



## **RNSG 2005 Mental Health Nursing COURSE SYLLABUS Summer Semester 2020**

### **COURSE INFORMATION**

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

Campus/Class Location: Georgia Virtual Technical College Connection (GVTC)/Blackboard and Vidalia

Campus/Gillis Building Rooms 842 and 836

Class Meets: Mondays and Tuesdays from 0900-1130(Exams will begin at 0800 via Blackboard.); students must be available via Blackboard Collaborate sessions for lecture. Students are expected to log into Blackboard Collaborate at the time of class and participate for the duration of the class. Failure to do so will result in an absence.

Course Reference Number (CRN): 60218

### **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 via email

All communication with faculty should be completed using STC email. Please note that emails sent during business hours will be answered within 24-48 hours. Emails sent during holidays and on weekends may not be answered until the next business day.

### **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. (2020). *Psychiatric-mental health nursing (8<sup>th</sup> ed.)*. Wolters Kluwer Health/Lippincott Williams & Wilkins.
2. Assessment Technologies Institute (ATI) Virtual Simulation and testing services

### **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, name clip without a reel and clinical supplies.

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor Georgia Virtual Technical Connection (GVTC) provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

**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

Webcam with microphone

Reliable Internet Connection (Mobile Hotspots are not allowed)

**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\*

(\*During Spring 2020, COVID 19 affected students enrolled in RNSG 1020 and RNSG 1030. Students who successfully maintained an average of at least 70% after the completion of the unit exams and final exams for RNSG 1020 and RNSG 1030 received an IN PROGRESS “IP” as their grade. These students will be allowed to finish the clinical components/ATI proctored testing (if applicable) of those courses at a later date; however, they will be allowed to progress to RNSG 2000 and RNSG 2005 for Summer 2020.)

### COREQUISITE(S)

RNSG 2000 Medical-Surgical Nursing II

### CONTENT/UNIT OUTCOMES

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

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

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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 relationship.	Cognitive	Understanding

### **Personality Development**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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	Cognitive	Remembering

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
disorders.		
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**

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

### **Psychotic Disorders**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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 be 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**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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	Cognitive	Understanding

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
impaired colleagues.		
5. Describe aspects of enabling behaviors.	Cognitive	Understanding

### **Abuse and Violence**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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
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**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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

Unit Outcomes	Learning Domain	Level of Learning
5. Discuss barriers to mental health treatment in the community setting.	Cognitive	Understanding

### 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.

*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 10<sup>th</sup>. No scores will be rounded (up or down). *For example: exam has 60 questions and each question will be worth 1.66 pts. The student correctly answers 52 questions out of 60.  $52 \text{ correct answers} \times 1.66 = 86.32$ . The grade will be recorded as 86.3. This rule applies to every grade issued during the semester. All final averages will be recorded as is (ie a 69.9 is a 69.9).*

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

Virtual Simulation clinical will not require a calculation examination prior to the activities; however, students must make a **100% on a calculation exam before attending in-patient/skills laboratory simulation 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 (a date will be set once students return to campus due COVID 19), 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.

Textbook PowerPoints will be available via the Blackboard course.

**SPECIAL NOTE: During this class, occurrences may be issued for failure to meet classroom/lab requirements (tardiness, uncompleted/late work, etc.).**

## **TESTING**

Testing for the course may be done online or in-person. See below for specific testing guidelines.

### **Respondus Online Testing Guidelines:**

Due to the campus closure in response to the COVID 19 pandemic the Department of Nursing is making an exception in offering online/offsite testing for Practical Nursing and Associate of Science in Nursing Programs. The programs will use Respondus Monitor through Blackboard to administer and proctor the examinations.

The following are faculty expectations of the student during the online/offsite testing process.

1. The student will download Respondus to their devices from the STC website.
2. The student will log in at least 15 minutes before the exam is scheduled to begin. Exams will begin at 0800 for RNSG 2005.
3. The student will secure an area with reliable internet service prior to beginning the exam.
4. Mobile Hotspots are **not** to be used since as they are not considered a reliable internet source.
5. The student will perform all required Respondus checks prior to being allowed to test. (examples- Webcam Check and Facial Recognition Check)
6. The student will have in place a monitoring camera as Respondus Monitor will be used to ensure test integrity. The student will take a complete, 360 degree scan of the testing environment, showing floor, desk and walls.
7. During the exam, students will be both audio and visually recorded.
8. The student exams will be timed, just like in the face-to-face setting.
9. The student will not use any books, notes or third party supplies during the test. The desk/table will be cleared of additional items. There will be no paper or writing materials allowed out.
10. The student has reviewed the Dishonesty Policy and Procedure for Academic Dishonesty as noted on the course syllabus.
11. The student will not be allowed to use smart watches, cell phones, tablets, calculators, ear phones or other electronic devices during the exam.
12. The student will not wear a hat or any items that obscures the face or eyes while testing.
13. The student will keep the face in clear view of the camera while testing.
14. The student will have all background noise silenced while testing.

15. The student will have no other operating functions open on the computer during testing. (ie: Word, Excel, PowerPoint)
16. The student will be prohibited from taking Screen shots or recording of the exam in anyway.
17. The exam will not have any calculation problems so no extra paper, pencil or calculator will be needed.
18. Question rationales will not be available at this time for test security. Instructors will be available at a later time for missed content review. Students are encouraged to set up individualized meetings with their faculty to discuss specific content areas which were missed.
19. After the exam, the final grade will not be issued or posted to the Blackboard gradebook until the validity of the test is reviewed and approved by the instructor(s). This includes reviewing the Respondus Monitor report and the video recording of the testing session. At any time the validity is questionable, the student may be required to take a different version of the examination.
20. If a student believes a test question needs to be challenged, the student must email their instructor the evidence based rationale for consideration. This request must be received via email within 24 hours of the examination.

### **IN-PERSON TESTING**

If a student shows up late for class on an exam date **or is not prepared to start the test on time (for example: has laptop issues not related to school network, ATI assignments not turned to faculty's specifications, etc)**, the student may not be allowed to take the exam once the faculty has shut the door. The student will have to make up the 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 evidence based 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 evidence based rationale will go before a panel of nursing faculty for decision.

### **RESCHEDULING OF A TEST**

The faculty may decide to reschedule a test due to inclement weather or other unforeseen circumstances. In the event that happens, the reschedule time and date will be at 0800 the day after the original test date. Students are required to be available for reschedule time and date. (example- a test originally scheduled for Wednesday, June 10 at 0800 has to be rescheduled due to inclement weather; the reschedule date will be 0800 Thursday, June 11)

### **ASSESSMENT TECHNOLOGIES INSTITUTE (ATI) ACTIVITIES**

All ATI) activities must be completed as outlined on ATI Activities calendar. **Although previous versions of the assignments may still be available in ATI (example 2.0 or 2016), students are required to complete the most current version of each assignment (example 3.0 or 2019).** 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 0700 of the class period as indicated on the calendar. The faculty will pull the ATI Module Report and failure to successfully complete the assignment by the deadline will result in the student not being eligible to take the unit exam. It is recommended that students take a picture of the final results of each assignment once completed. This may count for the student's one unit make-up if not already used, and there will be a 10 point deduction with this make-up exam. 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 2019 will count 5% of your grade. The date for this assessment will be announced later due to COVID 19 restrictions and returning to campus. Please see the ATI Rubric for specifics. You will need to provide a handwritten focused review for ATI RN Mental Health **Practice Assessment** 2019 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.

### **SIMULATION LAB**

This course may include a simulation lab. Simulation lab prepares students with the evidence-based principles and clinical skills they will need in real world clinical environments. This simulation will help reduce errors, improve safety, and elevate the quality of patient care. With this assignment, the goal is to develop clinical judgment skills that are necessary to function as a professionally trained nurse. 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 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 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. This averages out to 10 minutes per hour. For example, a class that meets from 9:00-11:30 the student 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 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. Clinicals will be postponed until further notice. A clinical absence will require an excuse or appropriate documentation and all missed clinical time must be made up as required to fulfill the curriculum requirements. Absences must be discussed with faculty, Program Director and/or Special Needs Coordinator dependent on the circumstances of the absence. Students who do not make up all clinical time missed will be issued a final clinical grade of zero and will be unable to progress in the program. 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](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

**Vidalia Campus:** Helen Thomas [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

## **SPECIFIC ABSENCES**

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

## **PREGNANCY**

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

**Swainsboro Campus:** Macy Gay [mgay@southeasterntech.edu](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

**Vidalia Campus:** [Helen Thomas hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

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.

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

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. Students who are dropped from courses due to attendance after the 65% point will receive a WP (Withdrawal Passing-average of 60 or higher) or a WF (Withdrawal Failing-average of 59 or lower). Students will receive a grade of **zero** for all assignments missed beginning with the Last Date of Attendance (LDA) and the date the student exceeds the attendance procedure.

If a student cannot progress in the Program due to academic deficiency, the student will receive a W (Withdrawn) from all RNSG courses for the semester and will be unable to progress in the nursing program. The faculty will enter the LDA along with the W into BannerWeb.

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. The documentation must be submitted to the course instructor(s) within

48 hours of the missed exam. A grade of "0" will be given to all subsequent unit exams missed. It may also be a different test format. If a student misses the final exam and has already used their ONE time make-up, the student will NOT be allowed to make-up the final exam; which will result in a zero for the final exam.

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

Our purpose is to educate safe entry-level health care professionals. At times, this may mean there are areas that must be improved upon. The SSP documents deficiencies and provides a means for improvement. A SSP should be initiated for the following reasons:

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

The faculty will initiate an individual counseling session via email/Blackboard Collaborate 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 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:

<p><b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b></p>	<p><b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b></p>
<p>Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1<sup>st</sup> Street, Vidalia Office 165 Phone: 912-538-3126 Email: <a href="mailto:Helen.Thomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a></p>	<p>Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1<sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3230 Email: <a href="mailto:Lanie.Jonas@southeasterntech.edu">Lanie Jonas</a> <a href="mailto:ljonas@southeasterntech.edu">ljonas@southeasterntech.edu</a></p>

**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 virtual simulation clinical rubric.	20

**Calculation Examination** – Will be given once on-campus class resumes. Students must score 100% within 3 attempts in order to progress in the course and program. Students who do not meet the requirements for the Calculation Examination on the third attempt will receive a W for all RNSG courses in which they are enrolled and will not be able to progress in the program. The calculation examination for RNSG 2005 will be administered in RNSG 2000.

Due to COVID-19, students may not be able to complete the clinical/ATI testing activities which may require on campus/off site activities. In the event this occurs, students will receive an IP for RNSG 2005 and will make up activities at a later date.

**\*Clinical requirements for assignments/paperwork will be distributed prior to clinical**

## GRADING SCALE

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

**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** = \_\_\_\_\_

## RNSG 2005 Mental Health Nursing Summer Semester 2020 Lesson Plan

KEY: Ch=Chapter ATI= Assessment Technologies Institute TBA=To Be Announced

Date	Chapter/Lesson	Content	Assignments	Competency Area
May 26	Introduction Ch 1 Ch 2 Ch 3 Ch 4	Introduction to the course. Review syllabus and lesson plan Foundations of Psychiatric-Mental Health Nursing Neurobiologic Theories and Psychopharmacy Psychosocial Theories and Therapy Treatment Setting and Therapeutic Programs	Read assigned chapters <b>Study for exam 1</b>	2,3,8 a,b,c
June 1 25% remediation mark	<b>Unit Exam 1</b> Ch 5 Ch 6	<b>Unit Exam 1 (Ch 1-4) at 0800</b> Therapeutic Relationships Therapeutic Communication	Ready assigned chapters	2,6 a,b,c
June 2	Ch 6 Ch 7 Ch 8	Therapeutic Communication Client's Response to Illness Assessment	Read assigned chapters <b>Study for exam 2</b>	1,2,6 a,b,c
June 8 50 % Remediation Mark	<b>Unit Exam 2</b> Ch 9 Ch 10	<b>Unit Exam 2 (Ch 5-8) at 0800</b> Legal and Ethical Issues Grief and Loss	Read assigned chapters	11 a,b,c
June 9	Ch 11 Ch 12	Anger, Hostility, and Aggression Abuse and Violence	Read assigned chapters <b>Study for exam 3</b>	1-11 a,b,c
June 15	<b>Unit Exam 3</b> Ch 13 Ch 14	<b>Unit Exam 3 (Ch 9-12) at 0800</b> Trauma and Stressor-Related Disorders Anxiety and Anxiety Disorders	Read assigned chapters <b>ATI: Real Life Mental Health: Anxiety Disorder</b>	1-11 a,b,c
June 16	Ch 15 Ch 16	Obsessive-Compulsive and Related Disorders Schizophrenia	Read assigned chapters <b>ATI: Real Life Mental Health: Schizophrenia Disorder</b> <b>Study for exam 4</b>	1-11 a,b,c

Date	Chapter/Lesson	Content	Assignments	Competency Area
June 22	<b>Unit Exam 4</b> Ch 17 Ch 18	<b>Unit Exam 4 (Ch 13-16) at 0800</b> Mood Disorders and Suicide Personality Disorders	Read assigned chapters <b>ATI:</b> Real Life Mental Health: Bipolar Disorder	1-11 a,b,c
June 23  June 25 is Mid Term	Ch 19 Ch 20	Addiction Eating Disorder	Read assigned chapters <b>ATI:</b> Real Life Mental Health: Alcohol Use Disorder	1-11 a,b,c
June 29	Ch 21 Ch 24	Somatic Symptom Illnesses Cognitive Disorders	<b>Study for exam 5</b>	
June 30	<b>Unit Exam 5</b> Final Review	<b>Unit Exam 5 (Ch 17-21, 24) at 0800</b> Review for Comprehensive Final Exam After the exam, we will go to the auditorium to watch a mental health movie.	<b>ATI:</b> 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 2019 A RN Mental Health Online Practice 2019 B <b>Study for Final Exam</b>	1-11 a,b,c
July 7  July 8 is the 65% mark for summer semester	<b>RNSG 2005</b> <b>FINAL EXAM</b> <b>at 0800</b>			1-12 a-c

<b>Date</b>	<b>Chapter/Lesson</b>	<b>Content</b>	<b>Assignments</b>	<b>Competency Area</b>
July 14-July 30		CLINICALS See clinical schedule for details	See Clinical paperwork packet	
TBA		<b>PROCTORED MENTAL HEALTH EXAM TBA</b>		
TBA		<b>PROCTORED RN NUTRITION 2019 GRADES DUE</b>		
TBA		<b>Meet for Final Grades/Final Clinical Evaluation</b>		
Aug 3 by 4pm		<b>Grades Due</b>		

### **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**

<b>Date Due 0700 each day unless specified</b>	<b>Activity Title</b>	<b>Ticket</b>
June 22	Real Life Mental Health: Anxiety Disorder	Ticket to Test
June 22	Real Life Mental Health: Schizophrenia Disorder	Ticket to Test
June 30	Real Life Mental Health: Bipolar Disorder	Ticket to Test
June 30	Real Life Mental Health: Alcohol Use Disorder	Ticket to Test
July 7	Mental Health 1 Learning System RN Mental Health <b>Practice</b>	Ticket to Test
July 7	Mental Health 2 Learning System RN Mental Health <b>Practice</b>	Ticket to Test
July 7	Mental Health Learning System RN Mental Health <b>Final</b>	Ticket to Test
TBA	RN Mental Health Online Practice 2019 A- Focused Remediation (handwritten) is required and due TBA	
TBA	PROCTORED ATI MENTAL HEALTH- Focused Remediation (handwritten) is due TBA	
TBA	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 TBA	Ticket to Clinical
TBA	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 TBA	Ticket to Clinical

**RUBRIC: RNSG 2005 ATI PRACTICE ASSESSMENT: MENTAL HEALTH 2019 A**

**Complete Practice Assessment A (Due by TBA and remediation is due by TBA)**

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**

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

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

1. **Completion of the Practice Assessment A is worth a total score of 50.**
  - a. **Completion of the Practice assessment and remediation in its entirety will result in a score of 50.**
  - b. **Failure to complete the Practice assessment and remediation in its entirety will result in a score of 0.**
2. **Completion of the Proctored Assessment-RN Mental Health 2019 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**