Nurs 3481: Psychiatric-Mental Health Nursing of Individuals, Families and Groups

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Time and Place of Class Meetings:
N3481-001 – 8-9:50 am, Wednesday PKH 204
N3481-002 – 10-11:50 am, Wednesday PKH 204

Description of Course Content:
NURS 3481 PSYCHIATRIC MENTAL HEALTH NURSING OF INDIVIDUALS, FAMILIES, AND GROUPS (2- 6) Application of the nursing process with emphasis on critical thinking, therapeutic nursing interventions, and effective communication and interpersonal skills as they relate to persons with psychiatric mental health conditions. Prerequisite: NURS 3632.
Student Learning Outcomes:
Upon Completion of this course, the student is expected to:
1. Apply knowledge from the art and science of nursing and other scientific and humanistic disciplines in the provision of holistic psychiatric-mental health care of individuals, families, and groups.
2. Use analytical and critical reasoning for clinical judgment and nursing decision-making.
3. Relate core professional values and legal/ethical principles in the provision of holistic psychiatric-mental health care of individuals, families, and groups.
4. Use therapeutic communication techniques and effective interpersonal skills in the provision of psychiatric-mental health care of individuals, families, and groups.
5. Demonstrate ethical behaviors and conflict management skills in all professional interactions in order to implement change.
6. Employ collaboration between individuals, families, and others in establishing priorities for the provision of competent and cost-effective psychiatric-mental health care that promotes health and prevents illness.
7. Practice life-long learning, self-reflection and awareness in the provision of psychiatric-mental health

care of individuals, families, and groups.
   8. Model the standards of nursing practice and promote safety and quality improvement in the provision of psychiatric-mental health care of individuals, families, and groups.
   9. Employ informatics in the planning, delivery, and evaluation of psychiatric-mental health care of individuals, families, and groups.

Requirements:
- Course syllabus and clinical supplement: Available on Blackboard for course N3481 or from UTA Nursing web site. Please print and read before first day of class. Access/Read Attestation Course contract on Blackboard, initial and sign, and submit via blackboard link prior to the first-class day. You are responsible for all material in the syllabus.
- All Clinical forms for clinical assignments will be posted on Blackboard and are in the clinical supplement. Students are responsible for printing forms from Blackboard for weekly clinical and as announced.

Course Schedule with dates for lecture content are at the end of this document. As the instructor for this course, I reserve the right to adjust the schedule in any way that serves the educational needs of the students enrolled in this course.

Required Textbooks and Other Course Materials:
CoursePoint, Boyd, M. (2017). Boyd's essentials of psychiatric nursing, Walters-Kluwer. ISBN: 9781496350527

ATI (2013). *RN mental health nursing content mastery series review module.* (10th ed). Assessment Technologies Institute (**Ebook included in ATI purchase from J1).**

OPTIONAL:
Hogan, M. (2013) *Pearson reviews & rationales: Mental health nursing with nursing reviews & rationales.* (3rd ed.). Prentice Hall. ISBN: 978-0132956871

Silvestri, L. A. (2017). *Saunders comprehensive review for the NCLEX-RN examination* (7th ed.). St. Louis, MO: Saunders Elsevier.

Silvestri, L. & Silvestri, A. (2015) *Saunders 2016-2017 strategies for test success: passing nursing school and the NCLEX exam*, 4e (4th ed.). ISBN: 9780323296618

Townsend, M. (2014). *Psychiatric nursing: assessment, care plans, and medications.* (9th ed). F.A. Davis Company. ISBN 9780803642379
*It is strongly recommended that a comprehensive NCLEX review book with synopsis of content and sample test items with rationales for answers be used throughout the course.

ADDITIONAL RESOURCES:
Texas Board of Nursing https://www.bon.texas.gov/

N3481 Psych/Mental Health Nursing BSN Pre-Licensure Essential Skills
ASSESSMENT
- Mental status assessment
- Psychosocial assessment
- Suicide risk assessment
- Homicide risk assessment
- Aggression risk assessment
- Psychosis assessment
- Falls assessment

INFECTION CONTROL PROCEDURES
- Standard/universal precautions

MISCELLANEOUS
- Psychiatric Nursing Documentation
- Therapeutic Communication Skills

Grading Policy: Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (Faculty, Student Success). If their performance drops below satisfactory levels, if any of the proctored exams are less than 75%, students **must**: schedule an appointment with the Student Success Faculty for Psych to review their exams; discuss strategies for improvement, discuss time management and effective study habits; and create a plan for performance improvement based on Student Success recommendations.

Three content exams and a comprehensive psych final determine the theory portion of the grade. Exams may consist of multiple-choice, select all that apply, true/false and fill in the blank items. The exams may be given either in the written (paper) format or on a computer at UTA. Tests are given at UTA only and are proctored. **Students must bring their UTA ID card in order to access all scheduled exams.**

Proctored exams (3 Content exams + Final)
Exam 1	20%
Exam 2	20%
Exam 3	20%
Comprehensive Final	25%
Total Proctored =	**85%**

Non-Proctored Assignments
ATI Practice A/Focused Review	4%
ATI Proctored Exam/ Focused Review	6%
Care Plan	2%
Process Recording	2%
Poster Presentation	1%
Non-Proctored Assignments =	**15%**

All students enrolled in this course will participate in the Course Content Mastery Assessment, which is a component of the program's Comprehensive Assessment and Preparation Program. The Course Content Mastery Assessment is worth 10% of the total course grade and consists of practice assessments, proctored assessments, focused reviews, and active learning exercises. Assignments are based on students' performance on practice and proctored assessments and students will not receive partial credit for late or incomplete assignments. Any activity submitted after the due date will result in a score of zero for the entire phase. After each proctored assessment, students are categorized into one of four proficiency levels:

> LEVEL <1: Scores in the <1 category do not meet minimum expectations for performance in this content area.
> LEVEL 1: Scores meeting the Proficiency Level 1 standard can be considered to meet the absolute minimum expectations for performance in this content area.
> LEVEL 2: Scores meeting the Proficiency Level 2 standard can be considered to exceed minimum expectations for performance in this content area.
> LEVEL 3: Scores meeting the Proficiency Level 3 standard can be considered to exceed most expectations for performance in this content area.

Phase 1 of the Course Content Mastery Assessment is worth 4% of the course grade. All students complete Practice Assessment A. Students scoring less than 75% on their **first attempt** of Practice Assessment A will be required to complete the Focused Review and submit all Active Learning Templates.

Phase 2 of the Course Content Mastery Assessment is worth 6% of the course grade. All students complete the Proctored Assessment. Students with proficiency levels of 1 or <1 will complete the Focused Review, submit all Active Learning Templates, then take Practice Assessment B. Students who score less than 70% on their **first attempt** of Practice Assessment B will enroll in NURS 2232: Learning Professional Nursing and Life Skills. Students in Proficiency Level 1 or <1 who do not complete Focused Review, Active Learning Templates, and Practice Assessment B prior to course completion date will receive an incomplete (I) and will not progress to the next clinical nursing course until Focused Review, Active Learning Templates, and Practice Assessment B is complete. Completing coursework during the Incomplete period does not guarantee your clinical placement in the next clinical course. The complete Comprehensive Assessment and Preparation Procedure can be found here: http://www.uta.edu/conhi/_doc/unurs/capp_procedure.pdf

Phase 2: Proctored Assessment

Maximum 60 points- 6% of course grade			
Proctored Assessment Proficiency Levels			
Level 3: 60 points (100)	Level 2: 50 points (83.3)	Level 1: 30 points (50)	<Level 1: 20 points (33.3)

Student Success:

The Student Success Center (SSC) is a dedicated resource that provides support and guidance for nursing students seeking to:

- Create a plan for success
- Connect to campus resources
- Communicate academic needs
- Cope with stress related to nursing school

Students must schedule an appointment with an SSC faculty for the following reasons:

- Less than 75% on a course exam
- Making less than the required score on a standardized end-of-course exam
- Faculty referral

Professional Nursing and Life Skills Course:

- Professional Nursing and Life Skills (NURS 2232) assists students with testing, time management, and study habits. This course is required for students who fail a nursing course and/or make less than the required score on a standardized end-of-course exam. Students must take N2232 with their next nursing course.
- Students who score less than the required score on a standardized end-of-course exam and have already taken the course, must meet with the appropriate SSC faculty to assist with a remediation strategy.

Other Clinical Assignments may receive clinical time (see allocation of clinical hours).

The 3 content exams and comprehensive final count toward the required minimum course grade of 70.00% on proctored exams. In determining the final course grade for N3481, the weighted average on proctored exams will be checked first. If a student achieved a 70.00% with no rounding of weighted average on proctored exams, then non-proctored assignments will be averaged in. If the student did not achieve a 70.00% with no rounding of weighted average on proctored exams, the course grade calculation stops and the grade stands as a D or F as determined by the numerical value from the weighted average on proctored exams.

Prep U

Students will complete weekly prep-u assignments. The weekly prep-u quizzes are based on the assigned text readings. These chapters will be posted on the course calendar - students must achieve a mastery level of "4". Assigned prep-u's do receive clinical time, so all must be completed by the Sunday at 2359 of the week they are scheduled.

V-Sims

Ten Virtual Simulations from the Lippencott Coursepoint V-Sim application will be assigned to help the student develop clinical decision-making skills, competence, and confidence in the clinical setting. During the course as part of your clinical, V-sims are assigned to coincide with specific content. Because they receive clinical time, the V-sims are required and due by the Sunday at 2359 of the week they are scheduled. The **pretest, simulation, and the post-test with minimum grades of 90% <u>must be completed.</u>** You will each be assigned a unique code to gain access at no cost.

Computer Requirements:

All computers on campus will access BLACKBOARD and Evolve. If you choose to access from home you must have a computer and a quality Internet provider such as DSL, Cable, or Satellite (regular telephone is not adequate). Questions about adequate computer hardware should be directed to the UTA help desk at 817-272-2208 or www.helpdesk@uta.edu<http://www.helpdesk@uta.edu; they are open the same hours as the Library. Please do not bring your technical problems to class. Your instructors are not available for technical support please call or contact the helpdesk.

Your home computer's compatibility with BLACKBOARD and Evolve is your responsibility. Neither the helpdesk nor your instructor is responsible for the functionality of your home computer's configuration. If you have doubts about your own equipment you may wish to submit work at the many UTA Computer Labs on campus.

Word of caution: Do not rely on employer's computer systems to access Blackboard. Students have encountered various problems due to the special filters, fire walls, program blocking programs, and barriers they put on their systems. In addition, MAC computers may not be compatible with Blackboard.

Software: Your software (WORD, POWERPOINT, EXCEL and WINDOWS) should be up to date. As a student, you may purchase the latest WINDOWS and OFFICE from the Computer Store at the UTA Bookstore for a very nominal fee. Please take advantage of this opportunity.

UTA College of Nursing Grading Criteria

In order to successfully complete an undergraduate nursing course at UTA, the following minimum criteria must be met:

- 70% weighted average on proctored exams. (Non-proctored grades are only averaged in if proctored exam average is 70% or higher)
- 90% on math test (Not applicable in NURS 3481).
- 90% on practicum check off (Not applicable in NURS 3481).

In undergraduate nursing courses, all grade calculations will be carried out to two decimal places and there will be no rounding of final grades. Letter grades for tests, written assignments, and end of course grades, etc. shall be:

A =	90.00	–	100.00
B =	80.00	–	89.99
C =	70.00	–	79.99
D =	60.00	–	69.99

The existing rule of C or better to progress remains in effect; therefore, to successfully complete a nursing course, students shall have a course grade of 70.00 or greater. Students are reminded that any student, who fails two nursing courses, is no longer eligible to continue coursework toward a BSN from UTA CONHI.

SCHOLASTIC DISHONESTY (CHEATING AND/OR COLLUSION) ON EXAMINATIONS WILL RESULT IN A "0" ON THE EXAM AND N3481 COURSE FAILURE ("F" FOR COURSE). YOU WILL ALSO BE REFERRED TO THE UTA OFFICE OF STUDENT CONDUCT.

70% Weighted Exam Average
In order to successfully complete an undergraduate nursing course at UTA, a student must achieve a minimum 70% weighted average on proctored exams. In this course, that includes the four exams that compile the 85% of the final grade. None of the additional course work (15%) is calculated into the grade unless the 70% weighted average is reached.

Unit and Comprehensive Exams	Weight
Exam 1	20%
Exam 2	20%
Exam 3	20%
Psych Comprehensive Final	25%
Total for Weighted Average	85%

Calculating your Exam grade with Weighted Averages

Example: This student made 100% on all exams:

	Weight of Exam	Student Grade	How to calculate:
Exam 1	20%	100	x 0.20 = 20
Exam 2	20%	100	x 0.20 = 20
Exam 3	20%	100	x 0.20 = 20
Psych Comprehensive Final	25%	100	x 0.25 = 25
Total	85%		Total = 85

Last step: If you divide the 85 by 0.85 (85%—the weight of total exams) you will know what the average weighted score is on exams, in this case 100.00.

Example: This is the student who makes 70% on everything.

	Weight of Exam	Student Grade	How to calculate:
Exam 1	20%	70	x 0.20 = 14.0
Exam 2	20%	70	x 0.20 = 14.0
Exam 3	20%	70	x 0.20 = 14.0
Psych Comprehensive Final	25%	70	x 0.25 = 17.5

Last step: If you divide the 59.5 by 0.85 (85% - the weight of total exams) you will know what the average weighted score is on exams, in this case 70.00.

Grid for your Grades in Psychiatric Mental Health (calculate YOUR weighted average)

Exams	Weight of exam	Your grade	How to calculate:
Exam 1	20%		x 0.20
Exam 2	20%		x 0.20
Exam 3	20%		x 0.20

Psych Comprehensive Final	25%		x 0.25
Total	85%		Total=

Last step: If you divide the total of the fourth column by 85% (the total weight of your exams) you will know your weighted average score. This is the sum total of the 85% of your grade. You must have 59.5 or more in column 4 to move to the next step of adding in your additional course work/grades. If the 70% weighted average is not achieved, a letter grade commensurate with the weighted average will be awarded as the class grade. Less than 70% signifies a non-passing grade.

Attendance Policy:
At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. Regular class attendance and participation is expected of all students. Students are responsible for all missed course information.

· Class: Students attending on-campus classes are expected to attend all lectures, be on time and ready for class at the scheduled time. **Professional behavior and civility is expected at all times.** No children are allowed in class. Adult visitors may attend class with permission of the instructor teaching the class.

· Clinical: Clinical time is defined as all experiences contributing to clinical hours including but not limited to hospital assignments, outpatient facilities, support group meetings, simulation labs, and other designated activities and assignments. Because on-site clinical time is limited, only 1 clinical may be missed (see missed exam documentation policy) and the time will be made-up with either an additional day or an assignment.

Attendance at and completion of all clinical activities is required. This includes the required clinical orientation, communication lab/simulations, completion of videos, the 10 vSIM'S for Psych Nursing Scenarios, other designated activities and assignments, and all assignments receiving a grade or clinical time. Each clinical site may have specific clinical guidelines that the student is expected to follow. Students are expected to arrive at clinical prepared and ready to begin at the assigned time. If you have an emergency the day of a clinical assignment, you are to contact your assigned instructor. All clinical assignments must be submitted and students must achieve the designated minimum score in order to pass clinical. Professional behavior and civility in clinical is expected at all times. **You may not bring a cell phone into patient areas due to hospital policies!**

Required Simulation Sessions for N3481 Psychiatric Mental Health Nursing: There will be required orientation, lab, and simulation sessions for Psychiatric/Mental Health Nursing. Orientation on Thursday 1/18 or Friday 1/19 (as assigned); Communication Lab on 1/25 or 1/26 (as assigned); Psych Simulation weeks (part 1 is offered 1/29, 2/1, 2/2), (part 2 is offered 2/5, 2/8, 2/9). Students will be required to sign-up for and attend both part 1 and part 2 of the Psych Simulation attend the assigned orientation session and the communication lab. Attendance is required in order to participate in N3481 clinicals and there is no make-up on these days.

Inclement Weather Procedures: Faculty will provide students with information the first day of class regarding procedures for the event of severe inclement weather.

Grade Grievances:
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. http://catalog.uta.edu/academicregulations/grades/#undergraduatetext

Drop Policy:
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for nonattendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter**

certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX *or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or* jmhood@uta.edu.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*
>
> *I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. If any exams are administered in a non-proctored environment, I reserve the right, at any time, to require a student to take or re-take any or all exams in a proctored environment. If I deem this necessary, the student is responsible for making the proctoring arrangements, subject to my approval. This policy applies to any and all assignments required in this course.

Per UT System *Regents' Rule* 50101, §2.2, which states *"Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." S*uspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Community Standards. Being found responsible for violating Regents' Rule 50101, §2.2 by the Office of Community standards will result in course failure. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

PLAGIARISM: Copying another student's paper or any portion of it is plagiarism. Additionally, copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. If five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author's name, date of publication, and page number of publication. If the author's ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing, giving the author's name and date of publication. If a single author's ideas are discussed in more than one paragraph, the author must be referenced at the end of each paragraph. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are encouraged to review the plagiarism module from the UT Arlington Central Library via http://library.uta.edu/plagiarism/index.html. Papers are now checked for plagiarism and stored in Blackboard.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to

resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.
The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

Electronic Communication Policy:
The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

To obtain your NetID or for logon assistance, visit: https://webapps.uta.edu/oit/selfservice/. If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at helpdesk@uta.edu.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at the northeast corner of Pickard Hall; exit the classroom and turn right. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. http://library.uta.edu/academic-plaza

Librarian Contact Information:
UTA Library's Nursing Library Team, nursinglibrarians@uta.edu
> Members: Gretchen Trkay, gtrkay@uta.edu, Central Library, Room 202
> > Lydia Pyburn, llpyburn@uta.edu, Central Library, Room 516
> > Heather Scalf, scalf@uta.edu, Central Library, Room 312
 Research Information on Nursing: http://libguides.uta.edu/nursing

Undergraduate Support Staff:
> Holly Woods, Program Coordinator, On-Campus BSN Program
> 643 Pickard Hall, (817) 272-7295
> Email   hwoods@uta.edu
>
> Suzanne Kyle, Testing Specialist, On-Campus BSN Program
> 645 Pickard Hall, (817) 272-0367
> Email   skyle@uta.edu

Make-up Exam Policy:
Absences - The lead teacher must be notified in advance of any potential for missing any exam. **Written verification (e.g., a doctor's excuse** dated the day of the missed exam**) for an excused absence is required prior to taking a missed exam.**

Approved make-up exams will be given within seven days of the exam date unless other arrangements are made with lead teacher. Format for makeup exams may differ from regularly scheduled exam and may not correspond to the published study helps for that exam though will cover the same content on the exam blueprint. (This may be short answer, case study, discussion, alternative question format, essay, etc.).

Tardy - A student who is late for a proctored exam may enter the testing area quietly and begin testing. No extra time will be allowed. However, if another student has completed the exam and left the exam room by the time the student arrives, the late student will not be allowed to test that day and will be required to take an alternative format exam and a penalty of 20 points will be subtracted from the make-up exam grade.

We highly recommend that students utilize all of the resources, including text, lecture powerpoints, ATI Learning System 2.0, Prep-U Quizzes, vSIM for Psych Nursing Scenarios as preparation for lectures and exams.

Teaching Strategies may include lectures, content audios, simulations, labs, case studies, pre/post conferences during clinical, group discussions, individual student/faculty interactions, role modeling, structured patient care, supervised clinical experiences and instructor facilitated learning experiences.

Clinical Experiences may be in psychiatric settings in public and private local and state hospitals, mental health clinics, community facilities, and with medical-surgical hospital clients with psychiatric/mental health concerns. Clinical conferences are related to class content and to the student clinical experiences. Students are expected to participate fully and professionally.

In order to pass NURS 3481, both the proctored and nonproctored CAPP phase 1 & 2 and the clinical components (successful clinical participation and all assignments receiving clinical time) must be successfully completed with the minimum benchmark scores on both the theory and clinical portions. **Failure to pass either component will result in course failure.**

Required Assignments:
Guidelines for completion of the assignments will be provided the first day of class. Students will be expected to use the nursing process in assessing, planning, implementing and evaluating the care of selected clients in the clinical area. Guidelines may be revised during the semester and students will be provided with revisions. All clinical paperwork including vSIMs, support group, care plan, process recording, refection journal entries, poster presentation, formative and summative evaluations **must be submitted and receive a minimum of 70% or designated benchmark scores in order to pass the clinical portion of N3481**. Late submissions may receive a 10-point deduction for each day late with a maximum of 30 points deducted.

1. One Clinical Orientation (Receives 6 hours of clinical time): **Orientation is a required activity.**
2. One Communication Lab (Receives 4 hours of clinical time): **Lab is a required activity.**
3. Simulation (2 parts - receives 8 hours of clinical time): **Simulation (both parts) is a required activity.**
4. One Initial Patient Interview (to be completed during 1st on-site clinical). Due as assigned by clinical

instructor (date TBA – presented in post conference).

5. Reflection-Critical Thinking Journals. Due after each clinical.
6. One **Satisfactory** Nursing Care Plan with Mental Status Assessment, minimum benchmark 80% (CP receives 2% of non-proctored grade). Due as assigned by clinical instructor– submit on Blackboard.
7. One Evidenced -Based Poster Presentation. (Completion is required and receives 4 hours of clinical time and 1% of non-proctored grade). Due as assigned by clinical instructor– submit on Blackboard.
8. One AA Support Group Meeting Report. (Completion is required and receives 2 hours of clinical time). Due as assigned by clinical instructor– submit on Blackboard.
9. One Process Recording (Receives 2% of non-proctored grade). Due as assigned by clinical instructor– submit on Blackboard.
10. Weekly Prep-U quizzes (coincide with assigned chapters and receives 4 hours of clinical time). See calendar for due dates.
11. Ten Mental Health vSIM's for Nursing (found in CoursePoint for Boyd, M.). (Completion is required and receives 10 hours of clinical time-Benchmark score is 90%). See calendar for specific due dates.
12. Weekly ATI Clinical Modules/Practice Exam A (Completion is required and receives 4% of non-proctored grade): See CAPP policy (http://www.uta.edu/conhi/_doc/unurs/capp_procedure.pdf and calendar for due dates.
13. Proctored ATI Assessment (6% of non-proctored grade). See calendar for testing date (at UTA).

Confidentiality: Confidentiality is a PRIORITY in the psychiatric/chemical dependency/mental health setting. NO PART of a client's medical record may leave the unit. NO INFORMATION is given to any person without client's permission, not even the client's admission status. Information from the chart may be used with clinical assignments. Confidentiality statements are required to be signed for each clinical agency. All clients have code numbers or names that must be used by anyone requesting information.

Course Process and Student Responsibilities:
1. **Please note, personal recording devices of any kind are not allowed in N3481 class/lecture hall due to confidentiality.**
2. All students enrolled in clinical courses must show proof of current immunizations, TB tests, insurance, and CPR certification as described in the UTA Undergraduate Catalog and the College of Nursing Student Handbook. A checklist of compliance data is maintained in the Undergraduate Student Services Office (Nursing Advising Office) file. Additionally, all students are required to view the file "For Your Protection" prior to clinical practicum, and agree to follow the guidelines relevant to universal precautions published in the Student handbook.
3. Nursing Care Plan, process recording, reflection-critical thinking journals, poster presentation, vSIM Assignments, Prep-U quizzes, simulation lab assignments are not group work (unless designated as such)—all assignments are to be completed by each student alone. Cheating, collusion, and/or plagiarism on these assignments will result in a N3481 clinical failure ("F" for the course). You will also be referred to the UTA office of student conduct.
    **Cheating: copying the work of another; allowing someone to copy your work; giving aid to or seeking aid from another when not permitted by the instructor; using, obtaining, or attempting to obtain by any means, the whole or part of a work assignment that is not provided for your use by your instructor.
    **Collusion: unauthorized collaboration with another in preparing work that is offered for credit. **Plagiarism: Unacknowledged incorporation of the work of another in work that is offered for credit. (UTA Office of Student Conduct, 2011)
4. In classroom, lab and conference sessions, all beepers, cell phones, other electronic devices etc. are to be off or in a non-disruptive/silent/vibrate mode. Telephones are not to be used in the classroom for text messaging, talking, or taking pictures. Students using electronic devices in a manner inconsistent with these rules or in a disruptive manner may be asked to leave.
5. Students enrolled in the campus-based course are expected to be prepared to actively participate in all class periods. Maximum learning occurs with active student involvement in a variety of modes, including listening to lecture and taking notes. Lecture notes and outlines will be the responsibility of each student.
6. The clinical instructor is to be notified of any necessary absence on or before the day of the absence, prior to the appointed time for clinical. Students are responsible for scheduling other activities around clinical times. Excused absences are only for extenuating and emergency situation (e.g., illness documented the day of the absence by a doctor's excuse). An excused clinical absence will require make-up and may include time spent at a clinical agency, simulation or lab time, or another learning activity (presentation to clinical group etc.), provided guidelines for notification are followed (see course contract). Work, routine doctor's appointments, birth of a friend's baby, trips, attending a wedding etc. are not excused absences, cannot be made up, and may result in course failure. Students may only make up one clinical day only and it must be for an excused absence (i.e. illness/surgery with Dr.'s note dated day of missed clinical).
7. Students are expected to prepare for and be on time for both clinical practice and simulation experiences.

Completion of reading assignments prior to lab, simulation and other learning experiences is expected of students. Students are responsible for all learning materials assigned whether covered in lecture or not.

8. An exam blueprint with the number of exam items per chapter will be posted prior to each test. Tests will include material from lecture, discussion, audio-visual aids, reading materials, prep-u quizzes and any other assigned materials or activities.

9. Conduct during tests: Students are assigned to a specific testing room/location. The only items allowed with the student are pencils and student must present Mav ID badge (not driver's license) in order to gain entrance. All cell phones and pagers must be turned off and placed in the area designated during all exams. No cell phones, pagers, smart watches, books, bags, pages of books, papers, notes, or note cards of any type may be brought into the testing room as stated above. Hoodies, caps or hats with bibs are not allowed to be worn. When students enter/leave the exam room, they must present Mav ID badge (not driver's license) and sign-in/sign-out. Once the exam is completed, students must leave the exam area.

10. The policy for taking a missed examination: Everyone is expected to take exams at the scheduled time. In the event a student misses an exam; the lead teacher must be notified in advance. The lead teacher must approve a make-up exam (unforeseen legitimate excuses only with supporting documentation). The make-up will cover the designated material, but may be a different format/exam. A missed exam must be made up within one week. **It is the student's responsibility to notify the lead teacher and schedule a makeup time.** Failure to notify the lead teacher prior to missing an exam will result in a grade of "0" for that exam. The student must bring documentation (e.g., illness documented/**signed the day of the missed exam** by a clinic/doctor, etc.). A scheduled clinic/doctor appointment is not grounds for an excused missed examination.

11. Grades will be posted on Blackboard; NO GRADES WILL BE GIVEN BY TELEPHONE OR EMAIL. The lead teacher will counsel students experiencing difficulty in the course. It is the student's responsibility to make an appointment with the lead teacher in order to discuss progress in the course.

12. Assignments may be accepted beyond the due date/time when prior communication has been made with the receiving faculty. Depending on the reason for tardiness, a pattern of late assignments may be reason for a written clinical performance improvement plan (PIP) which will be placed in the permanent record.

13. All students in each group are expected to participate equally in the poster presentation.

14. UTA uniforms will be worn for clinical experiences including assigned clinical site, labs and simulations. UTA picture I.D. name tag with last name covered will be worn. No lab coats! The remainder of the UTA dress code will be followed (re: jewelry, hair, tattoos, piercings etc.). Any variations related to clinical experiences or clinical agencies will be discussed by clinical instructor.

15. Classroom conduct should always be respectful of faculty and fellow classmates. Disruptive behavior, disregard for the needs of others, or inattentiveness (talking, sleeping, reading the newspaper) will be addressed and may result in the student being dismissed from the room.

16. Students must demonstrate civility in all interactions with faculty, peers, clients, clinical staff, healthcare workers proctors and testing center personnel.

17. Students who miss any part of a class are responsible for obtaining any notes, handouts, etc., from a classmate.

18. Students are expected to use Blackboard as the principle means of non-verbal course communication. Students are responsible for checking Blackboard and their UTA email account for course/instructor communication daily throughout the entire course. Blackboard should be viewed as a public and professional forum for discussion. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings on Blackboard should remain professional in nature. It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements will be deleted by the course faculty. Announcements from student organizations may be posted with faculty permission.

19. **The posting of any patient reference in any way (even if found in a public forum) on Facebook, My Space, Snapchat YouTube, Twitter or other internet social media forum, may result in course failure and referral to will be referred to the Office of Community Standards.**

20. Students must be free of the influence of alcohol and any other drugs or substances that may impair judgment and/or behavior during class, clinical experiences, or any activities related to class or clinical experiences where the student represents UTACONHI.

21. Cell phones are not allowed in many psych clinical settings and are forbidden in all inpatient areas due to confidentiality. Your clinical instructor will address specifics for your assigned clinical site.

College of Nursing Information:
APA Format
APA style manual will be used by the UTACONHI with some specific requirements for the undergraduate courses. The sample title page & instructions, as well as a Manuscript Preparation document can be found in the Student Handbook which can be found by going to the following link and clicking on BSN Student Handbook:
http://www.uta.edu/conhi/_doc/unurs/BSN_student_handbook.pdf

Honors College Credit
Students who are members of the Honors College may wish to take this course for Honors credit. If you wish to do so, please provide the Lead Teacher (or other designated faculty member) with an Honors Credit Contract (downloaded from http://honors.uta.edu/documents/credit.pdf). You and the Lead Teacher/faculty member will together determine an appropriate supplemental assignment to justify the awarding of Honors credit. If you are not in the Honors College and would like to learn more about the benefits of membership, visit the website at http://honors.uta.edu/, where you will find an application form for electronic submission.

Classroom Conduct Guidelines
The Faculty of the BSN Program believes that classroom teaching has two goals: the provision of content pertinent to the discipline of nursing and the socialization of students into the professional role. We are committed to providing the curriculum in an atmosphere conducive to student learning and in a manner that will prepare graduates to be successful in the health care workplace. Refer to the Student Handbook for more information.

Essential skills Experience
Each UTACONHI clinical course has a designated set of essential nursing skills. An essential Nursing skill is one that is "required" for each student to have instruction on AND either laboratory or clinical experience performing. Experience is defined as "hands on" performance of a skill in a laboratory setting using standardized patients, manikins, human patient simulators, task trainers, and computer simulation modules or in a clinical setting involving actual patients or communities. UTACONHI students are responsible for acquiring essential skills experiences, documenting these experiences, obtaining verification from their clinical instructors, and maintaining an ongoing record of essential skills experience during all Junior and Senior clinical courses.

UTA students are required to perform ALL the essential skills for each course in order to obtain a passing grade for the clinical component of the course. Throughout the semester, as part of the clinical evaluation process, clinical instructors will monitor student progress in completing all essential skills designated in the syllabus for that course. It is the student's responsibility to obtain the required essential skills experiences in a timely manner throughout the semester. The completed Course Specific skills will be reflected on the final clinical evaluation.

CLINICAL PASS/FAIL
Clinical Failing Behaviors

Clinical failing behaviors are linked to the Texas Board of Nursing Standards of Professional Practice. Issues related to professional conduct, management of stress, clarification of course, clinical assignment, and/or professional role expectations, may warrant clinical warnings, contracts for remediation, or course failure.

Clinical Failing Behaviors	Matched to Nurse Practice Act
Performance is unsafe.	1,2,3,5,6,7,9,10,11,12,13,14
Questionable decisions are often made.	1,2,3,4,5,6,7,8,9,10,11,12,13,14
Lacks insight into own behaviors and that of others.	1,2,3,4,5,6,8,9,10,11,12,13,14
Difficulty in adapting to new ideas/functions.	4,5,6,7,8,9,10,11,13,14
Continues to need additional guidance and direction.	1,2,3,5,6,7,8,9,10,11,14

Standards of Professional Nursing Practice (BON 213.27, 217.11, 217.12)
1.   Knows rationale for side effects of medications and treatments, and correctly administers same 217.11 (1) (C).
2.   Documents nursing care accurately and completely, including signs and symptoms, nursing care rendered medication administration. Contacts health care team concerning significant events in patient health 217.11 (1) (D).
3.   Implements a safe environment for patients and/or others, i.e., bed rails up, universal precautions 217.11 (1)(B)
4.   Respects client confidentiality 217.11 (1) (E).
5.   Accepts assignments commensurate with educational level, preparation, experience and knowledge 217.11(1) (T).
6.   Obtains instruction and supervision as necessary when implementing nursing procedures or practices 217.11(1) (H).
7.   Notifies the appropriate supervisor when leaving an assignment 217.11(1) (I).
8.   Recognizes and maintains professional boundaries of the nurse/patient relationship 217.11(1) (J).
9.   Clarifies orders, treatments, that nurse has reason to believe are inaccurate, non-effective or contraindicated 217.11(1) (N).
10.   Able to distinguish right from wrong 213.27(b) (2) (A).
11.   Able to think and act rationally 213.27(b) (2) (B).
12.   Able to keep promises and honor obligations 213.27(b) (2) (C).

13.   Accountable for own behavior 213.27(b) (2) (D).
14.   Able to promptly and fully self-disclose facts, circumstances, events, errors and omissions when these disclosures will enhance health status of patients or protect patients from unnecessary risk or harm 213.27(b) (2)(G).

Please refer to the Board of Nursing at www.BON.state.tx.us for any additional information regarding the Texas Nursing Practice Act.

The following behaviors, violations may lead to student being given an initial warning or performance improvement plan depending on the severity including but not limited to: absences, tardiness, UTACONHI uniform violations, failure to complete required health immunizations, expired CPR certification, failure to complete assignments on time, lack of preparation, incivility.
The following behaviors may lead to course failure: a pattern of lack of accountability for clinical preparation, HIPPA violations, falsification of records, unsafe or unprofessional practices/behaviors, inability to pass required clinical assignments.

Clinical Dress Code:
The clinical dress code applies to all graduate and undergraduate students of The University of Texas at Arlington College of Nursing (UTACONHI), and has two primary purposes: to ensure that, whenever in the clinical setting, students of the UTACONHI: 1) represent the nursing profession and UTACONHI in a professional and appropriate manner, and 2) are readily identifiable as students.
Students are to adhere to the dress code any time they present themselves to a clinical agency in the role of nursing student. This includes going to the agency prior to clinical to select a patient, arriving at the agency in street clothes to change into hospital scrubs, and attending post-conference or classroom time at the agency, as well as when attending clinical. Clinical faculty has final judgment on the appropriateness of student attire. Refer to the Student Handbook for more information.

Undergraduate, pre-licensure student nurses should wear their UTACONHI uniform and UTACONHI insignia patch ONLY when in simulation, clinical or other learning experiences authorized by UTACONHI faculty. Students are to provide nursing care to patients at clinical facilities ONLY when authorized by their UTACONHI instructor and when their clinical instructor and/or preceptor are present on site. Students who provide nursing care to patients when an instructor or preceptor IS NOT present on site will receive a FAILING grade for clinical and a course grade of "F".

Award for Student Excellence in Clinical Nursing
This award is for an exceptional student who consistently exceeds the clinical expectations of the course.
The student will be honored at an awards ceremony at the end of the semester. Clinical faculty will further discuss the award during the clinical rotation.
Criteria for selection: Consistently exceeds clinical performance standards in the application of theoretical concepts, evidence-based practice, and communication (written and verbal). Demonstrates exemplary performance in the use of critical thinking and problem-solving skills. Demonstrates exemplary performance in the application of leadership principles and professionalism. Maintains a minimum of 'B' average on all exams and coursework in N3481.

No Gift Policy:
In accordance with Regents Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a "no gift" policy. A donation to the UTA College of Nursing Scholarship Fund would be an appropriate way to recognize a faculty member's contribution to your learning. For information regarding the Scholarship Fund, please contact the Dean's office.

Hazardous Exposure to Blood, Blood Products or Body Fluids:
Note: The Centers for Disease Control and Prevention recommend that individuals who have been exposed to needle sticks or to potentially infectious blood, blood products, or body fluids should be evaluated and, when appropriate, have treatment initiated within two hours.
Upon sustaining a contaminated needle stick or being exposed to hazardous blood or blood products, the student will:
- ✓ Immediately report the incident to the clinical faculty and the designated person in the clinical site.
- ✓ Have the wound inspected, cleansed and dressed.
- ✓ Complete the institutional incident report and follow institutional policy as applicable.
- ✓ Seek medical attention as necessary based on level of exposure.

Please note that all students are responsible for obtaining and maintaining their own health insurance and are responsible for the costs of medical/health care assessment, treatment and follow-up that are not covered by the student's health insurance. Students should be aware of the coverage on their health insurance policy as most may

not cover the full cost of required medical treatment and services in the case of a contaminated needle stick or hazardous exposure to blood or blood products.

Policy on Invasive Procedures
Allowing students to practice invasive skills (e.g., IM, SQ, IV's, NG tubes, intubation) on other students in the learning lab will no longer be used as a teaching strategy. Skills may be practiced on the simulators in the learning lab. Students will be able to perform the skills in the clinical setting under the appropriate faculty or preceptor supervision.

The Undergraduate BSN Student Handbook can be found by going to the following link:
https://www.uta.edu/conhi/students/policy/index.php

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381.

TOPICAL LECTURE OUTLINE – Spring2018		
Week/Date	Topics (*Reading Assignments* in textbook)	Hours
1 1/17	Intro to Course & Clinical Syllabus Chapter 1: Mental Health and Mental Disorder	2 hours
1 1/18 (Thursday) or 1/19 (Friday) As assigned (ROOM TBA) Class & Clinical Content 0800 - 1330	Chapter 3: Patient Rights and Legal Issues Chapter 8: The Nurse–Patient Relationship Universal Precautions/Safety in the Inpatient Setting /Confidentiality Appropriate Dress for Community Activities Post-conference Debrief purpose, format, SBAR/ Learning Activity Lunch - 30 minutes Chapter 9: The Psychiatric Nursing Process Assessment Strategies/Mental Status Assessment & Learning Activity Nursing Process for Psych Nursing & Learning Activity	6 hours Clinical
Week 2 1/24	Chapter 6: Biologic Foundations of Psychiatric Nursing Chapter 10: Psychopharmacology, Supplements, Biologic Interventions	2 hours
Week 3 1/31	Chapter 4: Ethics, Standards, and Nursing Frameworks Chapter 7: Therapeutic Communication **Podcast:** Chapter 5: Theoretic Basis of Psychiatric Nursing	2 hours
Week 4 2/7	Chapter 12: Stress and Mental Health Chapter 16: Anxiety and Panic Disorders: Nursing Care of Persons with Anxiety and Panic	2 hours
Week 5 2/14	**Exam I** (50 questions - 11 chapters) Rooms/Time TBA	75 minutes
Week 6 2/21	Chapter 19: Depression: Nursing Care Persons w/Depressive Moods Chapter 30: Mental Health Care for Survivors of Violence **Podcast:** Chapter 15: Suicide Prevention	2 hours
Week 7 2/28	Chapter 20 Bipolar Disorders: Nursing Care of Persons with Mood Lability Chapter 14: Crisis, Grief, and Disaster Management **Podcast:** Chapter 11: Group Interventions	2 hours
Week 8 3/7	Chapter 13: Management of Anger, Aggression, and Violence Chapter 21: Schizophrenia and Related Disorders **Podcast:** Chapter 18: Obsessive-Compulsive and Related Disorders	2 hours
Week 9 3/14	Spring Break	
Week 10 3/21	**Exam II** (50 questions - 9 chapters) Rooms/Time TBA	75 minutes
Week 11 3/28 *Last day to Drop 3/30 by 4pm*	Chapter 25: Addiction and Substance-Related Disorders Chapter 24: Eating Disorders **Podcast:** Chapter 27: Sexual Disorders	2 hours
Week 12 4/4	Chapter 22: Personality and Impulse-Control Disorders Chapter 23: Somatic Symptom and Dissociative Disorders **Podcast:** 02: Cultural and Spiritual Issues R/T to Mental Health Care	2 hours
Week 13 4/11	Chapter 26: Sleep–Wake Disorders Chapter 29: Mental Health Disorders of Older Adults	2 hours
Week 14 4/18	Chapter 17: Trauma- and Stressor-Related Disorders Chapter 28: Mental Health Disorders of Childhood and Adolescence	2 hours
Week 15 4/25	EXAM 3 (50 questions - 10 chapters) Rooms/Time TBA	75 minutes
Week 16 5/2	Proctored Mental Health ATI (RN Mental Health Learning System) Rooms/Time TBA	105 minutes
Week 17 5/8	Comprehensive Final Rooms/Time TBA	120 minutes

(*) Chapters in Boyd Text, 5th Edition.

Calendar is subject to change. *As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.* –Susan Justice

CHAPTER LEARNING OBJECTIVES
After completing all reading assignments, learning activities, and participating in class; the student should be able to complete the following objectives under each topic area:

Chapter 1, Mental Health and Mental Disorders
1. Relate the concept of mental health to wellness.
2. Identify the rationale for promoting wellness for people with mental health challenges.
3. Differentiate the concepts of mental health and mental illness.
4. Discuss the significance of epidemiological evidence in studying the occurrence of mental disorders.
5. Describe the consequences of the stigma of mental illness on individuals and families.
6. Identify recovery components and their role in the treatment of mental illness.

Chapter 2, Cultural and Spiritual Issues Related to Mental Health Care
1. Discuss the ways that cultural competence is demonstrated in psychiatric-mental health nursing.
2. Describe the beliefs about mental health and illness in different cultural and social groups.
3. Differentiate concepts of religion and spirituality.
4. Discuss the role of spirituality and religiousness in persons with mental illness.
5. Discuss the beliefs of major religions and their role in shaping views on mental illnesses.

Chapter 3, Patient Rights and Legal Issues
1. Define *self-determinism* and its implications in mental health care.
2. Discuss the legal protection of the rights of people with mental disorders.
3. Discuss the legal determination of competency.
4. Delineate the differences between voluntary and involuntary treatment.
5. Discuss the difference between privacy and confidentiality.
6. Discuss HIPAA and mandates to inform and their implications in psychiatric–mental health care.
7. Describe the mentally ill populations in forensic settings.
8. Discuss the stigma of mental illness and criminality.
9. Describe legal outcomes for persons with mental illness in forensic systems.
10. Identify the importance of accurate, quality documentation in electronic and non-electronic patient records.

Chapter 4, Ethics, Standards, and Nursing Frameworks
1. Identify ethical frameworks used in psychiatric nursing practice.
2. Delineate the scope and standards of psychiatric–mental health nursing practice.
3. Discuss the impact of psychiatric–mental health nursing professional organizations on practice.
4. Integrate the biopsychosocial framework within the wellness and recovery models.
5. Discuss the basic tools of psychiatric nursing.
6. Discuss selected challenges of psychiatric–mental health nursing.

Chapter 5, Theoretical Basis of Psychiatric Nursing
1. Discuss psychosocial theories that support psychiatric nursing practice.
2. Identify the underlying theories that contribute to the understanding of human beings and behavior.
3. Compare the key elements of each theory that provides a basis for psychiatric–mental health nursing practice.
4. Identify common nursing theoretic models used in psychiatric–mental health nursing.

Chapter 6, Biologic Foundations of Psychiatric Nursing
1. Describe the association between biologic functioning and symptoms of psychiatric disorders.
2. Locate brain structures primarily involved in psychiatric disorders and describe the primary functions of these structures.
3. Describe basic mechanisms of neuronal transmission.
4. Identify the location and function of neurotransmitters significant to hypotheses regarding major mental disorders.
5. Discuss the role of genetics in the development of psychiatric disorders.
6. Discuss the basic utilization of new knowledge gained from fields of study, including psychoneuroimmunology and chronobiology.

Chapter 7, Therapeutic Communication
1. Identify the importance of self-awareness in nursing practice.
2. Develop a repertoire of verbal and nonverbal communication skills.
3. Develop a process for selecting effective communication techniques.
4. Explain the physical, emotional, and social boundaries of a therapeutic interaction.

5. Discuss the significance of defense mechanisms.

Chapter 8, The Nurse-Patient Relationship
1. Explain how the nurse can establish a therapeutic relationship with patients by using rapport and empathy.
2. Explain what occurs in each of the three phases of the nurse–patient relationship: orientation, working, and resolution.
3. Describe what characterizes a nontherapeutic or deteriorating nurse–patient relationship.

Chapter 9, The Psychiatric-Mental Health Nursing Process
1. Define the nursing process in psychiatric-mental health nursing.
2. Conduct a psychiatric-mental health nursing assessment.
3. Develop nursing diagnoses following a psychiatric-mental health nursing assessment.
4. Develop patient outcomes from a nursing diagnosis.
5. Apply psychiatric-mental health nursing interventions for persons with mental health problems and mental disorders.
6. Explain how patient outcomes are evaluated in psychiatric-mental health nursing.

Chapter 10, Psychopharmacology, Dietary Supplements, and Biologic Interventions
1. Differentiate target symptoms from side effects.
2. Identify nursing interventions for common side effects of psychiatric medications.
3. Explain the role of the governmental regulatory process in the approval of medication and the use of other biologic interventions.
4. Discuss the pharmacodynamics of psychiatric medications.
5. Discuss the pharmacokinetics of psychiatric medications.
6. Explain the major classifications of psychiatric medications.
7. Identify typical nursing interventions related to the administration of psychiatric medications.
8. Analyze the potential benefits of other forms of somatic treatments, including herbal supplements, nutrition therapies, electroconvulsive therapy, light therapy, transcranial magnetic stimulation, and vagus nerve stimulation.
9. Evaluate the significance of non-adherence and discuss strategies supportive of medication adherence.

Chapter 11, Group Interventions
1. Discuss concepts used in leading groups.
2. Compare the roles that group members can assume.
3. Identify important aspects of leading a group, such as member selection, leadership skills, seating arrangements, and ways of dealing with challenging behaviors of group members.
4. Identify types of groups: psychoeducation, supportive therapy, psychotherapy, and self-help.
5. Describe common nursing intervention groups.

Chapter 12, Stress and Mental Health
1. Discuss the concept of stress as it relates to mental health and mental illness.
2. Discuss interpersonal and psychological factors affecting the experience of stress, including the person–environment relationship and appraisal.
3. Discuss the variety of stress responses experienced by individuals.
4. Explain the role of coping and adaptation in maintaining and promoting mental health.
5. Apply critical thinking skills to the nursing management process for a person experiencing stress.

Chapter 13, Management of Anger, Aggression, and Violence
1. Explore difference between healthy and maladaptive styles of anger.
2. Discuss principles of anger management as a psychoeducational intervention.
3. Discuss the factors that influence aggressive and violent behaviors.
4. Discuss theories used to explain anger, aggression, and violence.
5. Identify behaviors or actions that escalate and de-escalate violent behavior.
6. Recognize the risk for verbal and physical attacks on nurses.
7. Generate options for responding to the expression of anger, aggression, and violent behaviors in clinical nursing practice.
8. Apply the nursing process to the management of anger, aggression, and violence in patients.

Chapter 14, Crisis, Grief, and Disaster Management
1. Describe the types of crises.
2. Differentiate between grief and bereavement.

3. Compare models of bereavement.
4. Discuss nursing management for persons experiencing crises, grief, and disasters.
5. Evaluate the effects of the crisis or disaster experience on lifestyle and survival.
6. Explain the psychological impact of disaster on victims of catastrophic events.

Chapter 15, Suicide Prevention
1. Identify suicide as a major mental health problem in the United States.
2. Define suicide, suicidality, suicide attempt, parasuicide, and suicidal ideation.
3. Describe population groups that have high rates of suicide.
4. Describe risk factors associated with suicide completion.
5. Identify key factors associated with specific suicide acts.
6. Describe evidence-based interventions used to reduce imminent and ongoing suicide risk.
7. Explain the importance of documentation and reporting when caring for patients who may be at risk of suicide.

Chapter 16, Anxiety and Panic Disorders
1. Differentiate normal anxiety responses from those suggestive of an anxiety disorder.
2. Identify indicators for the four levels of anxiety and nursing interventions appropriate for each level.
3. Describe the prevalence and incidence of anxiety disorders.
4. Analyze theories of anxiety disorders.
5. Apply nursing process with recovery-oriented interventions for persons with anxiety and anxiety disorders.

Chapter 17, Trauma- and Stressor-Related Disorders
1. Discuss the role of psychological trauma in mental disorders.
2. Discuss the importance of resilience in prevention of mental disorders.
3. Describe the prevalence and incidence of trauma–stressor-related disorders.
4. Delineate clinical symptoms and course of trauma–stressor-related disorders.
5. Analyze theories of trauma–stressor-related disorders.
6. Apply nursing process with recovery-oriented interventions for persons with trauma–stressor-related disorders.
7. Describe dissociation and dissociative disorders.

Chapter 18, Obsessive-Compulsive and Related Disorders
1. Discuss the role of obsessions and compulsions in mental disorders.
2. Describe the prevalence and incidence of obsessive-compulsive disorders.
3. Delineate clinical symptoms and course of obsessive-compulsive disorders.
4. Analyze theories of obsessive-compulsive disorders.
5. Apply nursing process with recovery-oriented interventions for persons with obsessive-compulsive disorders.
6. Differentiate other obsessive-compulsive disorders.

Chapter 19, Depression
1. Discuss the role of mood and depression in mental disorders.
2. Describe the prevalence and incidence of major depressive disorder.
3. Delineate the clinical symptoms and course of major depressive disorder including suicidal behavior.
4. Discuss the primary theories of major depressive disorder and their relationship to suicidal behavior.
5. Apply the nursing process with recovery-oriented interventions for persons with major depressive disorder including those with suicidal behavior.
6. Describe other depressive disorders.

Chapter 20, Bipolar Disorders
1. Discuss the role of mania in mental disorders.
2. Describe the prevalence and incidence of bipolar disorders.
3. Delineate the clinical symptoms of bipolar disorders with emphasis on mood lability.
4. Describe the theories explaining bipolar disorder and mood lability.
5. Identify evidence-based interventions for patients diagnosed with bipolar disorders and for those who exhibit mood lability.
6. Develop recovery-oriented strategies that address the needs of persons diagnosed with bipolar disorders and for those who exhibit mood lability.
7. Differentiate other bipolar and related disorders.

Chapter 21, Schizophrenia and Related Disorders
1. Identify key symptoms of schizophrenia.

2. Describe theories relevant to schizophrenia.
3. Develop strategies to establish a patient-centered, recovery-oriented therapeutic relationship with a person with schizophrenia.
4. Develop recovery-oriented nursing interventions for patients with schizophrenia.
5. Discuss medications used to treat people with schizophrenia and the evaluate their effectiveness.
6. Identify and evaluate expected outcomes of nursing care for persons with schizophrenia.
7. Discuss other common schizophrenia spectrum disorders.

Chapter 22, Personality and Impulse-Control Disorders
1. Describe the prevalence and incidence of personality disorders.
2. Delineate the clinical symptoms of borderline personality disorder and antisocial personality disorder with emphasis on emotional dysregulation, self-harm, temperament, and impulsivity.
3. Discuss the theories explaining personality disorders.
4. Identify evidence-based nursing interventions for persons with personality disorders.
5. Discuss communication strategies with persons with personality disorders.
6. Develop recovery-oriented strategies that address the needs of persons with personality disorders.
7. Compare and contrast disruptive impulse-control disorders.

Chapter 23, Somatic Symptom and Dissociative Disorders
1. Explain the concept of somatization and the occurrence of somatic symptom and related disorders in people with mental health problems.
2. Discuss the prevailing theories related to somatic symptom and related disorders.
3. Identify evidence-based nursing assessment and outcomes for persons with somatization and cognitive distortions.
4. Formulate nursing diagnoses based on a mental health nursing assessment of people with somatic symptom and related disorders.
5. Develop recovery-oriented nursing interventions for patients with somatic symptom and related disorders.
6. Discuss special concerns within the therapeutic relationship common for those with somatic symptom and related disorders.

Chapter 24, Eating Disorders
1. Distinguish the signs and symptoms of anorexia nervosa from those of bulimia nervosa.
2. Describe theories explaining anorexia nervosa and bulimia nervosa.
3. Differentiate binge-eating disorder from anorexia nervosa and bulimia nervosa.
4. Describe the risk factors and protective factors associated with the development of eating disorders.
5. Explain the importance of body image, body dissatisfaction, and gender identity in developmental theories that explain etiology of eating disorders.
6. Explain the impact of sociocultural norms on the development of eating disorders.
7. Formulate the nursing diagnoses for individuals with eating disorders.
8. Analyze special concerns within the therapeutic relationship for the nursing care of individuals with eating disorders.
9. Develop recovery-oriented nursing interventions for individuals with anorexia nervosa and bulimia nervosa.
10. Identify strategies for prevention and early detection of eating disorders.

Chapter 25, Addiction and Substance-Related Disorders
1. Describe the actions, effects, and withdrawal symptoms of alcohol, marijuana, stimulants, tobacco, hallucinogens, opioids, inhalants, and also gambling disorder.
2. Discuss the evidence that serves as a basis of care and treatment of persons with substance-related and non–substance-related disorders.
3. Formulate nursing diagnoses based on an assessment of people with substance-related disorders.
4. Compare intervention approaches of substance-related and non–substance-related disorders.
5. Implement treatment interventions for patients with substance-related and non–substance-related disorders.

Chapter 26, Sleep–Wake Disorders
1. Identify common sleep–wake disorders that co-occur with other mental disorders.
2. Discuss the impact of changes in sleep associated with psychiatric disorders.
3. Perform a sleep history during a patient's assessment.
4. Formulate a model nursing care plan for patients with sleep–wake disorders.

Chapter 27, Sexual Disorders
1. Discuss the development of sexual behavior.

2.   Compare male and female sexual response and theoretical models.
3.   Identify common sexual disorders that co-occur with other mental disorders.
4.   Develop a nursing care plan for a person with a sexual disorder.
5.   Identify nursing intervention strategies common to treating those with sexual disorders.

Chapter 28, Mental Health Disorders of Childhood and Adolescence
1.   Describe mental disorders usually diagnosed in childhood or adolescence.
2.   Discuss prevailing theories relevant to the mental health disorders in childhood and adolescence.
3.   Discuss the nursing care of children with neurodevelopmental disorders.
4.   Analyze the nursing assessment, diagnosis, intervention, and evaluation processes in caring for a child or adolescent with attention-deficit hyperactivity disorder.
5.   Discuss the epidemiology, etiology, medications, and nursing care of children with tic disorders.
6.   Discuss the nursing care of children/adolescents with separation anxiety and obsessive-compulsive disorders.
7.   Discuss the significance of behavioral intervention strategies for children who have elimination disorders.
8.   Compare the nursing care of children and adolescents with mood disorders and schizophrenia with that for adults with similar disorders.

Chapter 29, Mental Health Disorders of Older Adults
1.   Distinguish the clinical characteristics, onset, and course of delirium and dementia.
2.   Integrate biologic, psychological, and social theories related to delirium and dementia.
3.   Discuss the nursing care of persons with delirium and dementia.

Chapter 30, Mental Health Care for Survivors of Violence
1.   Describe types of violence and abuse, including intimate partner violence, stalking, rape and sexual assault, child maltreatment, and elder abuse.
2.   Describe selected theories of violence.
3.   Compare the reasons some people become abusive and why some victims remain in violent relationships.
4.   Discuss the formation of a therapeutic relationship with a victim of violence.
5.   Formulate nursing care plans for survivors of violence and abuse.
6.   Describe treatment for perpetrators of abuse.