PLNU forward

Point Loma Nazarene University
School of Nursing
NSG 450: Nursing of the Communities:
Mental Health Focus

3 Units

Spring 2017

Meeting days: Wednesday & Friday	**Instructor:** Kris Lambert PhD RN Professor
Meeting times: 0830-0920 Wednesday 0730-0920 Friday	**Phone:** 619-849-2937 (office) 858-344-6286 (cell) 858-527-0475 (home)
Meeting location: LSCC Room 203	**E-mail:** KrisLambert@pointloma.edu
Placement: Senior Level	**Office location and hours:** Taylor Hall #102 *Wednesday & Friday 1200-1330, or by appointment.
Final Exam: Monday, May 1, 2017 0730-1000	

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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, (lecture 2.6; clinical 1.4) the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, *(lecture 5.2; clinical 2.8)* 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.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

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. In this course, computers, cell phones and tables are not permitted during class time unless requested by 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 ≥ 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 demonstrate the following outcomes:

1. INQUIRING FAITHFULLY

The student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills in the nursing process.

Program Learning Outcomes	Course Learning Outcomes
1.1 **Initiate** dialogue regarding current practice to improve healthcare. 1.2 **Demonstrates** the use of evidence-based practices as an advocate for self and others. 1.3 **Promotes** positive client outcomes using evidence-based data. 1.4 **Provides** holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural community. 1.5 **Engages** in self-care practices that facilitate optimal care of clients.	• **Value** the concept of evidence based practice as integral to determining best clinical practice for individuals living with mental illness. • **Base** individualized care plan on patient values, clinical expertise and evidence. • **Describe** how the strength and relevance of available evidence influences the choice of interventions in provision of patient-centered care. • **Elicit** patient values, preferences and expressed needs as part of clinical interview, implementation of care plan and evaluation of care. • **Provide** patient-centered care with sensitivity and respect for the diversity of human experience. • **Engage** individuals in active partnerships that promote health, safety and well-being, and self-care management • **Communicate** patient values, preferences and expressed needs to other members of health care team. • **Provide** patient-centered care with sensitivity and respect for the diversity of human experience.

2. CARING FAITHFULLY

The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.

Program Learning Outcomes	Course Learning Outcomes
2.1 **Demonstrates** compassionate care to all people while mirroring Christ's love for all. 2.2 **Partners** with the community to establish a trusting relationship 2.3 **Demonstrates** ethics and values consistent with the practice of professional nursing	• **Provide** compassionate care to individuals with mental illness by treating each person with dignity and respect. • **Utilize** person first language in written, verbal and interactive communication. • **Promote** recovery for mental health consumers within a therapeutic relationship committed to collaboration and respect for diversity. • **Engage** in an examination of self in terms of beliefs, values, moral and ethical behavior. • **Ensure** that the mental health consumer is integrated into all aspects of planning for treatment with the goal of treatment being recovery. • **Deliver** compassionate care aimed at reliving physical, psychological and spiritual suffering.

3. COMMUNICATING FAITHFULLY

The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication which conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.

Program Learning Outcomes	Course Learning Outcomes
3.1 **Engages** in active listening to promote therapeutic relationships. 3.2 **Demonstrates** effective verbal and nonverbal communication skills to provide patient care. 3.3 **Dialogues** with members of the healthcare team, including the patient, to facilitate positive patient outcomes. 3.4 **Advocates** for patients/ families and self. 3.5 **Implements** patient care while honoring the diversity of patients, families and communities	• **Utilize** active listening as a way of listening and responding to another person that improves mutual understanding, establishes a sense of trust and promotes feeling heard and valued. • **Exhibit** effective therapeutic communication skills that include verbal and non-verbal continuation prompts that promote a goal directed exploration of thoughts and feelings. • **Demonstrate** clear, precise communication between and among healthcare team members and colleagues to prevent errors and promote optimum patient outcomes. • **Advocate** for self and others through problem solving, effective communication, influence (competence, credibility and trustworthiness) and collaboration with team members. • **Provide** multi-culturally competent care (knowledge, communication skills and attitudes by embracing the diversity and unique qualities of patients, families and colleagues.

4. FOLLOWING FAITHFULLY

Defined as claiming the challenge from Florence Nightingale that nursing is a "divine imposed duty of ordinary work". The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility for all actions and treating others with respect and dignity.

Program Learning Outcomes	Course Learning Outcomes
4.1 **Engages** in a professional practice environment that promotes nursing excellence 4.2 **Provides** patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse 4.3 **Avails** self of learning opportunities to cultivate the life-long learning process	• **Identify** personal, professional, and environmental risks that impact professional choices and behaviors in the care of patients with mental health issues. • **Remain** willing to be self-critical, self-correcting and flexible in thinking and acting; attributes common among lifelong learners. • **Understand** how to locate appropriate information, evaluate its quality, organize it, and use it effectively. • **Engage** in critical, reflective practice in the context of personal and civic responsibility. • **Deliver** care to individuals living with mental illness within the limits/guidelines of regulatory and professional agencies and organizations.

5. LEADING FAITHFULLY

The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life-circumstances (e.g. illness, injustice, poverty). The student will role-model the need for "Sabbath Rest" as a means of personal renewal, and true care of the self so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, and discernment.

Program Learning Outcomes	Course Learning Outcomes
5.1 Provides graceful service through compassionate responses to others' needs 5.2 Demonstrates the principles of a servant leader as a reflection of Christ's love 5.3 Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner	• **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). • **Utilize** leadership and communication skills to effectively implement patient safety and/or quality improvement initiatives within the context of the interdisciplinary team. • **Value** the self and mobilizes the necessary resources to care for themselves as they strive to achieve harmony and balance in their own lives and assist others to do the same (AHNA, 2007).

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?
The Therapeutic Use of Self
Boundary Management
The Nursing Process
The Recovery Model
Mental Health Assessment
Crisis and Crisis Intervention
Risk Factors for Mental Illness
Systems Concepts and Working in Groups
Theories of Mental Health and Mental Illness
Introduction to Psychopharmacology
Ethical and Legal Principles
Thought Disorders
Affective Disorders
Suicide and Self-Destructive Behavior
Personality Disorders
Dissociative Disorders

Cognitive Disorders
Impulse Control Disorders
Trauma Informed Care
Eating Disorders
Psychological Problems of the Physically Ill Person
Schizoaffective Disorder
Working with Children
Mental Health Concerns Regarding Adolescents
Issues Specific to Older Adults
Inter Familial Violence
Vulnerable Populations: The Forensic Nurse
Cultural, Ethnic and Spiritual Concepts
Horizontal Violence and Civility
Sleep Hygiene
Self-Care
Policy, Policy Making and Politics for PMHN
Motivational Interviewing

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Teaching/Learning Strategies

In this course, a number of teaching strategies are utilized 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.

Boyd, Mary Ann (2014). Psychiatric Nursing: *Contemporary practice, (5th ed.).* **Philadelphia, PA: Wolters Kluwer/Lippincott Williams & Wilkins.**

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). T-Shirt Paints, Decals, Bling, etc.
2. **Headphones and electronic device (computer, phone):** 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:
    - o Evidence Based Practice Paper
    - o 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 Non-Proctored Test	Total points	10
• ATI Proctored Test	Total points	40

*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
• Evidence Based Practice Paper	Total points:	100
• Rare Event Training	Total points:	100
• Grand Rounds Presentation/Handout	Total points	25

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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.

- **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 taken three (3) times; twice as an un-secured test online at the beginning of the course (to serve as a baseline) and midway through the course 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 and course exams.
    - Students will take the first unsecured ATI test during the first two weeks of the semester and the second unsecured test mid semester.
        - Results of the unsecured ATI tests should be submitted electronically to Dr. Lambert.
        - The score on the un-secured ATI test will ***not*** be counted toward your grade.
        - You will receive 10 points for completing the tests (5 points for each test) on time.
    - Points will be assigned to the secured ATI Test and will be based on the following proficiency level scores:

Level 3: 40 points	**Level 2:** 35 points	**Level 1:** 30 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.

- **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.

- **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.

- **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

- **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.

- **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 the 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 paper.

- **Rare Event Training: Student Directed High Risk Scenario (100 points)**
  - Students will develop, simulate (act out) and evaluate a high risk mental health clinical scenario for peer 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).**

- **Grand Rounds Presentation: (50 points).**
  - Each clinical group will present their Rare Event Training Scenario.
  - 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:

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).**
  - o 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.
  - o One question will be posted each Monday on the Reflection Discussion Board on *Canvas*.
  - o Each student will be responsible for posting a response to the prompt by **Friday** of that week.
  - o While posts are not graded, each post is worth 10 points (for a total of 10 posts/100 points).
  - o Students are encouraged to respond to one another; making supportive comments/observations.

- **Socratic Discussion (10)**
  - o Students will have the opportunity to utilize the Socratic method to discuss:
    - Assigned novels: *No Comfort Zone* and *I am Not Sick, I Don't Need Help*
    - Social Justice Film
    - Grand Rounds
  - o Students are expected to read the assigned material (novels) prior to class.
  - o The discussions will be student lead and student monitored.
  - o All students are expected to contribute to the discussions

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

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