NUR 162 Spring 2015
Syllabus Addendum
Technical College of the Lowcountry
Nursing Program

COMPUTER REQUIREMENTS. To ensure successful completion of an online course, a student should have an appropriately equipped computer. Use the guidelines included on the TCL website.

USER RESPONSIBILITY ON USE AND DUPLICATION OF COMPUTER SOFTWARE (TCL PROCEDURE 7-1-702.5). Students are responsible for the legal use of computer software and applicable copyright laws and are prohibited from copying software on College computers and from installing personal software.

COURSE TOPIC OUTLINE/PURPOSE. See course website for detailed outline and learning activities.
1. Roles and responsibilities of the registered nurse in mental health care
2. Responsibilities for a safe and therapeutic environment: Tools of the nurse
3. Health seeking behaviors: cultural influences, alternative treatments, wellness, teaching groups
4. Nursing management of individuals with problems associated with stress, anxiety and mood
5. Nursing management of individuals with thought disturbances
6. Nursing management of individuals with problems of substance use and cognition
7. Nursing management of individuals with problems of learning, behavior and control

REQUIREMENTS

COURSE POLICIES/PROCEDURES
- It is clearly to the advantage of the student to attend class regularly. Test materials are weighted heavily in favor of lecture materials.
- All cell phones and pagers must be turned off during class (lecture and laboratory periods). No pagers or phones are allowed in the clinical facility.
- Students are held accountable for content in the Nursing Student and Health Science student handbooks.
- Instructors will excuse a student from class who disrupts the class.
- No course grades are posted in public areas. Grades are available through WebAdvisor. The student must go to the college’s website www.tcl.edu Select current student then select TCL WebAdvisor and find: (1) the directions and a demonstration on how to log in to WebAdvisor, and (2) how to access grades. For questions, contact the TCL Help Desk at 525-8344 or the Registrar’s office at 525-8210.

COMMUNICATION
Instructors generally respond to voice mail messages and e-mail messages promptly. If there is a problem, the student should remember that a face-to-face meeting with the instructor is best. Students should contact an instructor to make an appointment.

Classroom Discussion
When asking questions during class, speak loudly and clearly and/or stand so other students can hear your question.
Students
- Contact information for instructors is listed on the course syllabus.
- The student is responsible for making sure the instructor and College has his/her current contact information, including telephone number(s) and e-mail address.
- All students are expected to establish a TCL email account. The student is responsible for checking the course Blackboard site and TCL email account regularly for course announcements and email.
- Student should check TCL email at least once each day.

Voice Messages
- Instructors' telephone numbers and the Division Administrative Assistant's telephone number are listed on the course syllabus.
- When leaving a voice mail message for the instructor, the student should speak slowly and clearly. He/she should leave accurate information including accurate telephone number(s) where he/she may be reached. It is helpful to repeat the telephone number at the very end of the voice message.
- The Division Administrative Assistant is available on class days from 8:00-4:30 pm. A message left with the Administrative Assistant will be received by the instructor when he/she checks the mailbox. The most efficient way to get a voice mail message to an instructor is to leave a voicemail at the instructor's contact number listed on the course syllabus.

E-mail Messages
- The instructors’ e-mail addresses are listed on the course syllabus.
- When e-mailing an instructor, the student should identify herself/himself in the body of the message. Identifying information should include name, course, and section in which the student is enrolled, and a telephone number where he/she may be reached. With the tools provided by the browser, it might be helpful to create a "signature" with this information for all e-mails.

GRADING METHODOLOGY
The clinical portion of this course is evaluated on the formative and summative clinical evaluation. The clinical component of the course is evaluated as satisfactory or unsatisfactory. Written clinical assignments must be submitted as the experience progresses and as directed by the clinical instructor. An instructor or student may request a conference at any time deemed necessary.

All community/clinical activities (including those that are self-scheduled) and corresponding journal entries must be completed and submitted by the due date on the course calendar. Written clinical assignments submitted late will result in an unsatisfactory grade. An unsatisfactory in the clinical portion of the course results in the failure of the course even if the theory grade is 75 or higher.

Grades are posted on Blackboard within one week of administration of tests.

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<td>Assigned readings</td>
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ADDITIONAL COURSE POLICIES/PROCEDURES

Course Structure. Classes are designed to employ a variety of teaching/learning strategies. In order to maximize learning, required readings should be done prior to a unit. If a student is falling behind in clinical performance or academic achievement, it is imperative to seek immediate assistance from the instructors.

Assessment Testing. Assessment tests are given to assist in the evaluation of individual student progress and to support student success. Please see the course calendar regarding the due date for completion of ATI Testing. Students who do not achieve the required scores must meet with the course coordinator and complete the prescribed remediation. Completion of remediation, when required, is due prior to the final exam.

Failure to complete the testing or required remediation by the dates indicated above will result in a grade of Incomplete ("I") for the course and non-progression in the nursing curriculum. Students having difficulty with either the test or remediation components must speak personally with a course coordinator three (3) business days or more in advance of the published due dates.

CLINICAL EXPERIENCES

The clinical experiences are primarily focused in the community. No pre-planning is required. Selected clinical experiences are scheduled (Restorative Independent Living Skills (RILS), community support and education groups (NAMI), acute care (BMH/CRMC), and outpatient respite program for individuals with dementia (Memory Matters). Addiction meetings (AA and NA) are individually arranged by the student and completed within the first two weeks of class.

In order to perform at a satisfactory level in the clinical area, students must be prepared, on a daily basis, to do the following:

- complete clinical assignments (e.g. written assignments, Interpersonal Process Recordings (IPRs) on time and in the prescribed manner;
- arrive on time and in proper attire;
- accurately perform nursing skills;
- correctly apply all previously mastered knowledge, skills, and abilities.

Students not prepared for the clinical experience(s) are given an unsatisfactory.
CLINICAL GUIDELINES
Students utilize facilities below to complete clinical learning.

Journaling. Students demonstrate some learning by journaling. Most journal entries are submitted at the Black Board course website (IPRs are submitted in hardcopy). Each entry addresses criteria identified and must describe affective and cognitive learning associated with the experience. Journal entries are presented in complete, grammatically correct sentences. Each journal entry is worth 0.5 percent. Each IPR is worth 0.5 percent. Journals are confidential and are not shared between students or faculty.

1. Harrington Place
   Harrington Place at 1211 Harrington St, Beaufort 22902 (facility is just off Boundary St, one block east of the National Cemetery)
   Contact person: Bob Medzie, (843) 846-2913
   Clinical schedule: 7:45 am-1:15 pm
   OR
   Mental Health of America of Beaufort/Jasper
   Island House Clubhouse, 4454 Bluffton Park Crescent, Suite 108, Bluffton, SC.
   Contact person: Athena Whitlow, 843-757-8650
   Clinical schedule: 7:45 am-1:15 pm
a. Students follow the facility schedule. It is the student’s responsibility to be on time and participate in all activities.
b. Dress. Students wear street clothes and comfortable shoes without lab coat or nametag. Clothes must be in good repair. No t-shirts or suggestive clothing.
c. Meals are provided (Island House charges a small fee) at the RILS programs. Students eat with consumers and staff as a part of programming.
d. Cars. Students park in designated areas. Personal valuables should not be brought to the agency. The agency is not responsible for lost or stolen items.
e. Presence. Students are expected to be at the program at all times unless on an activity with staff and consumers. If the schedule of activities includes an off-campus activity, students are expected to participate.
f. Journal entries for this experience. Submit your entry within 24 hours of the experience.

   1) Complete one IPR based on an interaction with a consumer. The IPR should include a minimum of 3 exchanges between the student and consumer. Due in class the Thursday after the experience.
   2) Observe psycho-educational groups. Evaluate effectiveness of the program. Give evidence to support your conclusion.
   3) How was teaching this population different from other patient populations you have encountered in medical surgical areas?
   4) How did you feel about this experience?
2. Attend 2 different meetings of a community-based group whose mission focuses on recovery from addiction (ex: Alcoholics Anonymous and Narcotics Anonymous)
   a. These meetings and journal entries must be submitted within the first two weeks of class. Refer to the course calendar regarding the due date. You will submit one journal entry for each meeting.
   b. Make sure the meetings are open to the public. Only 1 student may attend any meeting. If you are sensitive to cigarette smoke, please select a nonsmoking meeting. Family or friends may not accompany you to this meeting. Post the meeting you plan to attend on the discussion board at the course website so others will not attend the same meeting. Check postings to make sure no other student plans to attend the meeting you selected.
   c. Journal entry. Submit your entry within 24 hours of attending each group.
      1) List date, time, and place of the meeting. Identify the topics (no details) discussed.
      2) What information did you gain?
      3) How did you identify with others at the meeting?
      4) How does spirituality influence the path to recovery?
      5) Describe a specific clinical situation in which you would use information gained from the meeting to assist an individual in a medical-surgical setting.
      6) How did you feel about this experience?

3. Actively observe an inpatient behavioral health setting
   a. Sites
      1) Beaufort Memorial Hospital (BMH); 2 East. Hours 6:45 am - 1:15 pm. Susan South, RN, Nurse Manager. Phone 843-522-5877.
      2) Colleton Regional Medical Center (CRMC), 501 Robertson Blvd., Walterboro; 4th floor. Hours 8:00 am – 2:30 pm. Deborah Parker, RN, Nurse Manager. Phone 843-782-2625.
   b. Attire – Colleton and BMH - nursing student uniform with name tag (last name covered), NO tight clothes, cleavage, necklaces, or dangly earrings. Please do not wear any fragrances; the unit does not allow any perfumes or colognes due to employee allergies.
   c. If attending CRMC, review the online orientation prior to the experience (located under the clinical tab on Blackboard).
   d. If attending BMH, review the online orientation prior to the experience (located under the clinical tab on Blackboard) and complete a Scavenger Hunt sheet and submit to the course coordinator.
   a. Journal entry. Submit your entry within 24 hours of the experience.
      1) Document the mood and affect for one patient. Describe observations that led to your assessment.
      2) Cite 3 signs or symptoms of mental illness you observed. Describe the findings that led to your assessment.
      3) How were patients’ rights addressed? Refer to Box 4-3 on page 64 in your Townsend text.
      4) Complete one IPR based on an interaction with a consumer. The IPR should include a minimum of 3 exchanges between the student and consumer. Due in class the Thursday after the experience.
      5) How did you feel about this experience?

4. Attend a community education meeting with a topic focused on mental health or mental illness.
   (Example: NAMI class, CAPA class, yoga class, etc.)
   a. Multiple students may attend the same meeting.
   b. Journal entry. Submit your entry within 24 hours of the experience.
      1) Give the date and location of the meeting you attended.
      2) In 1 paragraph, summarize the topics discussed and how you were greeted.
      3) How did you identify with individuals at the meeting?
      4) How could you use what you learned to help people stay “mentally healthy”?
      5) How did you feel about this experience?
5. Memory Matters  
   a. Site  117 William Hilton Pkwy, Hilton Head Island  
   b. FYI...contact person is Edwina ‘Eddy’ Hoyle, 843-842-6688  
   c. Hours 9:15 am -1:30 pm  
      Attire: Wear comfortable, casual, neat, conservative clothes. No jeans or t-shirts. No perfumes; it is a fragrance free facility. Lab coats/name tags are not necessary. Please BRING your lunch for the day with your name and date on it. The staff door is located on the right hand side of the building and is open 8:30-5:00. Students should enter the right side staff door. Watch the 12 minute video located under the clinical tab on Blackboard before attending Memory Matters.  
   d. Journal entry. Submit your entry within 24 hours of the experience.  
      
      1) Observe strategies staff used to communicate with patients in this setting. Summarize how these communication strategies are the same or different from strategies used by health care professionals in other practice settings.  
      2) How was this environment different from other sites you have observed caring for persons with dementia?  
      3) How did you feel about this experience?  

6. NAMI: In Our Own Voice  
   a. This will occur on campus in building 4, room 124. Please see course calendar regarding date and time.  
   b. Journal entry. Submit your entry within 24 hours of the experience.  
      
      1) In 1 paragraph, summarize the topics discussed and how you were greeted.  
      2) How did you identify with individuals at the meeting?  
      3) How could you use what you learned to help people stay “mentally healthy”?  
      4) How does culture influence the public’s response to mental illness?  
      5) How did you feel about this experience?
ASSOCIATE DEGREE NURSING PROGRAM

NUR 162
CLINICAL EVALUATION

Clinical Sites – Restorative Independent Living Skills (RILS), community support (AA/NA) and education groups (NAMI), acute care (BMH/CRMC), outpatient respite program for individuals with dementia (Memory Matters)

Clinical performance is evaluated at midterm (formative) and at the completion of the course (summative). Conferences are held as necessary. The final summative evaluation addresses completion of outcomes and identification of strengths and areas needing further development. All clinical outcomes must be rated as satisfactory in order to successfully fulfill the clinical component of the course.

<table>
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<tr>
<th>KEY</th>
<th>S - Satisfactory</th>
<th>ND - Needs development</th>
<th>U - Unsatisfactory</th>
<th>NO - Not observed</th>
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<tr>
<td>Clinical Outcomes</td>
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<td>1.</td>
<td>Relate nursing perspectives to members of the multi-disciplinary team.</td>
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<td>Minimum expectations</td>
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<tr>
<td>a.</td>
<td>Shows initiative related to consumer care and milieu concerns.</td>
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<td>b.</td>
<td>Articulates the nurse’s role during team discussions.</td>
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<td>2.</td>
<td>Survey resources for individuals with significant psychosocial stressors.</td>
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<tr>
<td>Minimum expectations</td>
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<td>a.</td>
<td>Attends appropriate community support groups.</td>
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<td>b.</td>
<td>Participates in designated community activities.</td>
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<td>c.</td>
<td>Journal entries are complete.</td>
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<td>3.</td>
<td>Use effective communication techniques with individuals and groups.</td>
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<td>Minimum expectations</td>
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<tr>
<td>a.</td>
<td>Uses therapeutic communication.</td>
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<td>b.</td>
<td>Analyzes own communication.</td>
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<td>c.</td>
<td>Interactions with peers, instructors, consumers, family and other health care professionals are disciplined and productive.</td>
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<td>4.</td>
<td>List teaching strategies for groups of individuals with significant psychosocial stressors.</td>
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<td>Minimum expectations</td>
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<tr>
<td>a.</td>
<td>Contrast teaching strategies for individuals with significant psychosocial stressors to those of individuals in other health care settings.</td>
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<td>b.</td>
<td>Examine teaching and learning in community settings for individuals with significant psychosocial stressors.</td>
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<td>c.</td>
<td>Preparation for clinical experience is evident.</td>
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<td>d.</td>
<td>Appearance is in accordance with student handbook.</td>
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<td>e.</td>
<td>Arrives and departs on time.</td>
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<td>f.</td>
<td>Practices within the appropriate scope.</td>
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<td>g.</td>
<td>Journal entries document affective and cognitive learning.</td>
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<td>5.</td>
<td>Demonstrate insight in relating to individuals with significant psychosocial stressors.</td>
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<td>Minimum expectations</td>
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<tr>
<td>a.</td>
<td>Mastery of prior learning is evident.</td>
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b. Shares perceptions with peers and instructor.
c. Shows self-awareness when interacting with others.
d. Accepts responsibility for own actions.
e. Utilizes feedback to improve nursing practice.

6. Identify assessment findings associated with significant psychosocial stressors.  
   **Minimum expectations**
   a. Associate psychopathology with patient behavior.
   b. Identify how culture and spirituality influence adjustment and adaptation for individuals and families facing significant psychosocial stressors.

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<th>Rater's initials</th>
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**Strengths/Areas needing development.**

**Formative Evaluation**
Instructor

Student

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Student Instructor

**Summative Evaluation**
Instructor

Student

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Student Instructor