



Spring 2015

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Final Exam: Monday, December 15, 2014 @ 0730-1000 Liberty Station: Room 202	Additional info: NAMI Walk 2015 Date: 05-2-15 @0830 Location: NTC Liberty Station at the First Aide Booth Mental Health Court Date: 2/17/15 and 2/19/15 from 0830-1230 Chapel of LS: 1/21/15, 1/28/15, 2/16/15, 3/4/15 Department Chapel: 1/23/15 Professional Dress Advising Chapel: 3/23/15

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Point Loma Nazarene University and School of Nursing Policies and Guidelines

PLNU Mission To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

SON Vision Statement

The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one's shoes in service of others.
Take off your sandals for the place you are standing is holy ground. Exodus 3:5 NIV

SON Mission Statement

The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.
So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist. After that, He poured water into a basin and began to wash His disciple's feet, drying them with a towel that was wrapped around Him. John 13: 4-5 NIV
Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. John 13: 14-15 NIV

Special Note:

Faculty reserves the right to make necessary schedule changes to this syllabus as the semester progresses. Every attempt will be made to minimize the inconvenience to the student in the event of a change to the syllabus. Students will be notified of changes via the eclass announcement section with an accompanying email.

Attendance and Participation

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the undergrad student catalog.

Incomplete and Late Assignments

All assignments are to be submitted as specified by faculty, including assignments posted in **Canvas**. Late submissions will result in a 10% deduction per day unless arrangements have been made with the professor prior to the due date.

Academic Dishonesty

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information. Plagiarism or cheating in any class as a pre-nursing or nursing major will result in consequences.

Academic Accommodations

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the undergrad student catalog.

FERPA Policy

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the undergrad student catalog.

Examination Policy

Examinations may be deferred due only to illness or because of other equally valid conditions over which the student has no control". Extenuating circumstances will be determined by the faculty of record. Successful completion of this class requires taking the **FINAL examination on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

School of Nursing Professional Standards

Students are required to adhere to professional standards while students at PLNU. The School of Nursing has developed these standards to provide clarification of expected professional behaviors.

- Present yourself professionally in all interactions with all persons.*
- Behave in an honest and ethical manner*
- Utilize respectful communication*
- Be proactive rather than reactive*
- Be accountable for your behavior and actions*
- Be prepared and punctual.*

Use of Technology

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. The use of laptops, cell phones and other electronic devices is at the discretion of the professor. It is considered unprofessional and discourteous to use any device during class time for reasons other than course related. Cell phones should be kept on vibrate or silent during class time unless arrangements have previously been made with the professor.

Professionalism and Social Media

Social networking sites are a great way to connect with many others. All persons are advised to employ professional standards on these sites; stay positive, never criticize, condemn or complain. A general rule would be if what you have posted does not enhance your professional image then it probably needs to be reviewed.

Honoring Civility

“Civility is defined as authentic respect for others requiring time, presence, engagement and an intention to seek a common ground. Treating one another with civility and respect is fundamental to establishing and sustaining healthy academic environments and fostering interpersonal and intrapersonal relationships” (Clark, 2013). Civility towards other students, faculty and staff members is the expected norm for students enrolled in the School of Nursing at PLNU. Disagreements are a part of life and should be worked through in a private, professional, and direct manner. Gossiping, spreading rumors or engaging in sarcastic remarks or gestures is unprofessional and impolite. Strive to engage in thoughtful self-reflection, take responsibility for your actions, and speak directly to the person you have an issue with in a respectful manner (Clark, 2013).

Grading Policy

Grading Scale used for all exams and final course grades	
93%-100%	A
90% - 92%	A-
87% – 89%	B+
84% – 86%	B
81% – 83%	B-
78% – 80%	C+
75% – 77%	C
Must have a minimum of 75% (total score) and 75% (cumulative test score) to progress in the program.	
73% – 74%	C-
71% – 72%	D+
68% – 70%	D
Below 68%	F

- The Professor of Record has the authority to determine the schedule and re-scheduling of examinations.
- All assigned course work must be completed to receive a final course grade
- In order to receive a passing grade in the course, the student must achieve a cumulative average of 75% on tests and quizzes. Grades/points will not be rounded. For example: 80.5% does not round to 81% resulting in a grade of C+ instead of a B-. A final grade of less than a “C” (Below 75%) prohibits the student from continuing in the nursing program until the course is repeated with a satisfactory grade of \geq C.
- A grade of at least a “C” in each nursing theory, prerequisite, and/or co requisite course is required in order to progress to the next course or level. Nursing theory and related clinical courses must be taken concurrently and passed with at least a C (theory) and Credit (clinical) in order to progress to the next course or level. If a student does not pass the theory course, the student must re-take the clinical component of the course with theory if the student is re-admitted to the nursing program.
- Throughout the curriculum (whether pre-nursing or nursing) students may repeat one pre-requisite or nursing course. With the need for a second repeat of any pre-requisite or nursing course the student will be dismissed from the nursing program.

Course Specific Policies and Guidelines

NSG 450: Nursing of the Communities: Mental Health

Course Description

Catalogue Description: NSG 450 Nursing of Communities: Mental Health Focus

Focuses on the holistic understanding of the socio-cultural, psychological, and situational aspects of life that impact the mental health of families and communities. Health and illness are seen from a complex, multi-dimensional, meaning-centered, and critical perspective with an emphasis on the promotion of mental health and wellness. Includes perspectives on group dynamics and socio-political systems as they impact mental health. *Prerequisites: Senior standing in Nursing program and Psychology 321, Concurrent: Nursing 451.* Note: A minimum grade of “C” must be achieved in all co-requisite courses in order to progress in the program.

Note: A minimum grade of “C” must be achieved in all co-requisite courses in order to progress in the program.

Program Values and Course Learning Outcomes

Upon completion of NSG 450, the student will meet the following outcomes:

Inquiring Faithfully

1. Implement interactive and inquisitive dialogue between students, patients and faculty that serves to promote understanding of complex care issues and needs to improve the care of individuals with mental illness (PLO 1.1).
2. Explain the interrelationships among theory, practice and research (PLO 1.2)
3. Utilize evidence based practice principles as an advocate for patients with behavioral health challenges when engaging in a therapeutic encounter to influence improved positive patient outcomes (PLO 1.3).
4. Contribute to improved patient outcomes by conducting a holistic assessment of patient’s strengths and needs addressing psychological, physical, emotional, cognitive, spiritual, familial, multicultural and environmental domains of care (PLO 1.4).
5. Examine personal beliefs and values related to the care of individuals with behavioral health issues to identify and eliminate bias and promote informed, intentional care. (PLO 1.5).

Following Faithfully

1. Engages in the utilization of legislative, regulatory, ethical and professional processes relevant to the provision of mental health care.
2. Identify personal, professional, and environmental risks that impact professional choices and behaviors in the care of patients with mental health issues.

Communicating Faithfully

1. Describe the value of the therapeutic use of self in the nurse-patient relationship.
2. Define therapeutic communication and the key concepts associated with therapeutic communication.
3. Explain the significance of therapeutic communication as it relates to the establishment and maintenance of the therapeutic nurse-patient relationships.
4. Identify techniques and barriers associated with effective therapeutic communication.
5. Identify tangible boundaries that can be established in an interpersonal relationship.

Leading Faithfully

1. Explain the principles of servant leadership as the desire to share power, put the needs of others first and help people develop and perform as highly as possible (Greenleaf, 1970).
2. Recognize leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the interdisciplinary team.
3. Engage in critical, reflective practice in the context of personal and civic responsibility.

Caring Faithfully

1. Embody compassionate, patient-centered care to all people without bias, prejudice or discrimination while modeling Christ’s love and care for all (PLO 2.1).
2. Support ethical values and legal standards consistent with the practice of psychiatric mental health nursing and professional nursing practice (PLO 2.2).
3. Respect the impact of spiritual beliefs, values and culture on an individual’s perception of the meaning of life, health, illness and death.
4. Provide meaningful information and choices to clients when collaborating on the development of a realistic recovery plan.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 14 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

Course Topic Outline

What is Mental Health?	Cognitive Disorders
The Therapeutic Use of Self	Impulse Control Disorders
Boundary Management	Sexual Disorders and Dysfunction
The Nursing Process	Eating Disorders
The Recovery Model	Psychological Problems of the Physically Ill Person
Mental Health Assessment	Schizoaffective Disorder
Crisis and Crisis Intervention	Working with Children
Risk Factors for Mental Illness	Mental Health Concerns Regarding Adolescents
Systems Concepts and Working in Groups	Issues Specific to Older Adults
Theories of Mental Health and Mental Illness	Inter Familial Violence
Introduction to Psychopharmacology	Vulnerable Populations: The Forensic Nurse
Ethical and Legal Principles	Cultural, Ethnic and Spiritual Concepts
Thought Disorders	Horizontal Violence
Affective Disorders	Sleep Hygiene
Suicide and Self-Destructive Behavior	Self-Care
Personality Disorders	Policy, Policy Making and Politics for PMHN
Dissociative Disorders	Motivational Interviewing

Teaching/Learning Strategies

In this course, I will utilize a number of teaching strategies to improve student learning. Each strategy is designed to address multiple learning styles and preferences. The teaching strategies employed in this course include:

Lecture	Collaborative Learning	Debate
Reflective Practice	Active Learning	Role Play
Simulation	Inquiry Based Learning	Gaming
Case Method	Socratic Method	Discussion Boards

Welcome to Psychiatric Mental Health Nursing



"The capacity for hope is the most significant fact of life. It provides human beings with a sense of destination and the energy to get started" (Norman Cousins).

Psychiatric mental health nursing is about hope and recovery. Defined by the American Psychiatric Nurses Association as "a specialty practice focused on the identification of mental health issues, prevention of mental health problems, and the care and treatment of persons with psychiatric disorders " (APA, 2013, para.2), psychiatric mental health nursing reaches in to all areas of nursing practice, providing nurses with a framework to:

- establish a relationship with those in his/her care.
- understand the importance of emotional and psychological wellness in healing.
- encourage others to learn how to take control of their health and wellness.
- remember the importance of hope in the process of recovery.

Hope is the overarching theme for this course. It is hope that guides recovery and hope that arouses a passion for the possible. It is often something as simple as a kind word spoken to a man who has given up the desire to live that encourages him to reach out to another person and ask for help. It is hope that pushes a mother struggling with alcohol and drug addiction to take the first step and admit that she is powerless over the substances she has been poisoning her body with. And it is hope in the eyes of a nurse that encourages a young girl to share her story of abuse and pain with someone that may help her feel whole again.

I welcome you to mental health nursing and look forward to sharing the passion and honor I feel in caring for individuals with mental illness and substance abuse disorders. While I hope to help you learn all that you can about mental health and mental illness, I also hope to challenge you to see past the diagnosis and remember the person behind the illness. One way to ensure that goal is to harness the power of hope; making it a part of your professional practice. Let the journey begin.

Professor/Student Commitment and Expectations

As your professor, I am committed to providing you with a rich and diverse learning environment. My goal is to offer each one of you the chance to learn and grow from this course by offering a myriad of learning modalities; both didactic and experiential that are meaningful and related to learning outcomes. I am also committed to ensuring you have a safe, supportive environment to learn, ask questions, engage in discussion and reflect on new knowledge and experience within the context of mental health nursing; with the outcome of preparing you to care for individuals from diverse backgrounds and needs.

My expectation is that you will arrive on time, prepared to engage in a discussion of the day's topic: offering your own thoughts and concerns, ideas and questions based on your reading assignments and experience. I expect you to turn in all assignments on time (a minimum of 10% will be deducted for each day an assignment is late unless prior arrangements have been made with me). I ask that you keep an open mind while exploring topics that may challenge your previously held beliefs. I ask that you make a commitment to the community of learners sharing the course with you and work to support your learning and the learning of your peers.

Required Textbooks

Amador, X. (2007). *I'm not sick, I don't need help: How to help someone with mental illness accept treatment*. New York: Vida Press.

American Psychological Association (2001). *Publication manual of the American Psychological Association* (6th ed.). Washington D.C.: American Psychological Association.

Handy, M. (2010). *No comfort zone: Notes on living with post traumatic stress disorder*. Madison, WI: Mocassa Press.

Hanson, R. (2011). *Just one thing*. Oakland, CA: New Harbinger.

Jones, J., Fitzpatrick, J., & Rogers, V. (Eds.). (2012). *Psychiatric Mental Health Nursing: An Interpersonal Approach*. New York, NY: Springer Publishing.

Wissman, J. (Ed.) (2007). *Mental health nursing: RN edition 7.0*. Leawood, KS: ATI
Note: ATI Mental Health Nursing will be handed out during the first week of class.

Recommended Textbooks

Black, C. (2001). *It will never happen to me*. Bainbridge Island, WA: MAC Publishing. Jamison, K. (1997). *An unquiet mind: A memoir of moods and madness*. New York, NY: Random House.

Kleinman, A. (1988). *The illness narratives: Suffering, healing and the human condition*. USA: Basic Books.

Rhodes, L. (1995). *Emptying beds: The work of an emergency psychiatric unit*. Berkely, CA: University of California Press.

Schiller, L. (1996). *The quiet room: A journey out of the torment of madness*. New York, NY: Warner Books.

Young-Mason, J. (1997). *The patient's voice: Experiences of illness*. Philadelphia, PA: F.A. Davis.

Required Supplies

1. **White T-shirt** (to be personalized for the NAMI Walk). T-Shirt Paints, Decals, Bling, etc.
2. **Headphones:** for in-class demonstrations.

Evaluation Methods

1. LiveText® Portfolio:

At the conclusion of each course, students are expected to complete/update their LiveText® portfolio including self-evaluation of outcomes using the BSN Growth Portfolio template. The portfolio provides evidence supporting professional development and attainment of PLNU SON BSN graduate outcomes. For this course, the following assignment(s) are **required** to be submitted in LiveText®. Students are strongly encouraged to submit additional coursework into LiveText to demonstrate personal and professional growth.

- Signature Assignments:
 - Evidence Based Practice Paper
 - Process Recording(s)
- Rare Event/Grand Rounds Documentation
- Therapeutic Meetings/Activities Summary
- Impact of Illness/Daily Four (1example of each)

2. Examinations, Quizzes and ATI Proctored Test:

• (2) Exams: 150 points each	Total points:	300*
• Final Examination:	Total points:	100*
• Online Psychopharmacology Quizzes	Total points	100
• ATI Proctored Test	Total points	50

*Note: Per SON standard: 75% (cumulative) or 412.5 total points required in this category **550**

3. Written Assignments and Projects:

• Autographical Presentation	Total points	10
• Body's Response to Stress	Total points	5
• Anxiety Assessment	Total points	5
• Process Recording	Total points	50
• Mental Status Exam	Total points	25
• Mid-City Health Fair Project	Total points	25
• Evidence Based Practice Paper	Total points:	100
• Rare Event Training/RAP Group	Total points:	50
• Grand Rounds Presentation/Handout	Total points	40

310

4. Participation/Attendance

• Attendance, punctuality	10
• Discussion board participation*	100
• Team/Group Work (Peer Evaluation)	10
• Socratic Discussion Participation	10

*Each discussion board response is worth 10 point for a total of 100 points **130**

Total points possible:

1000

Grading Scale

Cumulative Grading Scores

A	=	930-1000	B+	=	870-899	C+	=	780-809
A-	=	900-929	B	=	840-869	C	=	750-779
			B-	=	810-839			

Required Learning Activities

Exams, Quizzes, Assignments and Participation Requirements

Examinations, Quizzes, and ATI Secured Test

(550 points total. Must achieve 412.5 in this category to pass the course).

- **Examinations:**

- There will be two exams and a final.
- Exams will cover material in the readings as well as lectures, power points, videos, films, group work and class activities.
- **The (2) two exams** will consist of 75 multiple choice / fill in the blank/true/false, short answer and essay style questions.
- The **final examination** will consist of a case study and the development of a plan of care for the patient and family described.
 - **Exam #1: February 27, 2015**
 - **Exam#2: April 24, 2015**
 - **Final Exam: May 6, 2015**

- **Psychopharmacology Quizzes**

- Quizzes will be completed each week to reinforce the psychopharmacology component of the course and to help students prepare for care of individuals in the clinical setting.
- Quizzes will cover medications listed on the *Psychopharmacology Medication List*.
- Quizzes are electronically recorded, time stamped and calculated into your grade total.
- Each quiz is worth 10 points for a total of 100 points.
- Quizzes can be accessed through *Canvas* and should be completed prior to midnight each **Friday**.

- **ATI Testing**

- The ATI Test for Mental Health will be given twice; once as an un-secured test online at the beginning of the course (to serve as a baseline) and once as a proctored test (towards the end of the semester) to assess your learning progress and current understanding of mental health nursing.
- The ATI text can be used as a resource for the secured ATI Proctored test.
- Students will take the unsecured ATI test during the first two weeks of the semester.
 - Results of the unsecured ATI test should be submitted electronically to Dr. Lambert by: **Friday January 29, 2015**.
 - The score on the un-secured ATI test will **not** be counted toward your grade.
- The secured ATI Proctored Test score will be given on **Monday, April 27, 2014 @ 0730 in the Hughes Lab in the Ryan Library**
Points will be assigned to the secured ATI Test and will be based on the following proficiency level scores:

Level 3: 50 points

Level 2: 45 points

Level 1: 40 points

Reading Assignments

- Students are expected to read the assigned material prior to class each day.
- Students should expect to spend at least 60-90 minutes each night reading assigned material in preparation for the daily in-class discussion/activities.
- Reading assignments include assigned chapters from the textbook, assorted biographies/novels, journal articles and other readings selected by the instructor.
- The **Socratic Method** [The Socratic Method](#) will be used to discuss the assigned readings on selected days. The principle underlying the Socratic Method is that students learn through the use of critical thinking, reasoning, logic, and finding holes in their own theories. Through discussion, students are able to challenge themselves to truly explore a topic, rather than merely regurgitate an answer.
- Reading assignment schedule can be found at the end of the syllabus, in the Learning Outcomes document and in Canvas under **ASSIGNMENTS**.

Written Assignments and Projects

- **Autobiographical Presentation (10)**

An important component in the development of your professional practice lies in the understanding of your own story. The autobiographic presentation is your opportunity to consider your life and share your journey with your peers (something you will ask patients to do during this semester).

- Take a few minutes to reflect on who you are. Consider: Who is important to you? What do you love to do? What gives your life meaning? What important lessons have you learned? What are your dreams? Etc. etc. etc.
- Use your creativity and imagination to develop a visual presentation that describes who you are as an individual and what you bring to nursing.
- The presentations may take the form of a poster, collage, self-portrait, short film, PPT; using photos, personal items, drawings, poetry, music, etc. One student created a comic book PPT to describe his life story and the qualities he hopes to bring to his practice as a nurse. Another student completed a painting to describe her personality/life. Still another student brought a box of items from home that represented different aspects of her life and told a short story about each item.
- There are many creative ways to express who you are to the class and to your professors.
- The goal of this assignment is to share something about you and what you bring to the profession of nursing.
- Presentation time: 5-10 minutes.
- **Due: Thursday, January 22, 2015**

- **The Body's Response to Stress (5 points)**

Stress affects most people in some way. Acute (sudden or short-term) stress leads to rapid changes throughout the body. Almost all body systems (the heart and blood vessels, immune system, lungs, digestive system, sensory organs, and brain) will gear up to meet perceived dangerous stimuli. These stress responses can prove beneficial in a critical, life-or-death situation. Over time, however, repeated stressful situations put a strain on the body that may contribute to physical and psychological problems. Chronic (long-term) stress can have real health consequences and should be addressed like any other health concern.

- Prior to the lecture on Biological Basis of Behavior, complete the form: The Body's Response to Stress.
- **Submit** to *Canvas* on **Tuesday, January 20, 2015**. **Bring to class to discuss.**

- **Stress/Anxiety Screening (5 points)**

Research shows that some stress is good. Stress ‘revs up’ the body thanks to naturally-occurring performance enhancing chemicals like adrenalin and cortisol. This heightens ability in the short term. But there is a limit. If severe stress is allowed to go unchecked in the long term, performance will ultimately decline. Not only that, the constant bombardment by stress related chemicals and stimulation can weaken a person's body and ultimately leads to degenerating health. In extreme cases, it can cause psychological problems such as Post Traumatic Stress Disorder or Cumulative Stress Disorder. Nursing students are particularly susceptible to the deleterious effects of stress.

- Submit Anxiety Assessment to *Canvas* prior to class on: **Tuesday, February 10, 2015.**

- **Process Recording (50 points)**

- The therapeutic use of self is the cornerstone of psychiatric mental health nursing.
- Therapeutic communication refers to goal-directed conversations with patients aimed at helping the patient sort through difficult issues and take thoughtful actions to improve their mental health and well-being.
- The process recording is used as a method of evaluating the student’s ability to initiate and engage in a therapeutic interaction using therapeutic communication with a patient.
- The primary learning outcomes include the opportunity for the student to deconstruct, appraise and evaluate a therapeutic interaction with a patient while examining and analyzing their own verbal and non-verbal communication techniques.
- The goal of the process recording ***is not*** to impress the professor with a text-book perfect dialogue; but rather ***to illustrate*** the student’s thought process during a therapeutic interaction as well as the ***ability to learn*** from that interaction.
- The process recording should reflect a therapeutic interaction with a patient coupled with a thoughtful analysis of the interaction.
- See Process Recording Requirements in *Canvas* under *Course Assignments* for more detailed information on the assignments. [Process Recording Assignment Guidelines](#); [Process Recording Template](#); [Process Recording Rubric](#)
- Submit the process recording to Dr. Lambert via *Canvas* by: **Friday, February 20, 2015.**

- **Mental Status Exam (25 points).**

The mental status examination is a structured assessment of the patient's behavioral and cognitive functioning. It includes descriptions of the patient's appearance and general behavior, level of consciousness and attentiveness, motor and speech activity, mood and affect, thought and perception, attitude and insight, the reaction evoked in the examiner, and, finally, higher cognitive abilities. The specific cognitive functions of alertness, language, memory, constructional ability, and abstract reasoning are the most clinically relevant. It is often described as a “snap shot” of the individual’s status. It helps clinicians determine what further assessments may be required.

- Students will conduct a mental status exam (MSE) on a selected patient during the hours of the clinical rotation using the provided form.
- For more information, see NSG 451 clinical syllabus.
- Submit to Dr. Lambert via *Canvas* by **Friday, February 20, 2015.**

- **Mid-City Festival of Health (50 points)** See NSG 451 Clinical Syllabus for details.

- On **Saturday, April 11, 2014**, PLNU’s Health Promotion Center (HPC) will host its annual Festival of Health. The Festival will be held from **0900-1400** at the Church of the Nazarene in Mid City: 4101 University Ave. San Diego. All nursing students are expected to participate; presenting on health issues and connecting with community members. This year, Dr. Rankin’s Bayview Clinical Group will be responsible for creating, developing and facilitating activities related to stress and mental health sequelae.

- Select students will submit projects for review to Dr. Lambert by: **Wednesday, April 8, 2015 and present at the Festival of Health on Saturday, April 11, 2015.**

- **Evidence Based Paper: (100 points)**
 - Within the nursing profession, it is expected that new information in the form of evidence-based research will be incorporated into daily nursing practice. The staff nurse is a critical link in bringing research-based changes into clinical practice.
 - The evidence-based paper is the student's opportunity to bring research-based changes into the clinical arena by asking the question: "What is the current best practice as it relates to"
 - Directions:
 - Select a topic of interest (a list of topics is available if needed).
 - Once the topic and question have been chosen the student will:
 - Explore current research (nursing, psychology, sociology, education, medicine, and pediatrics, etc.) to determine best practice.
 - Complete a brief literature review (at least three articles) written in the last five (5) years from peer reviewed journals that address the current best practice guidelines for the issue chosen.
 - Review/analyze/synthesize the articles.
 - Compare and contrast **the current best practice** noted in the articles **with the care observed in the clinical area.** Critical analysis is a vital component in the process.
 - Identify the gaps and discuss potential solutions.
 - Develop a concluding statement.
 - Note: It is often easier to choose a patient and his/her treatment or a practice observed within the milieu as your exemplar.
 - All papers require **peer review** of first draft prior to submission to Dr. Lambert for evaluation.
 - APA (6th edition) format; including in text citations and references is required.
 - Recommended length of paper: 5-8 pages.
 - See Evidence-Based Paper Requirements [EBP Assignment](#) under *Canvas Course Assignments* for more detailed information on the assignment.
 - Submit the following items to Dr. Lambert via *Canvas*.
 - Peer reviewed first draft with corrections.
 - Research articles.
 - Final draft.
 - Due date: **Wednesday, April 1, 2015.**

- **Rare Event Training: Student Directed High Risk Scenario (50 points).**
 - Students will develop, simulate and evaluate a high risk mental health clinical scenario for peers and nursing staff at Sharp Mesa Vista Hospital. This activity is designed to help students develop cognitive, affective, and behavioral skills to intervene effectively in high risk, psychiatric mental health emergencies (See **NSG 451 Clinical Syllabus for details**).
 - Tuesday Group: Tuesday, April 21, 2015**
 - Thursday Group: Thursday, April 23, 2015**

- **Grand Rounds Presentation: (40 points).**
 - Each clinical group will present their Rare Event Training Scenario/RAP Group for the class.
 - The Rare Event Training will include the student directed training scenario, debrief and handout.
 - Students in each group should be prepared to discuss the research and background information discovered as a result of this project.
 - Seek guidance from clinical instructor if you have any questions, concerns, etc.

- Prepare a copy of any electronic component (PPT, handouts, etc.) of your presentation for Dr. Lambert and submit via Canvas prior to Grand Rounds.
- See Grand Rounds Guidelines and [Student Directed Rare Event Training Guidelines](#) for detailed information.
- Presentations will be shared with fellow students and faculty during Grand Rounds on: **Tuesday, April 28, 2015.**

Participation and Attendance

- **Attendance / Punctuality (10 points).**

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the undergrad student catalog. Please notify the instructor via email if absent. Up to 5 points will be deducted per unexcused absence and >3 unexcused late arrivals. More than 5 unexcused late arrivals will result in a loss of 10 points.

- **Discussion Board Reflective Practice (100 points).**

- To be self-aware is to be conscious of one's character, including beliefs, values, qualities, strengths and limitations. Self-awareness is the foundational skill upon which reflective practice is built. It underpins the entire process of reflection because it enables individuals to see themselves in a particular situation and honestly observe how they have affected the situation and how the situation has affected them. Reflective practice is about learning and growing from experience. Self-awareness also promotes self-care; a vital component of a successful professional practice. Students will have the opportunity to learn about and engage in reflective practice as a part of this course.
- One question will be posted each Monday on the Reflection Discussion Board on *Canvas*.
- Each student will be responsible for posting a response to the prompt by **Friday** of that week.
- While posts are not graded, each post is worth 10 points (for a total of 10 posts/100 points).
- Students are encouraged to respond to one another; making supportive comments/observations.

- **Socratic Discussion (10)**

Students will have the opportunity to utilize the Socratic method to discuss two assigned novels:

1) *No Comfort Zone* and 2) *I am Not Sick, I Don't Need Help*.

- Students are expected to read the assigned material prior to class.
- The discussion is student lead and student monitored.
- All students are expected to contribute to the discussion during Grand Rounds on: **Tuesday, April 28, 2014.**

- **Team Work: Peer Evaluations (10 points).**

Collaborative team work is a vital component of an inquiry based, student centered approach to learning. In the clinical arena, nurses generally work/serve as a member of an interdisciplinary team. Students will have the opportunity to work in teams during the Rare Event Project to extend their learning and to simulate an environment often found in healthcare settings.

- Students will be assigned to a "team" based on clinical groups for the Rare Event Training.
- All preparation for the Rare Event will be done within the structure of the team.
- Team members will evaluate themselves and each other; based on preparation, performance, collaboration, etc. at the end of the semester
- Submit Peer Evaluation of Team Members on **Tuesday, April 28, 2015** during Grand Rounds.

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"Only in the darkness can you see the stars." -Martin Luther King Jr.