

ITT Technical Institute
NU2740T
Mental Health Nursing

SYLLABUS

Credit hours: 5

Contact/Instructional hours: 108 (36 Theory Hours, 72 Clinical Hours)

Prerequisite(s) and/or Corequisite(s):

Prerequisite or Corequisite: NU2630T Adult Nursing II or equivalent

Course Description:

This course introduces the principles of mental health and caring for patients experiencing problems of a psychological nature. Evidence-based nursing care is focused on health promotion, health maintenance and restoration of optimal living. Nursing skills and communication techniques are developed and demonstrated when providing direct care in the clinical setting. Technology is used to reinforce content taught in the course and to provide additional application of content through patient care scenarios.

COURSE SUMMARY

COURSE DESCRIPTION

This course introduces the principles of mental health and caring for patients experiencing problems of a psychological nature. Evidence-based nursing care is focused on health promotion, health maintenance and restoration of optimal living. Nursing skills and communication techniques are developed and demonstrated when providing direct care in the clinical setting. Technology is used to reinforce content taught in the course and to provide additional application of content through patient care scenarios.

MAJOR INSTRUCTIONAL AREAS

1. Mental Health and Mental Health Alterations
2. The Clinical Experience of Caring for Patients with Mental Health Alterations
3. Legal/Ethical Issues Associated with Mental Health Alterations
4. Pharmacotherapy for Patients with Mental Health Alterations
5. Therapeutic Communication
6. Psychiatric Disorders
7. Federal and State-Specific Regulations Related to Pharmacology

COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. Identify the specific responsibilities of the professional registered nurse in the roles of provider of care, manager of care, and member of an interdisciplinary team when providing care to patients with mental health alterations.
2. Discuss the use of evidence-based best practices and relevant federal and state guidelines when providing patient care to patients with mental health alterations.
3. Identify ways to provide compassionate, culturally sensitive care to diverse patients with mental health alterations across the lifespan.
4. Demonstrate the use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to mental health patients across the lifespan.
5. Describe the legal and ethical principles related to caring for mental health patients.
6. Discuss principles of pharmacological therapy used to treat mental health alterations.
7. Differentiate between therapeutic and nontherapeutic communication techniques.

8. Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living for patients with mental health alterations.
9. Identify current technologies and other quality improvement processes to improve nursing care for patients with mental health alterations.

1.

COURSE OUTLINE

MODULE 1: INTRODUCTION TO MENTAL HEALTH NURSING

COURSE LEARNING OBJECTIVES

- Identify the specific responsibilities of the professional registered nurse in the roles of provider of care, manager of care, and member of an interdisciplinary team when providing care to patients with mental health alterations.
- Identify ways to provide compassionate, culturally sensitive care to diverse patients with mental health alterations across the lifespan.
- Discuss principles of pharmacological therapy used to treat mental health alterations.
- Differentiate between therapeutic and nontherapeutic communication techniques.
- Identify current technologies and other quality improvement processes to improve nursing care for patients with mental health alterations.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
Reading: Halter, M. J., <i>Chapter 1 (pp. 2-16), Chapter 2 (pp. 20-33), Chapter 3 (pp. 38-63), Chapter 5 (pp. 84-94), Chapter 6 (pp. 99-112), Chapter 7 (pp. 115-127), and Chapter 8 (pp. 132-144).</i>	12.5 hrs
Lesson: Study the lesson for this module.	1 hr
Quiz: Prepare for Quiz 1.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
Homework Assignment 1: Submit the exercise titled “Mental Health Nursing.”	2 hrs
Clinical [as Assigned]: Perform the clinical experience as assigned.	N/A

Total Out-of-Class Activities: 17 Hours

MODULE 2: MENTAL HEALTH ALTERATIONS OVER THE LIFESPAN

COURSE LEARNING OBJECTIVES COVERED

- Identify the specific responsibilities of the professional registered nurse in the roles of provider of care, manager of care, and member of an interdisciplinary team when providing care to patients with mental health alterations.
- Identify ways to provide compassionate, culturally sensitive care to diverse patients with mental health alterations across the lifespan.
- Demonstrate the use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to mental health patients across the lifespan.
- Discuss principles of pharmacological therapy used to treat mental health alterations.
- Differentiate between therapeutic and nontherapeutic communication techniques.
- Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living for patients with mental health alterations.
- Identify current technologies and other quality improvement processes to improve nursing care for patients with mental health alterations.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
Reading: Halter, M. J., <i>Chapter 4 (pp. 66-79), Chapter 9 (pp. 148-162), Chapter 10 (pp. 167-172), Chapter 18 (pp. 343-361), Chapter 22 (pp. 13-428), Chapter 28 (pp. 532-549), Chapter 33 (pp. 608-613), and Chapter 34 (pp. 620-634).</i>	11 hrs
Lesson: Study the lesson for this module.	1 hr
Quiz: Prepare for Quiz 2.	1.5 hrs
Quiz: Prepare for Quiz 3.	1.5 hrs
Exam: Prepare for Exam 1.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
Homework Assignment 2: Submit the exercise titled "Emotional Health Over the Lifespan."	2 hrs
Quiz: Take Quiz 1.	N/A

Quiz: Take Quiz 2.	N/A
Clinical [as Assigned]: Perform the clinical experience as assigned.	N/A

Total Out-of-Class Activities: 18.5 Hours

MODULE 3: PSYCHOBIOLOGICAL DISORDERS I

COURSE LEARNING OBJECTIVES COVERED

- Identify the specific responsibilities of the professional registered nurse in the roles of provider of care, manager of care, and member of an interdisciplinary team when providing care to patients with mental health alterations.
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- Demonstrate the use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to mental health patients across the lifespan.
- Discuss principles of pharmacological therapy used to treat mental health alterations.
- Differentiate between therapeutic and nontherapeutic communication techniques.
- Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living for patients with mental health alterations.
- Identify current technologies and other quality improvement processes to improve nursing care for patients with mental health alterations.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
Reading: Halter, M. J., <i>Chapter 12 (pp. 201-223), Chapter 13 (pp. 228-246), Chapter 14 (pp. 250-275), and Chapter 15 (pp. 279-301).</i>	10.5 hrs
Lesson: Study the lesson for this module.	1 hr
Quiz: Prepare for Quiz 4.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
Homework Assignment 3: Submit the exercise titled "Psychobiological Disorders."	2 hrs
Quiz: Take Quiz 3.	N/A
Exam: Take Exam 1.	N/A
Clinical [as Assigned]: Perform the clinical experience as assigned.	N/A

Total Out-of-Class Activities: 15 Hours

MODULE 4: PSYCHOBIOLOGICAL DISORDERS II

COURSE LEARNING OBJECTIVES COVERED

- Identify the specific responsibilities of the professional registered nurse in the roles of provider of care, manager of care, and member of an interdisciplinary team when providing care to patients with mental health alterations.
- Identify ways to provide compassionate, culturally sensitive care to diverse patients with mental health alterations across the lifespan.
- Demonstrate the use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to mental health patients across the lifespan.
- Discuss principles of pharmacological therapy used to treat mental health alterations.
- Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living for patients with mental health alterations.
- Identify current technologies and other quality improvement processes to improve nursing care for patients with mental health alterations.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
Reading: Halter, M. J., <i>Chapter 11 (pp. 182-194), Chapter 17 (pp. 325-341), Chapter 19 (pp. 365-376), Chapter 23 (pp. 432-453), Chapter 24 (pp. 458-477), and Chapter 30 (pp. 566-582).</i>	11 hrs
Lesson: Study the lesson for this module.	1 hr
Quiz: Prepare for Quiz 5.	1.5 hrs
Exam: Prepare for Exam 2.	1.5 hrs
Quiz: Prepare for Quiz 6.	1 hr

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
Homework Assignment 4: Submit the exercise titled "Neurocognitive Disorders."	2 hrs
Quiz: Take Quiz 4.	N/A
Quiz: Take Quiz 5.	N/A
Clinical [as Assigned]: Perform the clinical experience as assigned.	N/A

Total Out-of-Class Activities: 18 Hours

MODULE 5: TRAUMA INTERVENTION

COURSE LEARNING OBJECTIVES COVERED

- Identify the specific responsibilities of the professional registered nurse in the roles of provider of care, manager of care, and member of an interdisciplinary team when providing care to patients with mental health alterations.
- Discuss the use of evidence-based best practices and relevant federal and state guidelines when providing patient care to patients with mental health alterations.
- Identify ways to provide compassionate, culturally sensitive care to diverse patients with mental health alterations across the lifespan.
- Demonstrate the use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to mental health patients across the lifespan.
- Describe the legal and ethical principles related to caring for mental health patients.
- Discuss principles of pharmacological therapy used to treat mental health alterations.
- Differentiate between therapeutic and nontherapeutic communication techniques.
- Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living for patients with mental health alterations.
- Identify current technologies and other quality improvement processes to improve nursing care for patients with mental health alterations.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
Reading: Halter, M. J., <i>Chapter 25 (pp. 481-495), Chapter 26 (pp. 499-501), Chapter 27 (pp. 515-528), and Chapter 29 (pp. 553-561).</i>	5 hrs
Lesson: Study the lesson for this module.	1 hr
Quiz: Prepare for Quiz 6.	0.5 hr
Exam: Prepare for Exam 3.	1.5 hrs
Final Exam: Prepare for the final exam.	4 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
Homework Assignment 5: Submit the exercise titled "Traumatic Interventions."	2 hrs
Exam: Take Exam 2.	N/A
Quiz: Take Quiz 6.	N/A
Clinical [as Assigned]: Perform the clinical experience as assigned.	N/A

Total Out-of-Class Activities: 14 Hours

MODULE 6: SPECIAL POPULATIONS

COURSE LEARNING OBJECTIVES COVERED

- Identify the specific responsibilities of the professional registered nurse in the roles of provider of care, manager of care, and member of an interdisciplinary team when providing care to patients with mental health alterations.
- Discuss the use of evidence-based best practices and relevant federal and state guidelines when providing patient care to patients with mental health alterations.
- Identify ways to provide compassionate, culturally sensitive care to diverse patients with mental health alterations across the lifespan.
- Demonstrate the use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to mental health patients across the lifespan.
- Describe the legal and ethical principles related to caring for mental health patients.
- Discuss principles of pharmacological therapy used to treat mental health alterations.
- Differentiate between therapeutic and nontherapeutic communication techniques.
- Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living for patients with mental health alterations.
- Identify current technologies and other quality improvement processes to improve nursing care for patients with mental health alterations.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
Reading: Halter, M. J., <i>Chapter 16 (pp. 305-313), Chapter 22 (p. 420), and Chapter 31 (pp. 584-598).</i>	3.5 hrs
Reading: ITT Tech Virtual Library> Basic Search> <ul style="list-style-type: none"> • “Learning from Ann: a dying nurse works through the five stages of grieving.” • “Bereavement and Mental Health After Sudden and Violent Losses: A Review” • “Theories and Models of Grief: Applications to Professional Practice” 	2 hrs
Lesson: Study the lesson for this module.	1 hr
Final Exam: Prepare for the comprehensive final exam.	1 hr

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
Homework Assignment 6: Submit the exercise titled "Trauma-Related Disorders."	2 hrs
Exam 3: Take Exam 3.	N/A
Clinical [as Assigned]: Perform the clinical experience as assigned.	N/A
Final Exam: Take the comprehensive final exam.	N/A

Total Out-of-Class Activities: 9.5 Hours

EVALUATION AND GRADING

EVALUATION CRITERIA

The graded assignments will be evaluated using the following weighted categories:

Grading Categories	Grading Weight
Homework Assignment	15%
Quiz	15%
Exam	50%
Comprehensive Final Exam	20%
Clinical	P/F
Total	100%

In addition to the weighted grades, you will also need to pass the clinical evaluation.

GRADE CONVERSION

The final grades will be calculated from the percentages earned in the course, as follows:

GRADE	PERCENTAGE
A (4.0)	90–100%
B+ (3.5)	85–89%
B (3.0)	80–84%
C+ (2.5)	75–79%
C (2.0)	70–74%
D+ (1.5)	65–69%
D (1.0)	60–64%
F (0.0)	<60%

Final grades will also consider whether you passed in the clinical rotation. Failing in clinical rotation will result in course failure.

LEARNING MATERIALS AND REFERENCES

REQUIRED COURSE MATERIAL

- Halter, M. J. (2014). *Varc Carolis' foundations of psychiatric mental health nursing (7th ed.)*. St. Louis, MO: Saunders.
- Halter, M. J. (2014). *Virtual clinical excursions online eWorkbook for Varc Carolis' foundations of psychiatric mental health nursing (7th ed.)*. St. Louis, MO: Saunders.

OTHER REQUIRED RESOURCES

- Halter, M. J. (2014). *Evolve resources for Varc Carolis' foundations of psychiatric mental health nursing (7th ed.)*. St. Louis, MO: Saunders.

RECOMMENDED RESOURCES

- Ackley, B. J., & Ladwig, G. B. (2014). *Nursing diagnosis handbook: An evidence-based guide to planning care (10th ed.)*. St. Louis, MO: Mosby.
- Pagana, K. D., Pagana, T. J., & Pagana, T. N. (2015). *Mosby's diagnostic and laboratory test reference (12th ed.)*. St. Louis, MO: Mosby.
- Skidmore-Roth, L. (2014). *Mosby's drug guide for nursing students, with 2016 Update (11th ed.)*. St. Louis: Mosby.

INSTRUCTIONAL METHODS AND TEACHING STRATEGIES

The curriculum employs a variety of instructional methods that support the course objectives while fostering higher cognitive skills. These methods are designed to encourage and engage you in the learning process in order to maximize learning opportunities. The instructional methods include but are not limited to lectures, collaborative learning options, use of technology, and hands-on activities.

To implement the above-mentioned instructional methods, this course uses several teaching strategies that may include lectures, collaborative learning options, and hands-on activities. Your progress will be regularly assessed through a variety of assessment tools including homework assignment, quiz, exam, clinical evaluation, and comprehensive final exam.

OUT-OF-CLASS WORK

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a “time-based option” for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the “Course Outline” section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

ACADEMIC INTEGRITY

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

APPENDIX A: CHECKLISTS AND TOOLS
CLINICAL EVALUATION TOOL

NU2740 Mental Health Nursing Clinical Evaluation Tool

Student _____

Clinical _____

Agency

Faculty _____

Rating Scale

Satisfactory = S

The student consistently works at the level expected of a first-year nursing student. The behavior/response being evaluated has been demonstrated consistently.

Needs to Improve = NI [This category may be used only at mid-quarter grading]

The student's performance has been inconsistent. The behavior/response being evaluated has not been consistently demonstrated at a level appropriate for a first-year nursing student. The student continues to need assistance.

Unsatisfactory = U

The student is unable to work at a level that is acceptable for a first-year nursing student. The performance related to this behavior/response has been unreliable and an insufficient amount of growth has been observed.

By mid-term evaluation, the student must achieve an "S" or "NI" on at least 80% of behaviors [listed under each objective] on the clinical evaluation. A student not meeting this standard will meet with the clinical instructor to develop a learning contract.

By final evaluation, the student must achieve an overall rating of "S" or higher on all clinical objectives and a rating of "S" or higher on 90% of behaviors [listed under each objective]. Failure to meet these final evaluation requirements will result in clinical failure and a grade of Fail (F) in the course.

OBJECTIVES AND BEHAVIORS	Mid	Final	COMMENTS
The student will receive one rating per objective.			

<p>1. Applies nursing knowledge and theoretical concepts and principles from the humanities and the social, behavioral, physical, and biological sciences in the implementation of competent nursing care</p> <ul style="list-style-type: none"> A. Explains pathophysiology of patient's disease process B. Applies knowledge of patient's environmental dimensions to meet their physical, psychological, developmental, social, and spiritual needs C. Participates effectively in appropriate data collection for delivery of optimal health care D. Applies knowledge of growth and development to provide developmentally appropriate care 		
<p>2. Identifies the specific responsibilities of the professional registered nurse in the roles of provider of care, manager of care, and member of an interdisciplinary team when providing care to patients with mental health alterations</p> <ul style="list-style-type: none"> A. Verbalizes the statutes and rules governing nursing and functions within the legal boundaries of nursing practice B. Delivers care that respects the dignity and rights of patients without discrimination based on age, race, religion, gender, sexual preference, socio-economic status, national origin, handicap, or disease C. Maintains confidentiality of all patient information D. Interacts with all patients and team members in a respectful manner E. Identifies advocacy needs of the patient F. Demonstrates caring in interactions with patients G. Identifies aspects of care that could be delegated to other members of the health team H. Demonstrates accountability for previous learning I. Demonstrates accountability and responsibility for competent nursing care J. Incorporates ethical, professional, and regulatory standards in provision of patient care K. Demonstrates awareness of own strengths and limitations as a team member L. Seeks information about quality improvement in the care setting 		

<p>3. Discusses the use of evidence-based best practices and relevant federal and state guidelines when providing patient care to patients with mental health alterations.</p> <ul style="list-style-type: none"> A. Maintains rights of the patient B. Follows legal guidelines, including HIPAA and state mental health code, while in the clinical setting C. Explains situations in which healthcare professionals have a duty to break patient confidentiality D. Identifies how a patient's civil rights pertain to restraints and seclusion E. Identifies legal terminology applicable to psychiatric nursing (e.g. torts, negligence and confidentiality) 			
<p>4. Identifies ways to provide compassionate, culturally sensitive care to diverse patients with mental health alterations across the lifespan.</p> <ul style="list-style-type: none"> A. Utilizes therapeutic communication skills when caring for clients with mental health alterations B. Identifies client's cultural practices and beliefs related to mental health C. Identifies client's cultural practices and beliefs related to mental health D. Incorporates client's culture into the nursing care plan 			
<p>5. Demonstrates the use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to mental health patients across the lifespan</p> <ul style="list-style-type: none"> A. Develops a nursing care plan which addresses the patient as a holistic person B. Assessment <ul style="list-style-type: none"> 1. Gathers thorough and relevant subjective and objective data from appropriate sources (biophysical, psychological, social, cultural, religious, family history) 2. Conducts an accurate physical/mental assessment which incorporates patient's growth and development 3. Accurately identifies signs and symptoms of altered health state 4. Assesses levels of physical and emotional comfort 5. Assesses patient's ability to perform activities of daily living 6. Assesses patient's patterns of coping and interacting 			

<ul style="list-style-type: none"> 7. Elicits patient values, preferences and expressed needs, and health goals 8. Assesses available and accessible human and material resources C. Diagnosis <ul style="list-style-type: none"> 1. Verifies data collected 2. Formulates appropriate nursing diagnoses to include actual or potential responses to health conditions and patient problem statements 3. Prioritizes nursing diagnoses 4. Documents nursing diagnoses in the plan of care D. Planning <ul style="list-style-type: none"> 1. Develops realistic, measurable short and long-term goals and outcome criteria with the patient 2. Plans individualized interventions which are supported by relevant resources 3. Plans interventions with respect to patient's cultural beliefs, values, and expressed needs 4. Incorporates national patient safety resources to focus attention on patient safety 5. Identifies resources based on necessity and availability E. Implementation <ul style="list-style-type: none"> 1. Performs interventions within the standards and policies of the nursing unit 2. Ensures safety of patients and care environment 3. Initiates requests for help and seeks instruction when appropriate to situation 4. Clarifies role and accountability in relation to other health care team members 5. Demonstrates effective use of technology and information technology to communicate, mitigate error, and support decision making 6. Uses appropriate safety strategies to reduce reliance on memory. 7. Performs health education appropriate to patient needs and level of understanding F. Evaluation <ul style="list-style-type: none"> 1. Evaluates nursing care based on short-term goals/patient outcomes 2. Identifies data to support evaluation 3. Continually validates data and modifies nursing care plan based on patient's response 			
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<ul style="list-style-type: none"> 4. Utilizes critical thinking and judgment in responding to changes in patient status 5. Identifies quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes 			
<p>6. Describes the role of the nurse in health promotion, maintenance, and restoration of optimal living for patients with mental health alterations</p> <ul style="list-style-type: none"> A. Provides accurate and consistent information, demonstration, and guidance to patient and family regarding healthy lifestyle, illness prevention, pain alleviation, and/or disease management B. Provide access to resources for patient and designated surrogates to promote health, safety and well-being, and self-care management C. Promotes the patient's ability to make informed decisions D. Evaluates effectiveness of teaching 			
<p>7. Differentiates between therapeutic and nontherapeutic communication techniques</p> <ul style="list-style-type: none"> A. Practices therapeutic communication techniques when interacting with patients and families, groups or communities B. Follows communication practices that minimize risk associated with handoffs among providers and across transitions in care C. Examines effectiveness of own communication with patients, families and health team members D. Communicates patient values, preferences, and expressed needs to other members of the health care team E. Solicits input from other team members to improve individual performance F. Expresses self clearly and directly with others G. Documents pertinent data correctly in a succinct, accurate, relevant, timely, and informative manner H. Reports information to appropriate members of the interdisciplinary team in a timely and accurate manner consistent with established policies and procedures I. Displays empathy through active listening J. Incorporates appropriate boundaries of therapeutic relationships K. Protects confidential information 			

<p>8. Demonstrates competent technical skills based on scientific rationales in the delivery of safe and effective nursing care</p> <ul style="list-style-type: none"> A. Provides safe and effective nursing care to patients using evidenced based practice B. Incorporates relevant national patient safety goals into nursing care C. Demonstrates preparedness to meet patient needs D. Demonstrates accountability for previous learning E. Seeks assistance from the instructor as needed F. Submits assignments on time G. Arrives to clinical on time H. Wears appropriate attire and is well groomed I. Actively participates in pre/post conference J. Initiates plans for self-improvement as a member of the interdisciplinary team 			
<p>Other objectives and behaviors <i>(The instructor can insert other objectives or state specific clinical requirements.)</i></p>			

MIDTERM AND FINAL EVALUATIONS

MIDTERM EVALUATION

Faculty Comments:

Student Comments:

Grade: _____

Faculty: _____

Student: _____

Date: _____

FINAL EVALUATION

Faculty Comments:

Student Comments:

Grade: _____

Faculty: _____

Student: _____

Date: _____

(End of Syllabus)