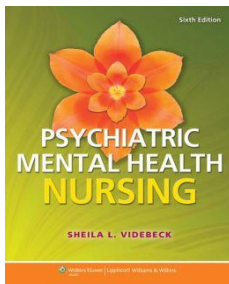
	<p align="center">RNSG 2005 Mental Health Nursing COURSE SYLLABUS Summer Semester 2016</p>
<p>Semester: Summer 2016</p>	<p>Instructor: Donna Jean Braddy MSN, RN (Another ASN instructor may fill in and teach at any time)</p>
<p>Course Title: Mental Health Nursing</p>	<p>Office Hours: M,T,W,R: 7am-9am; 3:00-5pm</p>
<p>Course Number: RNSG 2005</p>	<p>Office Location: Gillis Building 819</p>
<p>Credit Hours/ Minutes: 3/3750 Didactic 1500 minutes (30 hours) Clinical 2250 minutes (37.5 hours)</p>	<p>Email Address: dbraddy@southeasterntech.edu</p>
<p>Class Location: Gillis Medical Building Room 842</p>	<p>Phone: 912-538-3172</p>
<p>Class Meets: Monday and Tuesday from 9-11:30 beginning May 18, 2016 and ending July 11, 2016. Clinical rotations will begin July 14, 2016. Please see clinical schedule for specifications.</p>	<p>Fax Number: 912-538-3106</p>
<p>CRN: 60116</p>	<p>Tutoring Hours: please schedule an appointment</p>

REQUIRED TEXT:

1. Videbeck, S. (2014). *Psychiatric-mental health nursing (6th ed.)*. Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins



REQUIRED SUPPLIES & SOFTWARE: pen, pencil, paper, large 3 ring binder, highlighter, computer access, ear phones (for ATI skills Modules), medium bandage scissors, stethoscope, watch with second hand or seconds displayed, large spiral notebook, and calculator

COURSE DESCRIPTION: This course focuses on application of the nursing process to meet the needs of patients/ clients experiencing psychiatric or maladaptive behaviors. Emphasis is on integration of therapeutic communication and mental health assessment in the healthcare environment. Pharmacological principles are integrated. Clinical opportunities are provided in in-patient and outpatient mental health, long-term care, outpatient rehabilitation, as well as but not limited to home health, hospice, and public health settings.
Clinical practice-based learning activities and interactions will be offered to allow professional

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development through praxis, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration.

MAJOR COURSE COMPETENCIES/OBJECTIVES:

1. Describe the main theories of personality development.
2. Describe the role of the nurse client relationship
3. Identify current Social, Emotional, Legal, and Ethical Concerns related to Mental Health Nursing.
4. Apply knowledge of pharmacology, psychopathology, nutrition, and established evidence-based nursing practices in the provision of care for patients with common mental health disorders.

PREREQUISITE (S): RNSG 1005, RNSG 1018, RNSG 1020, RNSG 1030

COREQUISITE (S): RNSG 2000

OBJECTIVES:

Describe the main theories of personality development.

Order	Description	Learning Domain	Level of Learning
1	Describe characteristics of mental health and mental illness	Cognitive	Understanding
2	Identify important historical landmarks in psychiatric care	Cognitive	Understanding
3	Explain the nurse's role in research and education of mental health disorders	Cognitive	Understanding
4	Discuss cultural considerations for the mental health client	Cognitive	Understanding
5	Describe the current neurobiologic research and theories that are the basis for current psychopharmacologic treatment of mental disorders	Cognitive	Understanding
6	Discuss the nurse's role in mental health education and neurobiologic theories	Cognitive	Understanding
7	Discuss treatment settings and therapeutic programs to people with mental illness	Cognitive	Understanding
8	Contrast different types of residential and community treatment settings and the services they provide	Cognitive	Analyzing

Describe the role of the nurse client relationship.

Order	Description	Learning Domain	Level of Learning
1	Discuss the components of a therapeutic relationship and establishment of therapeutic communication and relationships	Cognitive	Understanding
2	Compare and contrast barriers to effective therapeutic communication	Cognitive	Analyzing
3	Compare and contrast verbal and nonverbal communication	Cognitive	Analyzing
4	Discuss the cultural considerations of communication	Cognitive	Understanding
5	Communicate therapeutically with individual clients and families with mental health alterations	Psychomotor	Applying
6	Discuss factors that can affect the assessment of people with mental illness	Cognitive	Understanding
7	Discuss content of the mental health assessment	Cognitive	Understanding

8	Review assessment of suicide or harm toward others	Cognitive	Understanding
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Identify current Social, Emotional, Legal, and Ethical Concerns related to Mental Health Nursing.

Order	Description	Learning Domain	Level of Learning
1	Discuss legal and ethical considerations and issues within mental health	Cognitive	Understanding
2	Contrast anger hostility and aggression	Cognitive	Analyzing
3	Describe signs, symptoms, behaviors, and specific psychotropic disorders associated with an increased risk for hostility and physical aggression in clients	Cognitive	Understanding
4	Discuss the characteristics, risk factors, and family dynamics of abusive and violent behavior	Cognitive	Understanding
5	Discuss child abuse, elder abuse, rape and sexual assault, and community violence	Cognitive	Understanding
6	Explain application of the nursing process in abuse and violence situations	Cognitive	Understanding
7	Describe the grieving process and application of the nursing process	Cognitive	Understanding
8	Recognize cultural considerations related to grief and loss	Cognitive	Remembering

Apply knowledge of pharmacology, psychopathology, nutrition, and established evidence-based nursing practices in the provision of care for patients with common mental health disorders.

Order	Description	Learning Domain	Level of Learning
1	Describe anxiety as a response to stress	Cognitive	Understanding
2	Apply the nursing process to the care of clients with anxiety and anxiety disorders, stress related illnesses, schizophrenia, mood disorders, personality disorders, substance abuse, eating disorders, somatoform disorders, and cognitive disorders	Cognitive	Applying
3	Utilize therapeutic communication and cultural sensitivity in working with clients and families with needs related to anxiety and anxiety disorders, stress related illnesses, schizophrenia, mood disorders, personality disorders, substance abuse, eating disorders, somatoform disorders, and cognitive disorders	Cognitive	Applying
4	Examine types, onset, and clinical course of substance abuse	Cognitive	Analyzing
5	Provide education to clients, families, and community members to increase their knowledge and understanding of anxiety and anxiety disorders, stress related illnesses, schizophrenia, mood disorders, personality disorders, substance abuse, eating disorders, somatoform disorders, and cognitive disorders	Psychomotor	Set
6	Discuss the role of the caregiver for clients with anxiety and anxiety disorders, stress related illnesses, schizophrenia, mood disorders, personality disorders, substance abuse, eating disorders, somatoform disorders, and cognitive disorders	Cognitive	Understanding

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7	Discuss autistic disorder, attention deficit hyperactivity disorder, and conduct disorder	Cognitive	Understanding
8	Apply the nursing process to the care of clients with autistic disorder, attention deficit hyperactivity disorder, and conduct disorder	Cognitive	Applying

GENERAL EDUCATION CORE COMPETENCIES: STC 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.

All students pursuing a degree, a diploma, or a Technical Certificate of Credit with a General Education component will be required to pass the General Education Competency Exams prior to graduation.

STUDENT REQUIREMENTS: Students are expected to complete all exams and daily assignments. **A unit exam average of 70% or above for the unit exams must be obtained in order to take the final exam.** A unit and final exam average of at least 70% must be obtained in order to advance to the clinical setting and into future nursing courses.

No assignment opportunities will be given for extra credit. Any unit test grade will be entered as is to the nearest 10th. No scores will be rounded (up or down). 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. Students will be required to rotate seats prior to testing per instructions from 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. Students found with their cell phone or any other personal communication device during the exam will be considered cheating; which will result in a zero for the exam.

Students must make a **100% on a calculation exam before attending clinical.** Students may take the drug calculation exam a maximum of **THREE** attempts. Each attempt will be a different but similar version.

ATI ACTIVITIES: All ATI activities must be completed as outlined on ATI rubric. Failure to do so will result in zero points for the missed activity. No points will be awarded if the activity is not completed on time or the benchmark is not met. ATI assignments will be checked at **7:00 am** on the morning the assignment is due. If assignment is not satisfactorily completed by this time it will be considered incomplete and points will not be awarded.

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.

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 also 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 and face financial aid repercussions in upcoming semesters.

ADDITIONAL ATTENDANCE PROVISIONS

Health Sciences

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.

Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course. A tardy will be issued if a student has missed less than 20% of instructional class time. An automatic absence will be issued if the student misses greater than 20% of instructional class time. This averages out to 10 minutes per hour. For example, a class that meets from 9:00-11:30 will be considered absent if he/she is not in class by 9:30.

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 3 hours may be dropped for exceeding the attendance procedure.

CLINICAL ATTENDANCE: This class requires 37.5 clinical hours (2250 minutes) during the semester. A student is allowed to miss a maximum of 1 one clinical day. **An excuse from a physician must be presented to the instructor.** Students missing more than 1 day may be dropped for exceeding the attendance policy. All clinical time missed must be made up prior to beginning the next nursing course. Students that do not make up all clinical time missed will be issued a final clinical grade of "F". **A clinical absence will require a makeup day.** The date and site for makeup time will be specified by the instructor and are non-negotiable. See additional rules located on Clinical Assignment Flowsheet for further clinical attendance policies.

SPECIAL NEEDS: Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

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 advise me and make appropriate arrangements with the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274 -- Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126.

WITHDRAWAL PROCEDURE: Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (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 when the student completes the withdrawal form from the course.

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Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

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. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

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

MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...): A student will only be allowed to make-up one unit exam which will be given at the discretion of the instructor. **A physician's excuse/appropriate documentation will 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 due to an unexcused absence.** 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.

STRATEGIC REMEDIATION PLAN: 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 Strategic Remediation Plan for Success documents deficiencies and provides a means for improvement. A remediation plan should be initiated for the following reasons:

- ❖ If the student has a cumulative unit exam average of $\leq 72\%$ after the completion of 25% of the unit exams or skills deficiency, the faculty will initiate individual counseling session and complete Academic Deficiency Notice/Strategic Remediation Plan for Success.
- ❖ If the student has a cumulative unit exam average of $\leq 72\%$ after the completion of 50 % of the unit exams or skills deficiency, the faculty will initiate individual counseling session, as well as review and update Academic Deficiency Notice/Strategic Remediation Plan for Success and submit an Early Alert.

ACADEMIC DISHONESTY PROCEDURE: The STC Academic Dishonesty Procedure 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 procedure 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:

--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.

--Second Offense--

Student is given a grade of "WF" 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.

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--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 second 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: Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era 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).

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 STC website at www.southeasterntech.edu.

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 Scale	Grading Procedure
A: 90-100	Unit Exam 50%
B: 80-89	Final Exam 25%
C: 70-79	ATI Activities 5% (as outlined on RNSG 2005 ATI Activities Rubric)
D: 60-69	Clinical 20% (as outlined on RNSG 2005 Clinical Grading Rubric)
F: 0-59	100% Drug Calculation PASS/FAIL

Each student's final course grade will be determined as follows:

Unit exam grade x 0.50 = _____

Final exam grade x 0.25 = + _____

ATI Activities x 0.05 = + _____

Clinical x 0.20 = + _____

Numerical course grade = _____

Course Description- RNSG 2005 Mental Health Nursing

Summer Semester 2016 Lesson Schedule

***This lesson plan is subject to change if necessary at the instructor's discretion.
 ****Clinical Schedule will be combined with the schedule for RNSG 2000

Date	Chap / Lesson	Content	Assignments & Tests Due	* Area ** Core
5/23	Intro	Intro to the course. Review syllabus and lesson plan	Read assigned chapters	*1 **1-3
	Ch 1	Foundations of Psychiatric-Mental Health Nursing		
	Ch 2	Neurobiologic Theories and Psychopharmacy		
5/24	Ch 3	Psychosocial Theories and Therapy	Read assigned chapters Study for Test 1	*1 **1-3
	Ch 4	Treatment Setting and Therapeutic Programs		
5/30	NO CLASS	MEMORIAL HOLIDAY		
5/31 25% REMEDIA- TION	Test 1	Test 1 (Ch 1-4)	Read assigned chapters	*2 **1-3
	Ch 5	Therapeutic Relationships		
	Ch 6	Therapeutic Communication		
6/6	Ch 6	Therapeutic Communication	Read assigned chapters Study for Test 2	*2 **1-3
	Ch 7	Client's Response to Illness		
	Ch 8	Assessment		
6/7	Test 2	Test 2 (Ch 5-8)	Read assigned chapters	*2 **1-3
	Ch 9	Legal and Ethical Issues		
	Ch 10	Grief and Loss		
6/13	Ch 11	Anger, Hostility, and Aggression	Read assigned chapters Study for Test 3	*3 **1-3
	Ch 12	Abuse and Violence DRUG CAL ATTEMPT 1		
6/14 50% REMEDIA- TION	TEST 3	Test 3 (Ch 9-12)	Read assigned chapters ATI: Real Life Mental Health: Anxiety	*4 **1-3
	Ch 13	Trauma and Stressor-Related Disorders		
	Ch 14	Anxiety and Anxiety Disorders		
6/20	Ch 15	Obsessive-Compulsive and Related Disorders	Read assigned chapters ATI: Real Life Mental Health: Schizophrenia Study for Test 4	*4 **1-3
	Ch 16	Schizophrenia DRUG CAL ATTEMPT 2		
6/21	Test 4	Test 4 (Ch 13-16)	Read assigned chapters ATI: Real Life Mental Health: Mood Disorder	*4 **1-3
	Ch 17	Mood Disorders and Suicide		
	Ch 18	Personality Disorders		
06/27	Ch 19	Addiction	Read assigned chapters ATI: Real Life Mental Health: Alcohol Abuse Study for Test 5	*4 **1-3
	Ch 20	Eating Disorder DRUG CAL ATTEMPT 3		

Course Description- RNSG 2005 Mental Health Nursing

Summer Semester 2016 Lesson Schedule

*****This lesson plan is subject to change if necessary at the instructor's discretion.
 ****Clinical Schedule will be combined with the schedule for RNSG 2000**

Date	Chap / Lesson	Content	Assignments & Tests Due	* Area ** Core
	CH 21	Somatic Symptom Illnesses		
	CH 24	Cognitive Disorders		
06/28	Test 5	Test 5 (Ch 17-21, 24)	ATI: Mental Health 1 Learning System RN Mental Health Practice Mental Health 1 Learning System RN Mental Health Final Mental Health 2 Learning System RN Mental Health Practice Mental Health 2 Learning System RN Mental Health Final Practice Assessment A RN CMS Mental Health Nursing Practice Assessment B RN CMS Mental Health Nursing Study for Final Exam	*4 **1-3
	Final Review	Review for Comprehensive Final Exam		
06/30/16		PROCTORED MENTAL HEALTH EXAM AT 11AM		
7/04-07/07	NO CLASS	JULY 4TH HOLIDAYS		
7/11	FINAL	COMPRHENSIVE FINAL EXAM		*1-4 **1-3
07/14-08/02	Clinical	Clinical Practice-Based Learning Activities and Interactions 10 HOUR DAYS	1. Develop professional practice through praxis, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration	*1-4 **1-3
08/03 by 3pm	Clinical	Make-up Day if needed Clinical Practice-Based Learning Activities and Interactions	1. Develop professional practice through praxis, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration	*1-4 **1-3

*** Competency Areas:**

1. Current Theories and Practice
2. Building the Nurse-Client Relationship
3. Current Social, Emotional, Legal, and Ethical Concerns
4. Nursing Practice for Psychiatric Disorders

****General Core Educational Competencies**

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

RNSG 2005 ATI Activities

Date Due	Activity Title	Points Possible	Points Earned
06/21/16	Real Life Mental Health: Anxiety	10	
06/21/16	Real Life Mental Health: Schizophrenia	10	
06/28/16	Real Life Mental Health: Mood Disorder	10	
06/28/16	Real Life Mental Health: Alcohol Abuse	10	
06/28/16 due at midnight	PRACTICE ASSESSEMENT A RN CMS MENTAL HEALTH NURSING	15	
06/28/16 due at midnight	PRACTICE ASSESSEMENT B RN CMS MENTAL HEALTH NURSING	15	
06/30/16 at 11am	MENTAL HEALTH PROCTORED EXAM	15	
07/11/16 DO NOT WAIT UNTIL THE LAST MINUTE TO COMPLETE THESE!	Mental Health 1 Learning System RN Mental Health Practice	5	
	Mental Health 1 Learning System RN Mental Health Final	5	
	Mental Health 2 Learning System RN Mental Health Practice	5	
	Mental Health 2 Learning System RN Mental Health Final	5	
<p>There are a total of 105 points assigned for all completed ATI activities which accounts for 5% toward your final grade. In order for you to receive the points, you must complete all assignments by the date due. All ATI assignments are due by 7:00 am the on specified due date. Failure to complete assignments by this time will result in a grade of zero for that assignment.</p>			

Mental Health ATI Proctored Assessment Rubric

If you score a Level 3, you get: (15 points)	If you score a Level 2, you get: (10 points)	If you score a Level 1, you get: (5 points)	If you score below Level 1, you get (0 points)
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**Clinical Evaluation Tool - Summer 2016
RNSG 2000/2005
Level II**

Evaluate nursing care provided to patients, families, groups, populations, and communities from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.						
Patient-centered care (PSLO 1)	Week 1	Week 2	Week 3 (Midterm)	Week 4	Week 5	
a) Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings						
b) Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes.						
c) Model culturally sensitive care for patients, families, and groups from diverse backgrounds						
d) Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes.						
e) Advocate for patients, families, and groups regarding nursing care issues and health care decisions.						
f) Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups						
Student Comments:						
Faculty Comments:						
Collaborate with members of the inter-professional health care team to manage and coordinate the provision of safe, quality care for patients, families, and groups.						
Teamwork and Collaboration (PSLO 4&5)	Week 1	Week 2	Week 3 (Midterm)	Week 4	Week 5	
a) Coordinate patient 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.						
Student Comments:						
Faculty Comments:						
Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of patient-centered care.						
Evidence based practice (PSLO 1&3)	Week 1	Week 2	Week 3 (Midterm)	Week 4	Week 5	
a) Analyze best current evidence for its application to practice when providing and managing patient-centered care.						
b) Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice.						
Student Comments:						
Faculty Comments:						

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Use evidence-based quality improvement processes to effect change in the delivery of patient-centered care.						
Quality improvement (PSLO 3)	Week 1	Week 2	Week 3 (Midterm)	Week 4	Week 5	
a) Use recognized nursing standards to improve and advance the quality of health care services.						
b) Use measurement tools to gather data related to the gap between current and desired patient outcomes						
c) Participate in the collection of data related to a Nurse Sensitive Indicator.						
Student Comments:						
Faculty Comments:						
Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to patients, self and others in healthcare, home, and community settings.						
Safety (PSLO 1)	Week 1	Week 2	Week 3 (Midterm)	Week 4	Week 5	
a) Anticipate safety risks to patients, 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 Patient Safety Goals in healthcare settings.						
Student Comments:						
Faculty Comments:						
Use evidence-based information and patient care technology to communicate relevant patient information, manage care and mitigate error in the provision of safe, quality patient-centered care.						
Informatics (PSLO 6)	Week 1	Week 2	Week 3 (Midterm)	Week 4	Week 5	
a) Use patient care technologies effectively when assessing and monitoring patients.						
b) Implement strategies that protect the integrity of patient information when managing patient-centered care.						
Student Comments:						
Faculty Comments:						
Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing patient-centered, standard-based nursing care.						
Professionalism (PSLO 2)	Week 1	Week 2	Week 3 (Midterm)	Week 4	Week 5	
a) Maintain professional standards of nursing practice in the delivery of patient-centered care.						
b) Maintain professional accountability and responsibility in the delivery of patient-centered care.						
c) Maintain nursing practice that supports ethical decision making and tort law in the delivery of patient-centered care.						
d) Maintain nursing practice that supports regulatory guidelines and institutional policies in the delivery of patient-centered care.						
Student Comments:						
Faculty Comments:						

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Use leadership, management and priority-setting skills in the provision and management of safe, quality patient-centered care.						
Leadership (PSLO 1&3)	Week 1	Week 2	Week 3 (Midterm)	Week 4	Week 5	
a) Use organizational, time management, and priority setting skills in the provision and management of safe, quality patient-centered care.						
b) Practice delegating patient care tasks to appropriate members of the health care team.						
Student Comments:						
Faculty Comments:						
Analyze the impact that the macrosystem has on the provision of safe, quality patient-centered care in the microsystem of the work unit.						
Systems-Based Practice (PSLO 1,2 &3)	Week 1	Week 2	Week 3 (Midterm)	Week 4	Week 5	
a) Articulate the impact that the macrosystem has on the microsystem of the work unit.	One time assignment due: 8/2/2016					
b) Report work unit inefficiencies encountered in the practice setting to the appropriate personnel.						
c) Use human and material resources in an efficient manner in the provision of safe, quality patient care on the work unit.						
Student Comments:						
Faculty Comments:						
Use verbal and nonverbal communication strategies with patients, families, and groups from diverse backgrounds that promote an effective exchange of information, development of therapeutic relationships.						
Communication (PSLO 4)	Week 1	Week 2	Week 3 (Midterm)	Week 4	Week 5	
a) Use verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients, families, and groups.						
b) Integrate changes in communication and use of self, in relation to communication barriers, when caring for patients, families, and groups.						
c) Communicate effectively with members of the healthcare team and demonstrate appropriate conflict resolution skills as needed.						
Student Comments:						
Faculty Comments:						
Provide health-related information to patients and families using varying teaching methods, which facilitate the acquisition of new knowledge and skills.						
Patient education (PSLO 3&6)	Week 1	Week 2	Week 3 (Midterm)	Week 4	Week 5	
a) Assess the learning needs of patients, families, and groups across the lifespan.						
b) Assess learning style and preferences of patients and families to guide the selection and delivery of teaching methods						
c) Provide health-related education to patient and families that include the use of varying teaching methods.						
Student Comments:						
Faculty Comments:						
Weekly Average						

SUBJECT TO CHANGE 05/10/16

- 4 (Outstanding)**
- Exceeds expectations (as identified on clinical evaluation tool)
 - Is safe
 - Consistently shows initiative.
 - Demonstrates a comprehensive level of understanding of concepts and applies them to patient care.
 - Consistently identifies patient care situations that need attention.
 - No supportive cues needed.
- 3 (Satisfactory)**
- Meets expectations (as identified on clinical evaluation tool)
 - Is safe
 - Periodically shows initiative.
 - Demonstrates a fundamental level of understanding of concepts and applies them to patient care.
 - Usually identifies patient care situations that need attention.
 - Occasional supportive cues needed.
- 2 (Needs Improvement)**
- Does not meet expectations (as identified on clinical evaluation tool)
 - Is usually safe
 - Infrequently shows initiative.
 - Requires frequent guidance when applying concepts to patient care situations.
 - Inconsistently identifies patient care situations that need attention.
 - Frequent supportive cues needed.
- 1 (Unsatisfactory)**
- Does not meet expectations (as identified on clinical evaluation tool)
 - Is unsafe
 - Lacks initiative.
 - Requires consistent guidance when applying concepts to patient care situations.
 - Fails to identify patient care situations that need attention.
 - Continuous supportive cues needed.

NO = Not Observed/No Opportunity

Level II
 It is expected of the student to improve throughout the clinical rotation. At the summative (final) point of evaluation, the rating for each will be added and divided by the number of applicable items.

Example: $80/25=3.2$ This will equal a 92. This will be calculated as 20% of your grade for RNSG 2000.

Then see the scale below to find numerical average on 100 point scale:

100=4							
99=3.9	94=3.4	89=2.9	84=2.4	79=1.9	74=1.4	69=0.9	64=0.4
98=3.8	93=3.3	88=2.8	83=2.3	78=1.8	73=1.3	68=0.8	63=0.3
97=3.7	92=3.2	87=2.7	82=2.2	77=1.7	72=1.2	67=0.7	62=0.2
96=3.6	91=3.1	86=2.6	81=2.1	76=1.6	71=1.1	66=0.6	61=0.1
95=3.5	90=3.0	85=2.5	80=2.0	75=1.5	70=1.0	65=0.5	60=0.0

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	

Final Average:

RNSG 2000/2005 Clinical Assignment Flowsheet-Summer 2016 (ASN)

Date	Clinical Site	Care Plan	Drug Cards	Flow Sheet	Nurse Notes	HW Assess	Summary	Prec/Instr Eval+ Assign Grade	Point Deduction	Average for the day	Time Sheet
June 3											
June 10											
June 17											
June 24											
July 1											
July 14											
July 15											
July 18											
July 19											
July 20											
July 21											
July 25											
July 26											
July 27											
July 28											
Aug 1											
Aug 2											
Micro/Macro Assignment											

SUBJECT TO CHANGE 05/10/16

Days Absent	
Days Tardy	

Final Average Evaluation/Assignment Grade Average=_____

Deducted Points for Tardy/leave Early =_____

Infraction if applicable=_____

FINAL CLIN AVG=_____

Hourly Calculation:

Week 1	Week 2	Week 3	Week 4	Week 5	Total

Student Signature_____Date_____

Instructor Signature_____Date_____

Point Deductions For Missing/Incomplete Paperwork Will Be As Follows:

- ❖ *If a student fails to turn in paper work for the day, a grade of zero will be issued to that clinical day.*
- ❖ *If a student turns in paper work that is not complete according to documentation requirements, one point will be deducted for each item not completed or completed incorrectly. (i.e.: if a student does not complete 5 drug cards and 1 careplan then a 6 point deduction will be subtracted from the daily clinical grade.*
- ❖ *Each tardy/leave early (up to 3) will result in a one point deduction from the overall clinical average. This will be the equivalent of one absence.*
- ❖ *Any additional tardy/leave early/absence will result in a level II infraction and minimal 10 point deduction from the overall clinical average.*