



**Course Number: NURS 126**  
**Course Title: : Promotion of Adaptation in the Psychosocial Modes**  
**Course Credit Hours: 3 credit hours (2 hr. lecture – 1 hr. clinical)**  
**Course Term and Year: Summer 2010**

**Course Section: NURS 126**

**Meeting Time and Place: Blount Site: Thursday 10:00am-12:30pm**

**Course Credit Hours: 3 credit hours**

---

**FACULTY CONTACT INFORMATION**

**Course Coordinator:** DJ Strunk, MSN, PMHCNS, BC, 865-273-1542,  
[donna.strunk@lmunet.edu](mailto:donna.strunk@lmunet.edu)

**Blount site:** DJ Strunk, MSN, PMHCNS, BC, 865-273-1542,  
[donna.strunk@lmunet.edu](mailto:donna.strunk@lmunet.edu)

---

**I. COURSE DESCRIPTION:**

A lecture/clinical course focusing on recognition of adaptive human responses versus ineffective responses related to the three psychosocial modes of human adaptive systems. The Roy Adaptation Model (RAM) nursing process is utilized for delivery of basic nursing care for human persons focusing on the adaptive/ineffective responses of the psychosocial modes: self – concept, role function, and interdependence. Builds upon knowledge acquired in study of anatomy, physiology, and developmental psychology. Clinical experiences occur in community and/or hospital mental health care facilities with adults/children/adolescents. Prerequisite: NURS 115, BIOL 261. Pre or co -requisite: NURS 125, BIOL 262, PSYC 221.

**II. COURSE OBJECTIVES:**

Students who successfully complete NURS 126 will be able to demonstrate, in the clinical/campus laboratory setting, in individual and group conferences, and on written materials, the ability to:

1. Explain current theories, environment, human adaptive systems, and health as it relates to the psychosocial needs of human persons.
2. Apply critical thinking skills based on Roy's Adaptation Model (RAM) in developing the steps of the nursing process.
3. Utilize therapeutic communication skills to promote adaptation of human persons with psychosocial needs.
4. Demonstrate therapeutic interventions to promote adaptive versus ineffective responses in the four adaptive modes: physiologic, interdependence, role function and self – concept.
5. Identify teaching – learning strategies relevant to the human person, environment, health, and adaptation to promote understanding of concepts in mental health nursing.
6. Identify research findings relevant to the RAM nursing process, critical thinking, and therapeutic interventions for human persons with psychosocial needs.
7. Demonstrate knowledge of the ethical and legal standards of mental health nursing.

8. Establish a therapeutic nurse-client relationship with adults, children, and adolescents with psychosocial needs.

### **III. TEXTS/MATERIALS FOR THE COURSE:**

Videbeck, S. (2008). *Psychiatric – mental health nursing*. (4th ed.). Philadelphia: Lippincott, Williams & Wilkins.

Wissmann, J. (Ed.) (2008). *Fundamentals for nursing*. Overland Park, KS: Assessment Technologies Institute, LLC.

### **IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:**

#### **A. Fulfill course requirements.** (See LMU Nursing Student Handbook Online 2009- 2010.)

##### **1. Attendance requirements:**

- a. Attendance will be taken each class period (lecture/exam). To be counted present, the student must be present for the ENTIRE class period.
  - b. Study labs will be provided in each ASN clinical course for faculty to expand on content presented in lecture. Attendance at these study labs is mandatory for ALL students until after the first course exam. After this time, the study labs are mandatory for students who do not have a course average of 83 or greater. Students with course averages of 83 or greater are encouraged to attend the study labs. Attendance will be taken at each study lab. To be counted present, the student must be present for the ENTIRE study lab.
  - c. After two (2) absences (lecture/exam/study lab) in one semester, it may necessitate that the student withdraw from this NURS course. The student is to contact the Lead Faculty to arrange for withdrawal from this NURS course.
2. **Cell phone usage is NOT permitted in the classroom or clinical area.** This includes, but not limited to, talking on the phone, checking messages and text messaging. If a student uses a cell phone during class or clinical, they will be asked to leave and counted absent for that day.
  3. Taping of lectures is a privilege which may be granted by the individual faculty member, but it is up to students who wish to tape lectures to ask permission, and not simply assume permission. Students should ask for permission at the beginning of the semester with each individual faculty member.

#### **B. Written Requirements**

##### **1. Tests and Examinations:**

- a. Four (4) exams, a comprehensive final and one course assessment exam are scheduled. Test dates and times are specified on the lecture schedule. Completion of ALL exams (classroom and course assessment exams) is required to receive credit for NURS 126.

#### **Instructions regarding Course Assessment Exams:**

1. The student must register get a user name and password for Course Assessment Exams.

2. If technical assistance is needed call: 1-800-667-7531. Office hours of support are Monday – Friday, 7am-6pm Central Standard Time.
  3. The faculty at each site will make arrangements for each Course Assessment Exam. Some exams will be administered via paper/pencil and some via the computer.
  4. If the Course Assessment Exam is for completion only (satisfactory/unsatisfactory), the student will be required to take the exam and turn in the grade sheet by a date specified by the faculty. If the Course Assessment Exam is not taken, completed and turned in by the specified time, the student will not be allowed to take a specific scheduled course exam and will receive a zero for that course exam.
  5. If the Course Assessment Exam is for a % of the course grade and the student does not complete the exam at the scheduled time, a grade of zero (0) will be recorded.
- b. A dosage calculation quiz must be taken and the student must achieve a score of 80% before being allowed to pass medications in the hospital. If the student does not achieve 80% on the second attempt and is not allowed to pass medication, the student will receive an unsatisfactory grade in clinical and will NOT be allowed to continue in the course. **Students will have a maximum time limit of 30 minutes.**

**Rules regarding tests and examinations:**

1. All students are expected to take exams as scheduled. Students are required to notify the faculty by phone or email prior to the scheduled exam time if they are not going to be present. Students are given faculty contact information in each NURS course syllabi and are expected to have it available at all times. If for any reason a student is unable to leave a message for the faculty member via the contact information provided, it is the student's responsibility to contact the Nursing Office on campus (1-800-325-0900, ext. 6324) and talk to the Nursing Secretary or leave a message on her voice mail. Please remember to state you are unable to take the exam and be specific as to the course, the faculty's name and the site you attend. **Any student that does not notify the appropriate faculty will receive a zero for the exam.**
2. The faculty will determine the date and time of any alternate make-up exam. **If the student does not make up the exam on the scheduled date and time, the student will get a zero on the exam.**
3. All electronic devices (pagers, cell phones, PDA's, etc), personal belongings (book bags, purses, coats) are prohibited during examination times. Students may only bring into the exam room pencils and a simple calculator. Students must make arrangements for their other personal belongings during test time.
4. Ball caps or hats with any type of brim will not be allowed to be worn during exam administration.
5. Simple calculators are the **ONLY** calculators allowed during test time. Scientific calculators or those combined with cell phones, PDA's, or other electronic devices are not permitted. If a student presents to an exam with any calculator other than a simple calculator the faculty will collect the calculator and the student will be required to do mathematic calculations by hand only. Calculators collected prior to the exam will be returned after the exam.

6. Editorial corrections will be given at the beginning of the exam. If corrections to the exam are needed once the exam has started, the faculty will interrupt the exam and announce the correction and also write it on the board.
7. Any student who has questions during the exam must raise his/her hand and stay seated.
8. The student must not leave his/her seat until the exam is finished, except for emergencies.
9. The exam will be timed. The time for exam booklets to be turned in and for class to resume will be written on the board. Any student entering late will be required to turn his/her exam at the stated time.
10. **Violation of ANY of the above policies will result in a zero (0) for that exam.**
11. After the exam is finished, the student has the following options:
  - a) Return to his/her seat, and remain quiet until class resumes.
  - b) Leave the classroom. (If the student chooses to leave the room, he/she may not reenter until class resumes.)
12. Nursing Faculty will review and score exams during the week after the exam is given. Individual student grades will be available and posted one week after the exam has been given. Faculty will post exam grades on Blackboard.
13. Faculty reserves the right to correct any clerical error. This includes both increases and decreases to adjusted exam grades.
14. Exam reviews will be scheduled outside of class time. Attendance for exam review is strongly recommended. No books, pencils electronic devices or taping are allowed during the exam review.
15. Students have one calendar week after the test review to meet with their instructor for clarification of any exam related issue. For the last exam of the semester (final unit exam or final comprehensive exam), students must contact the instructor within 24 hours for clarification of any exam related issue. If a student wants to appeal any exam related issue, it must be presented via email within the time frame listed above and addressed to the instructor who taught the content.

2. **Clinical Written Work:** Assigned by the clinical instructor, these works shall be college level submissions.

- a. The following four clinical assignments, 1 – 4 below, are the written work for the clinical rotation in N126. The due date for these four clinical assignments is on the last clinical day scheduled for each student. These four clinical assignments can be turned in earlier. These four clinical assignments will be completed on a patient during the clinical rotation. A score of 80% or better must be achieved for the student to receive a satisfactory grade in clinical and successfully complete N126. These assignments shall be college level submissions. One point per day will be subtracted for late assignments.
  1. Assessment
  2. Mini – Mental Status Exam (MMSE)
  3. Care plan
  4. Drug List

- b. Each student will have the opportunity to attend a support group during their clinical rotation. The student will also complete a written assignment for this activity. The due date for this assignment will be on the last clinical day scheduled for each student. The support group assignment must be placed into a folder and turned in to the clinical instructor along with the above mentioned clinical work. This assignment must be satisfactory in order for the student to be successful in the N126 clinical rotation. The student will receive an unsatisfactory if this assignment is not turned in on the due date.
- c. Each student will also be required to watch the movie “A Beautiful Mind” and write a one page analysis of the film. The due date will be on the last clinical day scheduled for each student.

### **3. Coaching Material:**

Coaching material is available through the ATI Review Modules, ATI DVD’s and student customized review guides generated through practice ATI exams. Students are expected to utilize this ATI material to supplement all NURS course material in order to successfully complete this course.

**C. Clinical Requirements:** There will be a total of 45 clinical hours for NURS 126. Attendance is required in clinical/campus lab experiences. See LMU Nursing Student Handbook Online 2009-2010). All clinical absences must be made up. A make up day will be required for excused absences. (A doctor’s excuse will be required.)

**Clinical:** Each clinical day in a health care facility will be 7.5 hours in length including a ½ hour lunch break. Students will be in the clinical setting two days per week. Clinical group assignments will be made at the individual sites by the nursing faculty. Clinical days will be announced during the first day of lecture. Clinical make-up days are scheduled for TBA 2010.

- a. After two (2) clinical/campus lab absences (excused and/or unexcused) in one semester, it may necessitate that the student withdraw from this and any other clinical NURS course in which the student is enrolled. The student is to contact the Lead Faculty to arrange for withdrawal from this course/courses. If the student in enrolled in both this course and a specialty NURS course the policy of two (2) clinical/campus lab absences relates to the combined number of absences between these two NURS courses.
- b. A tardy is defined as arriving to the clinical facility ANY time after the scheduled start time. If a student is more than 15 minutes late to the clinical area the clinical instructor has the right to inform the student to go home and the absence will be counted as an unexcused absence.
- c. A student who has unexcused absences and/or tardies will have a point for each absence and each tardy deducted from his/her final exam grade. The only absences that will be recognized as an excused absence will be illness accompanied by a doctor’s excuse or a death in the immediate family.
- d. In order to receive a satisfactory grade in clinical, the student must perform the critical behaviors identified in the Clinical Outcomes Tool.
- e. In order for a student to be eligible to go into the clinical areas, he/she must produce evidence of an annual negative PPD or negative chest x-ray, record of

Hepatitis B vaccination or declination form, a Rubella titer and/or second MMR, and current CPR certification the first time this course meets this semester. **If this documentation is not on file before the first clinical day of the semester, the student will not be allowed to attend clinical and the absence(s) will be counted as unexcused.**

f. Students are reminded that any time they are in the clinical setting for pre-planning, pre-conference, clinical and/or post-conference, they are to adhere to the Caylor School of Nursing uniform policy.

**D. Methods of Evaluation**

Exam I	20%
Exam II	20%
Exam III	20%
Exam IV	20%
Comprehensive Final Exam	15%
Comprehensive Assessment Exam	5%
Clinical Evaluation	Satisfactory/Unsatisfactory
Clinical Attendance	Satisfactory/Unsatisfactory

**E. Incomplete Policy**

Students are expected to complete all requirements as assigned during the semester. Incompletes are only given in extreme circumstances deemed by the instructor. If the request for an “I” is approved, the work must be completed within the first six weeks of the following semester (excluding summer terms); otherwise the grade automatically becomes “F”. The grade of “I” is calculated in the grade point average with zero points.

**F. ASN Caylor School of Nursing Grading Scale:**

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = below 60%

The minimal acceptable grade in nursing is a "B" in theory, and a satisfactory in clinical. An unsatisfactory grade in clinical will result in an “F” for the course. See the LMU Student Handbook Online 2009-2010 or obtain one from the secretary of the Caylor School of Nursing.

A failing grade for either theory or clinical performance will result in a failing grade for the course. The student must attain an overall average of 80% to pass NURS 241 with a "B". **There will be NO rounding of earned grades within the course and NO rounding of the final grade for the course.**

**E. Clinical Facilities**

Tennessee Facilities  
 Peninsula Psychiatric Hospital

Phone #  
 970-9800

## V. METHODS OF INSTRUCTION:

Lecture	Small Group Activities
Discussion	Independent Study
Audiovisual Materials	Required & Recommended Readings
Campus/Clinical Laboratory Experiences	Written Assignments
Self-Evaluation	Role Playing
Guest Lecturers	Individual Guidance & Assistance from Instructors
Computer Assisted Learning	Case Studies

## VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

Blackboard will be used for this course to post announcements and individual course grades. In addition the student's email address will be used for all correspondences. Students must have computer skills necessary to participate in this course.

## VII. UNIVERSITY POLICIES:

**Students with Disabilities Policy:** As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU Catalogue. Any student needing assistance in accordance with the Americans with Disabilities Act (1990 as amended) should contact the instructor and the LMU ADA Compliance Officer, Donna Treece-Paul, in order to make appropriate arrangements. Contact information: [donna.treece-paul@lmu.edu](mailto:donna.treece-paul@lmu.edu) and/or 423-869-6251 (800-325-0900 ext. 6251). Office is located on the third floor of the Student Center.

**Discrimination Policy:** Lincoln Memorial University is committed to maintaining study and work environments that are free from discriminatory harassment based on sex, race, color, national origin, religion, pregnancy, age, military status, disability or any other protected discriminatory factor. Sexual or other discriminatory harassment of its students is strictly prohibited, whether by non-employees (such as contractors or vendors), other students, or by its employees, and LMU will take immediate and appropriate action to prevent and to correct behavior that violates this policy. Likewise, students are strictly prohibited from engaging in harassing behavior directed at LMU's employees, its visitors, vendors and contractors. All students must comply with this policy and take appropriate measures to create an atmosphere free of harassment and discrimination. Appropriate disciplinary action, up to and including, as appropriate, suspension, expulsion, termination from employment or being banned from LMU properties, will be taken against individuals who violate this policy.

**Scholastic Dishonesty:** It is the aim of the faculty of LMU to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present work as his/her own that he/she has not honestly performed is regarded by the faculty and the administration as a very serious offense and renders the offender liable to several consequences and possible suspension.

**Cheating:** LMU prohibits dishonesty of any kind on examinations or written assignments. These include unauthorized possession of examination questions, the use of unauthorized notes during an examination, obtaining information during an examination from another student,

assisting others to cheat, altering grade records, or entering any campus office without permission. Violations will subject the students to disciplinary action.

**Plagiarism:** LMU prohibits offering the work of another as one's own without proper acknowledgment. Any student who fails to give credit for quotations or essentially identical material taken from books, magazines, encyclopedias, or other reference works, or from the themes, reports or other writings of a fellow student has committed plagiarism.

**LMU's Inclement Weather Policy:** Local radio and television stations will be contacted and every effort made to have morning or daytime cancellations posted/announced by 6:00 a.m., along with a recorded announcement on the LMU main campus telephone number: (423) 869-3611. You may also check the university's website for class cancellation notices; they will be posted on <http://www.lmunet.edu/curstudents/weather.html>.

#### **VIII. LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT:**

This may be found at <http://www.lmunet.edu/about/mission.html>

#### **IX. CAYLOR SCHOOL OF NURSING MISSION STATEMENT:**

In conjunction with the University's mission, the Faculty of the Caylor School of Nursing strives to instill responsibility and high moral/ethical standards in the preparation of quality nurses, at multiple levels of nursing education, through superior academic programs at the undergraduate and graduate level. Specifically, the mission of the Faculty is to prepare nurses with the ASN, BSN, and MSN degree, to assist individuals, families, communities, and society as they adapt to changes in physiological needs, role function, self-concept, and interdependent relationships during health and illness. The Caylor School of Nursing seeks to respond to the needs of nursing education and healthcare in the surrounding communities by preparing nurses at multiple levels and by providing continuing education/professional development opportunities that are rooted in knowledge, research, and other scholarly activities.

#### **X. COURSE OUTLINE/ASSIGNMENT OR CLINIC SCHEDULE:**

##### **NURS 126 LECTURE SCHEDULE – Summer 2010**

**Blount Site:** Thursdays 10:00am-12:30pm

**Week of:**      **Bolded dates/times below = deviations from scheduled class time**

**5/6/10**      **Blount: 9a-11: a Clinical Orientation at Peninsula Hospital (Mandatory)**

5/13/10:      Orientation to Course, DSM IV – TR, Mental Health/Illness, History of Mental Illness, Neurobiologic and Psychosocial Theories

5/20/10:      Psychopharmacology, Individual, Group, and Family Therapy, Treatment Settings and Therapeutic Programs

- 5/27/10: Therapeutic Relationships and Communication
- 6/3/10: Exam I, Mental Health Assessment/Exam, Cultural Traditions/Customs, Legal and Ethical Issues**
- 6/10/10: Anger, Hostility, and Aggression, Abuse and Violence, Grief and Loss
- 6/17/10: Exam II, Anxiety Disorders,**
- 6/24/10: Schizophrenia, Mood Disorders, Personality Disorders
- 7/1/10: **Exam III, Substance Abuse, Somatoform Disorders**
- 7/8/10: Eating Disorders and Child and Adolescent Disorders
- 7/15/10: Cognitive Disorders**
- 7/22/10: Exam IV**
- 7/29/10: Comprehensive Final Exam – 9 AM – 11 AM  
ATI Mental Health Comprehensive Exam TBA**

**XI. IMPORTANT DATES IN THE ACADEMIC CALENDAR SPRING 2010:**

<b>Summer Terms 2010:</b>	
<b>Nursing</b>	May 10 – July 30
<b>Mini-Term 2010</b>	May 3-21
Term A—10-week session (no classes May 31 or July 5)	May 24 – July 30
Term B—First 5-week session (no classes May 31)	May 24 - June 25
Term C—Second 5-week session (no classes July 5)	June 28 – July 30

**XII. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN**

**WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS  
AND/OR AMENDMENTS.**

**NURS 126**  
***ATI Readings and Video Sections to Accompany Course Units***

**Unit I Lesson Plan: Current Theories and Practice in Mental Health Nursing**

**ATI Book:**

*Unit 1: Foundations for Mental Health Nursing:*  
Please Read Sections 3, 4, 6, 7 and 8

*Unit 2: Traditional Nonpharmacological Therapies:*  
Please Read Sections 9, 10, and 11

*Unit 3: Psychopharmacological Therapies:*  
This section is optional at this time. You may read any or all of it now, but these sections (13-18) will be assigned later on with each specific disorder as we cover them.

**Unit II Lesson Plan: Mental Health Assessment; Current Social and Emotional Concerns**

**ATI Book:**

*Unit 1: Foundations for Mental Health Nursing:*  
Please read sections 1 and 2

*Unit 4: Psychiatric Emergencies:*  
Please read sections 32, 33, 34, 35

**Unit III Lesson Plan: Nursing Practice for Psychiatric Disorders, Part I**

**ATI Book:**

*Unit 1: Foundations for Mental Health Nursing:*  
Please read section 5

*Unit 2: Traditional Nonpharmacological Therapies:*  
Please read section 12

*Unit 3: Psychopharmacological Therapies:*  
Please read sections 13, 14, 15 and 16

*Unit 4: Psychobiologic Disorders:*  
Please read sections 19, 21, 22, 24, 25 and 26

*Unit 4: Psychiatric Emergencies:*  
Please read sections 30 and 31

## **Unit IV Lesson Plan: Nursing Practice for Psychiatric Disorders, Part II**

### **ATI Book:**

*Unit 3: Psychopharmacological Therapies:*

Please read sections 17 and 18

*Unit 4: Psychobiologic Disorders:*

Please read sections 20, 23, 27, 28 and 29

*Unit 4 Section: Mental Health Nursing of Special Populations:*

Please read sections 36 and 37

### **ATI Assignments on DVD**

#### **Unit I Lesson Plan: Current Theories and Practice in Mental Health Nursing**

Please watch sections 2, 4, 5, 6, 21, 22, 23, 24, 27

#### **Unit II Lesson Plan: Mental Health Assessment: Current Social and Emotional Concerns**

Please watch sections 1, 3, 10, and 28

#### **Unit III Lesson Plan: Nursing Practice for Psychiatric Disorders, Part I**

Please watch sections 7, 8, 9, 10, 11, 12, 13, 14, and 25

#### **Unit IV Lesson Plan: Nursing Practice for Psychiatric Disorders, Part II**

Please watch sections 15, 16, 17, 18, 19, 20, 26

*Students may note that some topics may be discussed under a variety of headings. Please feel free to watch any and all sections at any time for any unit as appropriate.*

**Lincoln Memorial University**  
**NURS 126 Medication List**

Student: \_\_\_\_\_

Date \_\_\_\_\_

Instructor \_\_\_\_\_

Pt. Initials: \_\_\_\_ Age: \_\_\_\_\_

Room # \_\_\_\_\_

Diagnosis(es) \_\_\_\_\_

Name (generic & brand), Date, Time, Route, Recommended Safe Dose	Class	Reason <b>YOUR</b> client is receiving	Common Side Effects	Nursing Implications

Please make photocopies as needed. This form must be completed & submitted to the clinical instructor for **each** clinical day.



**Lincoln Memorial University**  
**Caylor School of Nursing**  
**Grading Rubric Nursing 126 Written Work Assignment**

**I. Assessment of data (40 points)** Comprehensive assessment of patient which includes the following sections:

Mini Mental State Examination  
 Psychiatric Nursing Assessment

40 points	35 points	30 points	25 points	20 points	0 points	Points Earned
All areas with NO errors	1-2 areas with errors	3-4 areas with errors	5-6 areas with errors	All areas with errors	Not the student's original work.	

**II. Nursing Process/Care Plan (30 points)**

- A. Assessment
- B. Nursing diagnoses, goals, outcomes
- C. Nursing interventions
- D. Rationale
- E. Evaluation

30 points	25 points	20 points	15 points	10 points	0 points	Points Earned
All areas with NO errors	1 area with errors	2 areas with errors	3-4 areas with errors	All areas with errors	Not the student's original work	

**III. Drug List (25 points)** Must contain the following:

Effects  
 Side effects  
 Classification  
 Nursing implications

25 points	20 points	15 points	10 points	5 points	0 points	Points Earned
All areas covered	1 area missing with errors	2 areas with errors	3-4 areas with errors	Several areas missing	No medication listed	

**V. Professionalism (5 points)** Includes, but not limited to, APA format, correct grammar, spelling, punctuation, spacing, and neatness.

5 points	4 points	3 points	2 points	1 points	0 points	Points Earned
No errors in professionalism	1-3 errors in professionalism	4-6 errors in professionalism	7-9 errors in professionalism	10-12 errors in professionalism	>12 errors in professionalism	

Points Earned	Days Late (1 point per day deducted) Later than 1 week = zero for entire care plan	Final Grade

**LINCOLN MEMORIAL UNIVERSITY**  
**CaylorSchool of Nursing**

**CLINICAL OUTCOMES TOOL GUIDE**

This tool is used to evaluate student performance in the clinical setting in conjunction with the Associate Degree in Nursing courses. This evaluation tool follows objectives and guidelines which are included in the CLINICAL OUTCOMES TOOL GUIDE. In addition, the guide gives examples of behaviors that would be demonstrated by the student in order to receive a satisfactory for the items in this evaluation tool. This tool is based on the ANA's Clinical Standards for Nursing Practice\* as designated in the CLINICAL OUTCOMES TOOL GUIDE. The identified behaviors are consistent with the Adaptation nursing theory of Sister Callista Roy.\*

**EVALUATION CRITERIA**

- 5 = EXCELLENT** (The clinical objective has been met with a high level of competency, beyond expectation.)
- 4 = ABOVE AVERAGE** (The clinical objective has been met at a level exceeding expectation)
- 3 = AVERAGE** (The clinical objective has been met by the student.)
- 2 = BELOW AVERAGE** (The clinical objective has been minimally met by the student.)
- 1 = UNSATISFACTORY** (The clinical objective has not been met by the student.)  
(An unsatisfactory rating on any clinical objective that has been identified as critical for that particular semester will result in unsatisfactory clinical grade.)
- N/A = NOT APPLICABLE / NOT OBSERVED** (This indicates that the clinical objective was either not observed or not applicable in that clinical setting.)

(Each UNSATISFACTORY or NEEDS IMPROVEMENT rating must include an instructor's comment and date.)

**CLINICAL OBJECTIVES**

- FIRST SEMESTER - clinical objective met with assistance for instructor.
- SECOND SEMESTER - clinical objective met with minimal assistance from instructor.
- THIRD SEMESTER - clinical objective met with supervision from instructor.
- FOURTH SEMESTER - clinical objective met with minimal supervision from instructor.

Listed below are the evaluation categories with the corresponding ANA Standards of Nursing Practice. Each behavioral item from the CLINICAL OUTCOMES TOOL is listed. These items are followed by criteria for satisfactory behaviors which indicate student progression. The semester in which these items are critical behaviors is designated by:

(1) - First Semester / (2) - Second Semester / (3) - Third Semester / (4) - Fourth Semester.

From that semester until the program is completed, that objective must be attained.

American Nurses Association. (1998). Standards of Nursing Practice. Kansas City, MO: American Nurses Publishing.

Roy, C., & Andrews, A. A. (1999). The Roy adaptation model (2nd ed.). Norwalk, CT: Appleton and Lange.

**SECTION I : STANDARDS OF CARE (SOP) (Nursing Process)**

**ASSESSMENT (SOC I)**

1. **(1) Collects appropriate patient information to form a thorough and organized data base for patient care.**
  - (1) - Reviews the patient's chart, Kardex, and medication records.
  - (1) - Obtains appropriate history information from the patient and family.
  - (1) - Gets report from members of the health care team to clarify information and provide for continuity of care.
  - (2) - Organizes and records data as directed.
  - (2) - Identifies individual and family learning and discharge needs.
  - (3) - Prioritizes data collection based on patient's condition.
2. **(2) Performs thorough and accurate physical assessments.**
  - (1) - Obtains and records vital signs, intake / output, height / weight accurately.
  - (2) - Documents assessment findings accurately in appropriate records.
  - (2) - Identifies changes in patient's health status and takes action when necessary.

**DIAGNOSIS (SOC II)**

3. **(2) Analyzes data to identify appropriate nursing diagnoses.**
  - (1) - Selects and documents appropriate nursing diagnoses.
  - (2) - Identifies actual or potential problems that threaten or promote adaptation.

**OUTCOME IDENTIFICATION (SOC III)**

4. **(1) Identifies appropriate patient outcomes.**
  - (1) - Derives outcomes from written nursing diagnoses.
  - (1) - Establishes desired patient outcomes as realistic and obtainable goals.
  - (2) - Documents outcomes appropriately.
  - (3) - Participates with patient, family and health care team to establish patient-centered outcomes which promote health, prevent illness, and provide for rehabilitation.

**PLANNING (SOC IV)**

5. **(3) Creates and documents a well-developed plan of care.**
  - (2) - Develops a plan of care with input from the patient, family, other members of the health care team.
  - (2) - Includes appropriate patient and family learning and discharge needs.
  - (2) - Creates a plan that provides for continuity of care.
  - (3) - Incorporates patient's cultural and spiritual beliefs in plan of care.
  - (3) - Incorporates patient's physiologic, psychosocial, developmental needs, and patient strengths in plan of care.
6. **(2) Establishes priorities for nursing care.**

**IMPLEMENTATION (SOC V)**

7. **(2) Provides appropriate interventions based on the patient's plan of care.**
  - (2) - Implements plan of care according to the patient's needs and established priorities.
  - (2) - Follows prescribed medical regimen for the patient undergoing diagnostic tests, therapeutic procedures, and / or surgery.
  - (2) - Implements appropriate teaching plans specific to patient's learning and discharge needs.
  - (3) - Utilizes community resources when appropriate.
  - (4) - Promotes the patient's optimum level of functioning and adaptation to changes in health status.
8. **(1) Provides for physiologic health and safety of the patient and others.**
  - (1) - Follows universal precautions when providing care.
  - (1) - Follows isolation policies when applicable.
  - (1) - Provides for patient's hygiene needs.
  - (2) - Implements necessary care for the bed-ridden, immobilized, or unconscious patient.

- 9. (1) Demonstrates safe performance of nursing skills.**  
 (1) - Administers medications safely and correctly and documents appropriately.  
 (1) - Follows established hospital policies, procedures, protocols, and routines.  
 (1) - Demonstrates understanding of aseptic technique when providing patient care.  
 (2) - Administers parenteral fluids safely and documents appropriately.
- 10. (1) Utilizes therapeutic communication skills in interactions with the patient and patient's family.**
- 11. (1) Demonstrates accurate and appropriate charting and written communication.**
- 12. (3) Incorporate effective teaching - learning strategies to promote patient and family adaptation to health care needs.**
- 13. (2) Promotes psychological safety of patients.**
- 14. (2) Provides culturally competent care to individuals from diverse social and ethnic groups.**
- 15. (1) Makes decisions based on knowledge of facts and sound judgment.**
- 16. (4) Provides for continuity of care in the management of health care needs.**

### **EVALUATION (SOC VI)**

- 17. (2) Determines the effects of nursing interventions on the patient.**  
 (4) - Participates with the patient, family, and health care team to evaluate the patient's progress towards written outcomes.
- 18. (3) Revises plan of care based on ongoing assessments.**

## **SECTION II : STANDARDS OF PROFESSIONAL PERFORMANCE (SOPP)**

### **QUALITY OF CARE (SOPP I)**

- 19. (1) Is a reliable and conscientious caregiver.**  
 (1) - Spends time with patients.  
 (1) - Is conscientious; follows through with responsibilities.  
 (3) - Serves as an advocate for patients.
- 20. (3) Is self-directing; assumes initiative when appropriate.**
- 21. (4) Provides care for a group of patients based on priority of needs.**

### **PERFORMANCE APPRAISAL (SOPP II)**

- 22. (1) Assumes responsibility for his / her own actions.**
- 23. (1) Accepts constructive criticism well and utilizes suggestions for improvement.**
- 24. (1) Reports to clinical practice and conferences on time.**  
 (1) - Notifies instructor if he / she is going to be late or absent.
- 25. (1) Dresses appropriately in the clinical setting.**  
 (1) - Follows the LMU Uniform policy.  
 (1) - Wears nametag at all times.
- 26. (4) Organizes time and is efficient in performing nursing care.**

**EDUCATION (SOPP III)**

27. (1) Participates in pre / post conferences.
28. (1) Turns in completed written assignments on time.

**COLLEGIALITY (SOPP IV)**

29. (3) Cooperates with and supports other members of the health care team.

**ETHICS (SOPP V)**

30. (1) Conducts self in an ethical manner.  
(1) Is truthful in dealings with patients, families, health care team members and instructors.
31. (1) Applies legal implications of nursing practice.
32. (1) Maintains confidentiality regarding patient information.
33. (1) Maintains a non-judgmental attitude.

**COLLABORATION (SOPP VI)**

34. (2) Recognizes his / her own strengths and weaknesses and seeks assistance when necessary.
35. (1) Communicates appropriately and respectfully with other members of the health care team.  
(1) - Verbally communicates patient information to other members of the health care team when needed.  
(2) - Provides for continuity of care through receiving and giving reports about patient status and plan of care.

**RESEARCH (SOPP VII)**

36. (4) Incorporates appropriate research findings.  
(4) - Utilizes a variety of resources to incorporate evidence-based practice into plan of care and / or other assignments.

**RESOURCE UTILIZATION (SOPP VIII)**

37. (4) Provides patient care utilizing other personnel in regards to their educational preparation and experience.

LINCOLN MEMORIAL UNIVERSITY

Caylor School of Nursing

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

Site \_\_\_\_\_ Semester \_\_\_\_\_

Course \_\_\_\_\_ Rotation \_\_\_\_\_

**CLINICAL OUTCOMES TOOL**

Clinical Instructor \_\_\_\_\_

This student evaluation tool is based on criteria as designated by the CLINICAL OUTCOMES TOOL GUIDE.  
Please refer to this guide when using and interpreting the tool. Any comments can be found written on back of page.

5 = Excellent  
4 = Above average

Rev. 4-10

3 = Satisfactory  
 2 = Needs Improvement  
 1 = Unsatisfactory

<b>ASSESSMENT</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
1. Collects appropriate patient information to form a thorough and organized data base for patient care.						
2. Performs thorough and accurate physical assessments.						
<b>DIAGNOSIS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
3. Analyzes data to identify appropriate nursing diagnoses.						
<b>OUTCOMES IDENTIFICATION</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
4. Identifies appropriate patient outcomes.						
<b>PLANNING</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
5. Creates and documents a well-developed plan of care.						
6. Establishes priorities for nursing care.						
<b>IMPLEMENTATION</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
7. Provides appropriate interventions based on the patient's plan of care.						
8. Provides for physiologic health and safety of the patient and others.						
9. Demonstrates safe performance of nursing skills.						
10. Utilizes therapeutic communication skills in interactions with the patient and patient's family.						
11. Demonstrates accurate and appropriate charting and written communication						
12. Incorporate effective teaching - learning strategies to promote patient and family adaptation to health care needs.						
13. Promotes psychological safety of patients.						
14. Provides culturally competent care to individuals from diverse social and ethnic groups.						
15. Makes decisions based on knowledge of facts and sound judgment.						
16. Provides for continuity of care in the management of health care needs.						

<b>EVALUATION</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
17. Determines the effects of nursing interventions on the patient.						
18. Revises plan of care based on ongoing assessments.						

<b>PROFESSIONAL PERFORMANCE</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
19. Is a reliable and conscientious caregiver.						
20. Is self-directing; assumes initiative when appropriate.						
21. Provides care to a group of patient's based on priority of needs.						
22. Assumes responsibility for his / her own actions.						
23. Accepts constructive criticism well and utilizes suggestions for improvement.						
24. Reports to clinical practice and conferences on time.						
25. Dresses appropriately in the clinical setting.						
26. Organizes time and is efficient in performing nursing care.						
27. Participates in pre / post conferences.						
28. Turns in completed written assignments on time.						
29. Cooperates with and supports other members of the health care team.						
30. Conducts self in an ethical manner.						
31. Applies legal implications of nursing practice.						
32. Maintains confidentiality regarding patient information.						
33. Maintains a non-judgmental attitude.						
34. Recognizes his / her own strengths and weaknesses and seeks assistance when necessary.						
35. Communicates appropriately and respectfully with other members of the health care team.						
36. Incorporates appropriate research findings.						
37. Provides patient care utilizing other personnel in regards to their educational preparation and experience.						
<b>38 OVERALL STUDENT CLINICAL RATING</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>

Instructor Comments:

Rev. 4-10

Student Comments: Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Multiaxial Evaluation Report Form**

The following form is offered as one possibility for reporting multiaxial evaluations in some settings, this form may be used exactly as is: in other settings the form may be adapted to satisfy special needs.

*AXIS I: Clinical Disorders  
Other Conditions That May Be a Focus of Clinical Attention*

Diagnostic code                      DSM-IV name  
Rev. 4-10

_____	_____
_____	_____
_____	_____

*AXIS II: Personality Disorders*

Diagnostic code	DSM-IV name
_____	_____
_____	_____

*AXIS III: General Medical Conditions*

ICD-9-CM code	ICD-9-CM name
_____	_____
_____	_____
_____	_____

*AXIS IV: Psychosocial and Environmental Problems*

*Check:*

- Problems with primary support group *Specify:* \_\_\_\_\_
- Problems related to the social environment *Specify:* \_\_\_\_\_
- Educational problems *Specify:* \_\_\_\_\_
- Occupational problems *Specify:* \_\_\_\_\_
- Housing problems *Specify:* \_\_\_\_\_
- Economic problems *Specify:* \_\_\_\_\_
- Problems with access to health care services *Specify:* \_\_\_\_\_
- Problems related to interaction with the legal system/crime *Specify:* \_\_\_\_\_
- Other psychosocial and environmental problems *Specify:* \_\_\_\_\_

*AXIS V: Global Assessment of Functioning Scale* *Score:* \_\_\_\_\_

*Time frame:* \_\_\_\_\_

**ASSESSMENT and MENTAL STATUS EXAMINATION**

Student:

Date:

ASSESSMENT (include client initials, age, sex, race, marital status, occupation, admission date, admission diagnosis)

Chief complaints/condition on admission

Predisposing Factors--Psychiatric Treatments and (compliance with previous treatments)  
history of psychiatric disorders

Coping Responses--Physical (history of physical disorders):

Current Medications (items name, dosage, frequency, and side effects)

Coping Resources and Discharge Planning Needs (support systems, professional/community resources utilized)

## MENTAL STATUS EXAMINATION

I. General Appearance

A. General Appearance

B. Psychomotor Activity

C. Speech

D. Attitude Toward Interviewer

E. General Behavior

II. Emotional State

A. Affect

B. Mood

III. Sensorium and Cognition

A. Orientation

B. Memory

C. Attention and Concentration

D. Reliability and Judgment

E. Insight

F. Intellectual Function (fund of information, current events, observe vocabulary, educational level)

#### IV. Thinking

A. Thought Processes

B. Thought Content

#### V. Experiences

A. Perceptions

#### VI. Coping Mechanisms

A. Adaptive (hobbies, activities, exercise)

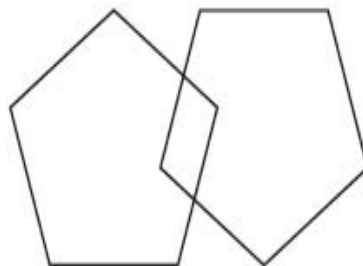
B. Maladaptive (addictions, defense mechanisms)

# The Mini-Mental State Exam

Patient \_\_\_\_\_ Examiner \_\_\_\_\_ Date \_\_\_\_\_

Maximum Score

- |   |     |   |
|---|-----|---|
|   |     | <b>Orientation</b>  |
| 5 | ( ) | What is the (year) (season) (date) (day) (month)?   |
| 5 | ( ) | Where are we (state) (country) (town) (hospital) (floor)?   |
|   |     | <b>Registration</b>   |
| 3 | ( ) | Name 3 objects: 1 second to say each. Then ask the patient all 3 after you have said them. Give 1 point for each correct answer. Then repeat them until he/she learns all 3. Count trials and record.<br>Trials _____ |
|   |     | <b>Attention and Calculation</b>  |
| 5 | ( ) | Serial 7's. 1 point for each correct answer. Stop after 5 answers.<br>Alternatively spell "world" backward.   |
|   |     | <b>Recall</b>   |
| 3 | ( ) | Ask for the 3 objects repeated above. Give 1 point for each correct answer.   |
|   |     | <b>Language</b>   |
| 2 | ( ) | Name a pencil and watch.  |
| 1 | ( ) | Repeat the following "No ifs, ands, or buts"  |
| 3 | ( ) | Follow a 3-stage command:<br>"Take a paper in your hand, fold it in half, and put it on the floor."   |
| 1 | ( ) | Read and obey the following: CLOSE YOUR EYES  |
| 1 | ( ) | Write a sentence.   |
| 1 | ( ) | Copy the design shown.  |



\_\_\_\_\_ Total Score  
 ASSESS level of consciousness along a continuum \_\_\_\_\_  
 Alert Drowsy Stupor Coma