, pages 214 - 219. Read and learn from the <i>italicized samples</i> of conversation throughout the chapter.</p> <p>After reading Chapter 13, the student should be able to: Discuss the characteristics, risk factors, and dynamics of immediate- and longer-term individual responses to trauma and stressors. Describe responses to trauma and stressors, PTSD and Provide education to clients, families, and communities Develop a plan of care for clients with trauma or stressor-related diagnoses. Evaluate your own experiences, feelings, attitudes, and beliefs about responses to trauma and stress.</p> <hr/> <p>OCD and Related Disorders Chapter 15 with related pharmacology: Read and know the highlighted words throughout the chapter, (omit the DSM-V information pages 243). Concentrate on the plan of care for a client with OCD</p>

	<p>and the Care of Clients with OCD, pages 245 - 251. Read and learn from the <i>italicized samples</i> of conversation throughout the chapter.</p> <p>After reading Chapter 15, the student should be able to:</p> <p>Discuss etiologic theories of obsessive–compulsive disorder (OCD).</p> <p>Describe related compulsive disorders</p> <p>Develop a plan of care for clients and families with OCD.</p> <p>Provide education to clients, families, caregivers, and community members to increase knowledge and understanding.</p> <p>Evaluate your feelings, beliefs, and attitudes regarding OCD and related disorders.</p> <p>Assignment: Support or Group Meeting</p>
Week 5	<p>Exam 1</p> <p>Assignment: Discussion board: compassion fatigue</p>
Week 6	<p>Prior to Class on Tuesday, February 13: Review the PowerPoints for each chapter as you read along in your Videbeck textbook. The subjects for this week can also be found in the ATI RN Mental Health Nursing Content Mastery Series: Review Chapter 21, Chapter 24, Chapter 25 and therapies in Chapter 8 and 9.</p> <p>Focused Reading in Videbeck textbook:</p> <p>Grief and Loss Chapter 10</p> <p><u>... Read about the Theories of Grieving - pages 157 e-book instead of pharmacology</u></p> <p>After reading this chapter, the student should be able to:</p> <ol style="list-style-type: none"> 1. Identify the types of losses for which people may grieve. 2. Discuss various theories related to understanding the grief process. 3. Describe the five dimensions of grieving. 4. Discuss universal and culturally specific mourning rituals. 5. Discuss disenfranchised grief. 6. Identify factors that increase a person's susceptibility to complications related to grieving. 7. Discuss factors that are critical to integrating loss into life. 8. Apply the nursing process to facilitate grieving for clients and families. <p>-----</p> <p>-----</p> <p>Anger, Hostility, and Aggression Chapter 11</p> <p>...with related pharmacology</p> <p>Objectives:</p> <p>After reading the chapter, the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss anger, hostility, and aggression. 2. Describe psychiatric disorders that may be associated with an increased risk of hostility and physical aggression in clients. 3. Describe the signs, symptoms, and behaviors associated with the five phases of aggression. 4. Discuss appropriate nursing interventions for the client during the five phases of aggression.

	<p>5. Describe important issues for nurses to be aware of when working with angry, hostile, or aggressive clients.</p> <p>-----</p> <p>-----</p> <p>Abuse and Violence Chapter 12 - ...with related pharmacology After reading this chapter, the student should be able to:</p> <ol style="list-style-type: none"> 1. Discuss the characteristics, risk factors, and family dynamics of abusive and violent behavior. 2. Examine the incidences of and trends in domestic violence, child and elder abuse, and rape. 3. Describe behavioral and emotional responses to abuse. 4. Apply the nursing process to the care of clients experiencing abuse and violence. 5. Provide education to clients, families, and communities to promote prevention and early intervention of abuse and violence. 6. Evaluate your own experiences, feelings, attitudes, and beliefs about abusive and violent behavior. <p>Assignment: Engage Mental health RN: social, emotional & behavioral Concerns</p>
Week 7	<p>Schizophrenia Chapter 16 with related pharmacology</p> <p>Focused Reading: Box 16.1, clinical course, treatment, Box 16.2, Application of the Nursing Process, Box 16.3, Box 16.4, Nursing care plan: client with delusions, Nursing Interventions for clients with schizophrenia, Box 16.5, client and family education</p> <p>After reading this chapter, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe the positive and negative symptoms of schizophrenia. 2. Discuss various theories of the etiology of schizophrenia. 3. Evaluate the effectiveness of antipsychotic medications for clients with schizophrenia. 4. Apply the nursing process to the care of a client with schizophrenia. 5. Describe a functional and mental status assessment for a client with schizophrenia. 6. Provide teaching to clients, families, caregivers, and community members to increase knowledge and understanding of schizophrenia. 7. Describe the supportive and rehabilitative needs of clients with schizophrenia who live in the community. 8. Evaluate your own feelings, beliefs, and attitudes regarding clients with schizophrenia. <p>Assignment: ATI Real Life RN MH 4.0: Schizophrenia ATI RN Mental Health 2019 Online Practice Exam A (completed at home) and remediation</p>
Week 8	<p>EXAM 2</p> <p>Assignment: Support or Group Meeting Paper</p>

Week 9	Spring Break – No class.
Week 10	<p><u>Focused Reading in Videbeck MH Nursing textbook</u> Addiction Chapter 19 ...with related pharmacology After reading this chapter, you should be able to:</p> <p>Explain the trends in substance abuse and discuss the need for related prevention programs. Discuss the characteristics, risk factors, and family dynamics prevalent with substance use disorders. Describe the principles of a 12-step treatment approach for substance use disorders. Develop a plan of care for clients with substance use issues. Provide education to clients, families, and community members to increase knowledge and understanding of substance use. Discuss the nurse's role in dealing with the chemically impaired professional. Evaluate your feelings, attitudes, and responses to clients and families with substance use disorders.</p> <p>Eating Disorders Chapter 20 ... with related pharmacology After reading this chapter, you should be able to:</p> <p>Compare and contrast the symptoms of anorexia nervosa and bulimia nervosa Discuss various etiologic theories of eating disorders. Identify effective treatment for clients with eating disorders. Plan care for clients with eating disorders. Provide teaching to clients, families, and community members to increase knowledge and understanding of eating disorders.</p> <p>Assignment: ATI Engage Mental Health RN and Real Life RN MH 4.0</p>
Week 11	<p>EXAM 3</p> <p>ATI Practice Test B w/ remediation</p>
Week 12	<p>Note: Evaluate your feelings, beliefs, and attitudes regarding mood disorders and suicide and clients with Personality Disorders <u>Focused Reading in Videbeck MH Nursing textbook</u> Mood Disorders and Suicide Chapter 17 After reading this chapter, you should be able to: Discuss etiologic theories of depression and bipolar disorder. Describe the risk factors for and characteristics of mood disorders. Plan care for clients and families with mood disorders.</p>

	<p>Provide education to clients, families, caregivers, and community members to increase knowledge and understanding of mood disorders.</p> <p>Identify populations at risk for suicide.</p> <p>Plan care for a suicidal client.</p> <p>Personality Disorders Chapter 18</p> <p>...with related pharmacology</p> <p>After reading this chapter, the student should be able to:</p> <ol style="list-style-type: none"> 1. Describe personality disorders in terms of the client's difficulty in perceiving, relating to, and thinking about self, others, and the environment. 2. Discuss factors thought to influence the development of personality disorders. 3. Apply the nursing process to the care of clients with personality disorders. 4. Provide education to clients, families, and community members to increase their knowledge and understanding of personality disorders. <p>Assignment: Discussion board: Personality Disorders, ATI Engage Mental Health RN</p>
Week 13	<p>Note: Evaluate your feelings, beliefs, and attitudes about clients with ASD and ADHD and their parents and caregivers.</p> <p>Focused Reading: Overview of Somatic Symptom Illnesses, related disorders, Nursing care Plans, etiology, treatment, Assessment for Somatic Symptom Severity</p> <p>Somatic Symptom Illnesses Chapter 21</p> <p>... with related pharmacology</p> <p>OBJECTIVES</p> <p>Upon completion of this chapter, the student will:</p> <p>Describe various types of somatic symptom and dissociative disorders and identify symptomatology associated with each; use this information in client assessment. (CO 1,4)</p> <p>Identify predisposing factors in the development of somatic symptom and dissociative disorders. (CO 1,2)</p> <p>Formulate nursing diagnoses and goals of care for clients with somatic symptom and dissociative disorders. (CO 4,5)</p> <p>Describe appropriate nursing interventions for behaviors associated with somatic symptom and dissociative disorders. (CO 3,4,5)</p> <p>Evaluate the nursing care of clients with somatic symptom and dissociative disorders. (CO 5)</p> <p>Discuss various modalities relevant to treatment of somatic symptom and dissociative disorders. (CO 3,4,5)</p> <p>OBJECTIVES</p> <p>After reading this Chapter 22, Neurodevelopmental Disorders, you should be able to:</p> <p>Discuss the characteristics, risk factors, and family dynamics of autism spectrum disorder (ASD) and attention-deficit/hyperactivity disorder (ADHD).</p> <p>Plan care for children and adolescents with ASD and ADHD and their families.</p> <p>Provide education to clients, families, teachers, caregivers.</p> <p>Discuss the nurse's role as an advocate for children and adolescents.</p>

	Assignment: Support or Group Meeting Paper, ATI Engage Mental Health RN
Week 14	Exam 4
Week 15	<p><u>Focused Reading in Videbeck MH Nursing textbook</u> Disruptive Behavior Disorders Chapter 23 ...with related pharmacology PowerPoint for Videbeck's Chapter 23 with voice over</p> <p>Cognitive Disorders Chapter 24 ...with related pharmacology Assignment: ATI Engage Mental Health RN</p>
Week 16	Last day of semester April 23 ATI Mastery Exam
Final Week	Final week begins April 25 – May 1, 2024 ATI Mental Health Mastery Exam (retake prn)

CLINICAL

Participation

The student is expected to participate in the clinical portion of this course. Participation includes being punctual, prepared (with the appropriate professional supplies), engaged in learning, teamwork and professionalism. Each student will be evaluated based on these criteria during each clinical experience and assigned a satisfactory or unsatisfactory as part of the clinical grade.

Orientation

The student will participate in computer orientation and/or hospital orientation as the clinical site designates or requires.

Clinical Outcomes

Clinical activities will support the course outcomes. Learning experiences and activities will vary by course. The clinical instructor, in cooperation with the course coordinator will provide guidance for the clinical day based on specific course outcomes as well as unit practices. Specific clinical procedures and expectations are available in Canvas.

Clinical Written Work

Preclinical work – Students may be assigned preclinical work at the discretion of the clinical faculty to help them prepare for their experience.

Patient Worksheet - Demographics, medical diagnosis, physician orders, results of lab work & diagnostic tests, pathophysiology information, information regarding medications, standard treatment, etc. Information to be obtained from the patient should be assessed during the actual clinical experience.

- Patient assessment** - Students will complete an appropriate assessment of their assigned patient each week.

- b. **Medication sheet** - Students will complete the medication sheet on each medication that their assigned patient is receiving.
- c. **Reflection Journal** - Students will complete a reflection after each clinical shift using the reflective journal template at the end of the patient worksheet.

Clinical evaluation tool (CET) - Students will complete this form at midterm and end of semester. If students attend more than clinical site, a CET is required for clinical site. This form will also be used by the student as a self-evaluation of performance and by the clinical instructor to evaluate the student's clinical performance. Additional CETs may be required for non-progressing performance.

Written work is graded satisfactory ("S") or unsatisfactory ("U") by faculty. A pattern of unsatisfactory or non-progressing performance may be referred to the course coordinator and Dean by clinical faculty. Continued unsatisfactory work may reflect a lack of knowledge, comprehension, application, and synthesis of clinical information on the student's behalf and may result in failure of the clinical component and thus failure of the course. Students are responsible for maintaining all clinical paperwork and presenting, if requested, for final evaluation by clinical faculty.

Clinical Paperwork

All written clinical paperwork, including the CET, reflections page, and patient worksheet will be due the second day after the clinical at 2359 (i.e. for Monday clinical, the paperwork would be due on Wednesday night at 2359, for Friday clinical, the paperwork would be due Sunday night at 2359).

For an "unsatisfactory" professionalism core indicator, students will receive:

- 1st Unsatisfactory - counseling by clinical faculty
- 2nd Unsatisfactory - counseling by clinical faculty, course coordinator and Dean of Nursing with risk of clinical failure
- 3rd Unsatisfactory - counseling by clinical faculty and course coordinator and Dean of Nursing with risk of clinical failure

Any unsatisfactory rating in professionalism will be taken seriously.

Skills Performance

Students must consult with the clinical instructor before performing any invasive procedures, even if supervised by a staff nurse. Students are responsible for acting within their scope of practice. Students must be supervised by the clinical instructor when administering medications unless approved by the clinical instructor to administer medications under the supervision of the staff nurse. This approval may be given based on the level of the student. Students are never to administer medications without the supervision of a licensed nurse.

Clinical Attendance

The student must notify the clinical instructor on the morning of the experience prior to clinical if an absence cannot be avoided. Clinical experiences are essential to successful completion of the course. Students are responsible for any work assigned as a make-up for clinical hours. Clinical absences will be evaluated on a case-by-case basis by the clinical faculty and course coordinator in conjunction with the dean to determine if course outcomes can still be met.

Clinical Attire

- The school-designated uniform consists of **scrub pants and a scrub shirt of the appropriate colors with the school emblem**. A clean white or black long-sleeved shirt may be worn under the scrub top if allowed by the facility. School-designated scrub jacket is optional.
- Hoodies, coats, jackets (except for the school-designated scrub jacket) or sweaters are not permitted.
- Uniform shoes are to be solid black nursing shoes or solid black tennis shoes. Shoes should be clean and must not have open toes or heels. Shoes must be fluid resistant.
- School uniforms must fit properly with pants hem at ankle length. Pants should not touch the floor.
- The only exception to the approved school uniform is for pregnancy. The student must have the maternity uniform approved by the faculty prior to wearing it during clinical experiences.
- If the facility mandates, a school photo ID name badge must be worn on the front of the uniform. The name badge should include the student's full name and title of Student Nurse.
- An ID badge must always be worn during direct or indirect care at the clinical facilities. A student who reports to a clinical activity without a name badge will be sent home and clinical hours missed must be made up.
- White, black, or navy blue non-patterned hose or socks are to be worn with pants uniforms.
- Undergarments are not to be visible through the uniform.
- Hair must be neatly groomed and either short or tied back away from the face, so it does not touch the shoulders. Unnatural hair colors are not permitted (for example: blue, pink, purple). Barrettes and ponytail holders must be plain and inconspicuous. Headbands, if worn, must be solid navy, white, or a color matching the student's hair color.
- Beards and mustaches should be clean, neatly trimmed and should not touch the uniform. Facial hair is prohibited if it interferes with required PPE.
- Fingernails must be clean and well-trimmed, not exceeding past the fingertips. Artificial nails/overlays and nail polish are not allowed.
- No dangling earrings may be worn. Two pairs of small post style earrings are allowed. No other body piercing jewelry (gauges, tongue rings, nose rings, etc.) is allowed. Wedding bands may be worn if permitted by the clinical facility. A medical alert bracelet or necklace may be worn. No other jewelry is allowed.
- Tattoos must be covered unless they are on the hands or wrists. Due to hand hygiene and infection prevention requirements, tattoos on the hands and wrists may not be covered. Visible tattoos must not contain obscene, profane, racial, sexual, ethnic, or otherwise offensive or controversial subject matter. They must not be offensive to others based on any characteristics or attributes of a sensitive or legally protected nature. A tattoo on the hand or wrist may result in the student being unable to complete the clinical rotation.
- False eyelashes are not to be worn with the clinical uniform.
- Gum chewing during clinical experience is not permitted.
- The student will not be permitted in the clinical area unless in complete uniform. Clothing must be in good repair, clean, and unwrinkled.
- Simulation is considered clinical time and clinical guidelines must be followed.
- Student requests for modifications to the uniform must be reviewed and approved by the Dean.

Academic Integrity

The faculty of Reinhardt University BSN Program affirms the highest standards of honesty. Students are expected to follow guidelines in the University Student Handbook, Academic Catalogue, as well as the BSN Program Handbook. Cheating and plagiarism will not be tolerated. All students are expected to adhere to the highest standards of academic integrity, and to abide by the Reinhardt Honor Code:

Reinhardt University is a community of learners committed to the integration of faith and learning in the education of the whole person. As a partnership of students, faculty, and staff, we are dedicated to intellectual inquiry, academic freedom, and moral development. We are devoted to the principles of integrity, honesty, and

individual responsibility. Therefore, in all our personal and academic endeavors, we will strive to represent our institution with integrity, purpose, and pride; demonstrate honest behavior and expect honesty from others; and accept responsibility for our own words and actions.

As a student in Reinhardt University school of nursing, I also pledge that all assignments, quizzes, examinations, papers, projects, lab work, simulations will be my own work, I will not participate in academic dishonesty or plagiarize, and all clinical care that I provide to my patients will not be in violation of this pledge. All nursing students are expected to be familiar with the Reinhardt policy on academic dishonesty stated in the University Catalog and in the Student Handbook. Plagiarism (using the ideas and phrases of others without crediting them, therefore claiming those ideas and phrases as your own) will not be tolerated in this program or on this campus. To avoid such academic dishonesty, you must use a citation (footnote or in text) for all ideas drawn from your reading and research, including research in encyclopedias and online, even when you have restated those ideas in your own words.

Academic misconduct is taken very seriously. It can be represented by such acts as:

- Plagiarism
- Cheating
- Unethical use or sharing of texts and teaching-learning resources including, but not limited to, those purchased by another
- To give or receive information ***before, during or after examinations*** – including previous test information, copying actual exams or quizzes, or possession and use of unauthorized instructor materials (test banks associated with texts utilized in the course)
- To turn in assignments which are the result of another's work (fabrication)
- Acting in a disrespectful manner toward patients, visitors, faculty or clinical faculty
- Falsifying clinical documents
- Falsifying the medical record
- Duplicating and disbursing in any format copyrighted national certification exam questions
- Sharing or discussing information or details regarding simulation scenarios/clinical experiences that represent a HIPAA violation

Academic dishonesty will result in a grade of zero for the particular course assignment or examination and pending review of the Dean, failure of the course and dismissal from Reinhardt University.

Communication

Regular feedback about course concerns from students to faculty is welcomed. Any concerns related to a specific faculty member should first be discussed with the faculty member involved. If the situation remains unresolved, the next approach is to meet with the program coordinator followed by a meeting with the Dean of the School of Nursing.

All professional cultures designate appropriate ways to communicate formally and informally via technology. For the nursing program, formal communication is appropriate through your RU email account. Formal communication is anything directly related to assignments, individual meetings, absences, grades, technical issues with the learning management systems (LMS), etc. Messages should contain clear questions, include any pertinent details, and be specific if a response is needed within a certain time frame. Please note that abbreviations such as BTW, GRB, UR are only appropriate when using media that have a character limit. Informal communication may be appropriate through social media. If you have any concerns about appropriateness of communications, please contact your professor.

RU email is the preferred method of professor/student communication.

When emailing course faculty:

- Email communication should be from RU email accounts only. Faculty will only respond to emails sent from the RU email system.
- Start the subject line of your email with the course number followed by a few words about the substance of the email. (For example: NUR307: Request a private meeting). Emails with a class number and a subject in the subject line are responded to first.
- Sign all email messages with your first and last name. This is appropriate, professional etiquette. Your email address may only show your student number.

To receive a positive professional evaluation, all written communication should be formatted appropriately, written in complete sentences, free of spelling and grammatical errors, and include the required subject line. Emails that are sent from personal accounts (gmail, etc.) or do not have the class number and subject will likely be filtered, and as a result, may not be received by the instructor. Communication should also be in compliance with HIPAA and FERPA regulations.

Discussion/Chat Sessions

- Review the discussion/chat threads thoroughly before entering the discussion/chat session.
- Try to maintain discussion threads by using the “reply” button rather than starting a new topic.
- Do not make insulting or inflammatory statements to other members.
- Be respectful of others’ ideas.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
- Be cooperative with others in completing assigned tasks.
- Be positive and constructive in discussions/chats.
- Respond in a thoughtful and timely manner.
- Do not use sarcasm
- Do not use all capital letters for emphasis. This is interpreted as shouting and is not appropriate etiquette.

Syllabus Modification

This syllabus is to provide guidance. It may be modified by the faculty as necessary. The student is responsible for checking email accounts on a routine basis.

ADA Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the **Academic Support Office (ASO)**. ASO is located in the basement of Lawson Building. To receive academic accommodations for this class, please obtain the proper ASO letters. More information is available on the RU website at <https://www.reinhardt.edu/academic-resources/academic-support-office/aso-programs-services/>.

Center for student success

The Center for Student Success (CSS) is located at the lower floor of Lawson, room 035. **CSS offers free peer and faculty tutoring for all subjects.** More information is available on the RU website at <https://www.reinhardt.edu/academic-resources/center-for-student-success/>

Library/virtual library

Reinhardt University Library is available to all students enrolled in the BSN Program. Links to library materials such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support may be found on the RU website at <https://www.reinhardt.edu/library/about/news/>

Academic calendar

Please review the Academic Calendar, found on the university website (<https://www.reinhardt.edu/wp-content/uploads/2023/03/2023-24-Reinhardt-University-Academic-Calendar.pdf>) for the last date to drop the course or other registration issues.

Counseling services

If you are experiencing difficulty of any type, please understand that the Reinhardt University faculty care about you as an individual. You may speak with any of us at any time. In addition, if you are having personal, familial, or educational, difficulties and would like to speak with a trained counselor, students may schedule a counseling appointment. More information can be found on the RU website at <https://www.reinhardt.edu/student-life/student-services-resources/counseling-services/>

Assistance with SON technology

Reinhardt University (RU) provides technical assistance through the “Help Desk”. Laptops must have wireless connectivity and be in good working condition. In addition, it is the student’s responsibility to contact tech support for resources and assistance.

Reinhardt University Student Handbook

Accessible on the RU website: <https://www.reinhardt.edu/wp-content/uploads/2022/08/2022-2023-Reinhardt-University-Student-Handbook-Revised-8.1.2022.pdf>

Cauble School of Nursing and Health Sciences Handbook

Accessible on the Cauble School of Nursing and Health Sciences website: <https://www.reinhardt.edu/wp-content/uploads/2023/07/NursingStudentHandbookFall2023.pdf>

“Reinhardt University is committed to providing a safe environment for its students, visitors, faculty and staff. Long-established policies, approved by Reinhardt's Board of Trustees, prohibit possession of firearms on property owned by the University.”