

# **Oakland University School of Nursing**

## **Mental Health Nursing**

**NRS 4345 (386)**

**CRN #11918**

**Faculty:**

**TERESA CHAHINE, MSN, RN, PMHNP-BC  
Full Time Adjunct Instructor**

**COURSE NUMBER:** NRS 4345 (386) – CRN #11918

<b>CREDIT &amp; HOUR ALLOCATION:</b>			<b>Total Hours</b>	
	<b>Credits</b>	<b>Hrs/Wks</b>	<b>Semester</b>	
	<b>Theory</b>	<b>3</b>	<b>6 x 7</b>	<b>42</b>
	<b>Clinical</b>	<b>1</b>	<b>6 x 7</b>	<b>42</b>

**COURSE TITLE:** Mental Health Nursing

**CLASS TIME  
& LOCATION:** Monday, 9:00 am – 3:00 pm  
Anton Frankel Center (AFC)  
January 3, 2018 – February 17, 2018

**FACULTY OF RECORD:** Teresa Chahine, MSN, RN, PMHNP-BC

Visiting Instructor

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Office Telephone: (248) 364-8759

Office Hours: By Appointment Only

Email: [chahine@oakland.edu](mailto:chahine@oakland.edu)

### **PREREQUISITES or COREQUISITES**

Prerequisites: NRS 3311 (480), NRS 3315 (481), & NRS 3071 (452)

Co-requisites: NRS 4061 (428), NRS 4321 (484), NRS 4325 (485), & NRS 4331 (486)

### **COURSE OVERVIEW**

This course focuses on the role of the generalist nurse caring for adults experiencing mental health and/or psychobiological conditions. Factors affecting mental health care in the United States, e.g. historical, cultural, reimbursement, legal, etc., and their implications for professional nursing practice will be discussed.

### **COURSE OBJECTIVES**

1. Integrate theory and relevant research findings from the physical, behavioral, and nursing sciences into patient-centered care with adults experiencing mental health issues.
2. Use the nursing process to assess, diagnose, plan, prioritize, implement, and evaluate the nursing care given to adults experiencing mental health issues.
3. Integrate relevant information related to pharmacological agents, laboratory tests, and procedures, and psychobiology into patient-centered care with adults experiencing mental health issues.
4. Apply knowledge regarding societal issues, principles of teaching and learning, inter- and intra-professional collaboration into patient-centered care with adults experiencing mental health issues.

## **TECHNICAL REQUIREMENTS**

All e-Learning courses at Oakland University are delivered using a learning management system called Moodle that allows instructors to design entire courses online or to enhance a classroom-based course. The Moodle software resides on a server allowing students to access it via a web browser, e.g. Mozilla, Firefox. Each course is uniquely designed by the instructor who may include some of the following components in his/her web-based or web enhanced course: course syllabus, course material/content, course assignments, quizzes/tests, hyperlinks to other websites on the Internet and/or other OU web pages, discussion boards, Internal email, and the course grade book.

### **Logging into Moodle**

Students login to Moodle with their NetID (oakland.edu email) account password. Please remember that anytime you change your NetID password, it will be reflected in your Moodle login.

- Open the Moodle Login page: <https://moodle.oakland.edu>
- Log-in using the first part of your NetID username and password, e.g. if your email is [jwilson3@oakland.edu](mailto:jwilson3@oakland.edu) then:
  - Username: jwilson3
  - Password: whatever your Oakland University email password is

If you have any problems/issues with Moodle, you need to contact or fill out a help desk request form for e-Learning and Instructional Support.

To view course materials in MOODLE you will need the latest version of Adobe Reader that can be downloaded free of charge at [www.adobe.com](http://www.adobe.com)

## **COURSE REQUIREMENTS/EVALUATION**

Exam I	25%
Exam II	25%
Moodle Quizzes	10%
ATI Assignments	10%
Group Assignments	5%
Clinical	<u>25 %</u>
Total	100%

### **Bonus Points**

ATI EXAM of Level 2	2% (addition to Midterm & Final Exam)
ATI EXAM of Level 3	4% (addition to Midterm & Final Exam)
Extra Credit Assignment (Instructor's choice)	2% (addition to Assignment Category)

Review of exams will be done on an individual basis. Students will need to make an appointment to meet with Professor Chahine in her office. Exams will be taken online, in class. Students will bring a lap top to take in class online exam.

Grades and feedback will be available to the students after the closure of the each exam.

.....Specifics for group projects and grading rubric will be provided on the first day of class.

Group projects will be assigned on the first day of class and graded by the instructor at the end of the semester.

**First Day of Class/Orientation Day:** First day of class will begin on Monday, January 8<sup>th</sup> at 8:00AM till 5:00 PM at Gold Room C at the Oakland Center on the Main Campus. This is a day set aside for an all day Mental Health First Aid Training workshop. Upon completing the workshop you will receive a 3 year certification in Mental Health First Aid and will prepare you for dealing with mental health crises in and out of the work place.

**Communication Process Video and Analysis Assignment:** This assignment is a combination of a short video simulation of you and another individual in the process engaging in communication and your analysis of the communication techniques used as well as self-reflection. The video is less than 5 minutes long and analysis documentation and grading rubric is included in

**Group Assignments:** Case Study Presentation Assignments are passed out during class session and are to be completed in a group and presented at each class. Simulation videos will all be presented in class and discussed as a group. Other group activities will be assigned to be completed outside of class and presented to the next class session.

**ATI Assignments/Quizzes:** This course is a synthesis of various Web based programs, prerecorded and real-time lectures. Students must complete five ATI Module Quizzes to receive course assignment credit. These Module Quizzes are created to help facilitate learning and prepare students for the Mental Health ATI Exam as well as NCLEX. Please review the assignment schedule as posted on Moodle and this syllabus.

**Moodle Quizzes:** Quiz-Modules are practice questions which prepares the student for Midterm and Final Exams. Students may take the prep-quiz up to three times during the week that the module is open and the ***average of the three scores will be the final grade.*** Completion of Quiz-modules is 10% of the final grade.

**Extra Credit Assignments:** The instructor may choose to offer an extra credit assignment to students. This is a group assignment that is worth **2%** which is added to the total Exam Grade. Extra credit assignments must be submitted on the day the ATI Exam is given.

## **ADDITIONAL REQUIREMENTS**

1. Attendance in classes is highly recommended, only students that attend class can submit group assignments.
2. This is a Web-Enhanced course. Announcements will be posted in “News Forum” and personal e-mails will be sent out on a regular basis. Failure to check Moodle may result in missed information where you will be held accountable.
3. No assignment will be accepted after the due date unless prior arrangements have been made with the instructor. **NO EXCEPTIONS.**
4. Make up exams are allowed only by special arrangement with the instructor.
5. Students that arrive 20 or more minutes late for an exam **WILL NOT** be able to sit for the exam and will be given 0 points for the exam grade. There will be no exceptions unless the faculty has been notified before the 20 minute deadline.
6. Students must pass ATI at Level II or higher, or submit an ATI remediation of 100% in order to complete course and receive final grade.

Clinical requirements may be found in the Clinical syllabus. **Students must achieve a passing grade of 2.5 or higher, in both the didactic and clinical portion of the course in order to pass NRS 4345.**

## **CLINICAL HOURS**

See Moodle website for clinical rotations

## GRADING POLICY

**All students are directed to Student Handbooks for School of Nursing “Grade Point Policy”.**  
**Clinical Score** - A student’s clinical score is derived at from cognitive and psychomotor components. Both components are essential in demonstrating competency in the clinical experience. Both the midterm and the final clinical grade are an average of both cognitive and psychomotor components and recorded on the Clinical Evaluation Tool.

## **ATI TESTS**

You must complete the **MENTAL HEALTH ATI TEST (60 minutes)**. This test will be offered as a proctored paper and pencil exam. The test will be completed as part of the course requirements and will be given on **Monday, February 12th, 2018 (the same day as the final exam)**. You must achieve a score on the written ATI test that places you at proficiency **level 2** in order to receive **2% Bonus Credit** and a proficiency of **level 3** to receive **4% Bonus Credit** which will be added to the accumulative midterm and final exam grade. If you do not achieve a score of **level 2**, mandatory remediation and retesting on a non-proctored test will be required with a score of 100%.

## **TIPS FOR SUCCESSFUL LEARNING**

1. **Don't fall behind!** Make sure to keep up with the reading (there's lots of it!) The quizzes, case studies and discussions come up regularly, and it is REALLY important to keep up.
2. This is a fast pace course and requires a lot of independent study and learning. Students are responsible for all PPT presentations as part of the learning material. Lectures will review topics and provide application of the nursing process in the mental health setting.
3. **Print the course schedule and reading assignments and keep them handy.** Due dates come fast and frequently in this course, and quizzes may not be made up because the student “forgot to take it” or “any other excuse”.
4. Be sure to check Moodle frequently (at least every other day!) There will be important updates and information periodically posted on the news forums, as well as through course e-mail. OU Webmail will be used in the event that Moodle becomes unavailable but please limit correspondence to Moodle email since that is the format the instructor is using.
5. Professor Chahine will check Moodle every day and will make every effort to respond to course e-mails the same day. Students may call Professor Chahine at home with urgent matters.

- a. Cell phone: (248) 629-0330
  - b. Office phone: (248) 364-8721
  - c. Oakland webmail address: Chahine@oakland.edu
6. Office hours on campus are by appointment only.
7. Make sure that your computer has PowerPoint. This software will be needed throughout the course. Also make sure that you can log on to the Kresge library website to access articles on-line. Students sometimes encounter problems logging on with their Grizzly ID numbers- it is best to fix any problems before the class starts.

### **REQUIRED TEXTBOOKS/READINGS**

(ATTN: Students may use older editions. However, students are responsible for any new content that is not found in older editions.)

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Ackley, B. J. & Ladwig, G. B. (2013). *Nursing diagnosis handbook: An evidence-based guide to planning care* (10<sup>th</sup> ed.). St. Louis: Mosby.

Assessment Technologies Institute, LLC. (2013). *RN mental health nursing review module* (10<sup>th</sup> ed.).

Kitchener, B., Jorm, A., Kelly, C. (2013). *Mental health first aid USA* (1<sup>st</sup> ed. Revised).  
Lutherville: Mental Health Association of Maryland (May be purchased the first day of class for \$10).

Varcarolis, EM. (2015). *Manual of Psychiatric Nursing Care Plans :Assessment Guides, Diagnoses, and Psychopharmacology* (5<sup>rd</sup> ed). St. Louis: Saunders.

Varcarolis, EM. (2017). *Essentials of psychiatric mental health nursing. A Communication Approach to evidence-based care.* (3<sup>rd</sup> ed.). St. Louis: Elsevier Saunders.

## Mental Health Content

Class – Content	Readings
<p><b><u>WEEK I:</u></b> January 8<sup>th</sup>, 2018</p> <p><u>Introduction to Course:</u> Outline, role expectations, syllabus and assignment instructions</p> <p><b>Please be prepared for 8 hour Class session from 8:00AM -5:30PM on Mental Health First Aid Training at Gold Room C in the Oakland Center on the Main Campus</b></p> <p><b>Independent Study/Review</b></p> <p><b>-Mental Health Nursing</b></p> <p><b>-Therapeutic Relationships and Communication</b></p> <ol style="list-style-type: none"> <li>Nurse Patient Relationship</li> <li>Basic Concepts/Self-Awareness</li> <li>Trust and Defense Mechanisms</li> <li>Communication Skills</li> <li>The nurse’s role within the Psychiatric-Mental Health System and Mental Health Team</li> <li>Motivational interviewing &amp; the clinical interview</li> </ol> <p><b>-Relevant Therapies</b></p> <ol style="list-style-type: none"> <li>Psychotherapy</li> <li>Cognitive Therapy</li> <li>Behavioral Therapy</li> <li>Dialectical Behavioral Therapy</li> </ol> <p><b>CAM Therapies-</b> Complimentary &amp; Alternative Medicine Therapies</p> <p><b>-Therapeutic Groups and Family Interventions</b></p> <p><b>-The Initial Psychiatric Interview</b> <b>Assignment: Video of Nursing Student Communication process recording to a “fake-patient” (Due May 19<sup>th</sup>)</b> <b>Study Quiz: Communication &amp; Defense Mechanisms</b></p>	<p>Reading Assignments from <b>Varc Carolis (2017) Essentials of Psychiatric Mental Health Nursing</b> will be listed as: <b>Varc Carolis- (readings)</b> Reading Assignments from <b>ATI Review Module “RN Mental Health Nursing”</b> will be listed as: <b>ATI Mental Health- (readings)</b></p> <p><b>Varc Carolis- Chapter 1 and 7</b></p> <p><b>Varc Carolis- Chapter 8 and 9</b> <b>ATI Mental Health- Chapter 3, 4, and 5</b></p> <p><b>Varc Carolis- Chapter 3</b> <b>ATI Mental Health- Chapter 7 and 8</b></p>

**WEEK II:** January 15<sup>th</sup>, 2018

Martin Luther King Holiday

NO CLASS ON CAMPUS

**Independent Study/Review**

**-Biological Basis for understanding psychiatric disorders and mechanism of action of psychotropic drugs**

Varcaris- Chapter 4

**-Brain Stimulation Therapies**

ATI Mental Health- Chapter 10

**-Legal & Ethical Guidelines For Safe Practice**

Varcaris- Chapter 6

ATI Mental Health- Chapter 2

**-Understanding and Managing Responses To Stress**

Varcaris- Chapter 10

ATI Mental Health- Chapter 9

**-Managing Aggressive Behavior**

Psychiatric Emergencies

- a. Anger
- b. Violence
- c. Crisis Intervention and De-escalation Principles
- d. Debriefing

Varcaris- Chapter 24

ATI Mental Health- Chapter 29 & 31

**Study Quiz: Psycho-Pharmacological Treatment**

**Study Quiz: Anger, Aggression & De-escalation**

**WEEK III** January 22<sup>nd</sup>, 2018

**Independent Study/Review**

**-Loss and Grief**

Varcaris- Chapter 25

ATI Mental Health- Chapter 27

**-Mood disorders**

- Major depressive disorders
- Dysthymic Disorder

Varcaris- Chapters 15 and 16

ATI Mental Health- Chapters 13, 14, 22 and 23



- Seasonal Affective Disorder
- Bi-polar disorders
- Other mood disorders

***Medication Management***

**-Clients in Crisis**

- Psychiatric Emergencies
- Suicide and Self-Injury

**-Clients with a Thought Disorder**

**a. Schizophrenia**

***Medication Management***

**b. Serious Mental Illness**

**c. Neuro-cognitive Disorders**

- Dementia, delirium, & Depression
- Dementia in Late Life
- Problem Behaviors common to late life dementias

***Medication Management***

**Study Quiz: Midterm Material**

**Guest Speakers:**

**Maureen Pretzell-Smith**

Class Room Activity:

Case Study Presentations and Discussion

**WEEK IV** January 29<sup>th</sup>, 2018

**MIDTERM EXAM TESTING**

**Online: Bring Laptop to class**

**-Clients with an Anxiety Disorder:**

- Generalized anxiety disorder
- Panic disorder
- Post-traumatic stress disorder
- Somatoform, Dissociative disorders
- Factitious Disorders

***Medication Management***

**-Child, Older Adult and Intimate Partner Violence**

**(Varcaris – ch 13 and 14 )**

**Varcaris- Chapter 20 and 23**

**ATI Mental Health- Chapter 29 and 30**

**Varcaris- Chapter 17, 18, 27, 28**

**ATI Mental Health- Chapter 15, 17, and 24**

**(Varcaris – ch 12, 23 and 31)**

***Instructions given in class and on Moodle Forum***

**Varcaris- Chapter 10, 11 and 12**

**ATI Mental Health- Chapter 11, 12, 20 and 21**

**Varcaris- Chapter 21 and 22**

**ATI Mental Health- Chapter 32 and 33**

**-Personality Disorders**

- Cluster A (the "odd, eccentric" cluster)
- Cluster B (the "dramatic, emotional erratic" cluster)
- Cluster C (the "anxious, fearful" cluster)

**-Eating Disorders**

**WEEK V:** February 5<sup>th</sup>, 2018

**Independent Study/Review**

**Substance-Related Disorders**

**-Disorder of Children and Adolescents**

**Study Quiz: Abnormal Psych**

Class Room Activity:  
Case Study Presentation and Discussion

**Course Material Review**

**WEEK VI:** February 12<sup>th</sup>, 2018

**ATI EXAM**  
**FINAL EXAM TESTING**  
**Online: Bring Laptop to class.**

**Varcarolis- Chapter 13**  
**ATI Mental Health- Chapter 16**  
**(Varcarolis – ch 24)**

**Varcarolis- Chapter 14**  
**ATI Mental Health- Chapter 19**  
**(Varcarolis – ch 18)**

**Varcarolis- Chapter 19**  
**ATI Mental Health- Chapter 18 and 26**  
**(Varcarolis – ch 22)**

**Varcarolis- Chapter 26**  
**ATI Mental Health- Chapter 28 and 25**  
**(Varcarolis – ch 11)**

***In Class: Bring ATI ID.***  
***Instructions given in class and on Moodle Forum***

## **ATI Assignments**

Course Product ID: CDN003512920 or CDN004846527

In order to receive full credit for ATI assignments, they must be completed by the CLOSING DATE with a score of 85% or better.

ATI Psych Module I- Closing Date: Friday, January 12<sup>th</sup>, 2018

ATI Psych Module II- Closing Date: Friday, January 19<sup>th</sup>, 2018

ATI Psych Module III- Closing Date: Friday, January 26<sup>th</sup>, 2018

ATI Psych Module IV- Closing Date: Friday, February 2<sup>nd</sup>, 2018

ATI Psych Module V- Closing Date: Friday, February 9<sup>th</sup>, 2018

Practice Tests must be completed with a score of 100%:

Mental Health Practice Test A- Closing Date: Saturday, February 9<sup>th</sup>, 2018

ATI Mental Health Practice Test B (Remediation) Voluntary only, not required.

## WINTER 2018

### CLINICAL COURSE REQUIREMENTS

1. All students are expected to be consistently and thoroughly prepared for safe practice.
2. Dress and attire for clinical experience follows the Student Handbook.
3. Midterm and final clinical self-evaluation.
4. Nursing Case Studies are weekly assignments in both lecture and clinical.
5. Moodle Discussions are part of class participation in both the didactic and clinical setting.
6. One concept map (**see attachment B**) is due at the end of the clinical and due dates will be given by your clinical instructor. (Guidelines follow); 25% of Clinical grade.

### STUDENT NURSE PROFESSIONAL EXPECTATIONS

As stated on Syllabus Part A and includes:

1. Uphold professional conduct and communication.
2. Accountability for actions.
3. Maintain professional attire.
4. Be punctual.
5. Complete assignments and tasks in a timely manner.
6. Uphold the nursing program's policies and procedures.

### ATTENDANCE AND TARDINESS POLICY

Per Student Handbook: “*Clinical absences* will be weighted as a percentage of the total hours of the clinical experience and those points will be deducted from the clinical evaluation tool total score. *A student missing over 20% of any clinical experience will fail the clinical*, except in the case of extenuating circumstances as determined by both the Clinical Faculty and the Faculty of Record for the clinical course.” One clinical absence will result in 10% deduction in total clinical grade (in an 8 hour clinical day). A second absence will result as a failure in the clinical course.

*Clinical tardiness* is defined as being late at the beginning of a clinical day as determined by the clinical faculty. For each 15 minutes a student is tardy, 1 point (1% of total clinical grade) will be deducted from the clinical evaluation tool total score.

### CLINICAL HOURS

See Moodle website for clinical rotations

## WINTER 2018

### GRADING POLICY

All students are directed to Student Handbooks for School of Nursing “Grade Point Policy”.

**Clinical Score** - A student’s clinical score is derived at from cognitive and psychomotor components. Both components are essential in demonstrating competency in the clinical experience. Thus, both components are equally weighted and recorded on the Senior Clinical Evaluation Tool. The *cognitive component consists of all written work submitted in the clinical experience, while the psychomotor component reflects the student’s clinical experience in providing care for clients.* Both the midterm and the final clinical grade are an average of both cognitive and psychomotor components.

Assignments are to be handed in by *the due date. Late assignments will not be accepted and will receive 0 points.* If extenuating circumstances exist, the student must submit a written request to the Clinical Instructor and the Faculty of Record prior to the assignment’s due date. However, such request does not guarantee approval.

The Clinical Evaluation Tool consists of two sections that include a total of 17 criteria that are based on the ANA Scope of Standards of Practice (2004). The first section consists of eight criteria that are the ANA standards of Nursing Practice, and the second section consists of nine criteria under the ANA standards of Professional Performance. *Each student must pass the Standards of Practice section of the Clinical Evaluation Tool with a raw score of 22.4 or above, (70%) in order for the Standards of Professional Practice section to apply to the overall clinical grade.*

All students in the clinical portion of this course must score at or above 2.5 GPA (e.g., 48 out of 68 possible points or 70%) on the clinical evaluation tool in order to pass the course.

### COURSE EVALUATION

#### Mental Health Clinical

Clinical Evaluation Tool	70%
Communication Process (see Appendix A)	10%
1 Concept Map (see Appendix B)	20%

Total Grade 25% of total grade clinical portion of NRS 386

**WINTER 2018**

**Mental Health Clinical**

**APPENDIX A**

**Communication Process Recording**

The Process Recording video is a simulation account of an interaction between an individual (you may use another student or family/friend to simulate an interaction) and nurse. Through the video construction of an interaction, the student is provided with an opportunity to examine and analyze his/her communication skills, therapeutic use of self and the client's part in the interaction. The process recording is used to evaluate both client and student behaviors and approaches. The nurse analyzes what is said (the content of the interaction) and the flow of the interaction (the process). This analysis augments the nurse's ability to increase awareness of feelings, values, expectation and assumptions. He or she is able to analyze verbal and non-verbal responses.

Written process recordings help caregivers to distinguish between thoughts and feelings. A client's behavior can be retrospectively examined and analyzed with the process recording. The technique provides the nurse with the skill set to identify the congruency of verbal and non-verbal behaviors. Discuss the terms of completion of your process recording with your clinical instructor. Your clinical instructor will use the attached scoring rubric to grade this assignment, please use it to guide you in completing the assignment. Submit your video (through YouTube, jump drive or email) along with the process recording analysis form to your clinical instructor.

**Please see separate document for Rubric.**

PROCESS RECORDING OUTLINE

Nursing Student's Name: \_\_\_\_\_ Client's Name: \_\_\_\_\_  
\_\_\_\_\_

Interview Date: \_\_\_\_\_

Please document:

I. PURPOSE OF THE SESSION:

II. OBSERVATION:

III. CONTENT:

SUPERVISOR Y COMMENTS	INTERVIEW CONTENT (I said, she said)	STUDENT'S GUT LEVEL FEELINGS	CLIENT'S FEELINGS/AFFECT	IDENTIFY INTERVENTIONS & MAJOR THEMES
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- IV. IMPRESSIONS/ASSESSMENT: 1) What did you observe throughout the session -- behavior and affect; 2) was the behavior/affect appropriate, explain; 3) how does this behavior/affect fit with what you know about the client's past behavior/affect; and 4) identify the major themes/issues that emerged.
- V. USE OF PROFESSIONAL SELF: Choose two significant interventions you made: 1) identify/describe; 2) what was your impression of your effectiveness; and 3) what would you change.
- VI. PLANS: (Brief statement of your plans for the next session, long range goals, short range goals that are relevant for this client.)
- VII. ISSUES, QUESTIONS OR PROBLEMS: (To explore in supervisory sessions.) Areas to explore in your supervisory conference: include issues of diversity, value di



## Mental Health Clinical

### APPENDIX B

#### Concept Map – Guidelines for Preparation

The Concept Map assignments provide students with an opportunity to demonstrate their ability to integrate complex units of information when designing a nursing plan of care.

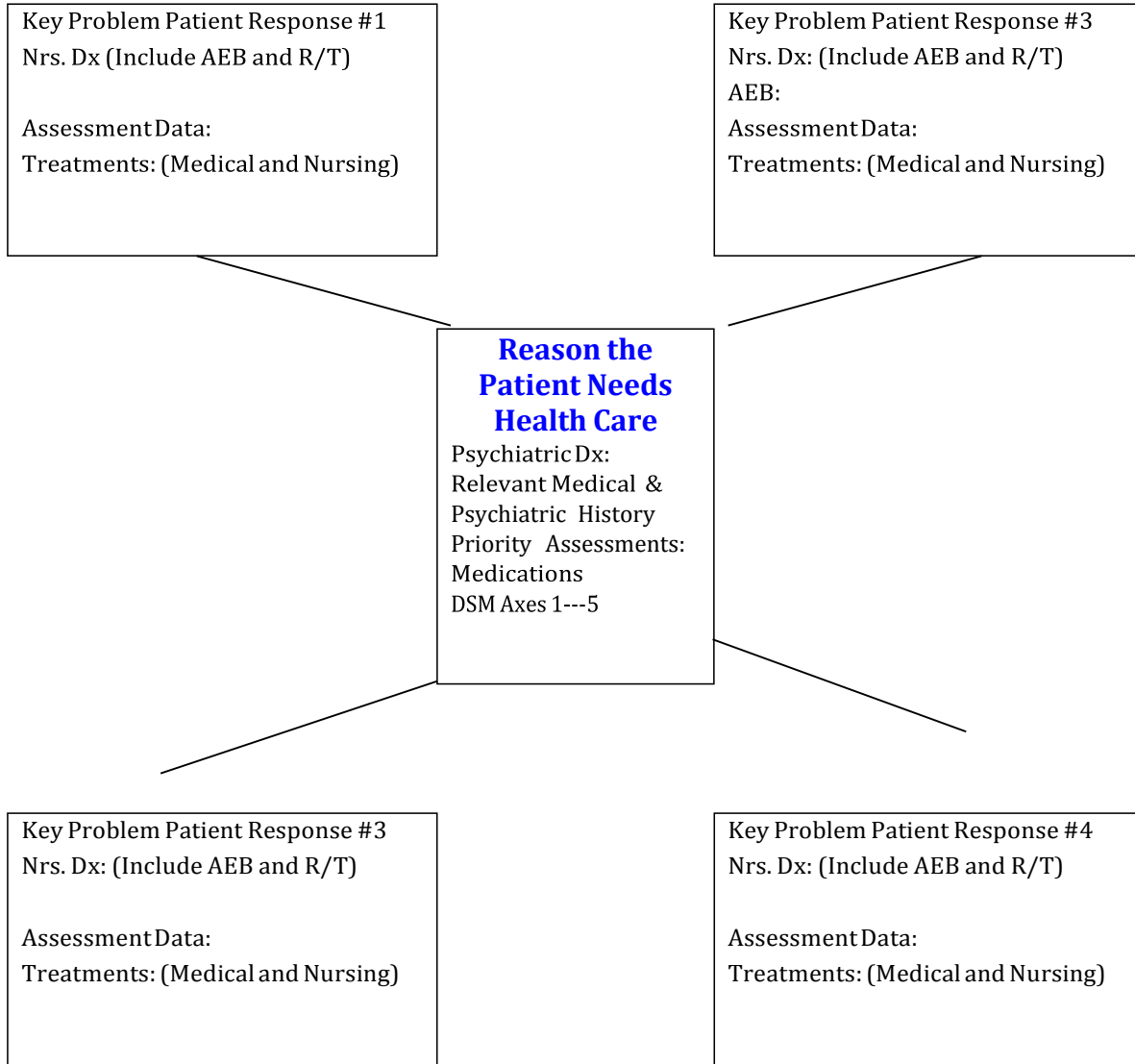
Being succinct is an important part of this assignment. Please use the care plan format provided below.

#### Getting Started

1. Place the patient identifier in the center of the page.
2. Identify the patient's health goal in his/her own words.
3. In the center include a brief "Patient Profile". It should include:
  - a. demographic information -- age, gender, ethnicity/race
  - b. date and reason for admission (primary medical diagnosis)
  - c. expected discharge trajectory – e.g., home, outpatient
  - d. vital signs & current concerns
  - e. past medical and psychiatric history, if relevant
  - f. allergies
  - g. medications
  - h. DSM--IV--TR axes
  - i. relevant lab values, medical treatments, and co---morbidity
4. Identify 4 PRIORITY NANDA Nursing Diagnoses relevant to the patient's situation – these must be written as three part nursing diagnoses using PES (problem, etiology, signs/symptoms) format unless a risk diagnosis. You must be able to successfully defend why you think they are priorities! Include AEB and no more than 2 R/'s.
5. Identify relevant outcomes for priority diagnosis
6. Provide at least 6 interventions to achieve the outcomes identified,
7. Summarize impressions of patient progress toward outcomes

Attach a 2---3 page typed narrative scientific rationale using APA format inclusive of pathophysiology and scientific reasoning that support the nursing interventions given. No fewer than two to three professional journal references must be cited and referenced, exclusive of nursing textbooks. references.

## Concept Planning



<b>Problem #1</b> (Highest Priority diagnosis): Priority Health Goal:	
<b>Behavioral Outcome Objective(s):</b> The patient will... 1. 2. 3.  MUST BE singular, measurable, observable, and time-specific, exclusive of required unit activities.	
<u><b>Nursing Interventions</b></u>  1. 2. 3. 4. 5. 6.	<b>Patient responses</b> (evaluation of each objective)  Subjective:  Objective:  Analysis:  Plan:
<b>Summarize impressions of patient progress toward outcomes:</b>	

Important: Please attach a 2---3 page narrative scientific rationale using APA format inclusive of pathophysiology and scientific reasoning that support the nursing interventions given. No fewer than three professional journal references must be sited and referenced exclusive of nursing textbooks.

### Grading Criteria for Care Maps

Student Name \_\_\_\_\_

Criteria	Points Possible	Points Earned	Comments
Patient's health goal is stated (in quotes; by patient)	5		
All nursing diagnoses In proper format	10		
Nursing diagnoses are relevant to patient situation (prioritize)	10		
Outcomes (time <i>specific and measurable</i> ) identified for priority diagnosis	20		
Interventions appropriate to achieve outcomes	20		
Scientific rationale appropriate to support nursing interventions (using: evidenced based/appropriate professional journals and articles--at least three)	15		
Pathophysiology is accurate and relevant to the patient's priority diagnosis.	15		
APA format & grammar	5		
<b>Total</b>	<b>100</b>		

## **ACADEMIC CONDUCT**

Students are expected to practice and uphold standards of academic integrity as outlined in the Oakland University Undergraduate and Graduate catalogs under the section titled "Academic Conduct". Academic dishonesty may result in a numerical grade of 0.0 for this course.

In addition to the Oakland University Academic Conduct policy, students in the School of Nursing are expected to complete all course-related assignments independently, except in the specific circumstance when the assignment requires group effort.

## **AMERICANS WITH DISABILITIES ACT (1990)**

The Office of Disability Support Services (DSS) is the campus office responsible for verifying that students have disability-related needs for academic accommodations and for planning student appropriate accommodations. Students with learning, psychological, or physical disabilities who require academic accommodations should contact DSS at: 103A North Foundation Hall, Phone: [248-370-3266](tel:248-370-3266); TTY: [248-370-3268](tel:248-370-3268).

Students may request to meet with the DSS Director, privately to discuss specific accommodation needs. Please contact DSS at [248-370-3266](tel:248-370-3266) to arrange an appointment.

## **STUDENT PERCEPTION OF FACULTY TEACHING EFFECTIVENESS**

Students will be provided the opportunity to evaluate this course and faculty toward the end of the semester. The information students provide regarding the course and faculty is extremely valuable to both the School of Nursing faculty and administration. Student feedback is especially useful for faculty as they continue to revise and refine course content and teaching strategies. Please take the time to complete the evaluation forms. We appreciate your time and attention to this important matter.

## **STUDENT NURSE PROFESSIONALISM EXPECTATIONS**

Students in the School of Nursing (SON) are educated in classroom, laboratory, simulation, and clinical settings that constitute professional learning environments. The American Nurses Association (2015) Scope and Standards of Practice are the standards of the nursing profession and identify behaviors that are expected of every registered nurse. As part of the student nurse's development, it is imperative that these behaviors be demonstrated in all professional settings as part of becoming a baccalaureate prepared registered nurse.

(Please refer to the student handbook for the entire document.)

## **ATI TESTING: COMPLETION OF ATI REQUIREMENTS**

There is an ATI test assigned to this course; it must be completed on the date specified. You are required to achieve a score on the proctored test that places you at or above Proficiency Level 2 the first time you take it. If you do not achieve this level, mandatory re-testing (non-proctored) will be required until you achieve a score of 100%.

## **EMERGENCY PREPAREDNESS**

Emergency Preparedness In the event of an emergency arising on campus, the instructor will notify you of actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation and “lockdown” guidelines to follow when an emergency is declared. These simple steps are a good place to start:

- OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuation, lockdowns and other emergencies. Register for these notifications at [oakland.edu/uts/emergencynotification](http://oakland.edu/uts/emergencynotification).
- Based on the class cellphone policy, ensure that one cellphone is on in order to receive and share emergency notifications with the instructor in class.
- If an emergency arises on campus, call the OUPD at (248) 370-3331. Save this number in your phone, and put it in an easy-to-find spot in your contacts.
- Review protocol for evacuation, lockdown, and other emergencies via the classroom’s red books (hanging on the wall) and [oupolice.com/emergencies](http://oupolice.com/emergencies).
- Review with the instructor and class what to do in an emergency (evacuation, lockdown, snow emergency).

## Oakland University School of Nursing GRADE CONVERSION

*Note: 70% = 2.5*

<u>PERCENTAGE</u>	<u>GPA</u>
100.00	4.0
98.00 – 99.99	3.9
96.00 – 97.99	3.8
94.00 – 95.99	3.7
92.00 – 93.99	3.6
90.00 – 91.99	3.5
88.00 – 89.99	3.4
86.00 – 87.99	3.3
84.00 – 85.99	3.2
82.00 – 83.99	3.1
80.00 – 81.99	3.0
78.00 – 79.99	2.9
76.00 – 77.99	2.8
74.00 – 75.99	2.7
72.00 – 73.99	2.6
70.00 – 71.99	2.5
68.00 – 69.99	2.4
66.00 – 67.99	2.3
64.00 – 65.99	2.2
62.00 – 63.99	2.1
60.00 – 61.99	2.0
58.00 – 59.99	1.9
56.00 – 57.99	1.8
54.00 – 55.99	1.7
52.00 – 53.99	1.6
50.00 – 51.99	1.5
48.00 – 49.99	1.4
46.00 – 47.99	1.3
44.00 – 45.99	1.2
42.00 – 43.99	1.1
40.00 – 41.99	1.0

