



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: 2021 Spring X Fall _____ Summer _____
3. Course Faculty (include any adjunct faculty utilized): Tami Mette, Malia Keep, Stacy Crouch, Cara Caldwell
4. Theory Ratio 36 : 2 Clinical Ratio 1-5 : 1 Simulation Ratio 4-36 : 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, Winnemucca, Ely 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. Because of COVID restrictions enforced at the Vitality Center this spring, students participated in the 2, 6 hour clinical days via Zoom at the request of the facility. The students were still able to experience great learning opportunities through this modality this year. The students were able to formulate teaching/ safety plans for specific clients of the Vitality center after the staff at the facility provided time during the day for the students to spend with individual clients to interview.

Golden Health Social Worker Clinic:

Students were able to spend a day at the Golden Health Clinic 1:1 with a licensed Social Worker. The Social Workers at this facility managed the care of patients experiencing any mental health issues or needs. The students learned about the scope of practice of all health care team members at this site regarding the care of patients with mental health issues as well as services that this facility has to offer for this patient population.

Pahrump Sites

Never Give Up Youth Healing Center : Never Give Up (NGU) is a Residential Adolescent Treatment Center located in Armagosa Valley, NV. The center treats

adolescents from ages 8-17 years who have been diagnosed with major psychiatric disorders. Most of the residents have been sent to the facility by order of the courts. The students spent two days at the facility and participated in a variety of group therapies, individual therapy (with the resident's permission), recreational therapy in addition to academic time with the residents. At the end of the first day of their rotation, the students were allowed to select one resident and review their medical chart. The student used this information to create a Clinical Care Packet which included three nursing diagnosis, plan, intervention and evaluation. The students agreed working with these residents is an experience they will never forget. I highly recommend utilizing this facility in the future.

Group Therapy with Oscar: The students participated in a two hour Group Therapy session facilitated by Oscar Sida who is a faculty member at GBC, licensed to perform group therapy. The students selected "living with anxiety" as the topic for discussion. Oscar led the group with discussion by defining anxiety, causes of anxiety and interventions to control anxiety. The students completed a GAD-7 Anxiety assessment tool at the end of the therapy session. The students were instructed to implement one of the interventions discussed in the therapy session and complete a second GAD 7 Anxiety assessment tool seven days after the therapy session to determine if they were better able to control their anxiety. The students felt this was a valuable experience and recommend using the therapy session in the future.

All Sites

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 even with the larger number of students. Due to the addition of the Ely campus as a clinical site this year, all students stayed at their home site and participated in the activities involved in this simulation there and all discussion and debriefing was done with all sites IAV. Downloading the Hearing Voices recording onto the students' phones for a limited amount of time was a better option than using the Mp3 players that were used in past years.

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.

Shadow Health Virtual Clinical Experience: This technical application/virtual scenario platform was utilized for the third year this semester. According to the end-of-experience survey that was given to the students by Shadow Health, 15 students strongly agreed that the SH experiences challenged them to think critically, 13 agreed, and 6 slightly agreed. Some of the students stated a challenge with determining the correct way to word a question with the patients in order to get a desired response. This entire survey is included in the shared drive course reports.

6. Briefly describe any concern(s) regarding clinical site(s) used.
 Due to COVID risks, the students were not placed at any extended care facility for the Mental Health Assessment clinical day. I do hope to be able to possibly use these types of clinical areas next year at all sites. This made it difficult to find clinical sites at some of the campuses, thus Winnemucca and Ely students all had to travel to Elko for clinical rotations. I am hoping to find some clinical sites in those areas for mental health clinicals in the future.

The data from student evaluations of clinical sites was not available at the time of this course report. I will be providing that information to the rest of the faculty in the first curriculum meeting of Fall 2021.

7. Final Theory Outcomes:
 a. Percent Passed: 90
 b. Percent Dropped: 10
 c. Range of Scores: 83.72-96.88
8. Final Clinical Outcomes:
 a. Percent Satisfactory: 100
 b. Percent Unsatisfactory: 0
9. Course Attrition:
 a. Beginning number of students: 40
 b. Withdrawals: 4
 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 30, 2021
Learning System RN Mental Health Practice Test #2 and 10 journaled questions	April 20, 2021

Learning System RN Mental Health Practice Test Final	May 4, 2021
Learning System RN Communication Practice Test and 10 journaled questions	February 23, 2021

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 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 2021	Previous Semester/ Year 2020	Previous Semester/ Year 2019	Previous Semester/ Year 2018
% & # of Group Below Proficiency Level 1		0	0	0	2.9(1)
% & # of Group at Proficiency Level 1		2.8 (1)	2.6(1)	0	2.9(1)
% & # of Group at Proficiency Level 2		55.6 (20)	57.9(22)	66.7(18)	52.9(18)
% & # of Group at Proficiency Level 3		41.7 (15)	39.5(15)	33.3(9)	41.2(14)
Group Score:		81.1	81.6	81.4	80.6
Group Mean—National:		69.4	69.5	69	67.6
Group Mean –Program:		68.8	68.6	68	66.4
Institutional Benchmark:					
% of Group Meeting Institutional Benchmark:		97.2	97.4	100	94.1
Group Percentile Rank - National		97	98	99	99
Group Percentile Rank - Program		98	98	99	99
Thinking Skills Group Scores					
Foundational Thinking		84.5	87.4	79.5	84.9
Clinical Judgment/Critical Thinking		80.7	80.5	80.8	76.9
Priority Setting		86.1	80.6	84.8	77.9
Nursing Process Group Scores					
Assessment		88.3	86.0	74.4	81.0
Analysis/Diagnosis		77.4	77.9	73.1	81.7
Planning		79.9	76.0	77.2	77.6
Implementation/Therapeutic Nursing		81.7	86.2	85.5	82.7
Evaluation		74.1↑	71.6	92.6	70.0
Major NCLEX Content Areas					
Management of Care		88	85.8	92.7	91.2
Safety and Infection Control		76.4	88.2	93.8	65.7
Health Promotion and Maintenance		85.2	78.9	77.8	66.7

Psychosocial Integrity		80.3	81.8	80.4	82.4
Basic Care and Comfort		88.9	65.8		
Pharmacological and Parenteral Therapies		71.8	72.8	72	75.2
Reduction of Risk Potential		77.8	78.9	93.5	83.1
Physiological Adaptation		--	--	74.1	72.1
QSEN					
Safety		80	82.4	79.4	85.9
Patient-Centered Care		84.1	83.9	77.6	79.1
EBP		78.9	78.9	83.8	78.2
Teamwork and Collaboration		75	78.5	81.5	75.5

Green highlighted increase more than 5 percent; Yellow highlighted decrease more than 5 percent; Red highlighted less than 76 percent

11. Textbooks used and evaluation of each:
- ❖ Townsend, M.C., (2018). *Psychiatric Mental Health Nursing- Concepts of Care in Evidence-Based Practice*. (9th 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:

Oscar Sida, our Human Services faculty member and certified addiction counselor presented Addiction information to our mental health students and some faculty this semester.

For the fifth 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. Some students even sought information from Billie as to being volunteers for Hospice.

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 was on anxiety and dealing with anxiety this year. 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. Laura did follow our course objectives during the day that she spoke with students, which went much better than in previous years.

Scott Underwood. Scott is a counselor for military individuals and their families specializing in Post-Traumatic Stress Syndrome, he was able to speak to our class once again this year, but only for a short period due to a schedule conflict. Scott currently works with active duty military at Nellis Air Force Base in Las Vegas, NV. Helping active duty military individuals and their family's transition to civilian life and working with families who's loved ones are deployed are Scott's specialty.

Air Force Veteran, Morgan Gailey also spoke and fielded questions from our students about women in the military and challenges that this population faces while in the military. This gave the students further insight as to military issues and brought them more to life for them.

Cinema Presentations: The students worked in groups of four to review classic Hollywood films that dealt with common mental health issues. After watching the movie, the students created a presentation for the entire class using mixed media such as power point and video clips from the movie. The student's presentations included a physical, behavioral, spiritual and nutritional assessment of the character in the film suffering from common acute and chronic mental health disorders. The mental illness depicted in the movie and presentations aligned with the mental illness being discussed each week. The students enjoyed creating and listening to these presentations. Some of the groups struggled with including the required information even though all required elements were clear in the rubric. Nonetheless, most groups were able to meet the requirements very well to provide their fellow students with added insight of mental health issues.

15. Teaching Methods:

Discussion, Lecture, Cinema Projects, Case Studies, ATI Tutorials, and Process Recordings, Team-based learning, KAHOOT! quizzing and gaming, case studies

16. What worked well and reason (s):

Guest lectures do work well when they honor the class objectives that are sent to them prior to the class.

KAHOOT! Was integrated into some class activities and the students loved the competition and experience with testing.

FA Davis has some excellent unfolding case students available on their website. One of the case students was used during the Eating Disorders lecture. Unfortunately, time limited us from completing the entire case study, but the students' participation in the case study did evidence some clinical judgement.

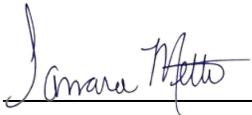
17. Anticipated Changes

Oscar Sida teaches Motivational Interviewing to his Human Services students. I would like to devote a class period early in the semester to Motivational Interviewing instructions. I think this would assist the students in meeting SLO #1 for the course while helping them to provided patient-centered, evidence-based nursing care.

Adding more opportunity for clinical judgement during lecture days with case studies and other activities will occur in Spring 2022. This information will come after program consultation results from Linda Caputi this summer are obtained. Next Gen questions will also be added to all exams for Spring of 2022.

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) 

Date: 5-24-21