NUR 3317
Psychiatric & Mental Health Nursing
SPRING 2020

Instructor: Lenore Cortez, MSN, RNC
Email: lcortez5@angelo.edu
Phone: 325-486-6859
Office: Archer 318T

Office Hours:

M: 9:00 A – 1:00 P (Lecture 2:00 - 4:50 PM)
T: 10:00 A – 3:00 P (2nd 8 weeks MH lecture from 1:00 - 3:50 PM)
W: By appointment
Th: 10:00 A – 1:00 P (2nd 8 weeks MH lecture from 12:00 - 2:50 PM)
F: Meetings, by appointment

Office hours subject to change based on needs of the department. *Appointments may be scheduled for alternate times if prescheduled. To schedule an appointment, please email or call my office phone and leave a message.

Course Information

Course Description
This course focuses on the biological, environmental, cultural and interpersonal factors related to the mental health of individuals across the lifespan. Emphasis is placed on therapeutic communication, understanding of psychopathology, pharmacology and appropriate treatments for providing comprehensive nursing care to the client with mental health problems.

You are responsible for reading, understanding, and abiding by all content in this syllabus!!!
Course Credits
3-0-0

Prerequisite and Co-requisite Courses
Co-requisite: Nursing 3214 and Nursing 3414

Prerequisite Skills
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of the Generic BSN program. Computer requirements are further delineated in the Department of Nursing Undergraduate Student Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Nursing Program Undergraduate Student Handbook should be reviewed before taking this course (http://www.angelo.edu/dept/nursing/handbook/index.html)

BSN Program Outcomes
Upon completion of the program of study for the ASU Nursing program, the graduate will be prepared to:

1. Integrate nursing and related theories into the planning and/or delivery of safe nursing care.
2. Engage leadership concepts, skills and decision-making in the planning and/or implementation of patient safety and quality improvement initiatives.
3. Identify and appraise best research evidence to improve and promote quality patient outcomes.
4. Utilize technology to access information, evaluate patient data, and/or document care.
5. Participate in political/legislative processes to influence healthcare policy.
6. Engage in effective collaboration and communication within interdisciplinary teams.
7. Design and/or implement health promotion & disease prevention strategies for culturally competent care.
8. Demonstrate standards of professional, ethical, and legal conduct.
9. Practice and/or coordinate, at the level of the baccalaureate prepared nurse, to plan and/or implement patient centered care.

Student Learning Outcomes
### Student Learning Outcome

By completing all course requirements, students will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to BSN Program Outcomes</th>
<th>Mapping to BSN Essentials</th>
<th>Mapping to QSEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate basic knowledge of psychiatric &amp; mental health nursing roles, psychiatric diagnoses, and treatments.</td>
<td>Quizzes Journals Class Participation</td>
<td>1,2,3,4, 5,6, 7, 8, 9</td>
<td>1,6,9</td>
<td>PCC, EBP, TC</td>
</tr>
<tr>
<td>Describe how mental health care is organized and financed, including the implications of Health Care Reform.</td>
<td>Quizzes Exams</td>
<td>3,5</td>
<td>1,2,3,5</td>
<td>PCC, EBP, TC</td>
</tr>
<tr>
<td>Analyze and incorporate research findings into nursing practice with groups and communities</td>
<td>Quizzes Writing Assignment Exams</td>
<td>2,6,9</td>
<td>1,2,7</td>
<td>QI</td>
</tr>
<tr>
<td>Use professional guidelines and evidence-based standards in planning and delivering quality care to those with mental health problems.</td>
<td>Quizzes Journals Class Participation Exams</td>
<td>1,2,7,9</td>
<td>2,3,6,7</td>
<td>EBP, S, QI, TC</td>
</tr>
<tr>
<td>Explore the impact of socio-cultural, economic, legal, and political factors influencing mental health care delivery and practice.</td>
<td>Quizzes Exams Discussion Boards</td>
<td>1,2,3,5,7, 8,9</td>
<td>1,5,8,9</td>
<td>PCC, TC</td>
</tr>
<tr>
<td>Use an ethical framework to evaluate the impact of stigma on health care, especially for vulnerable populations.</td>
<td>Discussion Writing Assignment Class Participation</td>
<td>1,6,7,8,9</td>
<td>1,3,5,6,8, 9</td>
<td>PCC</td>
</tr>
</tbody>
</table>

#### QSEN Competencies:
- Patient-Centered Care (PCC)
- Teamwork and Collaboration (TC)
- Evidence-based Practice (EBP)
- Quality Improvement (QI)
- Safety (S)
- Informatics (I)

### Course Delivery

This course includes both in-class activities and online assignments on the Blackboard course site. While this class is scheduled as an 8-week on campus course it will have 16 weeks of didactic content in three-hour lectures meeting twice a week for the 2nd 8-weeks of the semester.
The Blackboard portion of this course site can be accessed at [ASU's Blackboard Learning Management System](http://www.blackboard.angelo.edu).

**Required Texts and Materials**


2. ATI Mental Health (included in your electronic ATI package)


**Recommended Texts and Materials**

None

**Technology Requirements**

To successfully complete this course, it is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the “**Technology Support**” tab from the Blackboard homepage (http://www.blackboard.angelo.edu). Then select “**Test your Browser**” option located under the Browser Test header.

Please see computer requirements for BSN classes at this link:

[http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php](http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php)

**You will need this technology:**

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: Angelo State University's Distance Education Website
- All students are required to have access to a dependable computer with a reliable Internet Service Provider (ISP or internet connection). Students taking traditional, online, and web supported courses must have a computer that meets minimum requirements recommended by Information Technology (IT). Computer hardware and software that are less than the specifications may cause technical problems interfacing and working with Blackboard TM.
- If you run into problems with Blackboard TM or your internet service, you must address the issue immediately. One of your first contacts should be Information Technology. IT services are available around the clock so please do not hesitate to call them for computer problems (325 -942-2911). You may e-mail them as well @ helpdesk@angelo.edu. If you come across problems with your computer that cannot be corrected in a timely manner, it is your responsibility to secure access to a reliable computer and keep up with the materials being presented. Missing an assignment due to computer problems is not an acceptable excuse for missing the work.

Topic Outline

Week 1: Orientation to course
Week 2: Responses to Stress
Week 3: Mood disorders, Substance Related disorders
Week 4: Understanding Common Diagnoses
Week 5: Schizophrenia & Psychotic disorders, Specific disorders: children and adolescents
Week 6: Specific disorders: Older Adult
Week 7: PTSD, Bereaved individuals, military families; course review
Week 8: Final exam

Communication
- Please use the email address/phone numbers provided under faculty information in the syllabus or information in blackboard to contact your faculty
- Although most of the time, email is answered within a few hours, please allow 24 hours minimum for a response (Monday-Friday)
Use email first, unless there is an emergency
Should an emergency arise please call instructor directly using her cell or office number.

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday. If you text message, please identify yourself in the body of the message.

**Written communication via Blackboard:** It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

**Written communication via email:** All private communication will be done exclusively through your ASU email address. Students are expected to check email a minimum of twice a week. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

**On Blackboard- Use Good "Netiquette":**
- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else’s messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

**Evaluation and Grades**
Course grades will be determined as indicated in the table below.
### Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- **A** = 90.00-100 points
- **B** = 80.00-89.99 points
- **C** = 70.00-79.99 points
- **D** = 60.00-69.99 points
- **F** = 0-59.99 points (Grades are not rounded up)

### Teaching Strategies and Methods

A variety of teaching methods will be employed in this course. These may include assigned readings & questions, case studies, internet resources, written assignments, lectures & discussion (in-class and online discussion), group assignments, quizzes.

- Web-based discussions and journals
- Multimedia presentations
- Videos and interactive videos

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.
Assignment and Activity Descriptions

*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

CLASS PARTICIPATION

This is a flipped course, meaning that students are expected to be prepared to participate in the classroom. The expectation is that students will have completed reading and online assignments prior to arriving for class. Class participation will be noted through students completing various in-class activities, interacting in group discussions, and making this an engaging classroom.

QUIZZES

There are weekly quizzes (6) designed to help students review the material they are learning and determine what topics they need to review in more depth. Students must log into the Davis Edge website with the Course ID # provided by the instructor to access these quizzes, as well as additional optional learning activities.

JOURNALS

There will be two journal assignments during this course. Journaling offers a way for students to interact privately with the instructor. There will be posted questions for students to consider before submitting a reflective journal entry. Directions for journals will be located in the weekly modules in which they are due. A grading rubric will be available in the Blackboard online course.

These assignments are intended for the student to have the freedom to speak his/her mind or share private experiences related to the assigned topic in a safe environment. Journal entries are private between each student and the instructor.

AA/NA MEETING REFLECTIVE SUMMARY

There will be one written assignment in this course. In order to gain a better understanding of Substance Use & Addiction, students will be required to attend an open AA/NA Meeting of their choice and use APA formatting to write a summary of their experience. Specific information about this assignment and grading rubric will be available in the Blackboard online course.

ATI MENTAL HEALTH PRACTICE QUESTIONS

All students will complete the RN Mental Health Online Practice 2019 A and B exams prior to the end of the semester. Students must receive an 85% or higher on each practice exam in order
to receive a grade on this assignment. The instructor is able to view each student’s results on the ATI website (no additional turn-in is needed).

EXAMS

There will be exams (3) spread throughout the course. Students must adhere to academic honesty rules and guidelines when taking exams. Information about the exams can be found in the Weekly Modules.

FINAL EXAM

There will be a cumulative final exam. Students must adhere to academic integrity rules and guidelines when taking the exam. Information, including a Blue Print, can be found under the Final Exam tab in Blackboard.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook]¹
- [Angelo State University Catalog]²
- [Undergraduate Nursing Student Handbook]³

Important University Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 13</td>
<td>First day of spring semester</td>
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<td>January 20</td>
<td>Martin Luther King Day – No classes</td>
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<tr>
<td>January 29</td>
<td>Census Day</td>
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<tr>
<td>February 14</td>
<td>Last day to drop a class or withdraw from the University</td>
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<td>March 9 – 13</td>
<td>Spring Break</td>
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<td>April 10</td>
<td>Spring holiday</td>
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<tr>
<td>May 4- 8</td>
<td>Final Exams Week</td>
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<td>May 9</td>
<td>Commencement</td>
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</table>

Student Responsibility and Attendance

Use of electronics during class

It is my goal to create a classroom environment that respects the rights of students and teachers to focus on the tasks of the day without distraction. In my experiences as a teacher and a student, I have found that allowing laptops and other technology in class opens up a universe of distractions that even the best students find hard to resist. There is also evidence to support that (1) students using mobile devices or laptops during class earn lower grades than those who do not use technology (2) students sitting within view of others’ laptop screens,
even if they themselves are not using technology. Link to summary of the study: http://www.cpr.org/news/story/getting-college-students-hang-and-learn

Computer policy: Despite the evidence that computers in the classroom may be detrimental to the learning community, I recognize the environmental benefits of using computers versus paper, and that you are young adults and should be treated as such. Therefore, I expect you to act like adults and I will allow computers in the classroom as long as they are used strictly for class-related activities (e.g., taking notes in Power Point or Word, searching for information related to a topic we are discussing). BUT, if any extracurricular computer activities are noted by me, you will lose your computer privileges for the rest of the semester and you will need to take any future notes by hand.

Cell phone policy: Unless you are expecting an important call (e.g., sick family member, sister in labor, cat having his teeth cleaned), there is no reason I can think of that you need your cell phone on or nearby during class. Think of my classroom as the local movie theater: you and your fellow patrons have paid good money to be here, and there is absolutely no texting allowed during class!! I reserve the right to ask offenders to leave the classroom. No talking on the phone or using your phone period, unless you have cleared it with me first. Please tuck your phone away in your backpack or pocket.

In general: Students who persistently engage in behaviors that are disruptive to the teaching/learning process may be required to leave the setting.

Attendance:
Class attendance is necessary and required for successful and satisfactory completion of all course objectives; therefore, students must attend all course sessions. If a situation arises that prevents the student from attending, he or she should contact the instructor ASAP, preferably before lecture begins.

According to the undergraduate handbook, a week’s worth of cumulative absences in any one course will result in faculty evaluation of the student’s ability to meet course objectives and may result in failure of the course. Three tardies (over 5 minutes late for lecture, campus laboratory, or clinical) will equal 1 hour of absence. Failure to meet these requirements hinders the student's ability to complete the course. Attendance will be checked for each lecture.

Course Instructors strive to grade all assignments and papers within one week after the due date. Quizzes will have an automatic score after testing but the instructor will review the test within a week and grades will be modified if any changes need to be made. Students may contact the instructor and discuss concepts missed on the quizzes. Contact your instructor for any questions you may have regarding exam reviews.
Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

Social Media Policy
The Angelo State University Department of Nursing supports the use of social media in personal/non-academic or non-professional contexts. Students may encounter confidential information within the academic or patient care environment during clinical practicum and must demonstrate professional behaviors and communication. Consistent with Code of Ethics for Nurses with Interpretive Statements [ANA, 2001], Nursing: Scope and Standards of Practice [ANA, 2nd ed., 2010], Nursing’s Social Policy Statement [ANA, 2010] and the ASU Confidentiality Statement all students sign at the beginning of their program, it is the student’s responsibility to refrain from the following:

- Uploading images/videos of yourself in a clinical environment or uniform*
- Discussing patients, visitors, vendors, or organizational partners
- Talking about physicians, hospital/facility-clinical staff
- Discussing clinical events or news stories involving clinical partners
- Giving medical advice online
• ‘Friending’ or requesting to friend patients (even when they are no longer patients), Department/College faculty, or staff.
• The only exceptions are individual or group photos of the clinical group and faculty.

*ASU nursing faculty reserves the right to order the immediate removal of inappropriate items (HIPPA violations, etc.) that are posted on a student’s Social media site.

Students preparing to enter the nursing workforce have a professional obligation to understand the nature and consequences of participating in social networking of all types [blogs, Twitter, Instagram, Facebook, etc.]. Patient privacy is a fundamental ethical and legal obligation of nurses. Although social networking venues offer opportunities for mentoring and sharing needed health related education and information among colleagues and the lay public, it also presents risk. The use of privacy settings and the separation of personal from professional information is not guaranteed from being shared or made public in less protected forums. Online content and behavior has the potential to enhance or undermine the individual student’s career and/or the academic institution they attend. Students should consider the ‘unintended consequences’ of any information they share outside the context in which it was learned [adapted from Principles: Social Networking and the Nurse [Draft 25 April 2011], American Nurses Association].

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Nursing Weblinks
- Board of Nursing for the State of Texas
- BSN Student Resources

Title IX at Angelo State University
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.
You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

### Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1/Class 1</strong></td>
<td><strong>Introduction to Psychiatric &amp; Mental Health Nursing, Part 1 – Mental Health, Biological Implications, Nursing Process</strong></td>
</tr>
<tr>
<td>March 17</td>
<td><strong>Preparation for Class:</strong> Read: Chapters 1, 2, 6 in Townsend Corrigan, P. (2004). How stigma interferes with mental health care</td>
</tr>
<tr>
<td>1:00 – 3:50 PM</td>
<td>Post Introduction to Peers in General Discussion (ungraded)*</td>
</tr>
<tr>
<td>Room 110</td>
<td>Sign onto Davis Edge</td>
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<tr>
<td><strong>Davis Edge ID:</strong></td>
<td><strong>To Do in Class:</strong> Short lecture and introduction to the course, Syllabus Review</td>
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<tr>
<td>CE2332B6EB</td>
<td><strong>Watch video(s)</strong> Be ready to participate in discussion/activity</td>
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<tr>
<td></td>
<td><strong>To Do Online:</strong> Look through our course in Blackboard</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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<tr>
<td></td>
<td>Optional review of chapter PowerPoints</td>
</tr>
<tr>
<td><strong>Week 1/Class 2</strong>&lt;br&gt;March 19&lt;br&gt;12:00 – 2:50 PM&lt;br&gt;Room 110</td>
<td><strong>Introduction to Psychiatric &amp; Mental Health Nursing, Part 2—Therapeutic Communication, Culture, Milieu Therapy, Groups</strong>&lt;br&gt;&lt;br&gt;<strong>Preparation for Class:</strong>&lt;br&gt;Read: Chapters 5, 7, 8 in Townsend&lt;br&gt;Burnard, P. (2003). Ordinary chat and therapeutic conversation: Phatic communication and mental health nursing&lt;br&gt;<strong>To Do in Class:</strong>&lt;br&gt;Short lecture&lt;br&gt;Therapeutic Communication Activities, journaling&lt;br&gt;Process Recordings (counts towards participation grade)&lt;br&gt;Watch video(s)&lt;br&gt;<strong>To Do Online:</strong>&lt;br&gt;Journal **&lt;br&gt;Davis Quiz 1</td>
</tr>
<tr>
<td><strong>Week 2/Class 3</strong>&lt;br&gt;March 24&lt;br&gt;1:00 – 3:50 PM&lt;br&gt;Room 110</td>
<td><strong>Responses to Stress: Part 1</strong>&lt;br&gt;Anxiety &amp; Related Disorders&lt;br&gt;&lt;br&gt;<strong>Preparation for Class:</strong>&lt;br&gt;Read: Chapters: 4, 18, 19 in Townsend&lt;br&gt;Watch video(s)&lt;br&gt;Review PowerPoints&lt;br&gt;<strong>To Do in Class:</strong>&lt;br&gt;Short lecture&lt;br&gt;Group Activity&lt;br&gt;<strong>To Do Online by Sunday at 11:59 PM:</strong>&lt;br&gt;Davis Quiz 2</td>
</tr>
</tbody>
</table>
| **Week 2/Class 4**<br>March 26<br>12:00 – 2:50 PM<br>Room 110 | **Responses to Stress: Part 2**<br>Ethical & Legal Issues, Recovery Model, Crisis Intervention, Suicide<br><br>**Preparation for Class:**
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3/Class 5</td>
<td>Read: Chapters: 3, 9, 10, 11 in Townsend</td>
</tr>
<tr>
<td>1:00 – 3:50 PM</td>
<td>Suicide Fact Sheet</td>
</tr>
<tr>
<td>Room 110</td>
<td>Self-Harm Fact Sheet</td>
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<tr>
<td></td>
<td>Watch video(s)</td>
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<tr>
<td></td>
<td>Review PowerPoints</td>
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<tr>
<td><strong>To Do in Class:</strong></td>
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<tr>
<td></td>
<td>Exam 1</td>
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<td></td>
<td>Lecture</td>
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<tr>
<td></td>
<td>Activities &amp; Discussion</td>
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<tr>
<td></td>
<td><strong>To Do Online by Sunday at 11:59PM:</strong></td>
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<tr>
<td></td>
<td>Davis Quiz 2</td>
</tr>
<tr>
<td>Week 3/ Class 6</td>
<td><strong>Mood Disorders: Depression and Bipolar Disorder</strong></td>
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<tr>
<td>April 2</td>
<td>Personality Disorders</td>
</tr>
<tr>
<td>12:00 – 2:50 PM</td>
<td><strong>Preparation for Class:</strong></td>
</tr>
<tr>
<td>Room 110</td>
<td>Read: Chapters 4, 16, 17, 20 in Townsend</td>
</tr>
<tr>
<td></td>
<td>Depression Fact sheet</td>
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<td></td>
<td>Bipolar Fact sheet</td>
</tr>
<tr>
<td></td>
<td>Watch video(s)</td>
</tr>
<tr>
<td></td>
<td>Review PowerPoints</td>
</tr>
<tr>
<td><strong>To Do in Class:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Short lecture</td>
</tr>
<tr>
<td></td>
<td>ATI Case Study Activity (counts towards participation grade)</td>
</tr>
<tr>
<td></td>
<td><strong>To Do Online by Sunday at 11:59 PM:</strong></td>
</tr>
<tr>
<td></td>
<td>Davis Quiz 3</td>
</tr>
<tr>
<td>Week 3/ Class 6</td>
<td><strong>Substance Related Disorders</strong></td>
</tr>
<tr>
<td>April 2</td>
<td><strong>Co-Occurring Disorders</strong></td>
</tr>
<tr>
<td>12:00 – 2:50 PM</td>
<td><strong>Preparation for Class:</strong></td>
</tr>
<tr>
<td>Room 110</td>
<td>Read: Chapter 4, 12, 14 in Townsend</td>
</tr>
<tr>
<td></td>
<td>Watch video(s)</td>
</tr>
<tr>
<td></td>
<td>Review PowerPoints</td>
</tr>
<tr>
<td><strong>To Do in Class:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Short lecture</td>
</tr>
<tr>
<td></td>
<td>History of AA</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Week 4/ Class 7 | CIWA/CINA and related scales  
**To Do Online by Sunday at 11:59PM:**  
Davis Quiz 3 |
| April 7        | **Understanding Common Diagnoses**                                                          |
| 1:00 – 3:50 PM | **Preparation for Class:**  
Read: Chapter 4, 15 in Townsend  
Brain Stimulation Therapies Fact Sheet  
History of Psychiatric Treatment  
Schizophrenia Fact Sheet  
Watch video(s)  
Review PowerPoints  
**To Do in Class:**  
MOVIE & Popcorn  
Lecture and discussion  
**To Do Online by Sunday at 11:59 PM:**  
Davis Quiz 4 |
| Room 110       | Work on AA/NA Reflection Papers                                                            |
| Davis Edge ID: CE2332B6EB |                                   |
| Week 4 / Class 8 | Schizophrenia & Psychotic Disorders                                                        |
| April 9        | **Preparation for Class:**  
Read: Chapter 4, 15 in Townsend  
Brain Stimulation Therapies Fact Sheet  
History of Psychiatric Treatment  
Schizophrenia Fact Sheet  
Watch video(s)  
Review PowerPoints  
**To Do in Class:**  
Lecture  
Discussion  
**To Do Online by Sunday at 11:59 PM:**  
Davis Quiz 5 due by 11:59 PM on Sunday |
<p>| 12:00 – 2:50 PM |                                                                                           |
| Room 110       |                                                                                           |
| Week 5 / Class 9 |                                                                                           |
| April 14       |                                                                                           |
| 1:00 – 3:50 PM |                                                                                           |
| Room 110       |                                                                                           |</p>
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
</table>
| **Week 5/ Class 10**  
April 16  
12:00 – 2:50 PM  
Room 110 | Work on AA/NA Reflection  
Specific Disorders: Children and Adolescents, Eating Disorders; Abuse & Neglect Across the Lifespan  
Preparation for Class:  
Read: Chapters 21, 23, 25 in Townsend  
Watch Video(s)  
Review PowerPoints  
To Do in Class:  
Lecture  
Discussion  
To Do Online:  
AA/NA Meeting Reflective Summary  
due Friday, April 17 by 11:59 PM (submit online)  
Davis Quiz 5 due by 11:59 PM on Sunday |
| **Week 6/ Class 11**  
April 21  
1:00 – 3:50 PM  
Room 110 | Specific Disorders: Older Adult, Neurocognitive Disorders  
Preparation for Class:  
Read: Chapters 13, 24, 25 in Townsend  
Watch Video(s)  
Review PowerPoints  
To Do in Class:  
Short lecture  
Dementia Scales  
Group work (counts towards participation grade)  
To Do Online:  
Davis Quiz 5 by 11:59 PM on Sunday |
| **Week 6/ Class 12**  
April 23  
12:00 – 2:50 PM  
Room 110 | Becoming Psychiatric Nursing Smart  
Preparation for Class:  
Read: Chapter 4 in Townsend  
Research your assigned Jigsaw part  
To Do in Class: |
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAM 3</strong></td>
<td>Short lecture</td>
</tr>
<tr>
<td></td>
<td>Jigsaw Group work (counts towards participation grade)</td>
</tr>
<tr>
<td></td>
<td><strong>To Do Online by 11:59 PM on Sunday:</strong></td>
</tr>
<tr>
<td></td>
<td>Davis Quiz 6</td>
</tr>
<tr>
<td></td>
<td>Exam 3 is online</td>
</tr>
<tr>
<td></td>
<td>OPTIONAL--Submit ONE NCLEX style review question, including answer and rationale. Each student who submits a question will receive 1 point added to their final exam grade.</td>
</tr>
</tbody>
</table>

**Week 7/ Class 13**  
April 28  
1:00 – 3:50 PM  
Room 110  

**PTSD, Bereaved Individuals, Military Families**  
**Preparation for Class:**  
Read: Chapter 19, 27, 28 in Textbook  
Watch video(s)  
Review PowerPoints  
**To Do in Class:**  
Possible Guest Speaker  
**To Do Online by 11:59 PM on Sunday:**  
Submit journal**  

**ATI practice exams A & B (min. grade of 85% on each)**

**Week 7/ Class 14**  
April 30  
12:00 – 2:50 PM  
Room 110  

**Putting it all Together Course Review**  
**Preparation for Class:**  
Read: Assigned article (TBA)  
Watch Video(s)  
**To Do in Class:**  
Short “Wrap – up” lecture  
Course review  
**To Do online by 11:59 PM on Sunday:**  
Submit journal**  

**ATI practice exams A & B (min. grade of 85% on each)**

**Week 8**  
**Thursday, May 7**  
1:00 – 3:00 PM  
Room 110  

**Final Exam**
# Grading Rubrics

## Journal Rubric

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Response to Topic</td>
<td>10 Points</td>
<td>20 Points</td>
<td>30 Points</td>
<td>40 Points</td>
</tr>
<tr>
<td></td>
<td>No personal response is made to the issues/concepts raised in the assignment.</td>
<td>Conveys little evidence of reflection and personal response to the issues/concepts raised in journal assignment.</td>
<td>Conveys evidence of reflective thought and personal response to issues raised in journal assignment. Demonstrates capability of reflecting on learning, teaching and experience.</td>
<td>Conveys extensive evidence of reflective thought and personal response to the issues raised in journal assignment. Demonstrates growth through reflection on learning, teaching, and experience.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mechanics</td>
<td>1 Points</td>
<td>4 Points</td>
<td>7 Points</td>
<td>10 Points</td>
</tr>
<tr>
<td></td>
<td>Little evidence writer can correctly apply the English language. Difficult to understand.</td>
<td>Errors present. Simple words and awkward sentences. Weakness of ideas communicated.</td>
<td>Generally, has good command of spelling, capitalization, grammar usage, and sentence structure.</td>
<td>Uses correct spelling, capitalization, punctuation, grammar usage, and sentence structure. Words and sentences used enhance the effectiveness of the communication.</td>
<td></td>
</tr>
</tbody>
</table>
# Psychiatric-Mental Health AA/NA Reflection Grading Rubric

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>1</strong> Writes a two-page paper that includes each of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(15 points possible; _____ points earned)</td>
<td></td>
</tr>
<tr>
<td>1a</td>
<td>Attend an AA/NA meeting of your choice. Describe the meeting you attended to include: general location, day of the week, time of day, number of participants, and range of ages.</td>
<td>(5)</td>
</tr>
<tr>
<td>1b</td>
<td>Describe your understanding of the terms: Substance abuse, addiction</td>
<td>(5)</td>
</tr>
<tr>
<td>1c</td>
<td>Describe your level of participation and how you felt being there</td>
<td>(5)</td>
</tr>
<tr>
<td>2</td>
<td>Evaluates and reflects upon information shared at the AA/NA meeting</td>
<td>(45 points possible; _____ points earned)</td>
</tr>
<tr>
<td>2a</td>
<td>Share one “personal story” you heard at the meeting</td>
<td>(10)</td>
</tr>
<tr>
<td>2b</td>
<td>Did it influence your attitude toward addiction, and if so, how?</td>
<td>(10)</td>
</tr>
<tr>
<td>3c</td>
<td>Discuss this meeting style of management for alcohol/substance dependence</td>
<td>(5)</td>
</tr>
<tr>
<td>3d</td>
<td>Based on your attendance at this meeting, reflect upon some future implications for your role in patient-centered care related to alcohol/substance misuse? What will you include in the care you give to future patients? Please be thorough.</td>
<td>(20)</td>
</tr>
<tr>
<td>3</td>
<td>Uses information effectively to accomplish a specific purpose</td>
<td>(40 points possible; _____ points earned)</td>
</tr>
<tr>
<td>3a</td>
<td>Free of grammatical, punctuation, and spelling errors</td>
<td>(10)</td>
</tr>
<tr>
<td>3b</td>
<td>Follows guidelines for paper length – for number of pages including title page. Submitted via Blackboard.</td>
<td>(10)</td>
</tr>
<tr>
<td>3c</td>
<td>Uses correct font color, font style, font size, double spacing, with correct margins throughout the paper.</td>
<td>(10)</td>
</tr>
<tr>
<td>3d</td>
<td>Title page is properly formatted with all required information (Title, Student Name, and University) including Running head and page numbers.</td>
<td>(10)</td>
</tr>
</tbody>
</table>

**Student Evaluation of Faculty and Course**

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.
Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Areas of evaluation include:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply knowledge and skills to benefit others or serve the public good

End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/dept/nursing/handbook/index.php
4 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of
5 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/dept/writing_center/academic_honesty.php
8 https://www.angelo.edu/services/disability-services/
9 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
10 https://www.bon.texas.gov/
11 https://www.angelo.edu/dept/nursing/student_resources/undergrad_info.php