

# **COURSE SYLLABUS**

**RNSG 2261 (2:0:8)**

**CLINICAL NURSING  
(RN TRAINING)  
MENTAL HEALTH NURSING**

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**ASSOCIATE DEGREE NURSING PROGRAM**

**DEPARTMENT OF NURSING**

**HEALTH OCCUPATION DIVISION**

**LEVELLAND CAMPUS**

**SOUTH PLAINS COLLEGE**

**Spring 2019**

## SCANS COMPETENCIES

### **RESOURCES: Identifies, organizes, plans and allocates resources.**

- C-1 **TIME**--Selects goal--relevant activities, ranks them, allocates time, and prepares and follows schedules.
- C-2 **MONEY**--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C-3 **MATERIALS & FACILITIES**--Acquires, stores, allocates, and uses materials or space efficiently.
- C-4 **HUMAN RESOURCES**--Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

### **INFORMATION--Acquires and Uses Information**

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to Process information.

### **INTERPERSONAL--Works With Others**

- C-9 Participates as members of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves clients/customers--works to satisfy customer's expectations.
- C-12 Exercises leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- C-13 Negotiates-Works toward agreements involving exchanges of resources resolves divergent interests.
- C-14 Works with Diversity-Works well with men and women from diverse backgrounds.

### **SYSTEMS--Understands Complex Interrelationships**

- C-15 Understands Systems--Knows how social, organizational, and technological systems work and operates effectively with them
- C-16 Monitors and Correct Performance-Distinguishes trends, predicts impacts on system operations, diagnoses systems' performance and corrects malfunctions.
- C-17 Improves or Designs Systems-Suggests modifications to existing systems and develops new or alternative systems to improve performance.

### **TECHNOLOGY--Works with a variety of technologies**

- C-18 Selects Technology--Chooses procedures, tools, or equipment including computers and related technologies.
- C-19 Applies Technology to Task-Understands overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment-Prevents, identifies, or solves problems with equipment, including computers and other technologies.

## FOUNDATION SKILLS

### **BASIC SKILLS--Reads, writes, performs arithmetic and mathematical operations, listens and speaks**

- F-1 Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- F-2 Writing--Communicates thoughts, ideas, information and messages in writing, and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- F-3 Arithmetic--Performs basic computations; uses basic numerical concepts such as whole numbers, etc.
- F-4 Mathematics--Approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-5 Listening--Receives, attends to, interprets, and responds to verbal messages and other cues.
- F-6 Speaking--Organizes ideas and communicates orally.

### **THINKING SKILLS--Thinks creatively, makes decisions, solves problems, visualizes, and knows how to learn and reason**

- F-7 Creative Thinking--Generates new ideas.
- F-8 Decision-Making--Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- F-9 Problem Solving--Recognizes problems and devises and implements plan of action.
- F-10 Seeing Things in the Mind's Eye--Organizes and processes symbols, pictures, graphs, objects, and other information.
- F-11 Knowing How to Learn--Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning--Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

### **PERSONAL QUALITIES--Displays responsibility, self-esteem, sociability, self-management, integrity and honesty**

- F-13 Responsibility--Exerts a high level of effort and preservers towards goal attainment.
- F-14 Self-Esteem--Believes in own self-worth and maintains a positive view of self.
- F-15 Sociability--Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
- F-16 Self-Management--Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
- F-17 Integrity/Honesty--Chooses ethical courses of action.

**SOUTH PLAINS COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM**

**RNSG 2261  
CLINICAL NURSING (RN TRAINING)  
COMMON HEALTH CARE NEEDS**

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Campuses:  
Levelland

## COURSE SYLLABUS

COURSE TITLE: RNSG 2261 Clinical Nursing (RN Training) Common Health Care Needs

INSTRUCTORS: Lourie Winegar, RN, MSN  
Ray Hughes, RN, MSN

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OFFICE HOURS: Posted on each instructor's door

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### **I. COURSE DESCRIPTION AND END-OF-COURSE OUTCOMES**

RNSG 2261 integrates the principles and concepts of mental health, psychopathology, and treatment modalities as they relate to providing nursing care to patients and their families suffering from mental illnesses. The course is designed to provide the learner with the basic knowledge and skills necessary to function within the four roles of nursing which include: Member of the profession; Provider of patient-centered care; Patient safety advocate; and Member of the health care team. RNSG 2261 is a clinical-based course which applies classroom knowledge acquired in the preceding foundational course (RNSG 2213) in the various psychiatric clinical settings that include inpatient psychiatric care as well as community-based services. Students are active participants and observers of various mental health nursing roles as they apply to patients and families across the life span. Students in the psychiatric settings are under the direct supervision of faculty members who are experienced in the specialty of mental health nursing.

At the end of the course, the student will demonstrate proficiency in the following areas as they related to participating in care for patients and families that are experiencing mental health problems. After direct observation and visiting the clinical settings, the student will be able to explain the various roles of the professional nurse in caring for patients and families experiencing mental health problems. The student will demonstrate growth and advancement of communication skills by applying the foundations from their previous course in the psychiatric setting. The student will produce a "communication process recording" that includes a self-

critique and evidence of mastery of use of several therapeutic communication techniques. The student will demonstrate critical thinking and use a systemized problem-solving process while participating in care to persons and their families that are experiencing mental health problems.

Course Specific:

1. Apply the concepts and skills learned in Mental Health nursing and Nursing of Clients with Common Health Problems in a variety of settings.
2. Function within the three roles of nursing (provider of care, manager/coordinator of care, and member of profession) in a variety of setting.  
(Manager/Coordinator, Member of Profession)
3. Use the nursing process when working with clients/families experiencing problems or who are at risk for experiencing problems with psychosocial/spiritual functioning across the life span and in a variety of settings. (Level III Provider)
4. Practice within legal and ethical guidelines. (Level III Member of Profession)
5. Develop therapeutic relationships using therapeutic communication skills. (Level III Provider)
6. Demonstrate professional and personal growth, self-responsibility, and multidisciplinary team participation. (Level III Member of Profession)
7. Participate in case management, team planning, community assessment, and intervention, home care, acute care, and rehabilitative care of clients/families with psychosocial/spiritual problems. (Level III Provider)
8. Demonstrate concepts of teaching/learning required to provide care to clients, families and/or groups across the life span and in a variety of setting. (Level III Provider)
9. Demonstrate increasing self-awareness/self-responsibility, personal and professional growth. (Level III Member of Profession)
10. Deliver holistic nursing care including biological and physical aspects of care for clients/families experiencing psychosocial/spiritual stressors across the life span. (Level III Provider)
11. Use critical thinking skills to deliver safe nursing care to clients, families, and/or groups. (Level III Provider)
12. Contribute as a health care advocate to the improvement of health care in the community. (Level III Manager/Coordinator)
13. Coordinate appropriate referral sources to meet the needs of clients, families, and/or groups. (Level III Member of Profession)
14. Assume responsibility for professional and personal growth. (Level III Member of Profession)
15. Act as a health care advocate in providing quality health care for clients, families, and/or groups. (Level III Member of Profession)

## **RNSG 2261—Student Learning Outcomes**

### **1. CLINICAL DECISION MAKING**

- A. Analyze and utilize assessment and reassessment data to plan and provide individualized care pertinent to the individual patient that is the recipient of mental health services in both inpatient and outpatient settings.
  
- B. Demonstrate the orderly collection of information from pertinent sources in order to establish a foundation for nursing care in the form of a nursing process including assessment, formulation and application of nursing diagnoses, description of applicable interventions, and a meaningful and measurable evaluation of the plan of care.

### **2. COMMUNICATION**

- A. Gain proficiency with therapeutic communication skills when interacting with all clients and their support persons encountered in the mental health setting as well as staff, nursing instructors, and peers.
  
- B. Protect confidential information while respecting the “duty to warn or duty to protect” when interacting with patients, staff, instructors, and peers in the mental health setting.

### **3. SAFETY**

- A. Provide safe, cost-effective nursing care in collaboration with members of the health care team by utilizing critical thinking, problem solving, and the nursing process in a variety of settings through direct care, assignment, or delegation of care.

### **4. LEADERSHIP**

- A. Provide support and cooperation while participating in the student role in a variety of settings that apply to mental health services in the inpatient and outpatient settings.
  
- B. Understand and evaluate the effectiveness of the healthcare team as they provide care to persons and support to their families or pertinent others while providing care in their respective settings.

### **5. PROFESSIONALISM**

- A. Integrate ethical, legal, evidence based, and regulatory standards of professional nursing practice while caring for persons who are the recipients of care in various mental health settings.
  
- B. Demonstrate caring behaviors and skills while utilizing the framework of the therapeutic nurse-client relationship and respecting the client’s state of mental health, personal goals and needs, cultural values, beliefs and lifestyle, and any other characteristics that define that individual and their support system or family.
  
- C. Assume responsibility for professional growth and development

#### A. COURSE COMPETENCIES

Successful completion of this course requires a grade of “C” ( 77) or better, satisfactory total grade point average on assignments; satisfactory achievement of clinical objectives; satisfactory completion of clinical pharmacology written exams with a grade of 77% or better; completion of standardized tests as applicable to the curriculum; and regular clinical attendance. Upon successful completion of this course, each student will have demonstrated accomplishment of the level objectives for the course, through a variety of modes (written assignments, presentation, and clinical experiences). Final grade is on a pass/fail basis with a passing grade being a C (77) or better.

#### B. ACADEMIC INTEGRITY

Refer to the SPC college catalog. Refer to the SPC ADNP nursing student Handbook: Honesty Policy.”

#### C. SCANS and FOUNDATION SKILLS

Scans and foundation skills found within this course, are listed below the unit title (and above the content column) of each unit presented.

#### D. VERIFICATION OF WORKFORCE COMPETENCIES

External learning experiences (Clinical) provide workplace settings in which students apply content and strategies related to program theory and management of the workflow. Successful completion of the NEAC Competency statements at the level specified by the course (Level Objectives) will allow the student to continue to advance within the program. Upon successful completion of the program, students will be eligible to take the state board exam (NCLEX) for registered nurse licensure.



CAMPUS CONCEALED CARRY STATEMENT  
STATEMENT OF UNDERSTANDING  
CAMPUS CONCEALED CARRY

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun, a qualified law enforcement officer or those who are otherwise authorized. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC Campus Carry page at <http://www.southplainscollege.edu/campuscarry.php>.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

The following Penal Code pertains to all hospital owned property such as clinics, physician’s offices, ambulances, and ambulance stations.

Texas Penal Code - PENAL § 30.06. Trespass by License Holder with a Concealed Handgun states that an individual cannot carry a handgun (concealed or open carry) on the premises of a hospital licensed under Chapter 241, Health and Safety Code, or on the premises of a nursing facility licensed under Chapter 242, Health and Safety Codes, unless the license holder has written authorization of the hospital or nursing facility administration.

Texas Penal Code - PENAL § 30.07. Trespass by License Holder with an Openly Carried Handgun states that an individual cannot carry a concealed handgun on the premises of a hospital licensed under Chapter 241, Health and Safety Codes, or on the premises of a nursing facility licensed under Chapter 242, Health and Safety Codes, unless the license holder has written authorization of the hospital or nursing facility administration.

§ I am aware of the Texas Senate Bill – 11, Campus Concealed Carry law

§ I have read both § 30.06 and § 30.07 of the Texas Penal Code regarding hospital/clinical Campus Concealed Carry

§ I understand that concealed means that it is not seen, it is not noticeable, it is not touched by another, nor is it talked about

§ I understand that it is legal to conceal a handgun on a South Plains College campus with a proper license. I understand that it is illegal to conceal a handgun at the clinical sites (hospitals & clinics) regardless of license status.

§ I understand that if the weapon becomes non-concealed that the SPC Campus Police will be called and the situation will be handled by the SPC Campus Police

\_\_\_\_\_  
Student Name (Print) Student’s Signature

\_\_\_\_\_  
Date

**SPECIFIC COURSE/INSTRUCTOR REQUIREMENTS**

## A. REQUIRED TEXTS

1. RNSG 2261 - Clinical Nursing (RN Training) Care of the Client with Common Health Care Needs—course syllabus.
2. Videbeck, Sheila L. (most recent edition). Psychiatric Mental Health Nursing. Philadelphia, PA : Lippincott.
3. Access to WEBCT
4. ATI-online and text for Mental Health Nursing

## B. ATTENDANCE POLICY:

The SPC ADNP policy must be followed. Refer to the SPC ADNP Nursing Student Handbook to review this policy.

**Specific to this course—**

Attendance is mandatory

**There are no excused absences**

Clinical experiences are weekly—8 hours per week

Only one clinical absence is allowed

**Students exceeding one clinical absence will be dropped from**

**the course** Students dropped due to excessive absences will not pass the course. Students arriving > 10 minutes late will be sent home and this will be counted as a clinical absence.

Required preparatory assignments are collected at the beginning of clinical and unprepared students will be sent home and they will receive a clinical absence.

### C. ASSIGNMENT POLICY

Refer to SPC ADNP Nursing Student Handbook Grading System

Turning assignments in on time

Students turning in assignments “late” can expect points to be deducted

Students may be able to negotiate with their clinical instructor for an extension

Assignments are due by 1500 on Tuesday’s.

Late assignments will have 5 points deducted per day – Assignments turned in **one week past the due date will not be graded and the student will receive an automatic zero.**

Students with late assignments will turn in work to the administrative assistants in the nursing office located on the Levelland campus where the paper will be dated and timed—then placed in the instructor’s mail box.

**Plagiarism Declaration  
Department of Nursing  
South Plains College**

By signing this plagiarism declaration I acknowledge that I have received a copy of the honesty policy and been made aware that the penalty for plagiarism is dismissal from the program.

Examples of student plagiarism

- Copying material without quotes, in-text citations, and/or referencing
- Paraphrasing content without in-text citation and/or referencing
- Copying ideas, words, answers, exams, or shared work from others when individual work is required
- Using another's paper in whole or in part
- Allowing another student to use one's work
- Claiming someone else's work is one's own
- Resubmitting one's own coursework, when original work is required (self-plagiarism)
- Falsifying references or bibliographies
- Getting help from another person without faculty knowledge or approval
- Purchasing, borrowing, or selling content with the intent of meeting an academic requirement for oneself or others

**CLINICAL ASSIGNMENTS/GRADING**

<b>ASSIGNMENT</b>	<b>DUE</b>	<b>GRADE TO PASS</b>
Additional group and computer hours as outlined on “grade sheet”.	Completed by the end of the semester due date as specified.	Attain and document additional hours.
Nursing Processes (see Nursing Process Packet) Covenant Plaza Behavior Services, Amarillo Pavilion, or Sunrise Canyon.	Due dates are one week following the clinical experience. Turn in with grade sheet “IN BOX” located near the offices of the instructors (See page 6 regarding “late assignments.”)	See Clinical Evaluation Tool  Attain a grade of 77% (average grade) on two processes. <b>Failing is less than 77%</b>
Mid-term and final Evaluation Tools	These dates will be established at the beginning of each semester.	See Clinical Evaluation Tool: Clinical Performance Rating Scale and Additional Criteria to meet objectives RNSG 2261. Must attain an overall “satisfactory” rating in all areas.
Formal Communication Process:  Includes: 1) Process Recording 2) Process Critique 3) Grade Sheet	Due dates are one week following the clinical experience.	Average of <u>77%</u> . <u>Students failing the first communication process must re-do and resubmit the corrected “process” the following week – an average of 77% is required</u>
Journal	See criteria in syllabi. Also document group and computer assignments here.	Must make a total score of “77” points which accumulate weekly in order to pass.
Participation in Simulation Lab	Dates for Simulation Lab will be established at the beginning of the course.	Group grade must be passing (77%)

**Failure of either theory or clinical will necessitate repeating all concurrent courses. When repeating any course, the student is required to retake all aspects of the course including the required written work.**

## D. SPECIAL REQUIREMENTS

1. Clinical Component:

- a. Clinical skills are Pass/Fail (P/F) basis.
- b. The clinical instructor may remove the student from the clinical setting if the student demonstrates unsafe clinical performance as evidenced by the following:
  - 1) Places a client in physical or emotional jeopardy
  - 2) Inadequately and/or inaccurately utilizes the nursing process;
  - 3) Violates previously mastered principles/learning/objectives in carrying out nursing care skills and/or delegated medical functions;
  - 4) Assumes inappropriate independence in action or decisions;
  - 5) Fails to recognize own limitations, incompetence and/or delegated medical functions;
  - 6) Fails to accept moral and legal responsibility for his/her own actions; thereby, violating professional integrity as expressed in the Code for Nurses and the Nursing Practice Act.

Repeated incidences will result in clinical failure and/or dismissal from the ADNP.

- c. Dress Code:
  - 1) The South Plains College name badge must be worn in the hospital setting if a uniform is not required. SPC uniform policy must be followed unless otherwise indicated. (See ADNP Student Handbook)
  - 2) Dress for Clinical Rotations  
SPC student scrubs and white shoes.  
**No** white lab coats are worn on the unit – short khaki-colored jackets are acceptable  
Name Badges are required and must be visible to staff and clients.
- d. Students must meet guidelines outlined on the “The SPC Uniform Policy” while in the clinical area. See the ADNP Nursing Student Handbook with exceptions as approved only by the instructor.
- e. The SPC Medication Policy must be followed in the clinical area. See the ADNP Nursing Student Handbook. (Students will not give medications during this clinical rotation)

## ACCOMMODATIONS

### 4.1.1.1. Diversity Statement:

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

### 4.1.1.2. Disabilities Statement:

#### *Levelland Campus*

Students with disabilities, including but not limited to physical, psychiatric or learning disabilities, who wish to request accommodations in this class should notify the Special Services Office early in the semester so that the appropriate arrangements may be made.

In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Special Services Coordinator. For more information, call or visit the Special Services Office in the Student Services Building, 894-9611 ext. 2529.

#### *Reese Center and the Byron Martin Advanced Technology Center (ATC)*

Students with disabilities, including but not limited to physical, psychiatric or learning disabilities, who wish to request accommodations in this class should notify the Special Services Office early in the semester so that the appropriate arrangements may be made.

In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Special Services. For more information, call or visit the Special Services Office in rooms 8 09 and 811, Reese Center Building 8, 885-3048 ext 4654.

## CLINICAL ASSIGNMENTS AND CONDUCT ADDITIONAL GUIDELINES

1. Students must contact clinical instructor if they are running late. It is at the instructor's prerogative as to whether the student will be allowed to attend the clinical assignment or not. A student will **absolutely not** be allowed to attend clinical if they are >10 minutes late.
2. All written assignments, nursing processes and formal communication processes, must be turned in to the clinical instructor by the time assigned. Five (5) points will be deducted from the assigned grade for that assignment for each day not turned in to the instructor—**papers that are one week late will receive a grade of "zero"**.
3. The student may negotiate with the clinical instructor for an extension on written assignments **before the due date**.
4. The student is to contact by phone their assigned instructor, whenever there is a doubt or questions about student assignment, conduct, or patient safety issue while in the clinical setting.
5. Students are not allowed to escort patients who are on any type of precautions or restrictions without the presence of a qualified staff member.
6. Students are not to give medications or chart with the exception of the graphic sheet.
7. Students must have instructor's and staff's permission to enter seclusion and then only in the presence of two staff members.
8. Students must maintain confidentiality, abide by all legal/ethical guidelines, and promote patient safety at all times. Any breaches of this policy must be reported to the instructor immediately by the student or any other student that witnesses such as a breach. **Students may discuss clients in the context of their post-conference meeting or while giving a formal (classroom environment) presentation but may not discuss clients shared under any other circumstances that would affect confidentiality. Written assignments and journal entries respect confidentiality and are considered for educational purposes. The student will not refer to any client by their name—instead using only one initial to refer to that patient. For instance, John Doe would be referred to as either Mr. J or Mr. D.**
9. Students are not to perform any procedures without the instructors' approval.
10. Students are not allowed in any clinical area without instructor's knowledge and permission.
11. Students may not take photocopies of any portion of the patient's chart outside of the clinical facility.
12. When the student is gathering data for their formal nursing process and communication process, they are expected to take notes while in the clinical setting and should never use the personal name of a person or any of their family or support system. In all cases, an initial will suffice instead of using the patient's name.