Clinical to Mental Health Nursing RNSG 2262

Course Syllabus

RNSG 2262
Clinical Nursing, Psychiatric/Mental Health

Revision Date: 8/22/2014

Catalog Description: A health-related work-based learning experiences that enables the student to apply specialized theory, skills, and concepts to patients diagnosed with mental disorders in psychiatric hospitals, long-term care facilities and community mental health facilities and services. Direct supervision is provided by the faculty and/or clinical professional.

Lecture hours = 0 Lab hours = 8

Prerequisites: RNSG 1205, 1309, 1362

Co-Requisites: RNSG 2213

Semester Credit Hours: 2
Lecture Hours per Week: 0
Lab Hours per Week: 8
Contact Hours per Semester: 128

State Approval Code: 51.3801

Instructional Goals and Purposes: The purpose of this course is to apply theory, concepts, and skills related to mental health nursing while functioning as a member of the nursing profession, provider of patient-centered care, patient safety advocate, and member of the healthcare team in a variety of inpatient and community settings.

Learning Outcomes:
1. The student will demonstrate legal and ethical behavior while promoting patient safety and a safe environment.
2. The student will demonstrate and evaluate therapeutic communication with patients and families experiencing mental health problems in a variety of settings.
3. The student will demonstrate critical-thinking skills and systematic problem-solving process for providing preventive, restorative, and supportive care to patients and families experiencing mental health problems.
4. The student will demonstrate responsibility and accountability in providing care and coordinating care as a professional nurse in the clinical setting while advocating for the mental health of culturally diverse patients.

Course Objectives:

<table>
<thead>
<tr>
<th>Nurse as Member of the Profession</th>
<th>PO# 1</th>
<th>DEC# I.A.2.</th>
</tr>
</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></td>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nurse as Member of the Profession</th>
<th>PO# 2</th>
<th>DEC# I.D.2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Objective 2 - Use reflection and feedback to improve mental health practice. Participate in and contribute to activities that promote the development of professional nursing practice in areas of mental health care.</td>
<td></td>
<td>SCANS I a ii, iii; I c v; II a iv; II c i</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nurse as Provider of Patient-Centered Care</th>
<th>PO# 3</th>
</tr>
</thead>
</table>

Clinical to Mental Health Nursing RNSG 2262

Course Objective 3 - Implement a safe, caring, holistic nursing approach to meet healthcare needs of patients with mental disorder or needs.

Course Objective 4 - Plan and implement individualized teaching plans for mentally ill adults to facilitate health promotion, maintenance and restoration.

Course Objective 5 - Provide nursing care to mentally ill patients based on evidence-based practice and available resources.

Nurse as 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.

Nurse as 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.

- 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.

- 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.

- Course Objective 11 - Differentiate between activities that can and cannot be delegated and how and to whom they can be delegated.

Course Requirements:

DEC# II.D.1.a
SCANS I a i, ii, iv; I b ii, v; II b vi; II e i, ii

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

PO# 4
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

PO# 5
DEC# III.B.1.a/b., 2.
SCANS I a ii, iii, v; I b iii, v; I c v; II b ii, i, ii, iii; II c iii; II d I; II e i, ii

PO# 6
DEC# III.A
SCANS I b ii, v; I c v; II b i, iii, iv, vi; II d i, ii

PO# 7
DEC# IV.A
SCANS I a i, ii, iv; I b i, ii, iii, iv, v; I c i, ii, v; II a i, ii, iii, iv, v; II b i, ii, iii, iv, v; II c i, ii, iii; II d i

PO# 8
DEC# IV.B
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

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

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; II c i, ii, iii; II d i

PO# 11
DEC# IV.F.
SCANS I a i, ii, iv, v; I b i, ii, ii, iv, v; I c i, iii, iv, v; II a i, iii; iv; II b i, iii, iv, v, vi; II c i, iii; II d i, ii, iii
Clinical to Mental Health Nursing RNSG 2262

- A minimum average of 75%.
- Preparation and active participation in clinical conferences.
- **Come to Clinical Prepared:**
  - Complete all CANVAS assignments, and assignments assigned in RNSG 2213, and any other assignments as assigned by faculty.
  - Bring this Syllabus with you every clinical day.
  - Bring copies of forms to clinical sites that you will need to complete assignments. Copy machines are not available at clinical sites. Assignments will not be accepted unless they are on the appropriate forms.
  - Bring all resources assigned to do Clinical Paperwork every clinical day.

Arrive on time. Students who arrive to clinical late will be marked as absent and will be sent home. Plan to leave early enough each morning so that you can deal with any problems that may arise along the route and still arrive in a timely fashion.

- Submit all assignments on time.
- Come to Clinical " Appropriately Dressed":
  - Wear close-toed and close-heeled shoes.
  - Wear name tag.
  - Your hair color and style must comply with guidelines outlined in Student Handbook Policy 4.4.

**If you are sent home for noncompliance with the dress code or hair of inappropriate color or style, you will receive an absence and a zero for the day. You will not be able to make up this absence.**

- Compliance with all rules and regulations as outlined in the current Associate Degree Nursing Student Handbook and Panola College Catalog.
- Current Basic Life Support (BLS) for healthcare provider’s certification.
- Demonstration of college-level skills following American Psychological Association (APA) 6th Edition guidelines; 2nd printing or later.

**TEXTBOOKS:**
The textbooks/references for RNSG 2213 Mental Health Nursing are applicable to this course.

**METHODS OF INSTRUCTION:**

<table>
<thead>
<tr>
<th>Student-Teacher conferences</th>
<th>Daily written clinical assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client care assignments</td>
<td>Computer Instruction</td>
</tr>
<tr>
<td>Clinical pre- and post-conferences</td>
<td>CANVAS assignments</td>
</tr>
<tr>
<td>Group discussion</td>
<td>Role playing and Clinical Simulations</td>
</tr>
<tr>
<td>Faculty Observations</td>
<td>Group tasks</td>
</tr>
</tbody>
</table>

**METHODS OF EVALUATION:**

**GRADING**
The Associate Degree Nursing Program, in accordance with policy, uses the following numerical scale in computing final course grades:

- A = 90-100
- B = 80-89.99
- C = 75-79.99
- F = Below 75
ALL Assignments as specified by faculty must be submitted in order to pass this course.

Final grades will consist of the following:

Clinical Evaluation 85%

Clinical evaluation grade comes from observation of the student in clinical AND from written clinical assignments:

1. Guidelines for Clinical Assignments:
   a. Journaling Assignments:
      The journaling assignment description is located on Canvas RNSG 2262 under “Clinical Assignments.” For completion of all Journaling Assignments, please include a completed medication sheet, and a completed clinical log. Journaling assignments will be submitted online through CANVAS.
   b. Clinical Logs
      i. Clinical Logs must be completed for each site. At preceptor sites, preceptors/assigned staff will sign the bottom and make any comments they feel appropriate.
      ii. Submit a Clinical Log with all sections including the name of the agency & the date you were there. Submit these Clinical Logs online through CANVAS.
      iii. Clinical Logs must be completed for attendance at all Preceptor sites. Ask staff to sign clinical log. Submit signed Clinical Log online through CANVAS.
      iv. Clinical Logs must contain the signature of assigned staff or they will not be accepted by faculty.
   c. Simulation: You will complete one Mental Health Care Plan. This will be completed on the student’s assigned simulation day.

2. Faculty Observations:
   a. Faculty observation includes observation of clinical attire, performance in all clinical arenas, pre-/post-conference participation, compliance with faculty’s instructions, assignment submission content, learning projects and behavior expectation as stated in the ADN Handbook.
   b. The clinical instructor will follow the clinical evaluation tool when observing clinical performance and behavior. Assessment information and support for the clinical evaluation grade will come from observation by the instructor, preceptor comments, and clinical assignments. The student must also submit a self-evaluation at mid-term and at the end of the clinical with supporting information for the self-evaluation. The self-evaluation will be a component of the clinical evaluation. (See clinical evaluation tool.)

Projects/Assignments 15%

Projects/Assignments include:
1. Movie Project
2. Group Poster Presentation
3. Mission Carthage Service Learning Project
4. Weekly Clinical Assignments

NCLEX Psychiatric Nursing Questions Pass/Fail

Completion of Silvestri NCLEX Psychiatric Nursing 100-Question Exam with a score of at least 90 (pass/fail). This Exam must be completed in order to pass this course.

Late Work:
Students are expected to submit all assignments on time. Maximum grade for any late assignment is 75% and must be completed within one week. Late assignments must be placed in the hands of instructor or signed & dated by the A.D.N. Administrative Assistant.

Attendance Policy:
Absences:
Refer to the absence policy, Policy 4.1, in the Associate Degree Nursing Student Handbook.

**Timeliness:**

You are expected to arrive on time. Students who arrive to clinical late will be marked as absent and will be sent home. Plan to leave early enough each morning so that you can deal with any problems that may arise along the route and still arrive in a timely fashion.

1. If the student is ill and has to miss clinical at a Preceptor site, call your Instructor at 903-694-4522 and leave a message and notify the contact person at the agency.
2. If the student is ill and has to miss clinical at Rusk State Hospital, call your professor at 903-694-4522 and leave a message. Additionally email your professor prior to the start of the clinical day at ajackson@panola.edu. Do not call Rusk State Hospital unless it is an emergency.

Failure to notify the professor by the means noted above in the event of an absence constitutes a “Clinical Incident.” The student is responsible for any work missed due to an absence.

**Student Concerns:**

1. Any student in the program who has a concern or complaint specific to their experience in a course should first talk with the instructor. If the issue is not resolved at this level, the student should then follow the grievance procedure outlined in the ADN Student handbook.
2. Instructor’s Office Hours:
   a. It is the student’s responsibility to make appointments with the Instructor for help during the Instructor’s posted Office Hours.

**TEXTBOOKS:**
The textbooks/references for RNSG 2213 Mental Health Nursing are applicable to this course.

<table>
<thead>
<tr>
<th><strong>In Psychiatric Mental Health Nursing Clinical:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>After studying the materials assigned in this class and in Mental Health Nursing, using critical thinking and a problem solving approach, the student should be able to complete all learning objectives listed below with a minimum competency of 75%.</td>
<td></td>
</tr>
<tr>
<td>1. Conduct client interviews with sensitivity toward cultural norms, spiritual beliefs and religious practices, age, gender and other areas of diversity.</td>
<td>CO3</td>
</tr>
<tr>
<td>2. Perform Mini-Mental Status Assessment.</td>
<td>C03, C08</td>
</tr>
<tr>
<td>3. Demonstrate mental status and behavioral assessment skills by completion of data collections sections of Journaling Assignment Sheets for clients diagnosed with behavioral disorders.</td>
<td>C03, C08</td>
</tr>
<tr>
<td>4. Identify factors contributing to client’s condition.</td>
<td>C02, C04</td>
</tr>
<tr>
<td>5. Develop nursing diagnoses based on assessment data for clients experiencing behavioral problems.</td>
<td>C02, C03, C04</td>
</tr>
<tr>
<td>6. Develop holistic, measurable objectives for culturally diverse clients experiencing behavioral disorders.</td>
<td>C04, C07</td>
</tr>
<tr>
<td>7. Complete, and submit Journaling Assignments for clients having behavioral disorders as assigned by faculty.</td>
<td>C04, C07</td>
</tr>
<tr>
<td>8. Develop individualized interventions dealing with pharmacological, psychological, and social-cultural needs of clients with behavioral problems.</td>
<td>C03, C05, C06</td>
</tr>
<tr>
<td>9. Evaluate portrayals/ public perception of mentally ill persons by completing assigned movie projects in a timely manner.</td>
<td>C07</td>
</tr>
<tr>
<td>10. Modify milieu to optimize therapeutic outcomes &amp; provide for safety of clients with behavioral problems.</td>
<td>C03</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>11.</td>
<td>Use therapeutic communication techniques in establishing helping relationships.</td>
</tr>
<tr>
<td>12.</td>
<td>Process daily patient interactions and satisfactorily complete Journal Assignments within time frames.</td>
</tr>
<tr>
<td>13.</td>
<td>Provide individualized, nonjudgmental care based on holistic health needs</td>
</tr>
<tr>
<td>14.</td>
<td>Design realistic interventions as a part of the Journaling assignment.</td>
</tr>
<tr>
<td>15.</td>
<td>Demonstrate attentive client monitoring &amp; precise documentation of observations.</td>
</tr>
<tr>
<td>16.</td>
<td>Review Abnormal Involuntary Movement Scale.</td>
</tr>
<tr>
<td>17.</td>
<td>Prioritize the physiological, psychological, social-cultural, &amp; spiritual needs of clients experiencing behavioral problems when suggesting interventions in the Journaling Assignment.</td>
</tr>
<tr>
<td>18.</td>
<td>Indicate which client situations should receive top priority when presented with multiple behavioral client situations.</td>
</tr>
<tr>
<td>19.</td>
<td>Review movies that addresses psychiatric concerns from assigned list and submit written reports of your findings.</td>
</tr>
<tr>
<td>20.</td>
<td>Organize assigned tasks and resources to complete care in designated time frame.</td>
</tr>
<tr>
<td>21.</td>
<td>Identify therapeutic resources within agency and community for clients with behavioral problems.</td>
</tr>
<tr>
<td>22.</td>
<td>Coordinate nursing interventions with consideration for other therapies</td>
</tr>
<tr>
<td>23.</td>
<td>Collaborate with the multi-disciplinary team for the planning and delivery of holistic care within an ethical and legal framework.</td>
</tr>
<tr>
<td>24.</td>
<td>Participate in multi-disciplinary client care conferences</td>
</tr>
<tr>
<td>25.</td>
<td>Collaborate with culturally diverse clients to establish mutually agreed upon goals.</td>
</tr>
<tr>
<td>26.</td>
<td>Participate in various therapeutic group activities.</td>
</tr>
<tr>
<td>27.</td>
<td>Confer with agency staff and faculty about referrals to community resources identified by student.</td>
</tr>
<tr>
<td>28.</td>
<td>Participate with agency staff and faculty in mobilizing available support systems for client discharge planning.</td>
</tr>
<tr>
<td>29.</td>
<td>Follow appropriate lines of authority within organization when communicating with other members of multi-disciplinary team.</td>
</tr>
<tr>
<td>30.</td>
<td>Communicate with other team members and faculty to promptly correct violations of client care standards.</td>
</tr>
<tr>
<td>31.</td>
<td>Apply self-care concepts while interacting with patients.</td>
</tr>
<tr>
<td>32.</td>
<td>Follow legal, ethical, and professional standards of the practice of nursing.</td>
</tr>
<tr>
<td>33.</td>
<td>Act responsibly within the limits of nursing knowledge and scope of practice and following faculty’s instructions.</td>
</tr>
<tr>
<td>34.</td>
<td>Seek learning experiences that enhance student development and improve practice.</td>
</tr>
<tr>
<td>35.</td>
<td>Participate in pre- and post-conferences and community service learning projects, if assigned to do so by faculty.</td>
</tr>
<tr>
<td>36.</td>
<td>Advocate for client’s rights within a multi-disciplinary organizational structure in a professional manner.</td>
</tr>
<tr>
<td>37.</td>
<td>Communicate with clients, peers, faculty, and agency staff in a therapeutic, professional manner.</td>
</tr>
<tr>
<td>38.</td>
<td>Demonstrate self-awareness by sharing thoughts and feelings with peers and faculty in pre- and post-conferences and in written assignments.</td>
</tr>
<tr>
<td>39.</td>
<td>Participate in experiential group therapy exercises with classmates to enhance self-growth, self-awareness, and team communication &amp; problem-solving</td>
</tr>
<tr>
<td>40.</td>
<td>Actively participate in Preceptor experiences. Fill out completely and submit all clinical documentation within designated time frame.</td>
</tr>
</tbody>
</table>
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 online 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.
Panola College
Associate Degree Nursing

Student Acknowledgment

I have read the Panola College Associated Degree Nursing program syllabus for RNSG 2262, Mental Health Nursing Clinical, 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
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Member of the Profession</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Differentiate between activities that are and are not within the scope of mental health nursing practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Follow legal-ethical framework for the practice of nursing in Texas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrate professional behavior and accountability within limits of nursing knowledge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Follow Texas Nurse Practice Act</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Follow ANA code of ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Follow faculty's instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Follow the Panola Student Handbook and ADN Handbook policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Follow the rules and policies of assigned agency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Complete as instructed and submit all oral and written assignments on time and in a professional manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Use reflection and feedback to improve mental health nursing practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Participate in activities that promote the development of professional nursing practice in areas of mental health care.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrates self-awareness of thoughts &amp; feelings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Provider of Patient-Centered Care</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Implement a safe, caring, holistic nursing approach to meet healthcare needs of patients with mental disorder or needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Able to describe a patient’s situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrates ability to document significant moments of interaction with patients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrates use of therapeutic communication techniques in establishing helping relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Plan and implement individualized teaching plans for adults to facilitate health promotion, maintenance and restoration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Provide nursing care to mentally ill patients based on evidence-based practice and available resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Determine individualized intervention dealing with pharmacological, psychological, and cultural needs of patients with behavioral problems or needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Identify behaviors of patients and appropriately create plan of care using appropriate pharmacological, traditional and alternative therapies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Appropriately document using the nursing process</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Patient Safety Advocate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Demonstrate knowledge of safe medication and treatment administration, including evaluation of risks, to patients with mental illness.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Provide appropriate alternative interventions to responses to altered health states resulting from treatment.
- Identify and implement mandatory safety measures for patient, staff, and visitors.
- Identify concerns in the milieu that interfere with therapeutic outcomes and alter safety for client with behavior problems.
- Determine which patient situations should receive top priority when presented with multiple patient situations and follow with appropriate intervention implementation.

7. Formulate goals and outcomes using evidence-based data to reduce psychiatric patient risks and promote quality care and a safe environment.
   - Identify patient symptoms that could lead to harm to self or others
   - Implement appropriate interventions to promote safety

**Member of the Health Care Team**

8. Practice confidential interaction with patients and Health Care Team members to meet needs of patients with mental disorders or needs.
   - Participate meaningfully in pre- and post-conferences
   - Communicate with patients, peers, faculty and staff in a therapeutic, professional manner

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.

10. Demonstrate ability to use technology systems and skills including an Electronic Health Record (EHR).
    - Use electronic data and technology to support decision making in patient care.

11. Differentiate between activities that can and cannot be delegated and how and to whom they can be delegated.
Clinical to Mental Health Nursing RNSG 2262

PANOLA COLLEGE NURSING PROGRAM

CLINICAL EVALUATION

Grades for the clinical component of Mental Health Nursing are derived by observing the student’s performance & by evaluating the student as member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team. Grades will be calculated as follows: 85% will be based on instructor/preceptor observation and information submitted via clinical assignments. 15% will be based on Movie Project, Group Presentation, and clinical assignments. Assignments must be submitted on time in order to receive full credit. (See “Late Work” of this syllabus.)

- The points for these items is a summary of all scores except Movie Projects

<table>
<thead>
<tr>
<th></th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Midterm Evaluation</td>
<td></td>
</tr>
<tr>
<td>Final Evaluation</td>
<td></td>
</tr>
<tr>
<td>Silvestri Questions (P/F)</td>
<td></td>
</tr>
</tbody>
</table>

- The points for these items are the student’s scores on these assignments & faculty’s observations.
- 4 = consistently performs at an independent level. Meets the described objectives with self-direction. 90-100% on assignments
- 3= demonstrate consistent performance and improvement. Needs minimal guidance to meet described objectives. 80-90% on assignments.
- 2= Satisfactory/safe level of performance. Meets objectives with consistent guidance. 75-79% on assignments
- <2= Unsatisfactory/Unsafe. Level of performance does not meet standards. Unable to meet objectives without frequent, direct, intensive guidance and instructions to avoid errors. This includes submitting late assignments, substandard assignments, failure to submit assignments and inconsistent performances from week to week 74.99% or less, late assignments and failure to submit assignments
<table>
<thead>
<tr>
<th>Clinical to Mental Health Nursing RNSG 2262</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mid-Course Grade:</strong></td>
</tr>
<tr>
<td>Student Signature:                             Date:</td>
</tr>
<tr>
<td>Faculty Signature:                             Date:</td>
</tr>
<tr>
<td><strong>End-of-Course Grade:</strong></td>
</tr>
<tr>
<td>Student Signature:                             Date:</td>
</tr>
<tr>
<td>Faculty Signature:                             Date:</td>
</tr>
</tbody>
</table>

**Student Self-Evaluation**

**Midterm Self-Evaluation:**
Student strengths, as identified by student:

Student areas for improvement, as identified by student:

__________________________________
Student Signature                     Date  
Instructor Signature                  Date

**Final Self-Evaluation:**
Student strengths, as identified by student:

Student areas for improvement, as identified by student:

__________________________________
Student Signature                     Date  
Instructor Signature                  Date