



## End of Semester Course Report

Health Science and Human Service Department  
Associate of Applied Science in Nursing Program

**Directions:** Complete and forward to the Dean of Health Science (cc to the administrative assistant).

1. Course Number and Name:  
NURS 159: Nursing Care of Individuals with Mental Health Problems
2. Semester/Year: 2018 Spring X Fall \_\_\_\_\_ Summer \_\_\_\_\_
3. Course Faculty (include any adjunct faculty utilized): Tami Mette and Michelle Husbands

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4. Theory Ratio 34 : 1 Clinical Ratio 1-4 : 1 Simulation Ratio 4-19: 1  
(Faculty to student ratios: Please use the number of students at the beginning of the semester for these.)
5. Clinical Site Evaluation (Please list strengths and/or limitations specific to each site)

### Elko Sites

Vitality Center: Provided a very good mental health learning environment for the students. The students are able to interact with recovering addicts and individuals suffering from various secondary mental health issues as well. The students were able to experience great learning opportunities in this facility this year. The students were able to formulate teaching plans for their written assignment for this rotation and for the most part they were successful.

### Highland Manor Alzheimer Unit:

This site was a great place for the students to practice mental health specific assessment. All but two of the Elko students reported that this site did provide a supportive learning environment. I think we do need to be careful about how many students we send to this site. If we have too many, the residents and nurses do get a little overwhelmed. My suggestion for the written assignment for this clinical site would be to have it due the day of the clinical. There was usually extra time following completion of all of the assessments that the students could have utilized to complete the written part of the assignment.

### Vitality Integrated Programs:

The VIP clinic was a new clinical site this year. Many of the clients seen at this facility were previously inpatients to the Vitality Center. This site is staffed by a NP and RN. We did have some problems with dependability of the NP this year. However, this facility does offer numerous group therapy opportunities, so in the future, we will be placing students in the group sessions rather than directly with the NP.

### Hearing Voices Simulation:

This simulation was again a huge success with the students. The students really appreciated the simulation and getting a better understanding of the symptoms that Schizophrenic patients experience while hearing voices. This simulation ran smoothly this year and did not require as much time. This is something that we will look at for scheduling next year.

### **Winnemucca Sites**

State of Nevada – Mental Health: This was a good clinical site for mental health, students were exposed/interacted with individuals suffering from various mental health issues as well as recovering addicts. Limitations include only one day a week for clinical time in the facility/setting due to available days for office appointments. Other sites in the community, which address this population have expressed interest in assisting the mental health education for the nursing students; site unable to accept clinical time for students due to change of location and reorganization of facility - interest continues and management is eager to accept students in the facility in upcoming semesters.

Harmony Manor: Provided a good mental health learning environment. The assisted living center has numerous persons suffering from mental health issues with a variation in disease processes and ages. Limitations included fewer than desired clients due to expansion of the facility and open beds as a result. Quail Corner, the Alzheimer's unit of Harmony Manor, is at capacity with six residents suffering from Alzheimer's or Dementia, and the remainder of the residents with mental health issues are in the main part of Harmony Manor. The facility and staff are great to work with; all are willing to go above and beyond for the students.

Process Recording Simulation: This gave the students the opportunity to work through a process with a client who has secondary mental health issues. The experience was acted out by the students with one other student functioning as the RN. The students practiced communication; the students were to evaluate whether they were therapeutic or not, evaluate themselves, and give alternate responses. A beneficial activity for students to learn how to identify and improve their communication skills and behavior when exposed to a person with mental health issues.

Hearing Voices Simulation: A good experience for the students to undertake. Exposure as a person who hears voices throughout the day while doing ADL's gives the student a realistic view of how those clients feel.

### **Pahrump Sites**

Boulder City Hospital's outpatient psychiatric program was used for one full-day (8 - hour) rotation. Students were able to observe and participate in group therapy sessions, working closely with the nurse. It was reported to be a positive experience. Pahrump will most definitely utilize this clinical site once again next year.

Serenity Behavioral Health: Students spent 1 4-hour clinical day observing the provider perform intake assessments on patients via teleconference. This site

gave the students experience with a mixed age group patient population. Professor Taylor did say that it did provide a nice variety of patients, and the site will be used again next year.

VN Senior Care: Students completed mini mental health and depression assessments on patients ranging from normal cognition to patients with severe dementia at this 10-resident private nursing home. The home is staffed with certified Caregivers around the clock and home health nursing as needed. Professor Taylor reported that this site also provided the students contact with a different age range of patients. He said that the employees at this site were very welcoming and willing to work with the students.

Process recordings were done in the nursing classroom and in the lab with the GBC camcorder. Students were observed enthusiastically portraying mentally ill patients. Students stated that they learned a lot about their individual communication style and how they could improve their methods of communication for the future.

Hearing voices simulation was done as a group with the other sites and was reported as being an impactful experience.

6. Briefly describe any concern(s) regarding clinical site(s) used.

The Winnemucca site did have some problems with scheduling and students being able to fulfill their clinical time. It is recommended by the Winnemucca faculty member and the lead instructor of this course to have Winnemucca students travel to Elko to participate at the Vitality Center beginning next year in order for Winnemucca students to successfully meet the clinical requirement and course outcomes for the course.

7. Final Theory Outcomes:

- a. Percent Passed: 100
- b. Percent Failed: 0
- c. Range of Scores: 85.66-98.27

8. Final Clinical Outcomes:

- a. Percent Satisfactory: 100
- b. Percent Unsatisfactory: 0

9. Course Attrition:

- a. Beginning number of students: 34
- b. Withdrawals: 0
- c. Incompletes (with expected date of completion): 0

10. Course Overview

- a. ATI Tools/Materials:

| ATI Test Used  | When test used during semester |
|--|--------------------------------|
| Learning System RN Mental Health Practice Test #1 and 10 journaled questions | March 20, 2018                 |

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| Learning System RN Mental Health Practice Test #2 and 10 journaled questions | April 17, 2018  |
| Learning System RN Mental Health Practice Test Final                         | May 1, 2018   |
| Learning System RN Communication Practice Test and 10 journaled questions    | February 20, 2018   |
| Real Life Clinical Reasoning Alcohol Abuse                                   | March 23, 2018<br>Winnemucca and Pahrump only   |
| Real Life Clinical Reasoning Schizophrenia                                   | March 9, 2018   |
| Real Life Clinical Reasoning Mood Disorder                                   | Used as a make-up clinical day if students were unable to attend a scheduled clinical |
| Real Life Clinical Reasoning Anxiety Disorder                                | April 27, 2018  |

b. Brief synopsis of how ATI tools and/or materials were used in the course:  
All ATI tools truly enhanced each students' learning and test taking skill. The Real Life scenarios gave the students opportunity to make clinical decisions in a safe setting and in situations that they may not have been exposed to in the real clinical setting. The Learning System exams gave the students more opportunity to analyze and answer NCLEX-like questions pertaining to the areas of mental health and communication. Students journaled on ten questions from ATI Learning System RN four times throughout the semester, for a total of 40 questions. This gave students the opportunity to carefully analyze and learn how to successfully answer NCEX-like questions.

c. Course Exams:

| ATI Final Proctored Exams                   | Semester Exam Avg. % | Group Scores |                             |                             |                             |
|---|----------------------|--------------|-----------------------------|-----------------------------|-----------------------------|
|   |                      | Current 2018 | Previous Semester/Year 2017 | Previous Semester/Year 2016 | Previous Semester/Year 2015 |
| % & # of Group Below Proficiency Level 1    |                      | 2.9(1)       | 0                           | 0                           | 0                           |
| % & # of Group at Proficiency Level 1       |                      | 2.9(1)       | 3.8(1)                      | 3.8 (1)                     | 0                           |
| % & # of Group at Proficiency Level 2       |                      | 52.9(18)     | 61.5(16)                    | 76.9(20)                    | 50 (9)                      |
| % & # of Group at Proficiency Level 3       |                      | 41.2(14)     | 34.6(9)                     | 19.2(5)                     | 50 (9)                      |
| Group Score:                                |                      | 80.6         | 80.8                        | 78.7                        | 81.9                        |
| Group Mean—National:                        |                      | 67.6         | 67.6                        | 67.6                        | 67.6                        |
| Group Mean –Program:                        |                      | 66.4         | 66.4                        | 66.4                        | 66.4                        |
| Institutional Benchmark:                    |                      |              |                             |                             |                             |
| % of Group Meeting Institutional Benchmark: |                      | 94.1         | 96.2                        | 96.2                        |                             |

|  |  |      |      |      |      |
|--|--|------|------|------|------|
| Group Percentile Rank - National         |  | 99   | 99   | 98   | 99   |
| Group Percentile Rank - Program          |  | 99   | 99   | 99   | 99   |
| <b>Thinking Skills Group Scores</b>      |  |      |      |      |      |
| Foundational Thinking                    |  | 84.9 | 79.0 | 86.5 | 90.3 |
| Clinical Judgment/Critical Thinking      |  | 76.9 | 80.3 | 74.7 | 78.3 |
| Priority Setting                         |  | 77.9 | 78.8 | 83.3 | 79.6 |
| <b>Nursing Process Group Scores</b>      |  |      |      |      |      |
| Assessment                               |  | 81.0 | 75.3 | 80.2 | 82.5 |
| Analysis/Diagnosis                       |  | 81.7 | 77.9 | 72.6 | 73.6 |
| Planning                                 |  | 77.6 | 76.3 | 86.3 | 81.7 |
| Implementation/Therapeutic Nursing       |  | 82.7 | 83.0 | 76.2 | 80.1 |
| Evaluation                               |  | 70.0 | 90.4 | 60.3 | 74.1 |
| <b>Major NCLEX Content Areas</b>         |  |      |      |      |      |
| Management of Care                       |  | 91.2 | 80.8 | 84.0 | 78.7 |
| Safety and Infection Control             |  | 65.7 | 97.4 | 74.4 | 74.1 |
| Health Promotion and Maintenance         |  | 66.7 | 84.6 | 89.7 | 88.9 |
| Psychosocial Integrity                   |  | 82.4 | 79   | 76.1 | 81.1 |
| Basic Care and Comfort                   |  |      |      |      |      |
| Pharmacological and Parenteral Therapies |  | 75.2 | 73.5 | 59.4 | 70.4 |
| Reduction of Risk Potential              |  | 83.1 | 90.4 | 87.5 | 93.1 |
| Physiological Adaptation                 |  | 72.1 | 71.2 | 67.3 | 50.0 |
| <b>QSEN</b>                              |  |      |      |      |      |
| Safety                                   |  | 85.9 |      |      |      |
| Patient-Centered Care                    |  | 79.1 |      |      |      |
| EBP                                      |  | 78.2 |      |      |      |
| Teamwork and Collaboration               |  | 75.5 |      |      |      |

11. Textbooks used and evaluation of each:
  - ❖ Townsend, M.C., (2018). *Psychiatric Mental Health Nursing- Concepts of Care in Evidence-Based Practice*. (9<sup>th</sup> Ed.). Philadelphia, PA: FA Davis. – This text was appropriate for this course and at this level in the program.
12. Weekly content: See attached syllabus
13. Dosage Calculation Test:
  - a. First attempt pass # NA
  - b. Second attempt pass # NA
  - c. Third attempt pass # NA
  - d. A & P committee recommendation:
14. Special Experiences related to student learning outcomes and competencies:

presented Addiction information to our mental health students and some faculty this semester.

For the third time this year, Billie Jean Crawford, director of Horizon Hospice and Bereavement Center spoke as a special guest regarding bereavement and grief, particularly when dealing with children. This generated positive feedback from the students and it is anticipated to invite this presenter back again next year.

For the second time, Laura Debenham, MSW, is an instructor and the director of social work 3 + 1 program at Great Basin College spoke as a guest speaker regarding anger and aggression management. She has worked as both an educator and in the social work field since 1987. Laura's focus has been in domestic violence, autism, parent education, grief, life coaching, women's issues, couple communication and career counseling. Laura utilizes a strengths based model in order to empower individuals, couples and families. Laura is a past family counselor at Glass House Counseling in Las Vegas, a family advocate at The Family Tree Center in Billings, Montana and owner/instructor for TBA Think Before Acting in Elko.

15. Teaching Methods:

Discussion, Lecture, Cinema Projects, Case Studies, ATI Tutorials, and Process Recordings, Team-based learning

16. What worked well and reason (s):

This is the third time that Team-based learning was utilized in this course. The students provided positive feedback regarding team-based learning, and this type of teaching modality will continue to be integrated into the teaching modalities into the class.

17. Anticipated Changes

- Change due dates for ALL clinical work to be 3 days after the clinical day.
- Reallocate points on the Cinema project rubric. Currently too many points are being awarded for referencing format and not enough for content.
- Create a rubric for Real Life scenario written submission and include clarification as to the number of interventions that are required. Create a rubric for the Neurocognitive Safety Plan assignment
- Remove all post-clinical discussion questions and have them stand alone as a single assignment towards the end of the semester or include them and information about them in the instructions for the written assignments that are submitted following a clinical rotation. These were being missed by the students.
- Add more questions to the Eating Disorders TBL quiz.
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18. Administrative:

- a. The course was backed up on WebCampus.
- b. Grades have been entered.
- c. Grade book has been printed and filed.
- d. Student work samples have been filed.
- e. Student clinical care packets have been filed. NA

Faculty Signature(s) Tami Mette and Michelle Husbands

Date: 5-23-18