



**RNSG 2005 Mental Health Nursing
COURSE SYLLABUS
Summer Semester 2019**

COURSE INFORMATION

Credit Hours/Minutes: 3/3750 (Didactic 2 Credit Hours (1500 minutes); Clinical 1 Credit Hours (2250 minutes))

Campus/Class Location: Vidalia Campus/Gillis Building Room 836

Class Meets: Mondays and Tuesdays from 0900-1130

Course Reference Number (CRN): 60138

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Donna Jean Braddy Master of Science in Nursing (MSN), Registered Nurse (RN)
(Another ASN instructor may fill in and teach at any time)

Campus/Office Location: Vidalia Campus/Gillis Building Room 732

Office Hours: Monday-Thursday 0700-0830 and 1300-1700

Email Address: [Donna Jean Braddy \(dbraddy@southeasterntech.edu\)](mailto:dbraddy@southeasterntech.edu)

Phone: 912-538-3172

Fax Number: 912-538-3106

Tutoring Hours: please schedule an appointment

SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and 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.

REQUIRED SUPPLIES & SOFTWARE

Pen, pencil, paper, large 3 ring binder, highlighter, computer access, ear phones (for ATI skills modules), cell phone that will access your student email and ear phones for the phone, calculator, 4 folders for clinicals, and clinical supplies

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

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

Upon completion of the course, the student will be able to:

- 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

PREREQUISITE(S)

Program Admission, RNSG 1005,1018,1020,1030

COREQUISITE(S)

RNSG 2000 Medical-Surgical Nursing II

CONTENT/UNIT OUTCOMES

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

(Updated 03/20/2019) Subject to change

| Unit Outcomes | 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

| Unit Outcomes | 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, and 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

| Unit Outcomes | 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 communication and discuss what makes them effective during the communication process. | Psychomotor | Set |
| 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 | Cognitive | Understanding |

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| Unit Outcomes | Learning Domain | Level of Learning |
|----------------------|------------------------|--------------------------|
| relationship. | | |

Personality Development

| Unit Outcomes | 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

| Unit Outcomes | Learning Domain | Level of Learning |
|--|------------------------|--------------------------|
| 1. Identify predisposing factors of anxiety disorders. | Cognitive | Remembering |
| 2. Describe outcome criteria for anxiety disorders. | Cognitive | Understanding |
| 3. Discuss the action, side effects, potential adverse reactions, and nursing implications for anti-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

| Unit Outcomes | 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 |
| 6. Identify outcomes, goals and planning for treatment of 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

| Unit Outcomes | Learning Domain | Level of Learning |
|--|------------------------|--------------------------|
| 1. Compare and contrast the main characteristics of clients with | Cognitive | Analyzing |

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| Unit Outcomes | Learning Domain | Level of Learning |
|---|------------------------|--------------------------|
| personality disorders. | | |
| 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

| Unit Outcomes | 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

| Unit Outcomes | Learning Domain | Level of Learning |
|--|------------------------|--------------------------|
| 1. Compare and contrast substance abuse and substance dependence. | Cognitive | Analyzing |
| 2. Discuss current treatment modalities for persons who abuse substances. | Cognitive | Understanding |
| 3. Discuss short term outcomes for the client and family relating to withdrawal, treatment and health maintenance; including different forms of group therapy. | Cognitive | Understanding |
| 4. Discuss legal and ethical responsibilities of nurses who observe impaired colleagues. | Cognitive | Understanding |
| 5. Describe aspects of enabling behaviors. | Cognitive | Understanding |

Abuse and Violence

| Unit Outcomes | 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 | Remembering |

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| Unit Outcomes | Learning Domain | Level of Learning |
|--|------------------------|--------------------------|
| 4. Describe legal responsibilities of health care providers in documentation and reporting of suspected or known family abuse. | Cognitive | Understanding |
| 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

| Unit Outcomes | 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

| Unit Outcomes | 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

QSEN CONCEPT: CLIENT CENTERED CARE

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.

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| Performance Outcomes | 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 prioritize the delivery of client care, with two or more clients, to achieve optimal outcomes. | Cognitive | Applying |
| c. Model culturally sensitive care for clients and their 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 |

QSEN CONCEPT: TEAMWORK AND COLLABORATION

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

| Performance Outcomes | 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 |

QSEN CONCEPT: EVIDENCE BASED PRACTICE

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

| Performance Outcomes | 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 |

QSEN CONCEPT: QUALITY IMPROVEMENT

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

| Performance Outcomes | 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 | Cognitive | Applying |

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| Performance Outcomes | Learning Domain | Level of Learning |
|--|------------------------|--------------------------|
| current and desired client outcomes. | | |
| 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 |

QSEN CONCEPT: SAFETY

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.

| Performance Outcomes | 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. | Cognitive | Applying |
| c. Implement National Client (Patient) Safety Goals in healthcare settings. | Cognitive | Applying |

QSEN CONCEPT: INFORMATICS

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.

| Performance Outcomes | Learning Domain | Level of Learning |
|--|------------------------|--------------------------|
| 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 |

PROFESSIONALISM

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

| Performance Outcomes | 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 |

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LEADERSHIP

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

| Performance Outcomes | Learning Domain | Level of Learning |
|--|-----------------|-------------------|
| a. Utilize organizational, time management, and priority setting skills in the provision and management of safe, quality client-centered care. | Cognitive | Applying |
| b. Practice delegating client care 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 the clinical setting. Note that students will be required to attend specific, non-acute care clinical sites prior to the final.

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: $72.5 \times 0.60 = 43.5$

Final Exam Grade: $65.5 \times 0.20 = 13.1$.

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.

A final cumulative average of at least 70% must be obtained in order to progress to future nursing courses.

No assignment opportunities will be given for extra credit. Any unit exam grade will be entered as is to the nearest 10th. No scores will be rounded (up or down). *For example: exam has 60 questions and each question will be worth 1.66 pts. The student misses 7 questions $7 \times 1.66 = 11.62$. 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

(Updated 03/20/2019) Subject to change 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 attending 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. Drug calculation exams will be given within the first 3 full weeks of each semester, except for the first semester. During the first semester, the students will complete all ATI drug calculation modules in RNSG 1018 before the first attempt will be given. There will be a week time frame in between the attempts to allow time for remediation, and 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. An absence on a third attempt may be evaluated on an individual basis.

EXAMS

If a student shows up late for class on a test date, the student will not be allowed to take the exam once the faculty has shut the door. The student will have to make up the test and this will be counted as their 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 a test 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 TECHNOLOGIES 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. During clinicals, ATI assignments are your ticket to clinicals. If you do not turn the assignment in by the assigned date, you will not be allowed to attend clinical until the assignment is completed. The clinical day missed will be an unexcused absence. Your ATI **Proctored** Mental Health 2016 will count 5% of your grade. This exam will be administered on **July 11 at 7:30am**. Please see the ATI Rubric for specifics. You will need to provide a handwritten focused review for ATI RN Mental Health **Practice Assessment** 2016 A and complete the 3 hours of remediation in order to be eligible to test. If these requirements are not completed, you will receive a zero for that portion on the grading rubric.

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.

CLINICAL SIMULATION LAB

This course may include a clinical simulation lab. Clinical simulation lab prepares students with the evidence-based

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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 61 in the student handbook regarding simulation lab regulations.

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 will be required to submit an entry in your journal. You will be provided certain topics about the week and may include feelings about the week's experiences. 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 (Tuesday in the event Monday is a holiday) by 8:00 am. The journal will be linked to the following courses: RNSG 1005, 1020, 2000 and 2020. 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 10 journal entries due for Summer Semester. If no journal entries were completed, then 10 points will be deducted from your **FINAL AVERAGE**.

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.

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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.

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.

The didactic portion of the class will meet for 30 hours. A student is allowed to miss a maximum of 3.0 hours. Students missing more than 3.0 hours will be dropped for exceeding the attendance procedure. The 37.5 clinical hours are non-negotiable; missed clinical hours must be made up at the discretion of the instructor.

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 one clinical day. A clinical absence will require a makeup day and must be made up prior to beginning the next nursing 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". 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.

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, 478-289-2274, Building 1, Room 1208

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:hthomas@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.

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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 arrangements with the appropriate campus coordinator.

Swainsboro Campus: Macy Gay mgay@southeasterntech.edu, 478-289-2274, Building 1, Room 1208

Vidalia Campus: [Helen Thomas 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” (Withdrawn) 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” (Withdraw Passing) or “WF” (Withdraw Failing) 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.

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 may be required for the student to be eligible to take a make-up exam. A 10 point deduction may 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

(Updated 03/20/2019) Subject to change 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 Southeastern Technical College Academic Dishonesty Policy states that 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 Southeastern Technical College 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

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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 (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, 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 nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

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

| | |
|--|---|
| American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer | Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer |
| Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu | Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonas ljonas@southeasterntech.edu |

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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 Southeastern Technical College'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 Exam-This percentage is calculated based on 5 unit exams. | 50 |
| Final Exam | 25 |
| ATI Activities-This percentage is calculated based on the ATI rubric provided for this course. | 5 |
| Clinical- The clinical portion of the course grade is determined based on the clinical preceptor evaluations and clinical paperwork rubric. The grade is assigned by Southeastern Technical College Faculty with input from clinical preceptors. | 20 |
| Drug Calculation- Students must score 100% within 3 attempts in order to pass the course. Exam will be administered in RNSG 2000 class. | P/F |

GRADING SCALE

| Letter Grade | Range |
|---------------------|--------------|
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | 0-59 |

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RNSG 2005 Mental Health Nursing Summer Semester 2019 Lesson Plan

KEY: Ch=Chapter ATI= Assessment Technologies Institute

| Date | Chapter/Lesson | Content | Assignments | Competency Area |
|---------------------------------|---------------------------------|--|---|-----------------|
| May 14 | Introduction Ch 1 Ch 2 | Introduction to the course. Review syllabus and lesson plan Foundations of Psychiatric-Mental Health Nursing Neurobiologic Theories and Psychopharmacy | Read assigned chapters | 2 a,b,c |
| May 20 | Ch 3 Ch 4 | Psychosocial Theories and Therapy Treatment Setting and Therapeutic Programs | Read assigned chapters Study for exam 1 | 2,3,8 a,b,c |
| May 21 25% remediation mark | Test 1 Ch 5 Ch 6 | Test 1 (Ch 1-4) Therapeutic Relationships Therapeutic Communication | Ready assigned chapters | 2,6 a,b,c |
| May 27 | | HOLIDAY | | |
| May 28 | Ch 6 Ch 7 Ch 8 | Therapeutic Communication Client's Response to Illness Assessment | Read assigned chapters Study for exam 2 | 1,2,6 a,b,c |
| June 3 50 % Remediation Mark | Test 2 Ch 9 Ch 10 | Test 2 (Ch 5-8) Legal and Ethical Issues Grief and Loss | Read assigned chapters | 11 a,b,c |
| June 4 | Ch 11 Ch 12 | Anger, Hostility, and Aggression Abuse and Violence | Read assigned chapters Study for exam 3 | 1-11 a,b,c |
| June 10 | Test 3 Ch 13 Ch 14 | Test 3 (Ch 9-12) Trauma and Stressor-Related Disorders Anxiety and Anxiety Disorders | Read assigned chapters ATI: Real Life Mental Health: Anxiety Disorder | 1-11 a,b,c |
| June 11 | Ch 15 Ch 16 | Obsessive-Compulsive and Related Disorders Schizophrenia | Read assigned chapters ATI: Real Life Mental Health: Schizophrenia Study for exam 4 | 1-11 a,b,c |

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| Date | Chapter/Lesson | Content | Assignments | Competency Area |
|--|---------------------------------|---|---|-------------------------------|
| June 17 Mid-Term | Test 4 Ch 17 Ch 18 | Test 4 (Ch 13-16) Mood Disorders and Suicide Personality Disorders | Read assigned chapters ATI: Real Life Mental Health: Mood Disorder | 1-11 a,b,c |
| June 18 | Ch 19 Ch 20 | Addiction Eating Disorder | Read assigned chapters ATI: Real Life Mental Health: Alcohol Use Disorder | 1-11 a,b,c |
| June 24 65% mark for summer semester | Ch 21 Ch 24 | Somatic Symptom Illnesses Cognitive Disorders | Study for exam 5 | 1-11 a,b,c |
| June 25 MOVIE DAY- be prepared to stay later | Test 5 Final Review | Test 5 (Ch 17-21, 24) Review for Comprehensive Final Exam After the exam, we will go to the auditorium to watch a mental health movie. | ATI: Mental Health 1 Learning System RN Mental Health Practice Mental Health 2 Learning System RN Mental Health Practice Mental Health Learning System RN Mental Health Final RN Mental Health Online Practice 2016 A RN Mental Health Online Practice 2016 B Study for Final Exam | Test 5 Final Review |
| July 1-4 | | 4 th of July Break | | |
| July 8 | | RNSG 2005 FINAL | | 1-12 a-c |
| July 9 | | MED SURG II FINAL | | |

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| Date | Chapter/Lesson | Content | Assignments | Competency Area |
|-----------------|----------------|---|-------------------------------|-----------------|
| July 10-July 25 | | CLINICALS See clinical schedule for details | See Clinical paperwork packet | |
| July 11 | | PROCTORED MENTAL HEALTH EXAM at 0730 | | |
| July 29 | | PROCTORED RN NUTRITION 2016 at 0900 Final grades at 1300 GRADES DUE | | |

MAJOR COURSE COMPETENCIES

- 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.

RNSG 2005 ATI ACTIVITIES RUBRIC

| Date Due 0700 each day unless specified | Activity Title | Ticket |
|--|--------------------------|----------------|
| June 17 | Real Life Mental Health: | Ticket to Test |

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| Date Due 0700 each day unless specified | Activity Title | Ticket |
|--|---|--------------------|
| | Anxiety | |
| June 17 | Real Life Mental Health: Schizophrenia | Ticket to Test |
| June 25 | Real Life Mental Health: Mood Disorder | Ticket to Test |
| June 25 | Real Life Mental Health: Alcohol Use | Ticket to Test |
| July 7 midnight | Mental Health 1 Learning System RN Mental Health Practice | Ticket to Test |
| July 7 midnight | Mental Health 2 Learning System RN Mental Health Practice | Ticket to Test |
| July 7 midnight | Mental Health Learning System RN Mental Health Final | Ticket to Test |
| July 10 at midnight | RN Mental Health Online Practice 2016 A- Focused Remediation (handwritten) is required and due July 11 at 0730 | |
| July 11 at 0730 | PROCTORED ATI MENTAL HEALTH- Focused Remediation (handwritten) is due July 22 at 5pm- place under Mrs. Braddy's door | |
| July 18 | Dosage and Calculations: Advanced Alzheimer's Disease Case 5- After you finish the drill, take a pic/screenshot of the last drill and turn in with you clinical paperwork on July 19 | Ticket to Clinical |
| July 25 | Dosage and Calculations: Bipolar Case 6- After you finish the drill, take a pic/screenshot of the last drill and turn in with you clinical paperwork on July 19 | Ticket to Clinical |

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RUBRIC: RNSG 2005 ATI PRACTICE ASSESSMENT: MENTAL HEALTH 2016 A

Complete Practice Assessment A (Due by July 10 at midnight and remediation is due by July 11 at 0730)

Remediation:

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

Total Points _____/50

PROCTOR ASSESSMENT

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

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-RN Mental Health 2016 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**

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Student Name _____ Date _____ Clinical Site _____

**Level II Preceptor Evaluation Tool
(RNSG 2000 and 2005)**

| QSEN Concept and Performance Outcomes: | Faculty/ Preceptor Score: |
|--|---------------------------------|
| QSEN Concept: Client Centered Care: 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. | |
| 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. | |
| QSEN Concept: Teamwork and Collaboration: 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. | |
| 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. | |
| QSEN Concept: Evidence Based Practice: C. Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of client-centered care. | |
| 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. | |

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| QSEN Concept and Performance Outcomes: | Faculty/ Preceptor Score: |
|--|---------------------------------|
| QSEN Concept: Quality Improvement: | |
| D. Utilize evidence-based quality improvement processes to affect change in the delivery of client-centered care. | |
| 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. | |
| d. Utilize human and material resources in an efficient manner in the provision of safe, quality client-care on the work unit. | |
| QSEN Concept: Safety | |
| 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. | |
| 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. | |
| QSEN Concept: Informatics | |
| 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. | |
| 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. | |
| Professionalism | |
| G. Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing client-centered, standard-based nursing care. | |
| 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. | |
| Leadership | |
| H. Utilize leadership, management and priority-setting skills in the provision and management of safe, quality client-centered care. | |
| a. Utilize organizational, time management, and priority setting skills in the provision and management of safe, quality | |

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| QSEN Concept and Performance Outcomes: | Faculty/ Preceptor Score: |
|---|---------------------------------|
| client-centered care. | |
| b. Practice delegating client care tasks to appropriate members of the healthcare team. | |

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

Preceptor Signature _____ **Date** _____

Instructor Signature _____ **Date** _____