



## **RNSG 2005B Mental Health Nursing COURSE SYLLABUS Spring Semester 2019**

### **COURSE INFORMATION**

Credit Hours/Minutes: 3/3750

Didactic: 2 (1500 minutes)

Clinical: 1 (2250 minutes)

Campus/Class Location: Swainsboro Campus/Building 8 Room 8136

Class Meets: Tuesdays beginning 3/6-5/3 from 9:00 am-12:00 noon

Course Reference Number (CRN): 40257

### **INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Beth Hendrix, Master of Public Health (MPH), Master of Science in Nursing (MSN), Registered Nurse (RN), Lead Instructor

Campus/Office Location: Swainsboro Campus/Building 8 Room 8121

Office Hours: Wednesdays from 9:00 am-11:00am & 1:00 pm-4:00 pm

Email: [Beth Hendrix \(mailto:bhendrix@southeasterntech.edu\)](mailto:Beth.Hendrix@southeasterntech.edu)

Phone: 478-289-2284

Fax Number: 478-289-2336

Tutoring Hours: Please schedule an appointment

Instructor Name: Shannon Veal, Master of Science in Nursing (MSN), Registered Nurse (RN)

Campus/Office Location: Swainsboro Campus/Building 8 Room 8119

Office Hours: Wednesdays from 9:00 am-11:00am & 1:00 pm-4:00 pm

Email: [Shannon Veal \(mailto:sveal@southeasterntech.edu\)](mailto:Shannon.Veal@southeasterntech.edu)

Phone: 478-289-2333

Fax Number: 478-289-2336

Tutoring Hours: Please schedule an appointment

### **SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND STUDENT HANDBOOK**

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Student Handbook \(http://www.southeasterntech.edu/student-affairs/catalog-handbook.php\)](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

### **REQUIRED TEXT**

1. Videbeck, S. (2017). *Psychiatric-mental health nursing (7th ed.)*. Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.
2. Doenges, M., Moorhouse, M., & Murr, A. (2010). *Nursing care plans: Guidelines for individualizing client care across the life span (9th ed.)*. Philadelphia, PA: F. A. Davis Company.
3. Assessment Technologies Institute (ATI) testing web service. The semester ATI fee must be paid and a receipt presented to the faculty member at the beginning of class of the first day of the semester. ATI fees are a program requirement, not a college fee.

## **REQUIRED SUPPLIES & SOFTWARE**

C Pen, pencil, paper, large 3 ring binder, highlighter, laptop, computer access, ear phones (for ATI skills Modules), large spiral notebook, calculator, 2 folders, and clinical supplies.

**Students should not share login credentials with others and should change passwords periodically to maintain security.**

Each student will be required to purchase a skill supply kit through Meridy's Uniform by the designated date.

Laptop computers are REQUIRED with the following suggested specification:

Processor i5 or i7

Memory 8GB or higher

Hard drive 250GB or larger

Get a DVD Drive either internal or external

## **COURSE DESCRIPTION**

This course focuses on the care of clients experiencing mental disorders. Emphasis is placed on management of clients facing emotional and psychological stressors, as well as promoting and maintaining the mental health of individuals and families. Concepts of crisis intervention, therapeutic communication, and coping skills are integrated throughout the course. The community as a site for care and support services is addressed. The role of the nurse as a provider will include: client-centered care; teamwork and collaboration; evidence-based practice; quality improvement; safety; informatics; professionalism; and leadership. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe client care to clients experiencing mental disorders.

## **MAJOR COURSE OUTCOMES**

1. Perform a mental behavioral health assessment on clients with common mental disorders.
2. Develop an individualized, evidence-based plan of care that demonstrates an appreciation of a client's cultural, spiritual, and developmental variations and includes recommendations for the adoption of health-promoting behaviors.
3. Collaborate with members of the inter-professional health care team while acting as a client advocate in the provision of safe, quality care for clients with common mental disorders.
4. Demonstrate clinical decision making when participating in the provision of care to clients with common mental disorders.
5. Apply knowledge of pharmacology, psychopathology, nutrition, and established evidence-based practices in the provision of care for clients with common mental disorders.
6. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with clients and their families, as well as professional relationships with members of the healthcare team.
7. Use health information systems and client care technologies in an effective and secure manner when assessing and monitoring clients with common mental disorders.
8. Provide health and safety related education using a variety of teaching methods based on the identified needs of clients and their families.
9. Use organizational, time management, priority-setting, and decision-making skills in the provision of care to clients with common mental disorders.
10. Implement strategies that provide a safe environment for clients, self, and other while supporting quality improvement initiatives.
11. Adhere to ethical, legal and professional standards in the provision of care for clients with common mental disorders.

## PREREQUISITES

Program Admission, RNSG 1018B, 1019B, 1030B

## CO-REQUISITES

RNSG 2000B

## CONTENT OUTLINE/UNIT OUTCOMES

### Role of the Nurse and Standards of Practice for Mental Health Nursing

Order	Description	Learning Domain	Level of Learning
1	Discuss the role and responsibilities of mental health/psychiatric nurses.	Cognitive	Understanding
2	Identify major trends in mental health nursing.	Cognitive	Remembering
3	Describe the standards of practice of psychiatric and mental health nursing according to the American Nurses Association Statement on the Scope and Standards of Psychiatric Mental Health Nursing Practice.	Cognitive	Understanding

### Mental Health and Mental Health Issues

Order	Description	Learning Domain	Level of Learning
1	Compare and contrast criteria for mental health and mental illness.	Cognitive	Analyzing
2	Discuss legal issues that may arise during mental health treatment such as, the client's right to receive treatment, the client's right to refuse treatment, the client's right to informed consent.	Cognitive	Understanding
3	Describe factors that affect an individual's mental health.	Cognitive	Understanding
4	Identify attributes or signs of mental health issues.	Cognitive	Remembering
5	Discuss how age, ethnicity, gender, education, culture, and belief system can affect developing, experiencing, and recovering from psychiatric disorders.	Cognitive	Understanding
6	Identify settings in which mental health treatment is offered.	Cognitive	Remembering
7	Discuss the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders.	Cognitive	Understanding
8	Discuss crisis intervention.	Cognitive	Understanding
9	Identify areas to assess during crisis.	Cognitive	Remembering
10	Describe integrative care.	Cognitive	Understanding

### Principles of Therapeutic Communication and Application in the Mental Health Setting

Order	Description	Learning Domain	Level of Learning
1	Describe the nature and goals of the therapeutic nurse-client relationship.	Cognitive	Understanding
2	Identify factors that can interfere with accurate communication between nurse and client.	Cognitive	Remembering
3	Demonstrate techniques that can enhance	Psychomotor	Set

Order	Description	Learning Domain	Level of Learning
	communication and discuss what makes them effective during the communication process.		
4	Discuss differences between verbal and non-verbal communication.	Cognitive	Understanding
5	Discuss the effect on the communication process when there is a lack of understanding of cultural differences.	Cognitive	Understanding
6	Discuss how confrontation, nurse self-disclosure, and role playing can be used by the nurse in a therapeutic relationship.	Cognitive	Understanding
7	Identify when there is a need for boundaries set between nurse and client.	Cognitive	Remembering
8	Describe the importance of self-awareness in the nurse-client relationship.	Cognitive	Understanding

### Personality Development

Order	Description	Learning Domain	Level of Learning
1	Discuss the relationship between personality development and mental/behavioral disorders.	Cognitive	Understanding
2	Describe the main theories of personality development.	Cognitive	Understanding

### Anxiety Disorders

Order	Description	Learning Domain	Level of Learning
1	Identify predisposing factors of anxiety disorders.	Cognitive	Remembering
2	Describe outcome criteria for each of the identified anxiety disorders.	Cognitive	Understanding
3	Discuss the action, side effects, potential adverse reactions, and nursing implications for anxiety medications.	Cognitive	Understanding
4	Discuss coping strategies in the management of stress.	Cognitive	Understanding
5	Describe clinical manifestations, goals, nursing interventions, and treatment of clients with anxiety disorders.	Cognitive	Understanding

### Mood Disorders

Order	Description	Learning Domain	Level of Learning
1	Identify the main characteristics of clients with mood disorders.	Cognitive	Remembering
2	Describe biologic and psychosocial theories about the etiology of mood disorders.	Cognitive	Understanding
3	Differentiate between normal grief reactions and pathological grief behaviors.	Cognitive	Analyzing
4	Describe the emotional, cognitive, behavioral, and physical symptoms associated with depression.	Cognitive	Understanding
5	Describe treatment for mood disorders	Cognitive	Understanding

Order	Description	Learning Domain	Level of Learning
6	Identify outcomes, goals and planning for each phase of treatment for mood disorders.	Cognitive	Remembering
7	Describe risk factors and clues that might signal suicidal thoughts.	Cognitive	Understanding
8	Develop nursing interventions and communication strategies for clients with depression, mania, and suicide ideation.	Cognitive	Understanding
9	Discuss the action, side effects, potential adverse reactions, and nursing implications for mood stabilizing medications and antidepressants.	Cognitive	Understanding
10	Discuss electroconvulsive therapy.	Cognitive	Understanding

### Personality Disorders

Order	Description	Learning Domain	Level of Learning
1	Compare and contrast the main characteristics of clients with personality disorders	Cognitive	Analyzing
2	Describe current treatment modalities for clients with personality disorders.	Cognitive	Understanding
3	Describe the limitations in the use of medications to relieve symptoms associated with personality disorders.	Cognitive	Understanding
4	Develop nursing interventions and communication strategies for clients with personality disorders.	Cognitive	Understanding
5	Discuss the importance of setting and keeping clear boundaries when working with persons with personality disorders.	Cognitive	Understanding

### Psychotic Disorders

Order	Description	Learning Domain	Level of Learning
1	Define schizophrenia.	Cognitive	Remembering
2	Describe positive and negative symptoms of schizophrenia.	Cognitive	Understanding
3	Discuss non-pharmacological treatment modalities for clients with schizophrenia that may be beneficial.	Cognitive	Understanding
4	Describe effective strategies of individual, group, and family therapies that may helpful for clients with schizophrenia and their families.	Cognitive	Understanding
5	Discuss the action, side effects, potential adverse reactions, and nursing implications for the traditional and atypical antipsychotics.	Cognitive	Understanding

### Addiction

Order	Description	Learning Domain	Level of Learning
1	Compare and contrast substance abuse and substance dependence.	Cognitive	Analyzing
2	Discuss current treatment modalities for persons	Cognitive	Understanding

Order	Description	Learning Domain	Level of Learning
	who abuse substances.		
3	Discuss short term outcomes for the client and family relating to withdrawal, treatment and health maintenance, including use of self-help groups.	Cognitive	Understanding
4	Discuss legal and ethical responsibilities of nurses who observe impaired colleagues.	Cognitive	Understanding
5	Describe aspects of enabling behaviors.	Cognitive	Understanding
6	Identify behaviors of use, overdose, and withdrawal in persons who use drugs such as: inhalants, opioids, cannabis, hallucinogens, alcohol, sedatives, hypnotics, anxiolytics, and stimulants.	Cognitive	Remembering

### Abuse and Violence

Order	Description	Learning Domain	Level of Learning
1	Describe the cycle of violence in reference to individual violence and family violence.	Cognitive	Understanding
2	Describe personality characteristics of an abusive adult.	Cognitive	Understanding
3	Identify factors that predispose a child or spouse to physical violence.	Cognitive	Understanding
4	Describe legal responsibilities of health care providers in documentation and reporting of suspected or known family abuse.	Cognitive	Remembering
5	Discuss assessment indicators and interventions for child, adult, and elder abuse.	Cognitive	Understanding
6	Identify common reactions and nursing interventions for rape/sexual assault.	Cognitive	Remembering
7	Describe nursing interventions for prevention and management of aggressive behaviors.	Cognitive	Understanding

### Cognitive Impairment Disorders in the Older Adult

Order	Description	Learning Domain	Level of Learning
1	Discuss the demographics of the older population and the impact on mental health care.	Cognitive	Understanding
2	Identify components of an assessment of the healthy geriatric client and the client with cognitive impairment.	Cognitive	Remembering
3	Identify the clinical manifestations of a client with Alzheimer's disease.	Cognitive	Remembering
4	Discuss identified behaviors, goals, and nursing interventions associated with mental health problems in the older adults with cognitive impairment.	Cognitive	Understanding
5	Describe potential barriers to mental health care for the older adult.	Cognitive	Understanding

## Community-based Mental Health Nursing

Order	Description	Learning Domain	Level of Learning
1	Distinguish between goals and interventions of mental health care in the hospital and the community.	Cognitive	Understanding
2	Describe the role of the nurse as a member of the interdisciplinary team in caring for chronically ill and/or homeless mentally ill in the community.	Cognitive	Understanding
3	Discuss the continuum of psychiatric care from the acute care setting to the community setting.	Cognitive	Understanding
4	Identify community resources for the chronically and/or homeless mentally ill.	Cognitive	Remembering
5	Discuss barriers to mental health treatment in the community setting.	Cognitive	Understanding

### CLINICAL OUTCOMES: LEVEL II

**A. Evaluate nursing care provided to clients and their families from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a client's preferences, values and needs.**

#### QUALITY AND SAFETY EDUCATION FOR NURSES (QSEN) CONCEPT: CLIENT CENTERED CARE

Order	Description	Learning Domain	Level of Learning
a.	Perform a health assessment including physiological, psychological, sociological, and spiritual needs of clients and their families experiencing complex, multisystem health alterations in a variety of settings.	Psychomotor	Guided Response
b.	Utilize the nursing process to guide the delivery of client care to achieve optimal outcomes.	Cognitive	Applying
c.	Model culturally sensitive care to clients and families from diverse backgrounds.	Cognitive	Applying
d.	Utilize clinical reasoning when evaluating nursing care to improve client outcomes.	Cognitive	Applying
e.	Utilize verbal and nonverbal communication techniques that promote caring, therapeutic relationships with clients and their families.	Cognitive	Applying
f.	Provide health-related education to clients and their families that include the use of varying teaching methods.	Cognitive	Creating

**B. Collaborate with members of the inter-professional healthcare team to manage and coordinate the provision of safe, quality care for clients and their families.**

#### QSEN CONCEPT: TEAMWORK AND COLLABORATION

Order	Description	Learning Domain	Level of Learning
a.	Coordinate client care with members of the inter-professional healthcare team.	Cognitive	Creating

b.	Integrate input from other members of the healthcare team to improve individual and team performance.	Cognitive	Creating
c.	Report identified issues that may negatively affect client care to members of the healthcare team.	Cognitive	Applying

**C. Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of client-centered care.**

**QSEN CONCEPT: EVIDENCE BASED PRACTICE**

Order	Description	Learning Domain	Level of Learning
a.	Analyze best current evidence for its application to practice when providing and managing client-centered care.	Cognitive	Analyzing
b.	Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice.	Cognitive	Creating

**D. Utilize evidence-based quality improvement processes to affect change in the delivery of client-centered care.**

**QSEN CONCEPT: QUALITY IMPROVEMENT**

Order	Description	Learning Domain	Level of Learning
a.	Utilize recognized nursing standards to improve and advance the quality of healthcare services.	Cognitive	Applying
b.	Utilize measurement tools to gather data related to the gap between current and desired client outcomes.	Cognitive	Applying
c.	Articulate the impact that the macrosystem has on the microsystem of the work unit.	Cognitive	Applying
d.	Utilize human and material resources in an efficient manner in the provision of safe, quality client-care on the work unit.	Cognitive	Applying

**E. Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to clients, self and others in healthcare, home, and community settings.**

**QSEN CONCEPT: SAFETY**

Order	Description	Learning Domain	Level of Learning
a.	Anticipate safety risks to clients, self and others in healthcare, home, and community settings.	Cognitive	Creating
b.	Implement actions that minimize safety risks and environmental hazards in healthcare settings.	Psychomotor	Applying
c.	Implement National Client Safety Goals in healthcare settings.	Cognitive	Applying

**F. Utilize evidence-based information and client care technology to communicate relevant client information, manage care and mitigate error in the provision of safe, quality client-centered care.**

**QSEN CONCEPT: INFORMATICS**

Order	Description	Learning Domain	Level of Learning
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a.	Utilize client care technologies effectively when assessing and monitoring clients.	Cognitive	Applying
b.	Implement strategies that protect the integrity of client information when managing client-centered care.	Cognitive	Applying

**G. Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing client-centered, standard-based nursing care.**

**PROFESSIONALISM**

Order	Description	Learning Domain	Level of Learning
a.	Maintain professional standards of nursing practice in the delivery of client-centered care.	Cognitive	Creating
b.	Maintain professional accountability and responsibility in the delivery of client-centered care.	Cognitive	Creating
c.	Maintain nursing practice that supports ethical decision making and tort law in the delivery of client-centered care.	Cognitive	Creating
d.	Maintain nursing practice that supports regulatory guidelines and institutional policies in the delivery of client-centered care.	Cognitive	Creating

**H. Utilize leadership, management and priority-setting skills in the provision and management of safe, quality client-centered care.**

**LEADERSHIP**

Order	Description	Learning Domain	Level of Learning
a.	Utilize organizational, time management and priority setting skills necessary to provide safe, quality client-centered care.	Cognitive	Applying
b.	Practice delegating tasks to appropriate members of the healthcare team.	Cognitive	Applying

**GENERAL EDUCATION CORE COMPETENCIES**

Southeastern Technical College has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

**STUDENT REQUIREMENTS**

Students are expected to complete all exams and daily assignments. A unit exam average of 70% or above must be obtained in order to take the final exam. An average grade of 70% between unit exams and the final must be obtained in order to advance to progress.

For example, if the unit exam average is 72.5 and accounts for 60% of the course grade and the final exam grade is 65.6 and accounts 20% for the course grade, the average before progressing to clinical will be calculated as follows:

Unit Exam Average:  $72.5 \times .60 = 43.5$

Final Exam Grade:  $65.5 \times 20 = 13.1$ .

Average grade for progression to clinical:  $43.5 + 13.1 = 56.6$

$56.6 / 80 = 70.7$  average grade and student will be allowed to progress to the clinical portion of the course.

A final clinical average grade of at least 70% must be obtained in order to pass the course.

No assignment opportunities will be given for extra credit. Any unit exam grade will be entered as is to the nearest 10<sup>th</sup>. No scores will be rounded (up or down). For example: exam has 60 questions and each question will be worth 1.66 (points) pts. The student misses 7 questions  $7 \times 1.66 = 11.62$ .  $100 - 11.62 = 88.38$ . Grade will be recorded as 88.3. This rule applies to every grade issued during this semester. All final averages will be recorded as is (ie a 69.9 is a 69.9).

During an examination, students are required to place all textbooks and personal property on the floor in the front of the classroom as directed by the instructor. Students may be separated in different classrooms, assigned different seats, and/or provided desk dividers during testing as informed by the instructor. No talking is allowed once the exam begins. Once the exam begins, students will not be allowed to exit the classroom until the exam is completed and/or turned into the instructor. Smart watches, cell phones, or any other electronic devices will not allowed during exams. Students found with electronic/communication devices during the exam will be considered cheating; which will result in a zero for the exam. All exams are timed with students receiving one minute to answer each examination question. An additional minute will be added per calculation exam question.

Students must make a 100% on a calculation exam before giving medications at clinical. Students may take the drug calculation exam a maximum of THREE attempts. Each attempt will be a different but similar version. For this exam, students will be allowed 3 minutes per question. The first attempt drug calculation exam for this semester will be given the first day of class in RNSG 1030B. If the student is unsuccessful on any attempt, the student is strongly encouraged to schedule tutoring with an ASN instructor before the next attempt. If a student misses an attempt due to an absence, the student forfeits that attempt and will take the next scheduled attempt. Absences on the third attempt may be evaluated on an individual basis.

## EXAMS

If a student shows up late for class on an exam date **or is not prepared to start the test on time (for example: has laptop issues not related to school network, ATI assignments not turned to faculty's specifications, etc)**, the student may not be allowed to take the exam once the faculty has shut the door. The student will have to make up the exam and this may count as their one opportunity for a make-up exam. Students may be provided time to look at their exam score in class and a general discussion may occur; however, due to time constraints, students are encouraged to schedule an appointment with their instructor or another ASN faculty member to view and get further explanation on the missed concepts. In addition, if a student believes an exam question needs to be challenged, the student must email their instructor the rationale for consideration. This request must be received via email within 24 hours of the examination. No verbal or text message requests will be granted. The test question and rationale will go before a panel of nursing faculty for decision.

## ASSESSMENT TECHNOLOGY INSTITUTE (ATI) ACTIVITIES

All ATI activities must be completed as outlined on ATI Activities calendar. Students are required to meet the benchmark (most are 85% or Satisfactory) for each assignment. The ATI Module Report for each assignment is due at the beginning of the class period as indicated on the calendar. Failure to turn in the Module Report will result in the student not being eligible to take the unit exam. This may count for the student's one unit make-up if not already used. Please note that only one make-up exam is allowed.

\*ATI ASSESSMENTS (PRACTICE and PROCTOR) are due on specified dates and will be issued points according the ATI Rubric. This will account for the ATI percentage of the course grade. \* For RNSG 2005B, you will have 2 ATI Practice Assessments and 1 Proctored Assessment to complete.

## **TICKET TO CLASS**

Assignments may be given as homework which will serve as the student's ticket into class. The student will not be allowed in class if they fail to complete the ticket to class assignment. This will count as an absence and the student will not be allowed to return to class until the assignment is completed in its entirety. Students may be required to wait until the class takes a break before they are allowed to enter as not to interrupt class.

## **SELF-ASSESSMENT JOURNAL-LIFELONG LEARNING ASSESSMENT**

As part of your curriculum and in accordance with the Georgia Nursing Board Rule 410.-8-.04, you are required to keep a journal of your experiences during all didactic and clinical courses; you will continue to make entries until you graduate. By doing so, it is hoped that the entries made in this journal will provide insight into your strengths and weaknesses and assist in your learning experience. The purpose of the journal is to give you a written record of your experiences and professional and personal growth as a nursing student to a registered nurse.

This self-assessment should help you in determining what you may need to focus on improving, while allowing you to gain a sense of accomplishment at tasks well-done. Re-reading of your journal at intervals during your education should reveal the depth of knowledge you have gained and allow you to see the development of the clinical skills and critical thinking skills required to be an outstanding registered nurse, as well as successful member of the workforce.

Each week, you should write an entry in your journal. You may include your feelings about the week's experiences. If you felt a sense of accomplishment at learning new information, a skill or participating in patient care, then that feeling may be recorded. If you felt a sense of frustration, that may be recorded as well. Your instructors will read your journal! It would be prudent to omit non-constructive personal comments about your instructors or classmates. If there is an issue with a course, clinical, instructor, classmate, etc., the student should discuss these issues with the program director and follow protocol for grievances.

The journal will be in an online format through Blackboard. The journals will be due, as outlined in your course syllabi, every Monday by midnight. The journal will be linked to the following courses: RNSG 1019B, 2000B and 2020B. A point per week deduction for not submitting your journal by the date/time due will result in points being taken off your **FINAL AVERAGE**. For example, there will be 16 journal entries due for Fall Semester. If no journal entries were completed, then 16 points will be deducted from your **FINAL AVERAGE**.

## **CLINICAL SIMULATION LAB**

This course may include a clinical simulation lab. Clinical simulation lab prepares students with the evidence-based principles and clinical skills they will need in real world clinical environments. This simulation will help reduce errors, improve safety, and elevate the quality of patient care. With this assignment, the goal is to develop clinical judgment skills that are necessary to function as a professionally trained nurse. The student will sign up for ONE clinical simulation lab day. A pre-simulation assignment will be given prior to lab day. To successfully complete the simulation activity, the student must turn in his/her pre-assignment as well as a post-simulation evaluation form after completion of activity. This assignment is mandatory. Failure to complete the clinical simulation lab will leave the student ineligible to attend clinical. If the student is planning to be absent on his/her simulation lab day, it is his/her responsibility to notify the instructor and to find another student to swap lab days. Tardiness to simulation lab will be counted as an absence. Be sure to review page 54 in the student handbook regarding simulation lab regulations.

## ATTENDANCE GUIDELINES

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of "F" (Failing 0-59) and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

## ADDITIONAL ATTENDANCE PROVISIONS

Requirements for instructional hours within Health Science programs reflect the rules of respective licensure boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. Each program's attendance policy is published in the program's handbook and/or syllabus which specify the number of allowable absences. All provisions for required make-up work in the classroom or clinical experiences are at the discretion of the instructor.

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. Time and/or work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure.

The didactic portion of the class will meet for 30 hours. **A student is allowed to miss a maximum of 3 hours. Students missing more than 6 hours will be dropped for exceeding the attendance procedure.**

The clinical portion of this course requires 37.5 clinical hours (2250 minutes) during the semester. **A student is allowed to miss a maximum of 1 clinical day.** A clinical absence will require a makeup day and must be made up prior to beginning the next clinical course and at the discretion of the instructor. An excuse from a physician must be presented to the instructor. Students missing more than 1 day will be dropped for exceeding the attendance policy. Students that do not make up all clinical time missed will be issued a final clinical grade of "F" (Failing 0-59). The date and site for makeup time will be specified by the instructor and are non-negotiable. See Clinical Rules for further attendance policies.

Students are informed at the beginning of the semester the proposed dates for clinical. Dates are nonnegotiable. If you are required to be absent from clinical for special circumstances like military training or jury duty, you must email the instructor as soon as possible. An individual student schedule will be provided for clinical.

## STUDENTS WITH DISABILITIES

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

**Swainsboro Campus:** Macy Gay [mgay@southeasterntech.edu](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1208

**Vidalia Campus:** [Helen Thomas hthomas@southeasterntech.edu](mailto:Helen.Thomas@southeasterntech.edu), 912-538-3126, Building A, Room 108

## **SPECIFIC ABSENCES**

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

## **PREGNANCY**

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please make appropriate arrangements with the appropriate campus coordinator.

**Swainsboro Campus:** Macy Gay [mgay@southeasterntech.edu](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1208

**Vidalia Campus:** [Helen Thomas](mailto:Helen.Thomas@southeasterntech.edu) [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 108

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery **may not** be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

## **WITHDRAWAL PROCEDURE**

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned for the course(s) when the student completes the withdrawal form.

Students who are dropped from courses due to attendance after drop/add until the 65% point of the semester will receive a "W" for the course.

Important – Student-initiated withdrawals are not allowed after the 65% point. Only instructors can drop students after the 65% point for violating the attendance procedure of the course. Students who are dropped from courses due to attendance after the 65% point will receive either a "WP" or "WF" for the semester.

Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. A grade of 'W' will count in attempted hour calculations for the purpose of Financial Aid.

## **MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC.)**

A student will only be allowed to make-up one unit exam which may be given at the discretion of the instructor. A physician's excuse/appropriate documentation may be required for the student to be eligible to take a make-up exam. A 10 point deduction will be issued if the student misses a unit exam and fails to provide appropriate documentation. A grade of "0" will be given to all subsequent unit exams missed. The make-up exam may or may not be the same as the original exam. It may also be a different test format. If a student misses the final exam and has already used their ONE time make-up, the student will NOT be allowed to make-up the final exam; which will result in a zero for the final exam.

## **STUDENT SUCCESS PLAN (SSP):**

Our purpose is to educate safe entry-level health care professionals. At times, this may mean there are areas

that must be improved upon. The SSP documents deficiencies and provides a means for improvement. A SSP should be initiated for the following reasons:

- if the student has (1) a cumulative unit exam average of < 70% after the completion of 25% of the unit exams or (2) a skill(s) performance deficiency. The faculty will initiate individual counseling session and complete the Student Success Plan.
- if the student has (1) a cumulative unit exam average of < 70% after the completion of 50 % of the unit exams or (2) a skill(s) performance deficiency. The faculty will initiate individual counseling session, as well as review and update the Student Success Plan and submit an Early Alert.
- if the student exhibits behavior outside the expected:
  - codes of conduct outlined in professional codes of ethics, professional standards,
  - all procedures/requirements/policies outlined in program handbooks/documents,
  - STC e Catalog and Student Handbook, and/or
  - clinical facility policies and procedures.

The faculty will initiate an individual counseling session and complete an Academic Occurrence Notice and the SSP. Students are required to submit the SSP within 48 hours and are responsible for meeting with the instructor by the next class meeting.

**(T)echnical College System of Georgia (E)arly (A)lert (M)anagement (S)ystem (TEAMS) & The Student Success Plan** are designed to ensure that students are well informed about strategies for success, including college resources and assistance. One of the responsibilities of the Program faculty is to monitor the academic progression of students throughout the curriculum. The faculty believes that the student is ultimately responsible for seeking assistance; however, faculty will meet or refer students who are having academic difficulties.

- TEAMS is designed to provide assistance for students who may need help with academics, attendance, personal hardships, etc.

### **ACADEMIC DISHONESTY POLICY**

The STC Academic Dishonesty Policy states All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the STC Catalog and Student Handbook.

### **PROCEDURE FOR ACADEMIC MISCONDUCT**

The procedure for dealing with academic misconduct and dishonesty is as follows:

#### **1. First Offense**

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

#### **2. Second Offense**

Student is given a grade of "WF" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

#### **3. Third Offense**

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The

Registrar will input the incident into Banner for tracking purposes.

### STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

<b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b>	<b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 108 Phone: 912-538-3126 Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3147 Email: <a href="mailto:ljonas@southeasterntech.edu">Lanie Jonas</a> <a href="mailto:ljonas@southeasterntech.edu">ljonas@southeasterntech.edu</a>

### ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

### GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on STC’s website.

### ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College \(STC\) Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

### TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT

*The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

### GRADING POLICY

Assessment/Assignment	Percentage
Unit Exams-This percentage is based on 6 unit exams	50
Final Exam	25
ATI Activites-See attached rubric	5

<b>Assessment/Assignment</b>	<b>Percentage</b>
Clinical-See clinical evaluation tool	20

#### **GRADING SCALE**

<b>Letter Grade</b>	<b>Range</b>
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59



**SUBJECT TO CHANGE**  
**Mental Health Nursing RNSG 2005B**  
**Spring Semester 2019 Lesson Plan**

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
3/5/19 Week 1	Chapters 1-4	Introduction to the course and review syllabus  Lecture: Chapter 1: Foundations of Psychiatric-Mental Health Nursing Chapter 2: Neurobiologic Theories and Psychopharmacy Chapter 3: Psychosocial Theories and Therapy Chapter 4: Treatment Settings and Therapeutic Programs  <b>3/6 is Last Day of Drop/Add for this class</b>	Read assigned chapters	Competency Areas: 2,3,4,6,8,10  General Core Educational Competencies: a-c
3/12/19 Week 2	<b>TEST 1</b> (Chapters 1-4)  Chapters 5-8	<b>TEST 1</b> (Chapters 1-4)  Lecture: Chapter 5: Therapeutic Relationships Chapter 6: Therapeutic Communication Chapter 7: Client's Response to Illness Chapter 8: Assessment	Read assigned chapters  <b>ATI:</b> 1. Nurse's Touch: Professional Communication: Therapeutic Communication 2. Nurse's Touch: Professional Communication: Factors that affect communication with individuals and groups <b>due before Test 2</b>	Competency Areas: 1,2,3,4,6,7,8,9,10,11  General Core Educational Competencies: a-c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
3/19/19 Week 3	<b>TEST 2</b> (Chapters 5-8)  Chapters 9-12	<b>TEST 2</b> (Chapters 5-8)  Lecture: Chapter 9: Legal and Ethical Issues Chapter 10: Grief and Loss Chapter 11: Anger, Hostility, and Aggression Chapter 12: Abuse and Violence  <b>25% Student Success Plan</b>	Read assigned chapters	Competency Areas: 1-11 General Core Educational Competencies: a-c
3/26/19 Week 4	<b>TEST 3</b> (Chapters 9-12)  Chapters 13-16	<b>TEST 3</b> (Chapters 9-12)  Lecture: Chapter 13: Trauma and Stressor-Related Disorders Chapter 14: Anxiety and Anxiety Disorders Chapter 15: Obsessive-Compulsive and Related Disorders Chapter 16: Schizophrenia	Read assigned chapters  <b>ATI:</b> 1. Real Life Mental Health: Anxiety Disorder 2. Real Life Mental Health: Schizophrenia <b>due before Test 4</b>	Competency Areas: 1-11  General Core Educational Competencies: a-c
4/2/19	<b>NO CLASS</b>	<b>SPRING BREAK</b>		
4/9/19 Week 5	<b>TEST 4</b> (Chapters 13-16)  Chapters 17-18	<b>TEST 4</b> (Chapters 13-16)  Lecture: Chapter 17: Mood Disorders and Suicide Chapter 18: Personality Disorders  <b>50% Student Success Plan</b>  <b>4/16/19 is the 65% point for this class</b>	Read assigned chapters  <b>ATI:</b> 1. Real Life Mental Health: Mood Disorder 2. Dosage & Calculation 2.0 Case Study: Bipolar <b>due before Test 5</b>	Competency Areas: 1-11  General Core Educational Competencies: a-c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
4/16/19 Week 6	<p style="text-align: center;"><b>TEST 5</b> (Chapters 17-18)</p> <p>Chapters 19, 20, 21, 24</p>	<p><b>TEST 5</b> (Chapters 17-18)</p> <p>Lecture: Chapter 19: Addiction Chapter 20: Eating Disorders Chapter 21: Somatic Symptom Illnesses Chapter 24: Cognitive Disorders</p>	<p>Read assigned chapters</p> <p><b>ATI:</b></p> <ol style="list-style-type: none"> <li>1. Real Life Mental Health: Alcohol Use Disorder (After you finish the drill, take a picture/screenshot of the last drill and turn in)</li> <li>2. Real Life Mental Health: Advanced Alzheimer's Disease (After you finish the drill, take a picture/screenshot of the last drill and turn in)</li> <li>3. The Communicator: Case</li> <li>4: Teen MVA/ETOH Involved <b>due before Test 6</b></li> </ol>	<p>Competency Areas: 1-11</p> <p>General Core Educational Competencies: a-c</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
4/23/19 Week 7	<p align="center"><b>TEST 6</b> (Chapters 19, 20, 21, 24)</p> <p align="center">ATI</p>	<p><b>TEST 6</b> (Chapters 19, 20, 21, 24)</p> <p>ATI Assignments</p> <p><b>Make-up Test Day</b></p>	<p><b>ATI:</b></p> <p>1. Mental Health 1 Learning System RN Mental Health Practice</p> <p>2. Mental Health 2 Learning System RN Mental Health Practice</p> <p>3. Mental Health Learning System RN Mental Health Final</p> <p>4. Community Health Learning Systems RN Mental Health Practice</p> <p>5. Community Health Learning Systems RN Final</p> <p>6. Practice Assessment A RN CMS Mental Health Nursing</p> <p>7. Practice Assessment B RN CMS Mental Health Nursing</p> <p><b>due before Proctored Exam</b></p> <p><b>Mental Health Practice Assessment A &amp; B and remediation due before Mental Health Proctored Exam</b></p> <p><b>Study for Final Exam</b></p>	<p>Competency Areas: 1-11</p> <p>General Core Educational Competencies: a-c</p>
4/30/19 Week 8	<p align="center"><b>FINAL</b></p> <p align="center"><b>PROCTORED EXAM</b></p>	<p align="center"><b>COMPREHENSIVE FINAL EXAM</b></p> <p align="center"><b>PROCTORED MENTAL HEALTH EXAM (in afternoon after MSII Final Exam). Remediation due by 5/2 at 0700.</b></p>		<p>Competency Areas: 1-11</p> <p>General Core Educational Competencies: a-c</p>

**COMPETENCY AREAS:**

1. Perform a mental behavioral health assessment on clients with common mental health disorders.
2. Develop an individualized, evidence-based plan of care that demonstrates an appreciation of a client's cultural, spiritual, and developmental variations and includes recommendations for the adoption of health-promoting behaviors.
3. Collaborate with members of the inter-professional health care team while acting as a client advocate in the provision of safe, quality care for clients with common mental disorders.
4. Demonstrate clinical decision making when participating in the provision of care to clients with common mental disorders.
5. Apply knowledge of pharmacology, psychopathology, nutrition, and established evidence-based practices in the provision of care for clients with common mental disorders.
6. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with clients and their families, as well as professional relationships with members of the healthcare team.
7. Use health information systems and client care technologies in an effective and secure manner when assessing and monitoring clients with common mental disorders.
8. Provide health and safety related education using a variety of teaching methods based on the identified needs of clients and their families.
9. Use organizational, time management, priority-setting, and decision-making skills in the provision of care to clients with common mental disorders.
10. Implement strategies that provide a safe environment for clients, self, and other while supporting quality improvement initiatives.
11. Adhere to ethical, legal and professional standards in the provision of care for clients with common mental disorders

**GENERAL CORE EDUCATIONAL COMPETENCIES:**

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

**SUBJECT TO CHANGE****RNSG 2005B ATI ACTIVITIES  
Due Before Taking Exams**

<b>Date Due</b>	<b>Activity Title</b>
3/19/19	Nurse's Touch: Professional Communication: Therapeutic Communication  Nurse's Touch: Professional Communication: Factors that affect communication with individuals and groups
4/9/19	Real Life Mental Health: Anxiety  Real Life Mental Health: Schizophrenia
4/16/19	Real Life Mental Health: Mood Disorder  Dosage & Calculation 2.0 Case Study: Bipolar
4/23/19	Real Life Mental Health: Alcohol Abuse (After you finish the drill, take a picture/screenshot of the last drill and turn in)  Real Life Mental Health: Advanced Alzheimer's Disease (After you finish the drill, take a picture/screenshot of the last drill and turn in)  The Communicator: Case 4: Teen Motor Vehicle Accident (MVA)/Alcohol (ETOH) Involved
4/30/19 due at 0700	PRACTICE ASSESSEMENT A & B RN MENTAL HEALTH NURSING (See attached rubric). <b>Remediation &amp; Focused Review due by 4/30 at 0700.</b>
4/30/19	MENTAL HEALTH PROCTORED EXAM. (See attached rubric). <b>Remediation &amp; Focused Review due by 5/2 at 0700.</b>
4/30/19 due at 0700 DO NOT WAIT UNTIL THE LAST MINUTE TO COMPLETE THESE!	Mental Health 1 Learning System RN Mental Health <b>Practice</b>  Mental Health 2 Learning System RN Mental Health <b>Practice</b>  Mental Health 2 Learning System RN Mental Health <b>Final</b>  Community Health Learning Systems RN Mental Health <b>Practice</b>  Community Health Learning Systems RN <b>Final</b>

All ATI activities must be completed as outlined above on the ATI Activities calendar. Students are required to meet the benchmark (most are 85% or Satisfactory) for each assignment. The ATI Module Report for each assignment is due at the beginning of the class period as indicated on the calendar. Failure to turn in the Module Report will result in the student not being eligible to take the unit exam. This may count for the student's one unit make-up if not already used. Please note that only one make-up exam is allowed.

\*ATI ASSESSMENTS (PRACTICE and PROCTOR) are due on specified dates and will be issued points according the ATI Rubric. This will account for the ATI percentage of the course grade. \* For RNSG 2005B, you will have 2 ATI Practice Assessments and 1 Proctored Assessment to complete.

**RNSG 2005B ATI CONTENT MASTERY SERIES RUBRIC-MENTAL HEALTH NURSING**

**Complete Practice Assessment: RN Mental Health Online Practice 2016 A**

Remediation:

- Three hours focused review
- Three critical points to remember for each question topic to review-must be handwritten

**/4 points**

**Total Points \_\_\_\_/50**



***Mental Health Proctored Assessment***

<b>Level 3 (4 points)</b>	<b>Level 2 (3 points)</b>	<b>Level 1 (2 points)</b>	<b>Below Level 1 (0 points)</b>
<b>1 hour Focused Review</b> Three critical points to remember for each questions topic to review <b>/2 points</b>	<b>2 hours Focused Review</b> Three critical points to remember for each question topic to review <b>/2 points</b>	<b>3 hours Focused Review</b> Three critical points to remember for each topic to review <b>/2 points</b>	<b>4 hours Focused Review</b> Three critical points to remember for each question topic to review <b>/2 points</b>

**Total Points: \_\_\_\_/50**

1. **Completion of the Practice Assessment A is worth a total score of 50**
  - a. **Completion of the Practice assessment and remediation in its entirety will result in a score of 50.**
  - b. **Failure to complete the Practice assessment and remediation in its entirety will result in a score of 0.**
2. **Completion of the Proctored Assessment is worth a total score of 50**
  - a. **Proctored Assessment**
    - i. **6 Points = a total score of 50**
    - ii. **5 Points = a total score of 41.6**
    - iii. **4 Points = a total score of 33.3**
    - iv. **3 Points = a total score of 25**
    - v. **2 Points = a total score of 16.7**

Student Name \_\_\_\_\_ Date \_\_\_\_\_ Clinical Site \_\_\_\_\_

**LEVEL II PRECEPTOR EVALUATION TOOL**

**RNSG 2005B**

**If a score of 1, 2 or 4 is given, please provide comments**

**4 (Outstanding):** Student **exceeds** expectations. Demonstrates comprehensive understanding of concepts and applies them to client care, is safe, shows initiative. No supportive cues needed.

**3 (Satisfactory):** Student **meets** expectations. Demonstrates fundamental level of understanding of concepts and applies them to client care, is safe, periodically shows initiative. Occasional cues needed.

**2 (Needs Improvement):** Student **does not meet** expectations. Requires frequent guidance when applying concepts to client care, is usually safe, infrequently shows initiative. Frequent supportive cues needed.

**1 (Unsatisfactory):** Student **does not meet** expectations. Requires consistent guidance when applying concepts to client care, is not safe, lacks initiative. Continuous supportive cues needed.

**NO:** Not observed/No opportunity

<b>QSEN Concept and Performance Outcomes:</b>	<b>See Grading Rubric</b>
<b>QSEN Concept: Client Centered Care:</b> <b>A. Evaluate nursing care provided to clients and their families from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a client's preferences, values and needs.</b>	<b>Preceptor Score:</b>
a. Perform a health assessment including physiological, psychological, sociological, and spiritual needs of clients and their families experiencing complex, multisystem health alterations in a variety of settings.	
b. Utilize the nursing process to prioritize the delivery of client care, with two or more clients, to achieve optimal outcomes.	
c. Model culturally sensitive care for clients and their families from diverse backgrounds.	
d. Utilize clinical reasoning when evaluating nursing care to improve client outcomes.	
e. Utilize verbal and nonverbal communication techniques that promote caring, therapeutic relationships with clients and their families.	
f. Provide health-related education to clients and their families that include the use of varying teaching methods.	
<b>QSEN Concept: Teamwork and Collaboration:</b> <b>B. Collaborate with members of the inter-professional healthcare team to manage and coordinate the provision of safe, quality care for clients and their families.</b>	<b>Preceptor Score:</b>
a. Coordinate client care with members of the inter-professional healthcare team.	
b. Integrate input from other members of the healthcare team to improve individual and team performance.	
c. Report identified issues that may negatively affect client care to members of the healthcare team.	



<b>QSEN Concept and Performance Outcomes:</b>	<b>See Grading Rubric</b>
<b>QSEN Concept: Evidence Based Practice:</b> <b>C. Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of client-centered care.</b>	<b>Preceptor Score:</b>
a. Analyze best current evidence for its application to practice when providing and managing client-centered care.	
b. Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice.	
<b>QSEN Concept: Quality Improvement:</b> <b>D. Utilize evidence-based quality improvement processes to affect change in the delivery of client-centered care.</b>	<b>Preceptor Score:</b>
a. Utilize recognized nursing standards to improve and advance the quality of healthcare services.	
b. Utilize measurement tools to gather data related to the gap between current and desired client outcomes.	
c. Articulate the impact that the macrosystem has on the microsystem of the work unit.	<i>See Quality Improvement Assignment</i>
d. Utilize human and material resources in an efficient manner in the provision of safe, quality client-care on the work unit.	<i>See Quality Improvement Assignment</i>
<b>QSEN Concept: Safety</b> <b>E. Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to clients, self, and others in healthcare, home, and community settings.</b>	<b>Preceptor Score:</b>
a. Anticipate safety risks to clients, self, and others in healthcare, home, and community settings.	
b. Implement actions that minimize safety risks and environmental hazards in healthcare settings.	
c. Implement National Client (Patient) Safety Goals in healthcare settings.	
<b>QSEN Concept: Informatics</b> <b>F. Utilize evidence-based information and client care technology to communicate relevant client information, manage care and mitigate error in the provision of safe, quality client-centered care.</b>	<b>Preceptor Score:</b>
a. Utilize client care technologies effectively when assessing and monitoring clients.	
b. Implement strategies that protect the integrity of client information when managing client-centered care.	
<b>Professionalism</b> <b>G. Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing client-centered, standard-based nursing care.</b>	<b>Preceptor Score:</b>
a. Maintain professional standards of nursing practice in the delivery of client-centered care.	
b. Maintain professional accountability and responsibility in the delivery of client-centered care.	
c. Maintain nursing practice that supports ethical decision making and tort law in the delivery of client-centered care.	
d. Maintain nursing practice that supports regulatory guidelines and institutional policies in the delivery of client-centered care.	

<b>QSEN Concept and Performance Outcomes:</b>	<b>See Grading Rubric</b>
<b>Leadership</b> <b>H. Utilize leadership, management and priority-setting skills in the provision and management of safe, quality client-centered care.</b>	<b>Preceptor Score:</b>
a. Utilize organizational, time management, and priority setting skills in the provision and management of safe, quality client-centered care.	
b. Practice delegating client care tasks to appropriate members of the healthcare team.	

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Preceptor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Instructor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_