Course Syllabus
RNSG 2213 - Mental Health Nursing
Revision Date: 8/22/14

Catalog Description: Principles and concepts of mental health, psychopathology, and treatment modalities related to the nursing care of patients and their families.

Lecture hours = 2 Lab hours = 0

Prerequisites: RNSG 1205, 1309, 1362

Co-Requisite: RNSG 2262

Semester Credit Hours: 2
Lecture Hours per Week: 2
Lab Hours per Week: 0
Contact Hours per Semester: 32

State Approval Code: 5116010000

Instructional Goals and Purposes: The purpose of this course is to apply and incorporate principles and concepts of mental health, psychopathology, and treatment modalities related to the nursing care of patients and their families while continuing to incorporate the concepts of nursing, environment, person, and health. Students enrolled in this course experience an adult centered learning environment developing self-directed and critical thinking skills with the expectation of becoming accountable providers of care, coordinators of care, and members of the nursing professions. Faculty members promote a collaborative approach involving the multi-disciplinary team to enhance preventive, restorative and supportive care of the patient’s mental health.

Learning Outcomes:
1. Explain the roles of the professional nurse in caring for patients and families experiencing mental health problems.
2. Demonstrate and evaluate therapeutic communication with patients and families experiencing mental health problems.
3. Utilize critical thinking skills and a systematic problem-solving process for providing care to patients and families experiencing mental health problems.
4. Demonstrate responsibility and accountability in providing care and coordinating care as a professional nurse while advocating for the mental health of culturally diverse patients.

Course Objectives:

<table>
<thead>
<tr>
<th>Member of the Profession</th>
<th>PO# 1</th>
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</thead>
<tbody>
<tr>
<td>Course Objective I - Differentiate between activities that are and are not within the scope of mental health nursing practice.</td>
<td>DEC# I.A.2. SCANS I a ii, iii, v; I b iii, v; I c v; II b i, ii</td>
</tr>
</tbody>
</table>
| Course Objective 2 - Use reflection and feedback to improve mental health practice. Participate in activities that promote the development of professional nursing practice in areas of mental health care. | PO# 2  
DEC# I.D.2.  
SCANS I a ii, iii; I c v; II a iv; II c i |
<table>
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<tr>
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<tbody>
<tr>
<td><strong>Provider of Patient-Centered Care</strong></td>
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</table>
| Course Objective 3 – Implement a safe, caring, holistic nursing approach to meet healthcare needs of patients with mental disorder or needs. | PO# 3  
DEC# II.D.1.a  
SCANS I a i, ii, iv; I b ii, v; II b vi; II e i, ii |
|  |
| Course Objective 4 - Plan and implement individualized teaching plans for mentally ill adults to facilitate health promotion, maintenance and restoration. | PO# 4  
DEC# II.G.1.a,b  
SCANS I a ii, iv, v; I b i, iii; I c iii; II a iii; II b ii; II c ii, iii; II d iii; II e i, ii |
|  |
| Course Objective 5 - Provide nursing care to mentally ill patients based on evidence-based practice and available resources. | PO#5  
DEC# II.A.1.a/d,4.  
SCANS I a ii; II b i, ii, iv, v; II b iii; II c ii, iii; II e i, ii |
| **Patient Safety Advocate** |  |
| Course Objective 6 – Demonstrate knowledge of safe medication and treatment administration, including evaluation of risks, to patients with mental illness. Provide appropriate alternative interventions to responses to altered health states resulting from treatment. Identify and implement mandatory safety measures for patient, staff, and visitors. | PO# 6  
DEC# III.B.1.a/b., 2.  
SCANS I a ii, iii, v; I b iii, v; I c v; II b i, ii, iii; II c iii; II d I; II e i, ii |
|  |
| Course Objective 7 - Formulate goals and outcomes using evidence-based data to reduce psychiatric patient risks and promote quality care and a safe environment. | PO#7  
DEC# III.A  
SCANS I b ii, iv; I c v; II b i, iii, iv, vi; II d i, ii |
| **Member of the Health Care Team** |  |
| Course Objective 8 - Practice confidential interaction with patients and Health Care Team members to meet needs of patients with mental disorders or needs. | PO# 8  
DEC# IV.A  
SCANS I a i, ii, iv; I b i, ii, iii, iv, v; I c i, ii; II a i, iii, iv, v; II b i, iii, iv, v, vi; II c i, ii, iii; II d i |
|  |
| Course Objective 9 - Anticipate resources needed in order to provide access to quality care for patients with mental illness. Describe activities and therapies that promote mental health. | PO#9  
DEC# IV.bB  
SCANS I b ii, iv; I c i, iv; II a iii, iv; II b i, v, vi; II c i, ii, iii; II d i |
|  |
| Course Objective 10 - Demonstrate ability to use technology systems and skills including an Electronic Health Record (EHR). Use electronic date and technology to support decision making in patient care. | PO# 10  
DEC# IV.E.  
SCANS I a i, ii, iv; I b i, ii, iii, iv, v; I c i, ii; v; II a i, iii, iv; II b i, iii, iv, v, vi; II c i, ii, iii; II d i |
|  |
| Course Objective 11 - Differentiate between activities that can and cannot be delegated and how and to whom they can be delegated. | PO#11  
DEC# IV.F, IV.G.  
SCANS I a i, ii, iv, |
Course Requirements:

1. Preparation and active participation in class.
   
   Preparation means:
   o Reading all assigned readings. All reading assignments for RNSG 2262 contain content that will be included on Exams.
   o Completing all assignments. All assignments, due dates, resources and test dates will be located on Canvas under “modules” for Mental Health Nursing RNSG 2213

2. Compliance with all rules and regulations as outlined in the current Associate Degree Nursing Handbook and Panola College Pathfinder.

3. Demonstration of college-level skills following American Psychological Association Sixth Edition; 2nd printing or later (APA) guidelines.

Methods of Instruction:
- Discussion
- Credible internet resources
- Canvas
- Computer Instruction
- Independent study
- Case Scenarios/Studies
- Library Research
- Videos
- Lecture
- Role Play
- Group projects/presentations

METHODS OF EVALUATION:

GRADING
The student must have an overall course average of 75 or above in order to successfully pass this course.

The Associate Degree Nursing Program, in accordance with policy, uses the following numerical scale in computing test scores and written work:

A = 90-100
B = 80-89.99
C = 75-79.99
F = below 75

NO ROUNDING

Students are responsible for the learning objectives in the course syllabus. Major examination items will reflect the learning objectives. Items on the exams will be in the form of multiple choice and alternate format questions. See National Council of State Boards of Nursing, Inc. website: www.ncsbn.org

Questions for all exams will be greater than or equal to 75% Application/Analysis questions with the remainder being Knowledge/Comprehension questions.
The final examination will be comprehensive over all material covered in the course.

Final grades will consist of the following:

- Examination I: 18%
- Examination II: 18%
- Examination III: 18%
- Final Comprehensive Examination: 26%
- Psych HESI Exam: 15%
- Daily Assignments/Discussions: 5%

Daily Assignments/Discussions:
Case Studies, Discussion Questions, Class Participation

Students will report to Panola College as instructed for all exams according to Lecture-Exam Schedule.

Make-up for a missed major examination must be completed the first day the student returns to class. The highest score a student can earn on an exam not taken on the scheduled date and time is 90% of the grade earned. All make-up examinations may be a separate examination and may include questions other than multiple choice and alternate format questions.

If the student makes below a 75 on any major exam, the student must schedule a conference with the instructor within the week following the exam. Students who do not adhere to this process will receive a zero (0), on the next exam.

Review of Exams:
By policy, exams are reviewed at the discretion of the faculty member. If a student wants to express opinions about exam items, the student must submit, in writing via e-mail, the opinions along with textbook rationale within 24 hours of the exam. Faculty will review the statistics after each unit exam and notify students of any changes in their unit exam grade. Students who do not receive a passing grade must sign up through Canvas for a conference with the instructor. Other students may also sign up for a conference if help is needed. Post-test reviews must be done within one week after each of the three unit exams.

Comprehensive Achievement Exam
To be eligible to sit for the Comprehensive HESI Exam, a student must take each specialty exam administered throughout the program. The specialty exam will be scheduled in the assigned class/semester and administered at the end of the semester. The score will be recorded as an exam grade and will be 15% of the classroom grade. HESI Conversion Scores will be used to determine this 15% of the grade. To enhance the student’s success on the Comprehensive HESI Exam and the NCLEX, it is highly recommended that the student participate in a remediation program offered after each specialty exam. Students will have access to the remediation throughout the program, once the specialty exam has been taken. Each student is required to take specialty exams in the semester scheduled. Each specialty exam enhances the student’s knowledge base preparing them for the comprehensive exam and NCLEX.
Office Hours:
Faculty post office hours on office door and on Canvas, and inform students of these hours and office phone number the first week of school. Students are encouraged to make appointments with faculty for clarification of content covered in lecture or clinical or to do post-test reviews. Also, the student may email the instructor through Canvas with any questions.

Attendance Policy:
According to ADN Student Handbook Policy 4.1, it is expected that every student will be present at all classes. A student must call the instructor before the class if the student is going to be absent from a class. Excessive absences can result in failure of the course. It is the student’s responsibility to complete an absentee slip and have it filed in his/her record. The student is responsible for any work missed due to an absence. Missing more than 10% of class meetings may results in a student being dropped from the course.

REFERENCES USED IN COURSE


UNIT I
This unit covers the foundational concepts of mental health nursing, the conceptual theories and frameworks for mental health nursing and specific concepts of the nursing process related to psychiatric-mental health nursing. This unit provides a foundation for implementing therapeutic relationships and communication while creating a therapeutic milieu including the management of anger and aggression in a client. This unit will explore how culture and spirituality of the client impact mental health and guide the care of the client’s mental health. This unit will introduce the conceptual bases of treatments using various interventional therapies. Finally this unit will cover the care of the older adults with mental illness and cognitive disorders.
<table>
<thead>
<tr>
<th>Unit I: Provider of Patient-Centered Care</th>
<th>CO#</th>
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<tbody>
<tr>
<td>1. Describe diagnostic systems for categorizing clients with behavioral problems (Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR)).</td>
<td>CO3</td>
</tr>
<tr>
<td>2. Develop and prioritize nursing diagnoses for clients with psychiatric diagnoses.</td>
<td>CO3, CO5</td>
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<tr>
<td>3. Describe the differing characteristics of members of various cultures with regard to social behavior, leadership roles, and verbal/nonverbal communication.</td>
<td>CO3</td>
</tr>
<tr>
<td>4. Demonstrate interviewing clients from various social-cultural backgrounds for collecting health data and developing the nurse-client relationship.</td>
<td>CO5, CO6</td>
</tr>
<tr>
<td>5. Describe the psychiatric nurse’s duties and methods in maintaining a therapeutic milieu and therapeutic relationships.</td>
<td>CO6</td>
</tr>
<tr>
<td>6. Describe the psychiatric nurse’s duties regarding the administration of psychotropic medications.</td>
<td>CO6, CO5</td>
</tr>
<tr>
<td>7. Describe the psychiatric nurse’s role in forming objectives and intervening in the care of clients with common behavioral disorders using communication, observation, milieu management, and teaching.</td>
<td>CO3, CO4, CO5</td>
</tr>
<tr>
<td>8. Assess the holistic health status of culturally diverse clients diagnosed with the various types of mood disorders.</td>
<td>CO1</td>
</tr>
<tr>
<td>9. Write nursing diagnoses and teaching plans with specific outcomes for culturally diverse clients using individual, integrative, pharmacologic and somatic interventions.</td>
<td>CO3, CO4</td>
</tr>
<tr>
<td>10. Apply theories to form interventions for clients suffering from different mental health disorders including behavioral techniques and therapies.</td>
<td>CO3</td>
</tr>
<tr>
<td>11. Describe how to measure client’s responses and how to evaluate progress toward reaching objectives in clients having mental illness.</td>
<td>CO5</td>
</tr>
<tr>
<td>12. Distinguish between coping strategies and defense mechanisms.</td>
<td>CO1, CO2</td>
</tr>
<tr>
<td>13. Differentiate between the different defense mechanisms and give examples of defense mechanisms.</td>
<td>CO1, CO2, CO3</td>
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<thead>
<tr>
<th>Patient Safety Advocate</th>
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<tbody>
<tr>
<td>14. Develop individualized teaching plans to facilitate health maintenance, patient safety and to prevent complications in clients experiencing different mental illness.</td>
<td>CO4, CO6</td>
</tr>
<tr>
<td>15. Develop and prioritize individualized safety focused interventions to facilitate health maintenance and to prevent complications in clients experiencing mental illness.</td>
<td>CO3, CO6, CO7</td>
</tr>
<tr>
<td>16. Apply the nursing process to the provision of safe care of culturally diverse clients who are experiencing various mental health needs.</td>
<td>CO2, CO3, CO6</td>
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</table>
UNIT II

This unit features the nurse as a provider of care for clients suffering from more complex behavioral disorders, such as clients diagnosed with psychosis, anxiety, sleep, sexual, somatic, dissociative, personality, eating, mood and thought disorders. The nursing process is utilized to organize the assessment of client needs, to formulate care plans according to those needs, and to describe how to implement and evaluate the nursing care of these clients.

<table>
<thead>
<tr>
<th>Unit II:</th>
<th>CO#</th>
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<tbody>
<tr>
<td>Nurse as Member of the Profession</td>
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<tr>
<td>1. Explain the role of the in caring for clients diagnosed with various mental disorders in various environments.</td>
<td>CO 1</td>
</tr>
<tr>
<td>2. Reflect on feelings related to clients diagnosed with mental disorders as it relates to care of the client.</td>
<td>CO 2</td>
</tr>
<tr>
<td>Nurse as a Provider of Patient-Centered Care</td>
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<tr>
<td>3. Distinguish between coping strategies and defense mechanisms.</td>
<td>CO1,CO2</td>
</tr>
<tr>
<td>4. Differentiate between the different defense mechanisms and give examples of defense mechanisms.</td>
<td>CO1,CO2,C03</td>
</tr>
<tr>
<td>5. Assess the holistic health status and identify distinguishing signs and symptoms of culturally diverse clients diagnosed with mental disorders.</td>
<td>C09,C07,C05,C03</td>
</tr>
<tr>
<td>6. Prioritize the physiological, psychological, social-cultural, and spiritual</td>
<td>C02,C05</td>
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</tbody>
</table>
7. Develop individualized teaching plans to facilitate health maintenance and to prevent complications of clients with mental disorders.

8. Develop individualized interventions, including medications, to facilitate health maintenance and to prevent complications of clients with mental disorders.

9. Describe how to measure client’s responses and how to evaluate progress toward reaching objectives in clients with various mental disorders.

10. Differentiate the most common types of violence observed in clients diagnosed with the various psychiatric disorders.

11. Explain the role of the nurse in caring for clients experiencing anxiety.

12. Describe signs and symptoms of the four stages of anxiety and give examples of each stage.


14. Demonstrate interventions to implement behavior techniques and tools for care of patients with mental disorders.

15. Explain the role of the nurse in caring for clients diagnosed with mental illness.

16. Identify defining characteristics, select and prioritize the nursing diagnoses for clients experiencing anxiety or diagnosed with mental illness.

17. Write and prioritize specific interventions that relate to the nursing diagnoses and objectives for clients with mental illness.

**Nurse as Patient Safety Advocate**

18. Explain the role of the nurse in caring for clients with mental illness who are suicidal or have potential of harm to themselves or others.

19. Explain safety procedures for various treatment interventions for clients with mental illness.

**Nurse As Member of the Health Care Team**

20. Describe the role of the nurse as a member of the healthcare team when discharge planning from inpatient hospitalization.

21. Describe the role of the nurse as a member of the healthcare team when managing violent or aggressive patients in the inpatient setting.
UNIT III

This unit presents the role of the nurse as a provider of care and as a coordinator of care for clients having mental disorders who are primarily treated in the community setting. The concepts of primary, secondary, and tertiary prevention are applied to these behavioral disorders. The nurse seeks to promote continuity of care for the client as the client transitions from inpatient to outpatient agencies. This unit also addresses the role of the nurse as provider of care for clients suffering from behavioral disorders that are predominant in special populations including substance abuse disorders. Particular attention will be giving to various addictions and substance abuse of the nursing care for these clients. This unit also addresses crisis intervention. The crisis intervention model is analyzed and applied to the care of physically ill clients, survivors of violence and abuse, suicidal clients, and clients experiencing anxiety. Primary, secondary, and tertiary intervention concepts are applied to the care of these clients. Finally, the unit includes ethical decisions faced by mental health nurses.

<table>
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<tr>
<th>Unit III :</th>
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<tbody>
<tr>
<td><strong>Member of the Profession</strong></td>
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<tr>
<td>1. Describe the role of the nurse in caring for specific populations diagnosed with mental disorders. CO 1</td>
</tr>
<tr>
<td>2. Describe the role of the mental health care nurse in the community setting and the role in primary, secondary and tertiary prevention. CO 1</td>
</tr>
<tr>
<td>3. Describe personal care of nurses’ mental health in crisis situations. CO 2</td>
</tr>
<tr>
<td>4. Describe the steps of crisis intervention and the role of the nurse in crisis intervention. CO 1</td>
</tr>
<tr>
<td>5. Describe the goals of crisis intervention.                                                     CO 1</td>
</tr>
<tr>
<td>6. Explain the role of the nurse in caring for survivors of violence. CO 1</td>
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<tr>
<td>7. Described the nurses’ role in ethical decisions related to mental health nursing in a variety of settings. CO 1</td>
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<tr>
<th><strong>Provider of Patient-Centered Care</strong></th>
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<tbody>
<tr>
<td>8. Describe the types of violence and the legal responsibilities of the nurse related to each. CO 4,5</td>
</tr>
<tr>
<td>Child Abuse</td>
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<tr>
<td>Rape</td>
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<tr>
<td>Domestic Violence</td>
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<tr>
<td>Elder Abuse</td>
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<tr>
<td>9. Describe the characteristics of caregivers who abuse clients. CO 3,4</td>
</tr>
<tr>
<td>10. Compare common myths about rape with the facts about rape. CO 5</td>
</tr>
<tr>
<td>11. Describe signs and symptoms observable in people experiencing rape-trauma syndrome. CO 3,5</td>
</tr>
<tr>
<td>12. Describe the possible etiologies and the risk factors for developing a substance abuse problem. CO 4</td>
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<tr>
<td>13. Apply the nursing process to substance abuse clients during detoxification CO 4</td>
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</table>
and rehabilitation.

<table>
<thead>
<tr>
<th>14. Apply the nursing process to victims of abuse.</th>
<th>CO 4,5</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Differentiate between clinical syndromes of substance abuse:</td>
<td>CO 3,4</td>
</tr>
<tr>
<td>Intoxication</td>
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<tr>
<td>Withdrawal</td>
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<tr>
<td>Substance Abuse</td>
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<tr>
<td>Substance Dependence</td>
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<tr>
<td>16. Differentiate between the signs and symptoms of alcohol intoxication, alcohol withdrawal, and delirium tremens.</td>
<td>CO 4,5</td>
</tr>
<tr>
<td>17. Form nursing diagnoses that coincide with the assessment data for clients in different phases of addiction disorders and prioritize these nursing diagnoses, interventions, outcomes, and evaluation.</td>
<td>CO 4</td>
</tr>
<tr>
<td>18. Apply the principles of crisis theory and crisis intervention to the care of clients experiencing crises.</td>
<td>CO 3,4,5</td>
</tr>
<tr>
<td>19. Describe and give examples of the types of crisis that occur in people’s lives and family.</td>
<td>CO 3</td>
</tr>
<tr>
<td>20. Apply the nursing process to clients experiencing crises, including clients experiencing physical illnesses.</td>
<td>CO 4,5</td>
</tr>
<tr>
<td>21. Apply Crisis Intervention principles and the nursing process to the care of survivors of violence as a means of primary prevention of mental illnesses.</td>
<td>CO 3,4,5</td>
</tr>
</tbody>
</table>

**Patient Safety Advocate**

| 22. Describe the relationship between mental and physical illnesses and suicide. | CO 6 |
| 23. Describe psychosocial and spiritual factors and a person’s risk for suicide. | CO 6 |
| 24. Describe specific questions the nurse uses to assess a client for suicidal ideation and to assess the lethality of past suicide attempts. | CO 7 |
| 25. Create a care plan for clients at risk for suicide. | CO 7 |

**Member of the Health Care Team**

| 26. Describe the roles family members may assume in the family of a substance abuser and how these roles influence the dependent person’s actions. | CO 8,9,11 |
| 27. Discuss responsibilities of the nurse to coordinate and manage care of the mental health client from both inpatient to outpatient settings in order to maintain continuity of care. | CO 8,10,11 |
Other:

- For current texts and materials, use the following link to access bookstore listings: http://www.panolacollegestore.com
- For testing services, use the following link: http://www.panola.edu/elearning/testing.html
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to http://www.panola.edu/student-success/disability-support-services/ for more information.
- Withdrawing from a course is the student’s responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.

**SCANS CRITERIA**

1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**

   a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
      i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
      ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
      iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
      iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
      v) Speaking: Organize ideas and communicate orally.

   b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
      i) Creative Thinking: generate new ideas.
      ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
      iii) Problem Solving: recognize problems and devise and implement plan of action.
      iv) Visualize (“Seeing Things in the Mind’s Eye”): organize and process symbols, pictures, graphs, objects, and other information.
      v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
      vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

   c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
      i) Responsibility: exert a high level of effort and persevere toward goal attainment.
      ii) Self-Esteem: believe in one’s own self-worth and maintain a positive view of oneself.
      iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
      iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
      v) Integrity and Honesty: choose ethical courses of action.

2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**
a) **Resources**: A worker must identify, organize, plan, and allocate resources effectively.
   i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
   ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
   iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
      Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

b) **Interpersonal Skills**: A worker must work with others effectively.
   i) Participate as a Member of a Team: contribute to group effort.
   ii) Teach Others New Skills.
   iii) Serve Clients/Customers: work to satisfy customer’s expectations.
   iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
   v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
   vi) Work with Diversity: work well with men and women from diverse backgrounds.
      Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) **Information**: A worker must be able to acquire and use information.
   i) Acquire and Evaluate Information.
   ii) Organize and Maintain Information.
   iii) Interpret and Communicate Information.
   iv) Use Computers to Process Information.
      Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) **Systems**: A worker must understand complex interrelationships.
   i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
   ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems’ performance and correct malfunctions.
   iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
      Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology**: A worker must be able to work with a variety of technologies.
   i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
   ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
   iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.
Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.
Student Acknowledgment

I have read the Panola College Associated Degree Nursing program syllabus for Mental Health Nursing RNSG 2213, and I understand the policies as discussed.

I will comply with the syllabus requirements as delineated. In addition, I will comply with the current ADN Student Handbook as found on the ADN web page. It is my understanding that this form will become part of my permanent file.

_____________________________  Student Name (Printed)

_____________________________  Student Signature

_____________________________________________  Date