



NURS 4540.01 NURSING CARE OF MENTAL HEALTH CLIENTS

COURSE SYLLABUS: FALL 2019

INSTRUCTOR INFORMATION

Instructor: Monica Tenhunen, RN, DNP, GNP-BC (Course Coordinator)
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Preferred Form of Communication: **Email**
Communication Response Time: Two (2) business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Halter, M. J. (2018). *Varcarolis' foundations of psychiatric mental health nursing: A clinical approach* (8th ed.). St. Louis, MO: Saunders.

Previous nursing courses textbooks

Online resources and articles as directed

The syllabus/schedule are subject to change.

Tablet-fits in pocket of uniform and works with Chrome browser

Software Required: ehrtutor.com

Optional Texts and/or Materials: None

Course Description

Demonstrates the relevance of psychosocial nursing concepts to all areas of professional practice. Provides a conceptual integration of the nursing process, theories, and research from psychosocial sciences and humanities as these relate to the care of persons with mental disorders. Clinical experience provides an opportunity for application of psychosocial concepts and methods in using the nursing process to promote optimal levels of wellness for individuals, families, and target groups.

Student Learning Outcomes

By the end of the course, the student will be able to:

1. Analyze selected nursing and psychological theories used in psychiatric/mental health settings (AACN Essential I).
2. Examine the legal, economic, sociocultural, and ethical issues impacting the psychiatric/mental health delivery system and apply them in the clinical setting (AACN Essentials IV, V, VIII).
3. Discuss clinical modalities and psychiatric terminology as it relates to psychiatric/mental health nursing practice (AACN Essentials II, IX).
4. Utilize principles of evidence-based practice in psychiatric mental health nursing (AACN Essentials III).
5. Identify barriers to care for patients with psychiatric illnesses in the rural setting (AACN Essentials I, VII, IX).

Clinical Objectives

Use the nursing process to develop a plan of care for the client in a psychiatric/mental health setting.

1. Apply theories about causation and treatment of mental disorders and chemical dependency to clients in a psychiatric setting (AACN Essentials I, IX).
2. Demonstrate increasing competency in using therapeutic communication skills with psychiatric/mental health clients (AACN Essentials II, IX).
3. Demonstrate the ability to observe and describe problematic behavior in a clinical setting (AACN Essential IX).
4. Analyze clinical therapeutic modalities and their effectiveness with clients (AACN Essential IX).
5. Demonstrate professional standards of moral, ethical, and legal conduct (AACN Essential VIII).

The syllabus/schedule are subject to change.

6. Assume accountability for personal and professional behaviors (AACN Essential VIII).
7. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers (AACN Essential VIII).
8. Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in care (AACN Essentials VII, IX).
9. Implement evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan (AACN Essentials VII, IX).
10. Monitor client outcomes to evaluate the effectiveness of psychobiological interventions (AACN Essentials VII, IX).
11. Create and maintain a safe and effective therapeutic milieu that results in high quality patient outcomes (AACN Essentials II, IX).

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, EHR Tutor and using Microsoft Word and PowerPoint.

Instructional Methods

This is a blended course without lecture requiring students to complete online activities and independent study to be successful. Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids, and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

Student Responsibilities or Tips for Success in the Course

Logging into the course website daily during the week, checking emails at least daily, updated semester calendar, at least six hours of weekly study, attendance at all class meetings, and review of examinations.

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GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 75%-79%

D = 60%-74%

F = 59% or Below

Examinations (6)	66% (11% each)
Group Presentation	8%
Class/Clinical Experience Paper	8%
Class/Clinical Experience Paper Evaluation	8%
Evolve Case Studies (10)	10% (1% each)
HESI Practice & Exam	Cr/NC
Clinical	Pass/Fail
Total	100%

Successful completion of the assignments will enable the student to meet the student learning outcomes.

Students must achieve a minimum average of 75% on all exams in order to pass the course. Other graded assignments will not be added to the final grade unless exam grade average is 75% or higher.

The clinical component is PASS/FAIL and must be passed to pass the course. To receive a passing grade in clinical you must achieve at least 75% on each of the clinical assignments and receive a satisfactory clinical evaluation.

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Assessments

Types of Assignments and Purpose of Each: There is a variety of assignments for this class to accommodate different learning styles.

Lecture Assignments

- 1. Examinations 66% total, 11% each 10/1, 10/15, 10/29, 11/12, 11/26, 12/9**

There are six examinations in this class on the dates identified. The exams will include terminology from the applicable chapters in the textbook. The questions will be in multiple formats: multiple choice, multiple answer, matching, short answer, etc. (Learning outcomes #1, #2, #3, #4 & #5).

- 2. Group Presentation 8% varies**

Students will be divided into groups and each group will be assigned a movie that deals significantly with mental illness. The movies are all available for rental and/or streaming. Each member of the group is to watch the movie. There is no paper for this assignment (Learning outcome #2).

The group will present informally, without any audiovisual aids or notecards, to their classmates and lead a discussion on the following topics. All members of the group must present. Presentation and discussion is a maximum of 15 minutes per group.

1. Summary of the movie, including description of the mental illnesses in the movie.
2. Were the illness(es) portrayed accurately based on accepted signs and symptoms?
3. Analyze why changes were made, if any, for the movie?
4. How is the movie influenced by society?
5. How does the movie influence society's view of mental illness?

This presentation is a group or team project. All members of the group receive the same grade; see grading rubric on D2L. However, a student can be removed from his/her group if the other students in the group come to the instructor and report that a student is not doing his/her fair share of the work. If that happens, the student will be notified in writing by the instructor. The student will then be responsible for doing the assignment on his/her own.

- 3. Class/Clinical Experience Paper 8% 8/30**

Write a paper that includes the following: 1) Discuss at least three (3) aspects of the upcoming class/clinical experience that you are looking forward to. Analyze

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what factors in these experiences make you feel positive about them; 2) Describe at least three (3) aspects of the upcoming class/clinical that you are most apprehensive or uncertain about. Analyze the factors in these experiences that are influencing your reaction (Learning outcomes #2, & #3).

This paper can be written in the first person (it is your opinion). The paper should be no less than two (2) and no more than three (3) pages typed double-spaced in Times New Roman 12. Place your name at the top of the first page. You do not have to have a title page or reference page. See grading rubric on D2L. Submit it by 2359 on the due date on D2L.

4. Class/Clinical Experience Paper Evaluation 8% 12/6

Write a paper that evaluates the results of your experience in class/clinical during the semester. Refer to the paper you wrote at the beginning of the semester. Analyze both the positive and negative experiences you were expecting (Learning outcomes #2 & #3).

This paper can be written in the first person (it is your opinion). The paper should be no less than two (2) and no more than three (3) pages typed double-spaced in Times New Roman 12. Place your name at the top of the first page. You do not have to have a title page or reference page. See grading rubric on D2L. Submit it by 2359 on the due date on D2L.

5. Evolve Case Studies 10% total (1% each) Varies

There are ten (10) Evolve case studies to be completed and submitted on Evolve by 2359 on the date indicated. You must receive at least 75% on the case studies to receive credit for the assignment (Learning outcomes #3 & #4).

Neurocognitive Disorder	9/6
Schizophrenia	9/27
Psychosis	9/27
OCD	10/4
Depression	10/18
Major Depressive Disorder	10/18
Suicide	10/25
ADHD	11/1
Feeding & Eating	11/22
Alcoholism	12/6

6. HESI Psych/Mental Health Practice Examination 12/11

Complete online non-proctored exam by December 11th with a score of 90% or better to receive credit (Learning outcomes #1, #2, #3, & #4).

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7. HESI Psychiatric/Mental Health Examination 12/12

Complete proctored exam on December 12th with a score of 900 or better to receive credit. If you receive below 900, you will have to complete remediation and re-take the examination to receive credit. For scores on the initial HESI examination of 950-999, you will receive 2 extra points and for scores of 1000 and greater, you will receive 3 extra points. These points are not added to the final grade unless the student meets the average of 75% or better on course examinations (Learning outcomes #1, #2, #3, & #4).

Clinical Assignments

Types of Clinical Assignments and Purpose of Each: There is a variety of assignments for this class to accommodate different learning styles. All clinical assignments must be completed at 75% or better to receive credit for the assignment.

Uniform and name badge is to be worn to all clinical areas. For all clinical experiences you need to be assertive and are responsible for seeking out your own experience.

Seminars (SEM) (Clinical learning outcomes #1-#11)

- a. There are seminars during the semester that you must attend.

1:	Monday, August 26	1500-1800 (classroom)
2:	Tuesday, August 27	1300-1600 (your assigned time)
3:	Tuesday, September 17	1300-1500 (assessment room)

Inpatient Assignments (Clinical learning outcomes #1-#4, #8-#11)

1. Glen Oaks (A/N), Bonham VA (V), Texoma (M)

- a. On your schedule, you will have assigned in-patient days at the above facilities.
- b. The clinical will be from 0700-1530 with 30 minutes for lunch.
- c. Wear your uniform and name badge. Have your car keys, writing instrument, and notepaper in your pockets. You can bring a lunch in to place in the refrigerator at the facility. EVERYTHING else remains in your car, this includes cell phones, smart watches, clipboards, backpacks, etc. When you are assigned to V at the Bonham VA, park only in parking lot #2 (gravel lot), smoke only in gazebos on campus; have NO firearms/weapons in your car, do not eat/pick the pecans (even if they are on the ground).

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- d. On your assigned unit, you will discuss with your instructor and/or the nurse an appropriate client for you for the day. You will remain with this client throughout your clinical day. The activities, etc. the client attends you will also attend. During the day, you also must participate in therapeutic communication activities with the client based on the client situation.
- e. You must complete a clinical journal for each of the in-patient days and submit it by 2359 the day **of** the experience. See grading rubric on D2L.
- f. The nursing diagnoses that you use for your clinical journals **cannot** be repeated during the semester.
- g. During these clinical days, you need to have a client with the following disorder. One client can fit more than one category:

Schizophrenia spectrum	Bipolar
Anxiety/OCD	Survivor of violence

- h. Addresses

Glen Oaks	VA Bonham	Texoma BHC
301 Division St	1201 E 9 th St	2601 Cornerstone
Greenville	Bonham	Sherman
903-454-6000	903-583-6451	903-416-3000

Outpatient Assignments (Clinical learning outcomes #1-#7)

You will be assigned to the following facilities. After you have completed **ALL** your outpatient assignments, you are to complete the reflective journal and submit it by 2359, the day **after** your last outpatient experience.

Wear your uniform and name badge. Have your car keys, writing instrument, and notepaper in your pockets. You can bring a lunch in to place in the refrigerator at the facility. **EVERYTHING** else remains in your car, this includes cell phones, smart watches, clipboards, backpacks, etc.

1. Heritage Program (Z)

- a. On your assigned day, you are to arrive at the Heritage Program by 0715 to ride the bus while the participants are picked up from their homes. Attend the programs/activities throughout the day as an observer, assisting the staff as needed. You will be done about 1400. Complete an attendance form and submit on D2L by 2359 the day **of** your experience.
- b. Heritage Program
2904 Sterling Hart Drive

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Commerce, TX 75428
903-408-7930

2. Glen Oaks Outpatient Program (Q)

- a. On your assigned day, you will meet at Glen Oaks at the regular pre-conference time of 0700. After pre-conference, you will attend the program at Glen Oaks until it is completed and spend time in the intake assessment area until it is time to attend post-conference.
- b. If your assigned day is when there are no other students assigned (no A or N), arrive at 0900 and attend the program. After the program has completed you are required to spend the rest of your day until 1700 in the intake assessment area of the facility. Complete an attendance form and submit on D2L by 2359 the day of your experience.
- c. You can buy lunch at Glen Oaks if you choose not to bring your lunch. There is no eating areas nearby that you would be able to go to on a 30-minute lunch break. It costs \$3 for lunch and you must bring cash and pay the receptionist in the front lobby.

3. Texoma BHC OP Program (X)

- a. On your assigned day, you will arrive at Texoma BHC at 0700. You will stay until the end of the day with the program participants. After the OP Program, you are required to spend the rest of your day as directed by the clinical instructor until it is time to attend post-conference.
- b. You can buy lunch if you choose not to bring your lunch. There is no eating areas nearby that you would be able to go to on a 30-minute lunch break. It costs \$2-8 for lunch and you must use your debit card to pay in the cafeteria.

4. Bonham VA OP Program (O)

- a. On your assigned day, you will arrive at the clinic at 0830 and stay until the end of the clinic day. Complete an attendance form and submit on D2L by 2359 the day of your experience.
- b. You can buy lunch at the facility if you choose not to bring your lunch. There is no eating areas nearby that you would be able to go to on a 30-minute lunch break. You can pay with cash or card in the canteen.

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Additional Assignments (Clinical learning outcomes #1-#11)

1. Tour (TT)

- a. On your assigned day, students will be having a tour of the Terrell State Hospital starting at 0830. There is no assignment for this experience.
- b. Wear your uniform and name badge. Have your car keys, writing instrument, and notepaper in your pockets. You can bring a lunch in to place in the refrigerator at the facility. EVERYTHING else remains in your car, this includes cell phones, smart watches, clipboards, backpacks, etc.
- c. Terrell State Hospital
1200 East Brin Street
Terrell, TX 75160

2. The Bridge (B)

- a. On your assigned day, you will have a tour of The Bridge facility in Dallas (<https://www.bridgenorthtexas.org/>) and then will moderate/assist/participate in the assigned volunteer activity with the residents. There is no assignment for this experience.
- b. Dress professionally and wear your ID badge. No high heels.
- c. 1818 Corsicana Street
Dallas, TX 75201
214-670-1100

3. Support Groups

Both due by 2359, November 11/15

- a. You are to attend two (2) support groups during the semester. One of the groups must be focused on alcohol and the other group on drugs. It is recommended that you do NOT go to groups in the town that you reside in. Due to the nature of these meetings, do not wear your uniform or name badge. However, if you are asked, explain that you are a nursing student observing how various support groups assist clients with their overall well-being. **ONLY ONE STUDENT CAN ATTEND A SUPPORT GROUP AT ANY ONE TIME-YOU CANNOT GO TOGETHER TO THE MEETINGS.**
- b. For each group meeting, in the paper, name the group, indicate the location where you attended, the date attended, the length of time the group met and the purpose of each support group. For each group meeting, the paper should be no longer than one (1) typed double-spaced page. No title page is required. Place your name at the top of each submission. See grading rubric on D2L. All papers are due by **2359, November 15th**. Use the following to guide your papers.

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- Relate the function of the support group to the goals of Self-help Groups in your textbook (Box 34-4)
- Discuss something that occurred during the support group that you learned about the situation or that reinforced your knowledge

4. Simulation Day Reflection Journal 11/11

The purpose of this assignment is to provide the students an opportunity to reflect on their experiences during the simulation day. Complete the simulation effectiveness tool (posted on D2L, along with grading rubric) and in the comment area reflect on your experience. It is due by 2359 the day of your simulation experience and is to be submitted on D2L.

5. Clinical Evaluation end of semester

You will be evaluated by your clinical instructor at the end of the semester. The overall evaluation of your clinical performance must be satisfactory. You must pass the clinical evaluation to pass the course regardless of the rest of your clinical grade.

6. Tabletop Simulations To be determined & 11/11

You will participate in tabletop simulations during the semester. There is no written assignment for these activities. You do not have to wear your uniform or ID badge.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

It is expected that you will check your D2L course and email at least **DAILY** for communication from the instructor.

Communication between faculty and students is primary and taken seriously. Preferred communication methods are individualized office hours, email, or via office phone. If a phone call is not answered, please leave a message and send an e-mail using the direct e-mail link on the course home page. You will receive a response within two business days. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner. Feedback on assessments will be given within two weeks of the due date.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

CLASS

1. Class Cancellation: In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still

The syllabus/schedule are subject to change.

be included on examinations. The material in this syllabus and dates identified in the Course Calendar are subject to change.

2. Class attendance is expected. The students should notify course faculty in advance of any absence.
3. Exam dates are listed in each course syllabus, and the student is expected to be present for exams. In the event that the student will be absent, the course instructor must be notified in advance. Failure to do so may result in the student receiving a zero for the missed exam or quiz. Review the university catalog for excused absence criteria.
4. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned material. It should not be expected that all material will be covered in class. Students are expected to come to class

Late Submissions

It is expected that you will submit all assignments on time. If you need an extension, it should be requested before the due date and may or may not be approved at the discretion of the course coordinator. Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility.

Paper submissions

All documents submitted online are to be in .docx, .rtf, or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). Assignments need to be submitted in a maximum of one document per assignment. Failure to follow these guidelines will result in a grade of "0" on the assignment.

Group Work

All members of the group will receive the same grade on the group work. However, a student can be removed from his/her team if the other students in the group come to the instructor and report that a student is not doing his/her fair share of the work. If that happens, the instructor will notify the student in writing. The student will then be responsible for doing the assignment on their own.

Nursing Student Guide

Specific information for the nursing student regarding the nursing program and current policies and procedures can be found here:

<http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/nursing/documents/BSNStudentGuide2019.pdf>

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

The syllabus/schedule are subject to change.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

The syllabus/schedule are subject to change.

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE / CALENDAR

Week Monday Date	Content	Reading Assignments Varcarolis and others	Class Meetings/ Class Assignments/Exams
1 8/26	Course Overview	Syllabus Clinical Schedule Hunter article Johnson article	Class 8/26 08-1000 (MT,BD,CM,MG) Class/Clinical Experience Paper due 8/30
2 9/2	Basic Concepts/ Effective Communication	Chapters 1, 3, 7 (114), 36	Evolve-Neurocognitive due 9/6
3 9/9	Theories & Therapies	Chapters 2, 34 2 web articles	Class 9/10 08-1000 (MT)
4 9/16	Legal, Ethical & Cultural	Chapters 4, 5, 6 Eckerlin article Ganzer article	
5 9/23	Schizophrenia	Chapters 12, 3 (applicable portion) Sabella article Web article	Class 9/24 08-1000 (MT) Group Presentations #1 & #2 Evolve-Schizophrenia due 9/27 Evolve-Psychosis due 9/27
6 9/30	Anxiety	Chapters 10, 15, 3 (applicable portion) Web article Video	Exam #1 (Basic; Theories; Legal) 10/1 11-1200 Evolve-OCD due 10/4
7 10/7	Bipolar	Chapters 13, 3 (applicable portion) Web article Video	Class 10/8 08-1000 (BD) Group Presentation #3
8 10/14	Depression	Chapters 14, 3 (applicable portion)	Exam #2 (Schizophrenia, Anxiety) 10/15 11-1200 Evolve-Depression due 10/18 Evolve-MDD due 10/18

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9 10/21	Suicide	Chapters 25, 26 Wallis article Hirsch article	Class 10/22 08-1000 (MG) Group Presentations #4 Evolve-Suicide due 10/25
10 10/28	Children & Adolescents	Chapters 11, 21, 35, 3 (applicable portion) Chan article Kelleher article	Exam #3 (Bipolar, Depression) 10/29 11-1200 Evolve-ADHD due 11/1
11 11/4	Violence	Chapters 27, 28 Dudgeon article Web article	Class 11/5 08-1000 (MT)
12 11/11	Sexual assault	Chapters 16, 29 Web article	Exam #4 (Suicide, Children) 11/12 11-1200
13 11/18	Eating	Chapters 18, 3 (applicable portion) Web article	Class 11/19 08-1000 (CM) Group Presentations #5 Evolve-Feeding & Eating due 11/22
14 11/25	Personality	Chapters 24, 3 (applicable portion) Web article	Exam #5 (Violence, Sexual Assault, Eating) 11/26 11-1200
15 12/2	Addictive	Chapters 22, 3 (applicable portion)	Class 12/3 08-1000 (BD) Group Presentations #6 Evolve-Alcoholism due 12/6 Class/Clinical Evaluation Paper due 12/6
16 12/10	Finals Week		Exam #6 12/9 08-0900 (Personality, Addictive) Psych HESI Practice due 12/11 Psych HESI 12/12 0800-0930

The syllabus/schedule are subject to change.