

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

Spring 2013

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Office Hours: Varies by instructor

Section Information: NURS 3481-600

Time and Place of Class Meetings:

Virtual, weekly assignments due

Class will be on Blackboard January 28, 2013 through April 21, 2013

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. Print last page contract, sign, and turn in to your clinical instructor on the clinical orientation day the first class week. 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.

Descriptions of major assignments and examinations with due dates:

Course Schedule and quiz schedule with dates and assignments available on Blackboard and 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:

Varcarolis, E. & Halter, M. (2011). *Foundations of psychiatric mental health nursing: A clinical approach*. (6th ed). Mosby.

Varcarolis, E. (2011). *Manual of psychiatric nursing care plans: Clinical tools, and psychopharmacology*. (4th ed). New York: Saunders.

Recommended Textbooks:

Labbate, L. A., Fava, M, Rosenbaum, J. F., and Arana, G. W. (2010). *Handbook of Psychiatric Drug Therapy* (6th ed). New York: Lippincott, Wilkins, and Williams.

McDonald, S. F. (2011) Virtual clinical excursions 3.0 - Psychiatric for Varcarolis and Halter: *Foundations of psychiatric mental health nursing* (6th ed). W. B. Saunders Company.

Silvestri, L. (2011). *Saunders comprehensive review for NCLEX-RN*. (5th edition). Philadelphia: W. B. Saunders Company.

Zerwekh, J. & Claborn, J. (2010). *Illustrated study guide for the nclex-rn exam* (7th edition). St. Louis, MO: Elsevier.

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.

Grading:**Exams:**

Three exams, comprehensive HESI, and discussion questions (discussion questions grade only averaged in if proctored exam average is 70% or higher) determine final Theory Grade. Exams will consist of multiple-choice items.

Quizzes:

Ten scheduled quizzes will be given on Blackboard on Saturday's and Sunday's throughout the semester. Quizzes will be available on Saturday's from 6:00 PM through Sunday's 11:59 PM. See posted schedule. Students will have fifteen (15) minutes to complete each of the ten (10) question quizzes. Once you begin the quiz, you must complete in fifteen (15) minutes. When time expires the quiz will save and submit automatically. Once you have submitted a question, you cannot go back and change the answer. Quiz questions may be multiple choice, fill in the blank, place in correct order, select all that apply, and other approved NCLEX alternate format questions.

Any student who fails to access the quiz on the day of a quiz will receive a grade of zero for that quiz. An average quiz grade of 90 – 100 will add two (2) points; an average quiz grade of 80 – 89 will add one (1) point to the respective exam grades (exam 1, exam 2, or exam 3).

Quiz questions may include course content from previous lectures, assigned case studies and/or from assigned readings for that day's lecture.

Each individual student is responsible for ensuring (s)he has browser access to the BLACKBOARD quizzes in order to take the quiz by the due date in the assigned time. No quiz make-ups are available. Individual students not taking the quizzes will receive a zero for their grade.

Computer Requirements:

All computers on campus will access BLACKBOARD. 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 quiz access 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 and take your weekly quizzes at the many UTA Computer Labs on campus.

Word of caution:

Do not rely on employer's computer system to access Blackboard and quizzes. Students have encountered various problems (such as dropping them in the middle of an on-line quiz) due to the special filters, fire walls, program blocking programs, and barriers they put on their systems. In addition, MAC computers are not compatible with Blackboard and quizzes.

It is advised to not take any on-line quizzes on a wireless system as students have also been dropped and used up their time trying to reconnect. Use a more stable system. It is your responsibility to ensure you have the correct browser prior to taking your quizzes.

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.

Grades will be earned based on the following scale; percentage indicates the contribution of each grade to the overall course grade.

| | |
|--------------------------|-------------|
| Exam I | 25% |
| Exam II | 25% |
| Exam III | 25% |
| Comprehensive HESI Final | 15% |
| Discussion Questions | 10% |
| Total | 100% |

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. (discussion question grade only averaged in if proctored exam average is 70% or higher)**
- 70% weighted average on major written assignments (Not applicable in NURS 3481).
- 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 CON.

****SCHOLASTIC DISHONESTY (CHEATING AND/OR COLLUSION) ON EXAMINATIONS/QUIZZES WILL RESULT IN A 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 90% of the final grade. None of the additional course work (10%) is figured into the grade unless the 70% weighted average is reached. *If bonus points were available for exams or quizzes, the points will not be added to the exams until after the weighted exam average is figured for the semester. A student must have the 70% weighted average without the bonus points being counted.*

| Unit and Comprehensive Exams | Weight |
|-----------------------------------|------------|
| Exam 1 | 25% |
| Exam 2 | 25% |
| Exam 3 | 25% |
| HESI | 15% |
| Total for Weighted Average | 90% |

Figuring out your Test Grade with Weighted Averages

Example: This student made 100% on all exams:

| | Weight of exam | Student grade | How to figure |
|--------|----------------|---------------|---------------|
| Exam 1 | 25% | 100 | $x 0.25 = 25$ |
| Exam 2 | 25% | 100 | $x 0.25 = 25$ |
| Exam 3 | 25% | 100 | $x 0.25 = 25$ |
| HESI | 15% | 100 | $x 0.15 = 15$ |
| Total | 90% | | Total= 90 |

Last step: If you divide the 90 by 0.90 (90%—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 figure |
|--------|----------------|---------------|-----------------|
| Exam 1 | 25% | 70 | $x 0.25 = 17.5$ |
| Exam 2 | 25% | 70 | $x 0.25 = 17.5$ |
| Exam 3 | 25% | 70 | $x 0.25 = 17.5$ |
| HESI | 15% | 70 | $x 0.15 = 10.5$ |
| Total | 90% | | Total = 63 |

Last step: If you divide the 63 by 0.90 (90%-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 (figure YOUR weighted average...)

| Exams | Weight of exam | Your grade | How to figure |
|--------|----------------|------------|---------------|
| Exam 1 | 25% | | $x 0.25 =$ |
| Exam 2 | 25% | | $x 0.25 =$ |
| Exam 3 | 25% | | $x 0.25 =$ |
| HESI | 15% | | $x 0.15 =$ |
| Total | 90% | | Total |

Last step: If you divide the total of the fourth column by 90% (the total weight of your exams) you will know your weighted average score. This is the sum total of the 90% of your grade. You must have **63** 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 a C signifies a non-passing grade.

Attendance:

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, and other designated activities.

Attendance at/of all clinical activities is required. Each clinical instructor will 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 call **both** your assigned instructor **and** the clinical facility. A single excused absence may be made-up as specified by each faculty member. More than one absence from clinical may result in failure to meet clinical objectives, and thus a course failure. **Clinical orientation is mandatory and cannot be made up.**

Required Clinical Assignments:

Guidelines for completion of the Clinical 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.

1. **One Initial Patient Interview:** Submit on Blackboard on or before 2359 Thursday following your weekly clinical experience. After first clinical facility day only.
2. **Reflection-Critical Thinking Journals:** Submit on Blackboard on or before 2359 Thursday following every clinical experience (one per each clinical day).
3. **Pharmacology Presentation:** As assigned, to be presented on the 1st day of clinical. (date set with clinical instructor and facility).
4. **Patient Care Plans** with Mental Status Assessment, 3 priority **Psychiatric** Nursing Diagnoses, Related Goals, Interventions, Evaluation, and Therapeutic Communication. Three satisfactory NCP's on 3 different patient diagnoses required for mastery. Submit on Blackboard on or before 2359 Thursday following clinical experience weeks 2, 3 and 4.
5. **Three Support Group Meeting Reports/Critiques** from AA, NA, Overeaters, Codependency (CODA), etc. Must follow guidelines for credit. Submit on Blackboard on or before 2359 Thursday weeks 2, 4 and 6.
6. **Process Recording:** One satisfactory Process Recording is required. Submit on Blackboard on or before 2359 Thursday week 5.
7. **One Client Teaching-Learning Group Project:** (date of presentation set with clinical instructor and facility on week 5 and project presentation on last clinical day). **Teaching-Learning Group Project evaluation and post project paperwork.** Submit on Blackboard on or before 2359 Thursday after presentation.
8. **Weekly Discussion Questions to be posted on Blackboard:** (See directions in Clinical Supplement). Due dates 2359 Sunday.
9. **Psychiatric Mental Health HESI Practice Test** (See directions in Clinical Supplement). (date/time for completion TBA prior to actual HESI comprehensive final).

All assignments are to be submitted on Blackboard. Any assignment sent directly to the instructor or coach MUST be sent via UTA email, NOT personal email.

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 non-attendance.** 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://web.uta.edu/ses/fao>).

Americans with Disabilities Act:

The University of Texas at 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)*. 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity:

All students enrolled in this course 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.

Instructors 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. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. "Scholastic 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."

Student Support Services Available:

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 www.uta.edu/resources.

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.

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.

Librarian to Contact:

Helen Hough, Nursing Librarian

817-272-7429

Email

hough@uta.edu

Library Home Page

<http://www.uta.edu/library>

Subject Guide

<http://libguides.uta.edu/nursing>

Undergraduate Support Staff:

Holly Woods, Administrative Assistant I, Pre-nursing & Senior II

644 Pickard Hall, (817) 272-2776 ext. 4811

Email: hwoods@uta.edu

Suzanne Kyle, Administrative Assistant I, Junior I through Senior I

645 Pickard Hall, (817) 272-2776 ext. 4817

Email: skyle@uta.edu

Make-up Exam Policy:

Students absent on a scheduled test day must notify the **lead teacher** prior to the start time of the scheduled exam and make arrangements to take the test within 7 days of the test day. Make-up exams will be in a format determined by the lead teacher and may include short answer or essay questions. Students who are late to class on a scheduled test day must complete the exam within the allotted time frame set by the lead teacher.

We highly recommend that students utilize all of the EVOLVE helps. There are practice questions, pre/post tests, chapter review and critical thinking questions, seven (7) topic related computer-based Evolve Apply Case Studies and fifteen (15) Virtual Clinical Excursions (VCE). Case studies include: *Alcoholism, Major Depressive Disorder (with anxiety), Depression (with psychosis), Schizophrenia, Psychosis, Alzheimer's, and Attention Deficit Disorder*. Instructions on accessing the Evolve Apply Case Studies are in the N3481 Clinical Syllabus. Grades will not be recorded for these Case Studies and VCE, but they are excellent preparation for lectures and exams, including the final HESI.

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 client with psychiatric 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 class and clinical components must be successfully completed. Failure to pass either component will result in course failure.

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. 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.

2. **** NURSING CARE PLANS, PROCESS RECORDINGS, CRITICAL THINKING JOURNALS, DISCUSSION BLOGS, MEDICATION ASSIGNMENT, SIMULATION ACTIVITIES (UNLESS DESIGNATED AS GROUP EXPERIENCE) ARE FOR CLINICAL CREDIT; THESE ASSIGNMENTS ARE NOT GROUP WORK—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)**
3. The clinical instructor and the clinical facility are 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 (illness etc). All excused clinical absences will require make-up and may include time spent at a clinical agency, simulation time, or another learning activity (presentation to clinical group etc). Work, doctor's appointments, birth of a friend's baby, trips, attending a wedding etc are not excused and may result in course failure. **Students may only make up one clinical day and it must be for an excused absence. Make-up assignment at clinical instructor discretion. All students are responsible for all learning materials as assigned each week, including: reading assignments, lecture notes and slides, recommended VCE, Evolve case studies, and Evolve chapter pre/post tests.**
4. Students are expected to prepare for both clinical practice and classroom experiences. Students are expected to be on time for clinical experiences. Reading assignments prior to weekly assignments is expected of students. Students are responsible for all learning materials assigned whether covered in assigned material or not.
5. A test blueprint with the number of test items per topic will be posted prior to each test. Each test has approximately 50 questions. Tests will include material from assignments, discussion, audio visual aids, reading materials, and any other assigned materials or activities.
6. Conduct during proctored exams: Students are assigned to a room for the exam. The only items allowed with the student are pencils and student MAV ID badge (**not driver's license**) and sign-in, in order to gain entrance. **All cell phones and pagers must be turned off and placed at the front of the room during all exams. No cell phones, pagers, books, pages of books, papers, notes, or note cards of any type may be on your person or used in any manner during an exam.** Caps or hats with bibs are not allowed to be worn. **Once a student leaves the testing room, they are expected to leave the area so as not to disturb others still taking the test.**
7. 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). Exams will not be rescheduled for convenience of vacation travel or work schedules.** The make-up will cover the designated material and may be in a different on-line format. **A missed exam must be made up within one week.** It is the student's responsibility to notify the lead teacher and schedule a make-up time. Failure to notify the lead teacher prior to missing an exam will result in a grade of "0" for that exam.

8. Grades will be posted on Blackboard when scores have been received, and reviewed by faculty. **NO GRADES WILL BE GIVEN BY TELEPHONE.** The lead or co-lead teacher will counsel students experiencing difficulty in the course. It is the student's responsibility to make an appointment with either the lead or co-lead teacher in order to discuss progress in the course.
9. Assigned papers **may** be accepted beyond the due **date/time** when **prior** communication has been made with the receiving faculty. Depending on the reason for tardiness, late papers may be reason for a clinical contract and/or failing clinical grade.
10. All students in each group are expected to participate equally in the teaching project.
11. UTA uniforms will be worn for clinical experiences including simulations and mental health court. UTA name tag with last name covered will be worn. No lab coats! The remainder of the UTA dress code will be followed (re jewelry etc.). Any variations related to clinical experiences or clinical agencies will be discussed by clinical instructor.
12. Students are expected to use Blackboard as the principle means of non-verbal course communication. Students are responsible for checking Blackboard for course/instructor communication daily throughout the entire course. The Blackboard discussion board 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 the Blackboard discussion board 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.
13. **The posting of any patient reference in any way (even if found in a public forum) on Facebook, My Space, YouTube or other internet forum, may result in course failure and possible expulsion from the nursing program.**
14. Students are to 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 UTACON.

College of Nursing Information:

APA Format

APA style manual will be used by the UTACON 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/nursing/bsnprogram/>

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 UTACON 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.

UTACON 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.

UTACON students must obtain a printed copy of the BSN Pre-Licensure Essential Skills Experience Passport from Blackboard and maintain this copy for use in all clinical courses. This Passport must be used to document skills experiences during clinical or simulation laboratory sessions. After performing an essential skill, a student will record the date and the setting, and then his/her initials in the appropriate boxes on the passport. The student will then provide the record to his/her clinical instructor for verification. Students are responsible for the accuracy and integrity of Passport documentation. Any attempt to falsify or alter Passport information may result in disciplinary action related to UTA’s Academic Dishonesty policies.

UTACON students are required to perform and document ALL the essential skills 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 on the Passport. It is the student’s responsibility to obtain the required essential skills experiences in a timely manner throughout the semester.

**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 NPA |
|---|----------------------------------|
| Performance is unsafe. | 1,2,3,5,6,7,9,10,11,12,13,14 |
| 2. Questionable decisions are often made. | 1,2,3,4,5,6,7,8,9,10,11,12,13,14 |
| 3. Lacks insight into own behaviors and that of others. | 1,2,3,4,5,6,8,9,10,11,12,13,14 |
| 4. Difficulty in adapting to new ideas/functions. | 4,5,6,7,8,9,10,11,13,14 |
| 5. 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 217.00 (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.

Clinical Dress Code:

The clinical dress code applies to all graduate and undergraduate students of The University of Texas at Arlington College of Nursing (UTACON), and has two primary purposes: to insure that, whenever in the clinical setting, students of the UTACON: 1) represent the nursing profession and UTACON 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, prelicensure student nurses should wear their UTACON uniform and UTACON insignia patch ONLY when in simulation, clinical or other learning experiences authorized by UTACON faculty. Students are to provide nursing care to patients at clinical facilities ONLY when authorized by their UTACON 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".

Clinical Attendance When University is Closed

Some programs in the College of Nursing, such as the Academic Partnership Program, may require students to attend clinical on evenings, nights, week-ends, or holidays. Students are expected to attend their assigned clinical rotation as scheduled, even when the University is otherwise closed.

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.

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.

Observance of Religious Holy Days:

Undergraduate Nursing faculty and students shall follow the University policy regarding Observance of Religious Holy Days:

http://web.uta.edu/catalog/content/general/academic_regulations.aspx#6

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:

1. Immediately report the incident to the clinical faculty member and the appropriate person in the clinical agency.

2. Have the wound inspected, cleansed, and dressed.
3. Complete the institutional incident report and follow institutional policy as applicable.
4. 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 Student Handbook can be found by going to the following link:

<http://www.uta.edu/nursing/bsn-program/> and clicking on the link titled BSN Student Handbook.

APBSN Calendar
Spring 2013

(Numbers in () are in Varcarolis textbook readings for the week; numbers in [] are in Varcarolis care plan manual)

| Week | Assignments |
|--|---|
| 1. 01/28-02/03 | First day at clinical facilities. Nursing, Nursing Roles (1,2,4,30); The Nursing Process and Standards of Care for Psychiatric Mental Health Nursing (8); DSM IV (1); Assessment/Mental Status Exam (8, 10); Boundaries (9); Confidentiality (7); Therapeutic Relationship and Communication (9, 10) [2,3]; Legal, Ethical, (4, 7, 8); Serious Mental Illness (30). |
| 2. 02/04-02/10 | Biological Basis for Understanding Psychotropic Drugs (3) [21]; Schizophrenia (15) [8]; Therapeutic Groups (34) |
| 3. 02/11-02/17 Exam 1 on 02-14-13 | Exam 1 (50 questions) (material in weeks 1 and 2). Relevant Theories and Therapies for Nursing Practice; Cultural Implications for Psychiatric Mental Health Nursing; CBT, Reinforcements, etc. (2, 6); Mental Health Nursing in Acute Care Settings; Responses to Stress, Anxiety Disorders, Defense Mechanisms (11, 12) [5]. |
| 4. 02/18-02/24 | Depressive Disorders (13) [6]; Bipolar Disorders (14) [7, 19]. |
| 5. 02/25-03/03 | Addictive Disorders (18) [10, 19]; Codependence (18); Chemically Dependent Nurse (18). |
| 6. 03/04-03/10 | Last day at clinical facilities. Crisis, Disaster & Suicide Interventions(23, 24) [13]; Anger, Aggression, and Violence (25) [17]. |
| 7. 03/11-03/17 Exam 2 on 03-14-13 Drop Date 03-15-13 | Exam 2 (50 questions) (material in weeks 3, 4, 5, 6). Child, Older Adult, and Intimate Partner Abuse; Sexual Assault Forensic Psychiatric Nursing (26, 27) [14, 15]. |
| 8. 03/18-03/24 | Cognitive Disorders (17) [12]; Care for the Dying and for Those Who Grieve (32) [18]. |
| 9. 03/25-03/31 | Child Adolescent & Family Mental Health Issues (28) [4, 19]; Family Interventions (35); Personality Disorders (19) [9, 19]. |
| 10. 04/01-04/07 | Eating Disorders (16) [11]; Somatoform, Factitious, and Dissociative Disorders (22) [19]; Psychological Needs of Patients with Medical Conditions (31) Integrative Care (36). |
| 11. 04/08-04/14 | |
| 12. 04/15-04/21 Exam 3 on 04-18-13 HESI on 04-18-13 | Exam 3 (50 questions) (material in weeks 7, 8, 9, 10). Exam HESI. |

Quiz Outline – Spring 2013

| Week and Date | Topic (*Reading Assignments* in textbook) [**Related Manual References**] | Availability/Minutes |
|--|---|--|
| 1 2/02 and 2/03 | <ul style="list-style-type: none"> Therapeutic Relationships (9) [2] Communication and the Clinical Interview (10) [3] | Feb 02 6:00 PM – Feb 03 11:59 PM/ 15 minutes |
| 2 2/09 and 2/10 | <ul style="list-style-type: none"> Psychobiology, Pharmacology (3)) [21] | Feb 09 6:00 PM – Feb 10 11:59 PM/ 15 minutes |
| 2 2/09 and 2/10 Two Quizzes on 2/09 and 2/10 | <ul style="list-style-type: none"> Schizophrenia (15) [8] Therapeutic Groups (34) Relevant Theories and Therapies for Nursing Practice; Cultural Implications for Psychiatric Mental Health Nursing; (CBT, Reinforcements, etc.) (2,6) | Feb 09 6:00 PM – Feb 10 11:59 PM/ 15 minutes |
| 3 2/16 and 2/17 | <ul style="list-style-type: none"> Understanding Responses to Stress (11) Anxiety Disorders (PTSD, PANIC, OCD, Phobias) (12) [5] Defense Mechanisms (11,12) | Feb 16 6:00 PM – Feb 17 11:59 PM/ 15 minutes |
| 4 2/23 and 2/24 | <ul style="list-style-type: none"> Depressive Disorders MDD (13) [6] Bipolar Disorders (14) [7, 19] | Feb 23 6:00 PM – Feb 24 11:59 PM/ 15 minutes |
| 6 3/09 and 3/10 | <ul style="list-style-type: none"> Addictive Disorders (18) [10, 19] Anger, Aggression & Violence (25) [17] Crisis, disaster & Suicide Interventions (23,24) [13] | Mar 09 6:00 PM – Mar 10 11:59 PM/ 15 minutes |
| 9 3/30 and 3/31 | <ul style="list-style-type: none"> Child Adolescent & Family (28) [4, 19] Mental Health Issues | Mar 30 6:00 PM – Mar 31 11:59 PM/ 15 minutes |
| 9 3/30 and 3/31 | <ul style="list-style-type: none"> Personality Disorders (19) [9, 19] | Mar 30 6:00 PM – Mar 31 11:59 PM/ 15 minutes |

| | | |
|--|--|--|
| Two Quizzes on 3/30 and 3/31 | | |
| 10 4/06 and 4/07 | <u>Child, Older Adult, and Intimate Partner Abuse, Sexual Assault, (26, 27)[14,15]</u> Eating Disorders (16) [11] | Apr 06 6:00 PM – Apr 07 11:59 PM/ 15 minutes |
| 10 4/06 and 4/07 Two Quizzes on 4/06 and 4/07 | <ul style="list-style-type: none"> • Somatoform, Factitious, and Dissociative Disorders (22) [19] • Sleep (20) | Apr 06 6:00 PM – Apr 07 11:59 PM/ 15 minutes |

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 ILLNESS

- Discuss some dynamic factors (including social climate, politics, myths, and biases) that contribute to making a clear-cut definition of mental health elusive.
- Explain how epidemiological studies can improve medical and nursing care.
- Demonstrate how the *DSM-IV-TR* multiaxial system can influence a clinician to consider a broad range of information before making a *DSM-IV-TR* diagnosis.
- Compare and contrast a *DSM-IV-TR* diagnosis with a nursing diagnosis.
- Give examples of how personal norms and other cultural influences can affect making an accurate *DSM-IV-TR* diagnosis.
- Define psychiatric mental health nursing, and discuss the patient population served by the psychiatric nurse.
- Explain the reasons for using standardized classification systems (e.g., North American Nursing Diagnosis Association International [NANDA-I], *Nursing Interventions Classification [NIC]*, and *Nursing Outcomes Classification [NOC]*) in psychiatric nursing practice.
- Compare and contrast the nursing actions of the basic level psychiatric mental health nurse with those of the advanced level psychiatric mental health nurse.
- Describe recent developments that have increased the biological emphasis in psychiatric mental health nursing.
- Explore emerging and future roles for psychiatric mental health nursing related to scientific and social trends.

CHAPTER 8: NURSING PROCESS/STANDARDS OF CARE PSYCH NURSING

- Compare the different approaches you would consider when performing an assessment with a child, an adolescent, and an older adult.
- Differentiate between the use of an interpreter and a translator when performing an assessment with a non-English speaking patient.
- Conduct a mental status examination (MSE).
- Perform a psychosocial assessment, including brief cultural and spiritual components.
- Explain three principles a nurse follows in planning actions to reach agreed-upon outcomes criteria.
- Construct a plan of care for a patient with a mental or emotional health problem.
- Identify three advanced practice psychiatric mental health nursing interventions.

- Demonstrate basic nursing interventions and evaluation of care following the ANA's *Standards of Practice*.
- Compare and contrast *Nursing Interventions Classification (NIC)*, *Nursing Outcomes Classification (NOC)*, and evidence-based practice (EBP).

CHAPTER 9: BOUNDARIES

- Compare and contrast a social relationship and a therapeutic relationship regarding purpose, focus, communications style, and goals.
- Describe areas where boundaries become blurred and identify warning signs.
- Compare and contrast Boundary Crossing and Boundary Violation.
- Analyze what is meant by boundaries and the influence of transference and countertransference on boundary blurring

CHAPTER 7: LEGAL/ETHICAL

- Compare and contrast the terms *ethics* and *bioethics*, and identify five principles of bioethics.
- Discuss at least five patient rights, including the patient's right to treatment, right to refuse treatment, and right to informed consent.
- Identify the steps nurses are advised to take if they suspect negligence or illegal activity on the part of a professional colleague or peer.
- Apply legal considerations of patient privilege (a) after a patient has died, (b) if the patient tests positive for human immunodeficiency virus, or (c) if the patient's employer states a "need to know."
- Provide explanations for situations in which health care professionals have a duty to break patient confidentiality.
- Discuss a patient's civil rights and how they pertain to restraint and seclusion.
- Develop awareness of the balance between the patient's rights and the rights of society with respect to the following legal concepts relevant in nursing and psychiatric mental health nursing: (a) duty to intervene, (b) documentation, and (c) confidentiality.
- Identify legal terminology (e.g., torts, negligence, and malpractice) applicable to psychiatric nursing, and explain the significance of each term.

CHAPTER 4: PSYCH/MENTAL HEALTH NURSING IN ACUTE CARE SETTINGS

- Describe the population served by inpatient psychiatric care.
- Identify funding options for acute care of psychiatric conditions and legislation related to insurance reimbursement.
- List the criteria for admission to inpatient care.

- Discuss the purpose of identifying the rights of hospitalized psychiatric patients.
- Explain how the multidisciplinary treatment team collaborates to plan and implement care for the hospitalized patient.
- Explain the importance of monitoring patient safety during hospitalization.

CHAPTER 9: THERAPEUTIC RELATIONSHIPS

- Identify at least four patient behaviors a nurse may encounter in the clinical setting.
- Explore qualities that foster a therapeutic nurse-patient relationship and qualities that contribute to a nontherapeutic nursing interactive process.
- Define and discuss the roles of empathy, genuineness, and positive regard on the part of the nurse in a nurse-patient relationship.
- Identify two attitudes and four actions that may reflect the nurse's positive regard for a patient.
- Understand the use of attending behaviors (eye contact, body language, vocal qualities, and verbal tracking).
- Discuss the influences of disparate values and cultural beliefs on the therapeutic relationship.

CHAPTER 10: COMMUNICATION AND THE CLINICAL INTERVIEW

- Identify three personal and two environmental factors that can impede communication.
- Discuss the differences between verbal and nonverbal communication, and identify five examples of nonverbal communication.
- Identify two attending behaviors the nurse might focus on to increase communication skills.
- Compare and contrast the range of verbal and nonverbal communication of different cultural groups in the areas of (a) communication style, (b) eye contact, and (c) touch. Give examples.
- Relate problems that can arise when nurses are insensitive to cultural aspects of patients' communication styles.
- Demonstrate the use of four techniques that can enhance communication, highlighting what makes them effective.
- Demonstrate the use of four techniques that can obstruct communication, highlighting what makes them ineffective.
- Identify and give rationales for suggested (a) setting, (b) seating, and (c) methods for beginning the nurse-patient interaction.

CHAPTER 3: BIOLOGICAL BASIS FOR UNDERSTANDING PSYCHOTROPIC DRUGS

- Discuss at least eight functions of the brain and the way these functions can be altered by psychotropic drugs.
- Describe how a neurotransmitter functions as a neuromessenger.
- Draw the three major areas of the brain and identify at least three functions of each.
- Identify how specific brain functions are altered in certain mental disorders (e.g., depression, anxiety, and schizophrenia).
- Describe how the use of imaging techniques can be helpful for understanding mental illness.
- Develop a teaching plan that includes side effects from dopamine blockage, such as motor abnormalities.
- Describe the result of blockage of the muscarinic receptors and the α_1 receptors by the standard neuroleptic drugs.
- Briefly identify the main neurotransmitters affected by the following psychotropic drugs and their subgroups:
 - a. Antianxiety agents
 - b. Sedative-hypnotic agents
 - c. Antidepressants
 - d. Mood stabilizers
 - e. Antipsychotic agents
 - f. Anticholinesterase drugs
- Identify special dietary and drug restrictions in a teaching plan for a patient taking a monoamine oxidase inhibitor.
- Identify specific cautions you might incorporate into your medication teaching plan with regard to:
 - a. Herbal medicine
 - b. Genetic pharmacology

CHAPTER 34: THERAPEUTIC GROUPS

- Identify basic concepts related to group work.
- Describe the phases of group development.
- Define task and maintenance roles of group members.
- Discuss the therapeutic factors that operate in all groups.
- Discuss four types of groups commonly led by basic level registered nurses.
- Describe a group intervention for (1) a member who is silent or (2) a member who is monopolizing the group.

CHAPTER 15: SCHIZOPHRENIA

- Describe the progression of symptoms, focus of care, and intervention needs for the prepsychotic through maintenance phases of schizophrenia.
- Discuss at least three of the neurobiological-anatomical-genetic findings that indicate that schizophrenia is a brain disorder.
- Differentiate among the positive and negative symptoms of schizophrenia in terms of psychopharmacological treatment and effect on quality of life.
- Discuss how to deal with common reactions the nurse may experience while working with a patient with schizophrenia.
- Develop teaching plans for patients taking conventional antipsychotic drugs and atypical antipsychotic drugs.
- Compare and contrast the conventional antipsychotic medications with atypical antipsychotics.
- Create a nursing care plan that incorporates evidence-based interventions for key areas of dysfunction in schizophrenia, including hallucinations, delusions, paranoia, cognitive disorganization, anosognosia, and impaired self-care.
- Role-play intervening with a patient who is hallucinating, delusional, and exhibiting disorganized thinking.

CHAPTER 23: CRISIS AND DISASTER

- Differentiate among the three types of crisis.
- Delineate six aspects of crisis that have relevance for nurses involved in crisis intervention.
- Discuss four common problems in the nurse-patient relationship that are frequently encountered by beginning nurses when starting crisis intervention. Discuss two interventions for each problem.
- Compare and contrast the differences among primary, secondary, and tertiary intervention, including appropriate intervention strategies.
- Provide concrete examples of interventions to minimize the situations.

CHAPTER 24: SUICIDE

- Describe the profile of suicide in the United States, noting psychosocial and cultural factors that affect risk.
- Identify three common precipitating events.
- Describe risk factors for suicide, including coexisting psychiatric disorders.
- Name the most frequent coexisting psychiatric disorders.
- Use the SAD PERSONS scale to assess suicide risk.

- Describe three expected reactions a nurse may have when beginning work with suicidal patients.
- Give examples of primary, secondary, and tertiary (postvention) interventions.
- Identify key elements of suicide precautions and environmental safety factors in the hospital.

CHAPTER 11: UNDERSTANDING RESPONSES TO STRESS

- Recognize the short- and long-term physiological consequences of stress.
- Compare and contrast Cannon's (fight-or-flight), Selye's (general adaptation syndrome), and psychoneuroimmunological models of stress.
- Describe how responses to stress are mediated through perception, personality, social support, culture, and spirituality.
- Assess life change units using the classic Life-Changing Events Questionnaire.
- Identify and describe holistic approaches to stress management.
- Teach a classmate or patient a behavioral technique to help lower stress and anxiety.
- Explain how cognitive techniques can help increase a person's tolerance for stressful events.

CHAPTER 12: ANXIETY AND ANXIETY DISORDERS

- Compare and contrast the four levels of anxiety in relation to perceptual field, ability to learn, and physical and other defining characteristics.
- Identify defense mechanisms, and consider one adaptive and one maladaptive use of each.
- Identify genetic, biological, psychological, and cultural factors that may contribute to anxiety disorders.
- Describe clinical manifestations of each anxiety disorder.
- Formulate four appropriate nursing diagnoses that can be used in treating a person with an anxiety disorder.
- Name three defense mechanisms commonly found in patients with anxiety disorders.
- Describe feelings that may be experienced by nurses caring for patients with anxiety disorders.
- Propose realistic outcome criteria for a patient with (a) generalized anxiety disorder, (b) panic disorder, and (c) posttraumatic stress disorder.
- Describe five basic nursing interventions used for patients with anxiety disorders.
- Discuss three classes of medications appropriate for anxiety disorders.
- Describe advanced practice and basic level interventions for anxiety disorders.

CHAPTER 2: RELEVANT THEORIES & THERAPIES FOR NURSING PRACTICE

- Evaluate the premises behind the various therapeutic models discussed in this chapter.
- Describe the evolution of therapies for psychiatric disorders.
- Identify ways each theorist contributes to the nurse's ability to assess a patient's behaviors.
- Drawing on clinical experience, provide the following:
 - a. An example of how a patient's irrational beliefs influenced behavior.
 - b. An example of countertransference in your relationship with a patient.
 - c. An example of the use of behavior modification with a patient.
- Identify Peplau's framework for the nurse-patient relationship.
- Choose the therapeutic model that would be most useful for a particular patient or patient problem.

CHAPTER 6: CULTURAL IMPLICATIONS FOR PSYCH/MENTAL HEALTH NURSING

- Explain the importance of culturally relevant care in psychiatric mental health nursing practice.
- Discuss potential problems in applying Western psychological theory to patients of other cultures.
- Compare and contrast Western nursing beliefs, values, and practices with the beliefs, values, and practices of patients from diverse cultures.
- Perform culturally sensitive assessments that include risk factors and barriers to quality mental health care that culturally diverse patients frequently encounter.
- Develop culturally appropriate nursing care plans for patients of diverse cultures.

CHAPTER 18: ADDICTIVE DISORDERS

- Compare and contrast the terms *substance abuse* and *substance dependence*, as defined by the *Diagnostic and Statistical Manual of Mental Disorders*, fourth edition, text revision (*DSM-IV-TR*).
- Discuss four components of the assessment process to be used with a person who is chemically dependent.
- Describe the difference between the behaviors of a person with alcoholism and a nondrinker in relation to blood alcohol level.
- Discuss the symptoms of alcohol withdrawal and alcohol delirium and the recommended treatments for each.
- Describe the signs of alcohol poisoning and the appropriate treatment based on the individual's presentation.
- List the appropriate steps to take if one observes an impaired co-worker.

- Describe aspects of enabling behaviors and give examples.
- Compare and contrast the signs and symptoms of intoxication, overdose, and withdrawal for cocaine and amphetamines.
- Distinguish between the symptoms of narcotic intoxication and those of narcotic withdrawal.
- Identify two short-term goals for a person who abuses alcohol in terms of (a) withdrawal, (b) active treatment, and (c) health maintenance.
- Recognize the phenomenon of relapse as it affects people who abuse substances during different phases of treatment.
- Evaluate four indications that a person is successfully recovering from substance abuse.

CHAPTER 25: ANGER, AGGRESSION AND VIOLENCE

- Compare and contrast three theories that explore the determinants for anger, aggression, and violence.
- Compare and contrast interventions for a patient with healthy coping skills with those for a patient with marginal coping behaviors.
- Apply at least four principles of de-escalation with a moderately angry patient.
- Describe two criteria for the use of seclusion or restraint over verbal intervention.
- Discuss two types of assessment and their value in the nursing process.
- Role-play with classmates by using understandable but unhelpful responses to anger and aggression in patients; discuss how these responses can affect nursing interventions.

CHAPTER 13: DEPRESSIVE DISORDERS

- Compare and contrast major depressive disorder and dysthymic disorder.
- Discuss the links between the stress model of depression and the biological model of depression.
- Assess behaviors in a patient with depression in regard to each of the following areas: (a) affect, (b) thought processes, (c) feelings, (d) physical behavior, and (e) communication.
- Formulate five nursing diagnoses for a patient with depression, and include outcome criteria.
- Name unrealistic expectations a nurse may have while working with a patient with depression, and compare them to your own personal thoughts.
- Role-play six principles of communication useful in working with patients with depression.

- Evaluate the advantages of the selective serotonin reuptake inhibitors (SSRIs) over the tricyclic antidepressants (TCAs).
- Explain the unique attributes of two of the atypical antidepressants for use in specific circumstances.
- Write a medication teaching plan for a patient taking a tricyclic antidepressant, including (a) adverse effects, (b) toxic reactions, and (c) other drugs that can trigger an adverse reaction.
- Write a medication teaching plan for a patient taking a monoamine oxidase inhibitor (MAOI), including foods and drugs that are contraindicated.
- Write a nursing care plan incorporating the recovery model of mental health.
- Describe the types of depression for which electroconvulsive therapy (ECT) is most helpful.

CHAPTER 14: BIPOLAR DISORDERS

- Assess a patient with mania for (a) mood, (b) behavior, and (c) thought processes, and be alert to possible dysfunction.
- Formulate three nursing diagnoses appropriate for a patient with mania, and include supporting data.
- Explain the rationales behind five methods of communication that may be used with a patient experiencing mania.
- Teach a classmate at least four expected side effects of lithium therapy.
- Distinguish between signs of early and severe lithium toxicity.
- Write a medication care plan specifying five areas of patient teaching regarding lithium carbonate.
- Compare and contrast basic clinical conditions that may respond better to anticonvulsant therapy with those that may respond better to lithium therapy.
- Evaluate specific indications for the use of seclusion for a patient experiencing mania.
- Defend the use of electroconvulsive therapy for a patient in specific situations.
- Review at least three of the items presented in the patient and family teaching plan (see Box 14-2) with a patient with bipolar disorder.
- Distinguish the focus of treatment for a person in the acute manic phase from the focus of treatment for a person in the continuation or maintenance phase.

CHAPTER 22: SOMATOFORM, FACTITIOUS, AND DISSOCIATIVE DISORDERS

- Compare and contrast essential characteristics of the somatoform, factitious, and dissociative disorders.
- Give a clinical example of what would be found in each of the somatoform disorders.

- Describe five psychosocial interventions that would be appropriate for a patient with somatic complaints.
- Plan interventions for a patient with conversion disorder who is receiving a great deal of secondary gain from his or her “blindness.” Include self-care and family teaching.
- Describe disorders that are conscious attempts to deceive health care professionals.
- Explain the key symptoms of the four dissociative disorders.
- Compare and contrast dissociative amnesia and dissociative fugue.
- Identify three specialized elements in the assessment of a patient with a dissociative disorder.
- Identify nursing interventions for patients with somatoform and dissociative disorders.

CHAPTER 32: CARE FOR THE DYING AND FOR THOSE WHO GRIEVE

- Compare and contrast the specific goals of end-of-life care inherent in the hospice model with those of the medical model.
- Analyze the effects of specific interventions nurses can implement when working with a dying person and his or her family and loved ones.
- Analyze how the Four Gifts of Resolving Relationships (forgiveness, love, gratitude, and farewell) can be used to help people respond to a dying loved one.
- Identify the relationship between the way a person responds to life and how the same person responds to death.
- Explain how the distinction between the terms *grief* and *mourning* as presented in this chapter can help enhance the effectiveness of a holistic approach.
- Differentiate among some of the characteristics of normal bereavement and dysfunctional grieving.

CHAPTER 26: CHILD, OLDER ADULT, AND INTIMATE PARTNER ABUSE

- Identify three indicators of (a) physical abuse, (b) sexual abuse, (c) neglect, and (d) emotional abuse.
- Discuss the epidemiological theory of abuse in terms of stresses on the perpetrator, vulnerable person, and environment that could escalate anxiety to the point at which abuse becomes the relief behavior.
- Compare and contrast three characteristics of perpetrators with three characteristics of a vulnerable person.
- Describe four areas to assess when interviewing a person who has experienced abuse.
- Identify two common emotional responses the nurse might experience when faced with a person subjected to abuse.

- Formulate four nursing diagnoses for the survivor of abuse, and list supporting data from the assessment.
- Write out a safety plan with the essential elements for a victim of intimate partner abuse.
- Compare and contrast primary, secondary, and tertiary levels of intervention, giving two examples of intervention for each level.

CHAPTER 27: SEXUAL ASSAULT

- Define sexual assault, attempted rape, and rape.
- Discuss the underreporting of sexual assault.
- Describe the profile of the victim and the perpetrator of sexual assault.
- Distinguish between the acute and long-term phases of the rape-trauma syndrome, and identify some common reactions during each phase.
- Identify and give examples of five areas to assess when working with a person who has been sexually assaulted.
- Formulate two long-term outcomes and two short-term goals for the nursing diagnosis *Rape-trauma syndrome*.
- Analyze one's own thoughts and feelings regarding the myths about rape and its impact on survivors.
- Identify six overall guidelines for nursing interventions related to sexual assault.
- Discuss the long-term psychological effects of sexual assault that might lead to a survivor's seeking psychotherapy.

CHAPTER 17: COGNITIVE DISORDERS

- Compare and contrast the clinical picture of delirium with that of dementia.
- Discuss three critical needs of a person with delirium, stated in terms of nursing diagnoses.
- Identify three outcomes for patients with delirium.
- Summarize the essential nursing interventions for a patient with delirium.
- Recognize the signs and symptoms occurring in the four stages of Alzheimer's disease.
- Formulate three nursing diagnoses suitable for a patient with Alzheimer's disease, and define two outcomes for each.
- Formulate a teaching plan for a caregiver of a patient with Alzheimer's disease, including interventions for (a) communication, (b) health maintenance, and (c) safe environment.

CHAPTER 19: PERSONALITY DISORDERS

- Analyze the interaction of biological determinants and psychosocial stress factors in the etiology of personality disorders.
- Identify the three clusters of personality disorders as currently defined.
- Describe the major characteristic of one personality disorder from each cluster and give an example.
- Formulate two nursing diagnoses for cluster B personality disorders.
- Describe the emotional and clinical needs of nurses and other staff when working with patients who meet criteria for personality disorders.
- Discuss two nursing outcomes for patients with borderline personality disorder.
- Plan basic interventions for a patient with impulsive, aggressive, or manipulative behaviors.

CHAPTER 28: DISORDERS OF CHILDREN AND ADOLESCENTS

- Explore factors and influences contributing to child and adolescent mental disorders, and develop intervention strategies for these young patients.
- Explain how characteristics associated with resiliency can mitigate ecological influences.
- Identify characteristics of mental health and positive youth development in children and adolescents.
- Discuss holistic assessment of a child or adolescent.
- Explore areas in the assessment of suicide that may be unique to children or adolescents.
- Compare and contrast at least six treatment modalities for children and adolescents.
- Describe clinical features and behaviors of at least three child and adolescent psychiatric disorders.
- Formulate three nursing diagnoses, stating patient outcomes and interventions for each.

CHAPTER 35: FAMILY INTERVENTIONS

- Discuss the characteristics of a healthy family using clinical examples.
- Differentiate between functional and dysfunctional family patterns of behavior as they relate to the five family functions.
- Compare and contrast insight-oriented family therapy and behavioral family therapy.
- Identify five family theorists and their contributions to the family therapy movement.
- Analyze the meaning and value of the family's sociocultural context when assessing and planning intervention strategies.
- Construct a genogram using a three-generation approach.
- Formulate seven outcome criteria that a counselor and family might develop together.

- Identify some strategies for family intervention.
- Distinguish between the nursing intervention strategies of a basic level nurse and those of an advanced practice nurse with regard to counseling and psychotherapy and psychobiological issues.
- Explain the importance of the nurse's role in psychoeducational family therapy.

CHAPTER 16: EATING DISORDERS

- Discuss four theories of eating disorders.
- Compare and contrast the signs and symptoms (clinical picture) of anorexia nervosa and bulimia nervosa.
- Identify three life-threatening conditions, stated in terms of nursing diagnoses, for a patient with an eating disorder.
- Identify three realistic outcome criteria for (a) a patient with anorexia nervosa and (b) a patient with bulimia nervosa.
- Describe therapeutic interventions appropriate for anorexia nervosa and bulimia nervosa in the acute phase and long-term phase of treatment.
- Explain the basic premise of cognitive-behavioral therapy in the treatment of eating disorders.
- Differentiate between the long-term prognoses of anorexia nervosa, bulimia nervosa, and binge eating disorder.

CHAPTER 31: PSYCH NEEDS OF PATIENTS WITH MEDICAL CONDITIONS

- Describe the influence of stress on general medical conditions.
- Construct a nursing diagnosis for an individual who has HIV and depression.
- Explain the importance of nurses teaching relaxation techniques and coping skills to patients with medical illness.
- Perform a comprehensive nursing assessment for a patient with a medical illness.
- Assess the patient's coping skills by identifying (a) areas for psychoeducation and (b) areas of strength.
- Identify two instances in which a consultation with a psychiatric liaison nurse might have been useful for one of your medical-surgical patients.

CHAPTER 36: INTEGRATIVE CARE

- Define the terms *integrative medicine*, *integrative care*, and *complementary and alternative medicine*.
- Identify trends in the use of nonconventional health treatments and practices.

- Explore the category of alternative medical systems, along with the four domains of integrative care: mind-body approaches, biologically based interventions, manipulative approaches, and energy therapies.
- Discuss the techniques used in major complementary therapies and potential applications to psychiatric mental health nursing practice.
- Discuss how to educate the public in the safe use of integrative modalities and avoidance of false claims and fraud related to the use of alternative and complementary therapies.
- Explore information resources available through literature and online sources