

**Los Angeles Harbor College**

***Associate Degree Nursing Program***



**Nursing 343**

***Nursing Process and Practice in the  
Psychosocial Adaptation of the Client***

***2018-2019 Edition***

***E. Moore***

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**LOS ANGELES HARBOR COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
COURSE OUTLINE**

**Nursing 343**

**Nursing Process and Practice in the Psychosocial Adaptation of the Client**

**FACULTY CONTACT INFORMATION:**

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**COURSE DESCRIPTION:** This course is designed to provide correlated neuro-bio-psychosocial theoretical knowledge with clinical experience in planning and administering safe, patient-centered, and evidence-based nursing care to the psychiatric patient in the acute care setting. The Roy Adaptation Model is utilized as a framework for assessment within the Nursing Process for patient care. Emphasis is placed on holistic care of the patient with mental health disorders across the lifespan, development of therapeutic communication skills and incorporation of relevant cultural or ethnic considerations. Topics of study include psychiatric theory and therapy, psychotropic medications, stress, anxiety disorders, trauma, crisis/disaster, mood disorders, psychotic disorders, suicide, eating disorders, addiction, anger/aggression, abuse, intimate partner violence, sexual assault, group and family therapy, somatoform/dissociative disorders, violence/assault, personality disorders and therapeutic communication. Patient safety, clinical judgment, self-assessment, evidence-based care, teamwork/collaboration, systems based thinking for quality improvement, informatics and life-long learning are stressed as tools for professional development. This course consists of five (5) study units.

***Unit I - Theoretical Concepts and Principles of Mental Health Nursing, Therapeutic Relationships/Communication, Nursing Process, Legal and Ethical Issues, & Culture***

This unit presents an introduction to psychiatric nursing and an analysis of the dominant conceptual models for psychiatric nursing practice. Student nurses begin to explore and cultivate their own personal integration within that practice. Critical thinking skills are emphasized and therapeutic communication strategies, developmental theories/therapies and patient assessment methodologies are presented. A bio-psycho-social approach is used in examining principles of patient centered care, the mental health-psychiatric illness continuum and the nursing process as related to psychiatric disorders. The psychobiological basis of behavior is reviewed. The concepts of culture, ethnicity, worldview and cultural competency are applied to mental illness. The legal and ethical guidelines for safe practice are identified. Additionally, the concept of neurotransmitters in relation to psychiatric illness and psychotropic medication are introduced.

## ***Unit II – Stress, Schizophrenia Spectrum Disorders, Substance-Related and Addictive Disorders, Anger, Aggression, & Violence***

The concepts of stress, stress management, psychoneuroimmunology, and the general adaptation theory are presented. Contemporary etiologic theories, pathophysiology treatments, and nursing interventions for the patient with schizophrenia and schizophrenia spectrum disorders are investigated. The role of the biological therapies, including psychotropic medication and related side effects are explored. Concepts central to substance use disorders are presented. The neurotransmitters involved in the brain reward system activated in substance use disorders are delineated. The theory and neurobiology of anger and aggressive behavior is explored along with the principles of de-escalation.

## ***Unit III - Bipolar Disorders, Depressive Disorders, Trauma/Stressor-related & Dissociative Disorders, Suicide***

This unit explores the major mood disorders, including depression, bipolar disorder, dysthymia and cyclothymia. Suicide assessment and intervention are discussed. Major therapies and nursing interventions for the mood disorders are examined. Assessment and nursing care of the patient with trauma, stress-related and dissociative disorders are presented. The use of the group process in the mental health setting is explored with an emphasis on group therapy. Methodologies for group interaction are examined, as are group leadership styles.

## ***Unit IV - Anxiety & Anxiety Related Disorders, Personality Disorders, Therapeutic Groups, Family Interventions***

Adaptive and maladaptive levels of anxiety are discussed, as are disturbed patterns of coping with anxiety, including the non-psychotic clinical syndromes. Assessment and nursing interventions for each level of anxiety are delineated. Adaptive and pathologic manifestations of defense mechanisms are explored. This unit prepares the learner to recognize rigid patterns of living manifested in personality disorders. The use of the group process in the mental health setting is explored with an emphasis on group therapy. Methodologies for group interaction are examined, as are group leadership styles. Assessment of family structure, phases of the family life cycle, and healthy versus unhealthy family function are presented. Different types of family therapy are explored.

## ***Unit V – Somatic Disorders, Eating Disorders, Crisis & Disaster, Child, Older Adult & Intimate Partner Violence, Sexual Assault***

Psychological states that manifest physically through somatic symptom disorders are delineated. Assessment, evidence-based treatment options and nursing interventions for the patient with eating disorders are investigated. Theoretical concepts associated with sexual assault, abuse and intimate partner violence are discussed. Legal responsibilities for reporting are specified. Adaptive and ineffective processes related to crisis and disasters are examined along with specialized interventions that return the patient to precrisis function.

**CREDIT/CONTACT HOURS:** This three (3) unit course has five (5) hours of lecture and eighty-one (81) clinic hours per course (which includes four hours in the simulation lab, four hours at a community-based mental health resource organization, one hour of clinical classroom orientation and seventy-two direct patient care hours).

**TRANSFERABILITY:** CSU

**PREREQUISITES:** For generic students: a grade of C or better in first, second and third semester Nursing Courses and required general education courses. For LVN to RN students: admission to the registered nursing program and successful completion of the third semester or by special admission by the Admission Committee/Nursing Suspension and Readmission Committee. Transfer students must meet eligibility requirements as determined by the Admission Committee/Nursing Suspension and Readmission Committee. All students must demonstrate safe, correct and competent performance of clinical skills taught in all previous courses. Students are required to review and to be knowledgeable of communication theory and techniques.

## **STUDENT LEARNING OUTCOMES/COMPETENCIES:**

At this level, which comprises courses in the third and fourth semester of the nursing program, students are expected to continue to apply and adapt medical surgical nursing concepts to patients across the life span in a variety of community based health care settings, modify plan of care and make decisions for patients at a variety of developmental stages on the basis of general guidelines or principles derived from previous experiences, organize and prioritize nursing interventions with supervision, and use appropriate resources to assist in solving patient problems. The student can adapt to different age groups basic skills and develops new skills applying guidelines that are based on cues from experts. They attempt to correlate and build on medical surgical theory and practice.

Program Learning Outcomes for level three are:

1. Apply the nursing process using the Roy Adaptation Model in caring for individuals and groups across the lifespan and developmental stages.
2. Practice professional behavior standards of nursing practice.
3. Demonstrate clinical decision making that is accurate and safe.
4. Provide safe, patient-centered care.
5. Function effectively within nursing and interprofessional teams utilizing effective communication strategies.
6. Incorporate evidence-based practices, which support clinical reasoning.
7. Identify areas for improvement in quality and safety of health care systems.
8. Utilize technology to research patient information, communicate with interprofessional teams, manage knowledge, mitigate error, and support decision-making.

## **COURSE OUTCOMES/COMPETENCIES:**

At the end of this course, with appropriate study and practice in the classroom and clinical experience, the fourth semester student nurse will be able to assess, analyze and contribute to the safe medical and psychosocial needs of the mental health patient in the psychiatric setting. The student will focus on the patient as a whole while meeting nursing needs in the physiological mode, as well as therapeutic and referral needs in the self-concept, role function and interdependence modes. Refer to the list of Student Learning Outcomes (1-8) listed above that will be identified and matched to it related course outcome at the end of each competency in parentheses. The nursing student will be able to:

1. Assess mental health patients from a holistic perspective utilizing the Roy Model (1, 3, 4, 7,8).
2. Compare and contrast common theoretical frameworks used in mental health (psychiatric) nursing practice (1,4,6,8).
3. Relate etiology, pathophysiology or theory, treatments, nursing interventions, and self-assessment for each mental health topic discussed (1,2,3,4,6,8).
4. Examine how brain neurotransmitters relate to the behavioral manifestation of mental illness and side effects of psychotropic medications (3,4,6).
5. Describe the basic structures and function of the brain and limbic system
6. Appraise common defense mechanisms and the concepts of the stress adaptation theory (1,3,4,6,8).

7. Utilize the process of psychiatric history taking and mental status examinations to compare and contrast past, current, and expected patient adaptation levels as well as measure progress toward mental wellness (1,3,4,7,8).
8. Establish and maintain nurse-patient boundaries including appropriate use of self-disclosure (2,3,4).
9. Demonstrate culturally sensitive care and growing cultural competence by exploring personal biases/stereotypes and applying knowledge of appropriate skills necessary for working with culturally diverse patients/groups (1,2,3,4,5,6,7,8).
10. Demonstrate therapeutic communication techniques (verbally and in writing) to assess, implement, and evaluate care for patients across the life span with mental distress, disability or disorder (2,3,4,5,6,7).
11. Relate knowledge of the mechanism of action, dosage range, routes, drug interactions, therapeutic effect, side effects, and nursing implications of all medications prescribed to the patient (2,3,4,6,7,8).
12. Display critical thinking abilities in the classroom and clinical setting for assessment, planning, implementing and evaluating care for the patient with complex multisystem needs (1,2,3,4,5,6,7,8).
13. Manage nursing diagnoses, priorities for care, and specific measurable, behaviorally stated goals/outcomes for the patient and/or the patient group with psychosocial needs (1,2,3,4,5,6,8).
14. Plan and implement evidence-based therapeutic nursing interventions and treatments, utilizing the Roy Adaptation Model, within the Nursing Process framework, to promote adaptive behavior by focusing on reality orientation and self-care, and by assisting with socialization, decision making, and problem solving (1,2,3,4,5,6,7,8).
15. Evaluate therapeutic nursing interventions used, adjusting the patient's plan of care as needed (1,3,4).
16. Appraise and relate own feelings in the therapeutic relationship, evaluate own behavior and performance objectively (2,3,4,5).
17. Display effective communication and collaboration with the patient, staff, peers and instructors to achieve patient outcomes (2,3,4,5,8).
18. Utilize and evaluate for validity, information systems including the Internet and other computer assisted learning methods and the assigned texts, to research psychiatric conditions and locate the most current evidence-based information for each condition (2,3,4,5,6,8).
19. Demonstrate behaviors consistent with mental health (psychiatric) nursing practice legal and ethical standards (2,3,4).
20. Display knowledge of the patient advocate role and appropriate mental health community based services (2,4,6,7,8).
21. Maintain standards set by The Joint Commission's "Behavioral Health Care National Patient Safety Goals" and "Do Not Use" list (2,3,4,5).
22. Advocate for patients and families (3,4,5).
23. Demonstrate concise, accurate, and complete written or electronic documentation skills (5, 8).

**REQUIRED TEXT:**

Halter, M. J. (Ed.). (2018). *Vcarcarolis' foundations of psychiatric mental health nursing: A clinical approach* (8<sup>th</sup> ed.). St. Louis, MO: Saunders Elsevier  
ISBN 978-0-323-38967-9

Houghton, P. M. & Houghton, T. J. (2010). *APA: The easy way!* (3<sup>rd</sup> ed.). Pratt, M. M. (Ed.). Flint, MI; Houghton & Houghton  
ISBN-13: 978-0923568962  
ISBN-10: 0923568964

**REFERENCE TEXTS:**

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). Arlington, VA: American Psychiatric Publishing.

Seo-Cho, J. M. (1999). *Nursing process manual: Assessment tool for the Roy adaptation model*. Glendale, CA: Polaris Publishing Company.

**RECOMMENDED TEXTS:**

Vcarcarolis, E. M. (2019). *Vcarcarolis' manual of psychiatric nursing care plans* (6<sup>th</sup> ed.). St. Louis, MO: Saunders Elsevier.  
ISBN 978-0-323-47949-3

**OR**

Vcarcarolis, E. M. (2014). *Manual of psychiatric nursing care plans* (5<sup>th</sup> ed.). St. Louis, MO: Saunders Elsevier.  
ISBN 978-1-4557-4019-9

**SUPPLEMENTARY MATERIALS:**

ParSCORE Scantron Answer Sheets X 6  
1 large red and white form (F-1712-PAR-L)  
5 small red and white forms (F-289-PAR-L)

*Copies of the following for each clinical week:*

Process Recordings (Two per week)  
Daily Charting/Mental Status Assessment (Two per week)  
Nursing Process (Two per clinical rotation)  
Nursing History and Assessment forms (Two per clinical rotation)  
Facilitative Skills Checklist (Two per clinical rotation)  
Weekly Clinical Evaluation Tool (WCET) (One per rotation)

**ADDITIONAL INSTRUCTIONAL MATERIALS:**

Nursing Learning Lab - DVD  
Audiovisual Equipment  
Kanopy- Netflix like video streaming (use LAHC library login)  
<http://lahc.kanopystreaming.com/restricted?destination=frontpage>



## **COURSE POLICIES:**

### ***Clinical Performance:***

All students must adhere to the Nursing Program dress code and agency policy. Students in the psychiatric nursing clinical area are required to wear appropriate, professional non-uniform clothing, and closed toed/low or no heeled footwear. No jeans, t-shirts or non-collared shirts, tight, short, or suggestive, clothing, necklaces, rings (other than a wedding band), earrings, bracelets, facial jewelry or body piercing may be worn. Scrubs may be allowed at certain agencies and thus needs to be verified with the clinical instructor. All clothing will be clean and neat at all times. Effective personal hygiene will be maintained.

Prior to the second day of clinical care, the student must have completed preliminary pertinent patient research and preparation for safe and comprehensive care. This must include a physical and psychiatric history and beginning assessment as well as documentation of all medications. Information on patient medication submitted will include dosage, route, indication, mechanism of action, side effects, nursing implications, incompatibilities and other pertinent patient data. Inadequate preparation for care will result in dismissal from the clinical area with an unsatisfactory rating for that day. A student must perform satisfactorily for a minimum of 75% (61 hours) of clinical patient care days.

Any student behavior that puts a patient in jeopardy (including, but not limited to, emotional, physical, environmental jeopardy), has the potential to cause harm, results in actual harm or injury, or that is life threatening, will result in immediate removal of the student from the clinic. The fourth semester faculty team and Chairperson of the Health Sciences Division will review harmful student behaviors. Such behaviors will result in clinical failure, termination from the course with a grade of "F" and possible suspension or expulsion from the Nursing Program.

### ***Clinical Eligibility:***

To be eligible for clinical attendance all students are required to have the following: photocopies of current American Heart Association BLS certification card; OSHA certification; FIT testing; background check clearance; drug screen; current malpractice policy; proof of TB skin test or CXR if skin test is positive; positive rubella titer, Varicella titer, rubeola titer, polio, and hepatitis B titers; proof of annual influenza vaccine, and physical examination and medical clearance within the past two years. Additional training, testing, and documentation may be required per clinical agency.

For complete **Clinical Requirements**, see the **Student Handbook online at:**  
<http://www.lahc.edu/classes/nursing/>

### **ATTENDANCE POLICY:**

Class absences are not to exceed one lecture. **There are no unexcused absences.** Students are expected to contact the lead instructor in the event of an unplanned absence as soon as possible. Reasons for excused absences are limited to personal illness, death of an immediate family member, or personal emergency. A written statement from a physician or other person involved in helping the student resolve the personal emergency must validate any absence during the final week. Clinical hours cannot be missed. Nursing students are urged NOT to be absent except for in the aforementioned circumstances, and are reminded that the student is responsible for ALL information, announcements, and learning materials given during class time. Two (2) tardies (greater than 15 minutes late) will be counted as one absence in this six (6) week course. Absence that exceeds the specified maximum is considered excessive and may result in exclusion from the course or receiving an “F” grade.

### **REMIATION READMISSION POLICY:**

If a student fails to complete this course with a passing grade, including exiting the course before completion by exclusion or a Withdrawal, the student is required to complete an Exit Interview with the clinical instructor or lead instructor and the nursing remediation counselor. To be readmitted to the program, the student must complete a readmission request form and submit the form, to the Department’s Administrative Secretary. The Nursing Suspension and Readmission Committee will consider the student request and readmission will be determined by eligibility of current admission policies, number of previous exits, completion of any required remediation, and available space.

Readmission to the program is not automatic; students must complete the program in a timely manner. Students out of the program for two or more semesters may be asked to do remediation work and/or repeat prior courses completed.

Please refer to the **Student Handbook** for the Suspension and Readmission Policy and Procedure for this course.

### **ACADEMIC DISHONESTY:**

The District Academic Dishonesty Policy 9803.28 describes academic dishonesty violations as follows: “Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume ones identity for the purpose of enhancing ones grade.”

Academic dishonesty will not be tolerated in the Nursing Division. For further clarification, the nursing faculty has addressed definitions for the four major forms of academic dishonesty.

- Plagiarism- presenting the work of another as if it were student’s own work. Each time a source is utilized, a citation for the source must be included in the text of the paper.
- Cheating- engaging in an act of deception whenever by misrepresenting mastery of information on an academic exercise that has not been mastered.
- Fabrication- falsifying research or invents information with the intent to deceive.
- Academic misconduct- violation of college policies, tampering with grades.

### **CHALLENGE/CREDIT BY EXAMINATION PROCEDURE:**

Students requesting credit by examination for courses in the Registered Nursing Program must meet the Los Angeles Harbor College "Credit by Examination" policy prior to requesting credit by examination in place of enrolling in and completing any nursing course. As stated in the catalogue, the policy requirements include, but are not limited to, the following:

- Be currently registered and have a minimum cumulative grade point average of 2.0
- Have completed 12 units within the Los Angeles Community College District
- Not to be currently enrolled in, or have completed a more advanced course in this discipline
- Meet all other criteria listed in the college catalogue for "Credit by Examination"

After fulfilling the above criteria, the student may request the necessary materials for demonstrating competency in both the clinical and theory course content. For credit in this nursing course, the student must meet all prerequisite courses to Nursing 343. These prerequisites include, but are not limited to, the following General Education courses: Psychology 1, Psychology 41, Sociology 1, Speech 101 or 121, Microbiology 1 or 20, Anatomy 1, Physiology 1, and English 101. Prerequisite Nursing Courses include: Nursing 311, Nursing 313, Nursing 315, Nursing 321, Nursing 323, Nursing 325, Nursing 333, Nursing 335, and Nursing 339.

### **THEORY COMPONENT**

The student must complete the graded components expected of a student enrolled in Nursing 343 with a 75% or higher competence. These components include:

- Five Unit Examinations
- Final Examination
- Kaplan Examination
- Audiovisual Written Assignment
- Group Presentation
- Speaker Reaction Papers

### **CLINICAL COMPONENT**

Upon successful completion of the theory portion of the course, the student will complete eighty-one clinical hours in the acute care psychiatric setting. To demonstrate clinical competence, the student will:

- Complete two practice care plan sheets and two comprehensive written Nursing Care Plans for two different patients utilizing appropriate diagnoses as specified in the Nursing 343 course
- Complete a Psychiatric Nursing History & Assessment form two patients
- Complete a Mental Status Assessment form for each patient
- Complete ten Process Recordings
- These forms will be graded on a Credit/Noncredit basis.

The student is expected to have completed the course syllabus packet materials and assigned reading as preparation prior to taking the examinations and participating in the clinical testing.

### **COLLEGE AND DEPARTMENT POLICIES:**

See **Los Angeles Harbor College Catalog** and **Nursing Student Handbook** available online at: <http://www.lahc.edu/classes/nursing/>

### **BOARD POLICIES/ACCOMODATIONS:**

1. Disability Accommodation Statement: Nursing students with a verified disability who may need a reasonable accommodation(s) for this class are encouraged to notify the instructor and contact the DSPS Office or the Office for Special Services as soon as possible. All information will remain confidential.
2. Board Rule 9803.28. Academic Dishonesty. Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade.
3. Board Rule 9803.14. Obstruction or disruption of classes, administration, disciplinary procedures, or authorized College activities.
4. Board Rule 9803.19. Alcohol and Drugs. Any possession of controlled substances which would constitute a violation of Health and Safety Code section 11350 or Business and Professional Code section 4230, any use of controlled substance the possession of which are prohibited by the same, or any possession or use of alcoholic beverages.
5. Title IX (of the 1972 Education Amendments) protects students and staff alike from discrimination based on sex, including Sexual Harassment and Sexual Assault, which are forms of Sexual Misconduct. Under Title IX, all people in the educational environment must be treated equitably, regardless of sex, sexual orientation or expression, and/or transgender identity. If you have experienced or learned of a possible violation of Title IX and/or would like to know about options, resources (including confidential services), the law, or District policy, please do not hesitate to contact a Title IX Coordinator.

LAHC Campus Title IX Coordinators : Peggy Loewy Wellisch (310) 233-4321 [loewywp@lahc.edu](mailto:loewywp@lahc.edu) & Dawn Reid (310)233-4237 [reidd@lahc.edu](mailto:reidd@lahc.edu)

District Title IX Office: Office for Diversity, Equity, and Inclusion (213) 891-2315 [TitleIX@email.laccd.edu](mailto:TitleIX@email.laccd.edu)

Please see the LAHC **College Catalog** (<https://www.lahc.edu/classes/schedules.html>) for a listing of all District Board Rules. Also, refer to the Student Discipline Procedure for due process for disciplinary issues, grievances and the student appeal process. All students are required to read the **Student Nurse Handbook**. The Student Nurse Handbook can be found online under the LAHC – Nursing Program website.

**GRADING POLICY:**

Criteria for successful completion of this course are as follows:

- Satisfactory academic performance as evidenced by attainment of 75% or better average overall for the weekly and final examinations and the two nursing processes.
- Satisfactory clinical performance as evidenced by meeting all clinical criteria at the 75% level or better.
- Satisfactory completion of all written assignments.
- Late assignments can only be given a maximum grade of 75%.

Nursing 343 is a combined course. Failure of either the theory or clinical portion results in a failure of the entire course. To successfully pass the clinical portion of this course, the student must pass all critical clinical criteria with a “Satisfactory” rating and perform at a Satisfactory level for all clinical criteria 75% (61 clinical hours) or greater. Two “Unsatisfactory” weekly ratings will result in clinic failure. Exam scores and classroom performance will determine the final course grade if student performance in clinical is passing. If the final clinical grade is below a passing score, the highest course grade that can be earned is a D. Note: A “D” is not a passing grade in the nursing program.

This course has a total of 310 points possible. The final grade is determined from six theory tests, the final examination, the written audiovisual reaction papers, and satisfactory completion of the clinical component as follows:

Five Unit exams	40 points
Final examination	80 points
AV Written Assignment	40 points
Speaker Reaction Papers (2)	5 points
Group Presentation	10 points
Total Points	335

Clinic Papers	Pass/Not Pass
Prep/Pathophysiology Sheets	
Two Nursing Processes	
Two Practice Care Plan Worksheets	
Two Nursing History and Assessments	
Process Recordings (1-2 per clinical day)	
Daily Charting/Mental Status Assessment (1-2 per clinical day)	
Community Resource Experience Assignment (typed using outline criteria)	
Facilitative Skills Checklist	
Weekly Clinical Evaluation Record (with documented behaviors)	

All required paperwork must be completed and rated pass in order to pass the theory and clinical components for this course.

<i>Letter Grade</i>	<i>Points</i>
90 – 100 % = A	300-335
81 – 89 % = B	270- 299
75 – 80 % = C	250 – 269
60 – 74 % = D	200- 249
Below 60% = F	199 or less

***Integrated Testing (Kaplan) Examination***

Extra credit will be awarded for obtaining competency on the Integrated Testing examination as follows:

Meets national norm (66%) – 1 point

Five percent above national norm (71%) – 2 points

Ten percent above the national norm (76%) – 3 points

***Make Up Exams***

There are no scheduled make up exams. Students are urged to contact instructor if major illness requires missing an exam. The grade obtainable for an exam taken after the scheduled testing day is 75%. Make-up exams may be multiple choice, fill-in, essay, or assessment and/or nursing care plans, or a combination of all the above. To receive a grade of “W” (withdrawal) for the class, the student must officially drop the course in admissions by the end of the 4th week of the course.

**LEARNING RESOURCES:**

Computer Lab

Nursing Learning Lab

Simulation Lab

Learning Resource Center (Main Library)

Hospital Libraries

Kanopy online video series -

<http://lahc.kanopystreaming.com/restricted?destination=frontpage>

**METHODS OF INSTRUCTION:**

Lecture, Discussion, Seminars

Role-Playing

Reading Assignments

Hospital Clinical Experience

Clinical Performance

Guest Speakers

Audiovisual Material (DVD, YouTube)

Simulation Laboratory

Case Studies

Community Experience

Group Project

**STUDY TIME:**

This course has five (5) hours of lecture per week and a total of eighty-one (81) clinic hours per course. For each lecture hour, there are three (3) study hours, and for each lab hour there is one (1) study hour. Total study time equals approximately thirty-one (31) hours per week. In addition, there is a highly recommended weekly tutorial, Nursing 318. Minimal anticipated time for completion of each week's assignment with class/clinical time and study time is fifty-two (52) hours per week.

**METHODS OF EVALUATION:**

Weekly Unit Examination

Final Summative Examination

Assigned Written Papers

Group Presentation

Clinical Performance

Clinical Paperwork

Compliance with College, Nursing Program, and Course Policies

Proficiency level achieved in Kaplan Exam

# Class Etiquette

A student enrolling in the nursing program may rightfully expect that the faculty and administrators will maintain an environment in which there is freedom to learn. This requires that there be appropriate conditions and opportunities in the classroom.

1. No texting and cell phone use during class time
2. No electronic devices with tones that may cause class disruption
3. No children, friends, or guest in the classroom, stimulation lab, and clinical settings
4. No food/drinks in the classroom at any time (water is okay)
5. Any excessive talking will result in dismissal of the student from the class
6. Seats may be assigned at the discretion of the instructor
7. No taping, recording, photography or computer recording of the class without permission.
8. Please bring your textbook to class (for classroom use) as it will be referred to often
9. Demonstrate professional behaviors in class, including but not limited to: prompt and timely arrival to class, using respectful tone, language, attitude, No falling asleep in class
10. Academic integrity is expected by the college and the professor will uphold these expectations. Any violation will result in zero points for the exam/assignment in question and a possible 1-2 days suspension from the class. Be aware that this may result in failure of the course
11. The professor may dismiss student(s) from the class if they are being disruptive in any way
12. DO NOT seek information about this course from inappropriate sources. If you have a question about the class, ask the professor or clinical instructors of record
13. During testing, no caps, hats, or large sweatshirts are to be worn. No beverage containers on the desks. All belongings must be placed in a designed area of the classroom
14. The testing policy is included in the syllabus and will be followed without exception
15. Any talking after the instructor has announced that the test has officially begun, will result in "zero" points for the test.

Adopted by Dr. Frances Eason, EdD, MSN, CNE, ANEF

East Carolina University School of Nursing

Refer to LAHC Student Handbook as needed



## **LEARNING ACTIVITIES AND RESOURCES**

### ***Audio-Visual Learning Assignment***

For this assignment, you will be required to write an academic paper using two audiovisual resources and two evidence-based research-papers.

**Instructions:** Select a diagnosis of interest studied in this course. In addition to your textbook, research your condition and include **two** additional resources.. Find **two** research studies to be used in the body of your paper. Find **two** audio-visual films related to this psychiatric condition to view.

**BOTH** audiovisuals need to be documentary style films and be 30 minutes or greater in length. You may watch two from the list below, find them online or on your own. Online resources include Kanopy streaming service provided by LAHC library

(<http://lahc.kanopystreaming.com/restricted?destination=frontpage>)

and YouTube that have a multitude of documentaries on our subject matter. Finally, you will need a resource for nursing interventions for the selected condition.

**Write a 6-10-page paper (excluding title, abstract and reference page) in APA format using the following criteria:**

- A brief synopsis of the selected audiovisual films or other media (not to exceed 1-1/2 pages for both documentaries).
- A discussion of both the biologic (neurotransmitters, genetics, etc.) ***and*** psychological etiologies (psychoanalytical, behavioral, cognitive, social, humanistic, etc.). Support data with references/studies or reputable sources of information.
- A description of the pathophysiology (neurotransmitter changes, signs/symptoms) ***and/or*** theory (complete description of the phenomenon). For example, in the case of intimate partner violence or sexual assault, there may not be a pathophysiology. In such a case, describe the phenomenon and subject completely. Describe how a patient with this disorder presents (i.e. thinks and behaves).
- Three to five priority nursing interventions. Describe how you would use these clinically and the rationale for their use. Think about what would be the most important considerations and prioritize these in order.
- A discussion of two (2) evidence-based research papers that presents the newest research in the field. Describe the study, the research findings and the importance of the research or how it will be used.
- A discussion of your thoughts or feelings in one or more paragraph(s) about what you watched written in the first person (i.e., I learned... I felt... I can use this information to... etc.). Describe how you can use this information in your professional capacity and personal life. This is the only section of the paper that should be written from a subjective view in the first person.

**You will be required to submit your paper In APA format. Recommended resources for understanding and applying APA style can be found here:**

<http://www.apastyle.org/learn/index.aspx>

<https://owl.english.purdue.edu/owl/section/2/10/>

**A key challenge for this assignment will be the development of your skill at APA style referencing. A key issue in referencing is being sure to find the original data source for research findings. It is your responsibility to follow data to the primary (original) source if at all possible. Remember the chapter authors of a textbook are not researchers. The textbook**

authors should not be used to cite data. These chapter authors give a list of references where they obtained their data at the end of each chapter. You should not use these resources from the end of the book chapter unless you make every effort to access the original work. If you cannot access the original article, you can then follow the “citing indirect sources or secondary referencing” format (<https://owl.english.purdue.edu/owl/resource/560/3/>). You need to have a clear understanding of the term secondary reference or indirect source and make every effort to go to the primary source in your research. (See- [http://apastyle.org/learn/faqs/cite-another-source.aspx? ga=1.254548872.163937692.1468868352](http://apastyle.org/learn/faqs/cite-another-source.aspx?ga=1.254548872.163937692.1468868352)). Another common error is for a student to find a “review article” where an expert reviews current research in the field and cites the review author as the researcher. In summary, you should not cite your textbook chapter authors or any author of a review article for data without going to the original source. Understand what you are considering for inclusion in your paper. Ask yourself, is this the research article or am I reading a review by an expert of many different studies? Actual research articles are required for this paper. Reviews are good for increased understanding of your subject but not to be used as your research articles. Another type of research article is a meta-analysis, which is allowed for use as your research article(s) and is considered the strongest evidence-based research. Additionally, ask yourself, is this an informational website (such as WebMD, Wikipedia or Mayo clinic)? These cites are good for increased understanding but not for citing research. You are free to include these in your paper not to fulfill the requirement for two research-based articles. Lastly, you are expected to go outside the book to increase your understanding of the chosen condition. Do not simply summarize what is in the book but add to what you find in the textbook.

There will be 40 points possible for the paper with 10 of the points assigned to APA formatting. ***You should look at your paper after completion and be satisfied that you have described the condition fully. Be sure to include both biologic and psychological theories as well as signs and symptoms. Use references appropriately and be aware they will be checked.*** Possible sites to increase your knowledge beyond the textbook. or to find research include: SAMSHA, NIMH, NIDA, NAMI, Medscape (Psychiatry & Mental Health Journals), Psych Central, American Psychological Association. For research articles, some possibilities include but are not limited to:

LAHC Library - <http://libguides.lahc.edu/library>

PubMed - <http://www.ncbi.nlm.nih.gov/pubmed>

Evidence-Based Mental Health (open access) - <http://ebmh.bmj.com/>

Cochrane collaboration - <http://www.cochrane.org/>

Brain & Behavior Research Foundation - <https://www.bbrfoundation.org/>

## **Nursing Learning Lab Audiovisual List**

<b><u>AV Number</u></b>	<b><u>Name</u></b>
DVD 18	Recognizing Elder Abuse
DVD 25	Anxiety Disorders: Medications
DVD 26	Assessment, Intervention, Treatment: Psychotropic Medications
DVD 27	Depression: Medications
DVD 70	Multiple Personality
DVD 72	Counseling Survivors of Violence
DVD 73	Psychology of Addiction
DVD 74	The Biological Mind: Deeply Depressed
DVD 75	Generalized Anxiety Disorder: Assessment & Management
DVD 76	Roots of Addiction: Drug & Behavioral Compulsions
DVD 77	THIN: Death by Eating Disorder
DVD 78	From the Body Cage (Bulimia Nervosa)
DVD 79	Bipolar Disorders

Kanopy streaming services available through the LAHC library can be found by searching the LAHC library database for Kanopy –(mental health) or following this link:

<http://ezproxy.lahc.edu:2218/catalog/health/mental-health>

**(see next page for grading rubric)**

**GRADING RUBRIC FOR AV PAPER**

<b>Element</b>	<b>Points Possible</b>	<b>Your Score</b>
Synopsis – clear brief presentation in an organized manner	3	
Biologic and Psychological Theory/Pathophysiology or Description of the Phenomenon	10	
Nursing interventions with rationale	4	
Personal thoughts and feelings	3	
Meaningful discussion of 2 research-based articles	10	
APA Style including grammar	10	
<b>Total</b>	<b>40</b>	

## ***Group Project/Presentation***

The purpose of this assignment is to provide students with an opportunity to actively participate in their learning, teach others what they have learned, and practice the art of public speaking in a safe and supportive environment.

### **Objective(s):**

- To familiarize students with etiology, pathophysiology, nursing interventions and treatments for common psychiatric diagnoses
- To gain an understanding of drug classifications, common side effects versus adverse, rare and/or toxic side effects of psychotropic medications.
- To help prepare for your final exam
- Assignment: Students will be divided into groups. Each group will be provided with a psychiatric diagnosis to research and present one or more of the following key elements:

Etiology (biologic and psychological theories)

Pathophysiology (signs and symptoms)

Nursing Interventions

Psychotropic Drug Interventions

Treatment Options

Patient and Family Teaching

Additional Resources for Patient and Family (Long –Term)

Students will select a presentation method for the assigned diagnosis: PowerPoint Presentation, Teaching Brochure, Game, Song, Skit, Home Made Movie, Situational Role Play, or Educational Workshop. Students may utilize any source of instructional media as needed to convey required information to class. Examples may include, but is not limited to Internet media, books, laptops, handouts, props, etc. Be creative and have fun!

**GRADING RUBRIC FOR GROUP PROJECT/PRESENTATION**

<i>Content / Development</i> <i>5 Points</i>	<i>Points Earned</i> <i>___ /5</i>
	<b>Additional Comments:</b>
<p>Chosen key elements of the assignment (one or more from the list below) are covered in a substantive way:</p> <ul style="list-style-type: none"> <li>• Presented both biologic and psychological etiologic theories</li> <li>• Described or demonstrated signs and symptoms of the disorder</li> <li>• Demonstrated knowledge common nursing interventions used to treat the disorder</li> <li>• Presented possible drug classifications used to treat the condition including common side and adverse side effects</li> <li>• Defined the key treatment recommendations for the disorder</li> <li>• Explained key points for patient and family teaching</li> <li>• Provided additional resources to assist the patient and family in long term management of the condition</li> </ul>	
<i>Mechanics/Presentation</i> <i>5 Points</i>	<i>Points Earned</i> <i>___ /5</i>
<ul style="list-style-type: none"> <li>• Followed rules of grammar, usage, and punctuation</li> <li>• No spelling errors noted</li> <li>• Sentences were complete, clear, and concise</li> <li>• Presentation was given in 15-30 minutes</li> <li>• Group was well prepared and organized for presentation</li> <li>• Group communicated thoroughly and accurately about assigned condition</li> </ul>	
<i>Total</i> <i>10 Points</i>	<i>Points Earned</i> <i>___ /10</i>

## Group Presentation Peer Evaluation

**Name & Subject:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Objectively evaluate the team’s performance on the following questions. Students attempt to rate without regard to positive or negative feelings that you may have for individual members. Part of professionalism is the ability to honestly rate self and others. Using the scale below, individually rate each member of your group, including yourself.

**1= No Participation 2= Slight Participation 3= Moderate participation  
4= Significant Participation 5= Outstanding Participation**

<b>Study Group Member</b>					
<b>Preparedness (Research, reading, and assignment complete)</b>					
<b>Attendance (On-time and stayed for duration)</b>					
<b>Participation (Contributed best academic ability)</b>					
<b>Communication between meetings (Initiates and responds appropriately)</b>					
<b>Overall Contribution</b>					