



*Your Pathway to a Brighter Future*

**COLLEGE OF NURSING**

Carlatan, City of San Fernando, La Union

**PHILOSOPHY**

We believe in student centered approach to education and management.

We believe in achieving a lot with limited resources by knowing what other institutions are doing, adopting or improving and using that can be applied to the College.

We believe that a strong continuing faculty and staff development program in the college is a vital component of the total effort to attain the main goal of the College.

We believe in the stability and strength as a base for achieving quality education, relevant to national means and development of the total person.

We believe above all that giving honor and glory to God in everything we do, is most important in all official activities of the college.

**VISION**

We envision Lorma Colleges as an educational institution with a global perspective emphasizing quality, Christian values, and leadership skills relevant to national development.

**MISSION**

To empower students for service anywhere in the world through Christian-inspired, quality-driven, and service-oriented education and training.

INSTITUTIONAL OUTCOMES		INSTITUTIONAL GRADUATE ATTRIBUTES
LO1	Internalize the Christian values	GOD FEARING
LO2	Model the Christian values in their personal and professional lives.	
LO3	Generate ideas and insights utilizing appropriate judgment in decision making.	DECISION MAKER, CRITICAL AND CREATIVE THINKER
LO4	Utilize higher order thinking skills in decision making towards innovation and creating new technologies	
LO5	Apply innovative methods and new technologies to solve different problems and making decisions effectively	
LO6	Communicate effectively ideas or knowledge through listening, speaking, reading, writing using culturally appropriate language.	EFFECTIVE COMMUNICATOR
LO7	Imbibe the service-orientedness to oneself, to one's profession and towards the community.	SERVICE-DRIVEN CITIZEN
LO8	Commitment to continuously upgrade one's education through readings, seminars and trainings	REFLECTIVE LIFE LONG LEARNER
LO9	Perform exceptional knowledge, skills and right attitude in accomplishing duties and responsibilities beyond acceptable standards.	COMPETENT PROFESSIONAL

NURSINGPROGRAM OUTCOMES		INSTITUTIONAL OUTCOMES	VISION	MISSION	PHILOSOPHY
After 3 – 5years, the graduate will:					
1	exemplify Christian values, legal and ethico-moral principles in serving individual clientele in various cross-cultural settings.	LO1; LO2; LO7	✓	✓	✓
2	execute professional and social competence in the field of specialization in accordance to national and international nursing standards.	LO6; LO9	✓	✓	✓
3	develop a high level of comprehension for decision making and critical thinking through continuous educational advancement necessary for personal and professional empowerment.	LO3; LO4; LO5; LO8	✓	✓	✓

### COURSE SYLLABUS

1. COURSE CODE	:	NCM 117/ NURSING CARE MANAGEMENT 117
2. COURSE TITLE	:	CARE OF CLIENTS WITH MALADAPTIVE PATTERNS OF BEHAVIOUR
3. PRE – REQUISITE	:	General Psychology, NCM 103
4. CO – REQUISITE	:	NCM 108 , NCM 112
5. COURSE CREDIT	:	4 Units Lecture; 2 Units RLE (2 units Clinical)
6. CONTACT HOURS/SEMESTER	:	72 Lecture hours; 102 RLE hours Clinical 3 Units -153 hours 4 hours per week

**7. COURSE DESCRIPTION**

:

The course is designed to focus on health and illness across the lifespan of clients, population groups with acute and chronic psychosocial difficulties and psychiatric illnesses. Course contains two concepts: Psychiatric Nursing and the Care of Psychologically ill clients. The course offers opportunities for students to be deployed at the National Center for Mental Health to experience an actual encounter with psychologically ill client

**8. LEVEL OUTCOMES AND RELATIONSHIP TO PROGRAM OUTCOMES**

LEVEL 3 OUTCOMES		NURSING PROGRAM OUTCOMES		
At the end of the third year, given individuals, families, population groups, with physiologic and psychosocial health problems and maladaptive patterns of behavior in varied health care settings with minimal supervision, the students		1	2	3
1	Apply knowledge of principles and concepts of psychiatric nursing.	✓	✓	✓
2	Show dexterity in using the nursing process in providing safe, humane, appropriate and holistic care to clients.		✓	✓
3	Apply ethico-legal and moral principles in professional decision-making.		✓	✓
4	Communicate effectively in writing, speaking, and presenting using culturally appropriate language.		✓	✓
5	Work in collaboration with other members of the health team with confidence in providing exceptional health care services.	✓	✓	✓
6	Display behavior of an independent, creative, critical and focused learner who is committed to continuous advancement of personal and professional growth.	✓	✓	✓
7	Apply evidence-based practice in the clinical setting.		✓	✓
8	Document and report timely, accurate and complete information.	✓	✓	✓
9	Develop research-based health program/project for a selected population group.	✓	✓	✓

**9. COURSE OUTCOMES AND RELATIONSHIP TO LEVEL OUTCOMES**

Course Outcomes		Level Outcomes									
The student will be able to:		1	2	3	4	5	6	7	8	9	10
1	Comprehend & explain the different definition of terms	P	P	P	D	D	P	D	D	D	P/D
2	Describe the effect of the different factors affecting mental health	P	I	P	P	P	P	D	D	D	D
3	Identify the different characteristics of mental health	P	I	P	P	P	D	D	D	D	D
4	Enumerate the different roles of psychiatric nurses	P	I	D	P	P	D	P	P	D	D
5	Value the importance of nurses in psychiatry	P	I	P	P	D	D	P	D	D	D
6	Recognize the trends & concerns regarding psychiatric nursing	I	I	P	P	P	P	D	D	D	D
7	Enumerate the legal & ethical issues concerning mentally ill & developmentally disabled clients	P	I	P	P	P	D	D	P	P	P

8	Know the classifications and category of Psychiatric Illness	P	I	P	P	P	P	D	D	D	P
9	Recall and explain the Neuro-biologic theory of how brain works	I	P	P	P	P	P	P	P	P	P
10	Recall and apply the knowledge of Pharmacology to Mental Health	I	P	P	P	P	P	P	P	P	P
11	Identify the theories & theorists that established the basis for behavioral principles	I	I	P	P	P	D	D	P	P	P
12	Compare stages of personality development according to theorists	I	I	P	P	P	P	P	P	P	{
13	Formulate nursing diagnosis & goals of clients with borderline & antisocial personality disorders	I	I	P	P	P	P	P	P	P	P
14	Relate and compare various theories with personality development	I	I	P	P	P	D	D	P	P	P
15	Understand and apply the concept of Self Awareness	P	P	P	D	D	P	D	D	D	P/D
16	Describe the Johari window and relate it with Self Awareness	P	I	P	P	P	P	D	D	D	D
17	Define and explain Nurse -Client Relationship	I	I	P	P	P	P	P	P	P	P
18	Describe components of a therapeutic nurse-client relationship	I	I	P	P	P	P	D	P	P	P
19	Portray the different therapeutic communication techniques	I	I	P	D	P	D	P	P	P	P
20	Describe the nature, purpose & process of the mental status examination	I	I	P	P	P	P	P	P	P	P
21	Enumerate and describe the Techniques employed in Psychiatric assessment	P	I	D	P	P	D	P	P	D	D
22	Distinguish and familiarize the sequence of Psychiatric Assessment	I	I	P	P	P	P	P	P	P	P
23	Associate behavioral theories with changes in human behavior	P	P	P	P	P	P	P	P	P	P
24	Describe the levels of anxiety and the phases of crisis	I	P	D	P	P	P	P	D	P	P
25	Differentiate between normal anxiety & psychoneurotic anxiety	I	I	P	P	P	D	D	D	P	P
26	Distinguish and be familiar with Psychosomatic Illness	I	I	P	P	P	P	P	P	P	P
27	Discuss and describe Schizophrenia as a mental illness	I	I	P	P	P	P	P	P	P	P
28	Identify ways on how people from different culture & age express their emotions in times of crisis	I	I	P	P	D	P	P	P	P	P
29	Identify the physiologic aspects of stress	P	P	P	P	P	P	P	P	D	D
30	Describe the stages of grieving according to Kubler-Ross	P	P	P	P	D	D	P	P	P	D
31	Discuss various modalities relevant to the treatment of psychiatric disorder	I	P	P	P	P	P	P	P	P	P
32	Identify and explain the treatment modalities	I	P	P	P	P	D	P	P	P	P
33	Determine appropriate nursing management for this disorder	I	I	P	P	P	D	P	P	P	P
34	Identify appropriate management for clients / victims of this type of abuse	I	I	I	P	P	D	P	P	P	P
35	Distinguish and be familiar with Affective Illness / Mood Disorders	I	I	P	P	P	P	P	P	P	P

36	Display appropriate care for mentally ill & developmentally disabled clients	P	I	P	P	P	P	P	D	D	P
37	Distinguish and be familiar with Abuse	I	I	P	P	P	P	P	P	P	P

10. Legend: I – Introduced; P – Perform with supervision; D – Demonstrated I

### 11. COURSE COVERAGE

Week	Day	CLASSROOM Topics	RLE Clinical Focus	Learning Resources	Teaching-Learning Strategies		Assessment Tasks	Course Outcomes
					LECTURE	RLE		
					<b>LOLS:</b> Lorma College of Nurs Online Learning System 1.5 hours - synchronous sess 3 hour asynchronous sessio	<b>3 hours</b> first day.  <b>3 hours</b> 2 <sup>nd</sup> day  <b>2 hours</b> 3 <sup>rd</sup> day		
1	1	<b>UNIT I. INTRODUCTORY CONCEPT</b> A. Definition of terms 1. Psychiatric Nursing 2. Mental Health 3. Mental Illness B. Evolution of mental health-psychiatric nursing practice C. The Mental Health-Illness Continuum D. Factors influencing mental health	An orientation of the different rules, guidelines of the RLE and LP orientation by clinical instructors assigned	Shives, Louise Rebraca (2011) Psychiatric-Mental Health Nursing 7th Edition, pp. 7, 12, 13, 16, 18, 52-56	Interactive discussion using Google Classroom (GCR) / Zoom  Lecture/Discussion via Google Classroom (GCR) / Zoom  <b><i>Assigned Psychiatric Video Viewing, blended with Socratic technique of lecture &amp; discussion.</i></b>	A learning packet will be use as a substitute for the actual exposure to the psyche ward (NCMH)	Graded recitation  Multiple choice quiz via testmoz	CO1, CO2, CO3

					Brainstorming Google Classroom (GCR) / Zoom			
					Group Discussion Google Classroom (GCR) / Zoom			
	2	E. Role and essential qualities of psychiatric nurses F. Interdisciplinary Team G. Legal and ethical issues			Interactive discussion via Google Classroom (GCR) / Zoom  Lecture Google Classroom (GCR) / Zoom  <b>Assigned Psychiatric Video Viewing, blended with Socratic technique of lecture &amp; discussion.</b>  Brainstorming Google Classroom (GCR) / Zoom		Quiz via TESTMOZ Reaction Paper  Research Work on legal and ethical issues on mental health and psychiatric nursing  <b>Insights, laws, norms, best practices &amp; Resolutions on Legal &amp; Ethical Dilemma.</b>	CO4, CO5
2	1	H. ANA Standards of care for psychiatric and mental health nursing  I. Future trends and issues in mental health nursing practice  J. Diagnostic and Statistical Manual of Mental Disorder		Videbeck, Psychiatric Mental Health Nursing, 3 <sup>rd</sup> Edition, 2006  Unit 1 Chapter 1 pp 3 - 4	Reading Assignment  Case Analysis  <b>Assigned Psychiatric Video Viewing, blended with Socratic technique of lecture &amp; discussion.</b>		Quiz using TESTMOZ <b>Familiarization and In-depth analysis of standard of Care and DSM V.</b>  Objective Evaluation  Research: Current Trends in Psychiatric Nursing	CO6, CO7, CO8

3	2         1      2	<p><b>Unit II. NEUROBIOLOGIC THEORY AND PSYCHOPHARMACOLOGY</b></p> <p>A. The Nervous System and How it works.</p> <p>B. Brain Imaging Techniques</p> <p>C. Neuro-biologic Causes of Mental illness</p> <p>D. Psychopharmacology</p> <p>E. Drug Classification</p> <p>F Mechanism of Action and Adverse effects</p>		<p>Videbeck, Psychiatric Mental Health Nursing, 3<sup>rd</sup> Edition, 2006</p> <p>Chapter 2 pp17 - 37</p>	<p>Interactive discussion through Google Classroom (GCR) / Zoom</p> <p>Lecture via Google Classroom (GCR) / Zoom</p> <p>Brainstorming Interactive discussion via Google Classroom (GCR) / Zoom</p> <p><b>Assigned Psychiatric Video Viewing, blended with Socratic technique of lecture &amp; discussion.</b></p> <p>Lecture through Google Classroom (GCR) / Zoom</p> <p>Brainstorming</p>		<p><b>Illustration of specific brain anatomy involved in Physiology &amp; Pathology related to Psychiatry.</b></p> <p><b>Psycho-pharmacology memory aid &amp; techniques e.g. mnemonics, rhyming words, signs etc.</b></p> <p><b>Drug Study activity.</b></p>	CO9, CO10
4.	1      2	<p><b>UNIT III. BASIC CONCEPTS OF PERSONALITY</b></p> <p>A. Definition of personality</p> <p>B. Theories of personality development</p> <p>C. Freud’s Psychoanalytic Theory</p> <p>D. Stages of Personality Development</p> <p>E. Psychosocial theory</p>		<p>Shives, Louise Rabraca, (2011) Psychiatric-Mental Health Nursing &amp;th Edition, pp. 405-409</p>	<ul style="list-style-type: none"> <li>•Power point Presentation</li> <li>•Class Discussion</li> <li>•Case Analysis using</li> </ul> <p>Google Classroom (GCR) / Zoom</p> <p><b>Assigned Psychiatric Video Viewing, blended with Socratic technique of lecture &amp;</b></p>		<p>Administration of Personality Tests</p> <p>Interview a Person and assess his/her developmental milestone according to erikson</p> <p><b>Video viewing of each concept for clarity,</b></p>	CO11, CO12, CO13, CO14

		F. Piaget's Cognitive development theory G. Sullivan's Interpersonal Relationship theory			<b>discussion.</b>		<b>understanding, &amp; retention.</b>	
5	1	Unit IV . Building a Nurse-Client Relationship			Powerpoint Presentation using Google Classroom (GCR) / Zoom		Quiz via TESTMOZ	CO15, CO16, CO17
	2	A. Self-awareness and Therapeutic use of self B. Johari Window  C. Therapeutic Nurse-Client relationship D. Phases of Nurse-Client relationship E. Therapeutic communication F. Therapeutic communication techniques			<ul style="list-style-type: none"> <li>Class Discussion Case Analysis using GCR/Zoom</li> </ul> <b>Assigned Psychiatric Video Viewing, blended with Socratic technique of lecture &amp; discussion.</b>		God's Question Activity  Potato Activity  <b>Group Dramatization of assigned Thera &amp; Non- Thera Techniques.</b>  Drill Exercises Identification of Therapeutic Technique Utilized	CO18, CO19
6	<b>PRELIM EXAMINATION</b>							
7	1	UNIT V. MENTAL HEALTH & PSYCHIATRIC NURSING ASSESSMENT	Nursing Assessment, Physical Examination and Screening Procedures Specific to Psychiatric Nursing	Shives, Louise Rebraca (2011), Psychiatric-Mental Health Nursing 7th Edition, pp. 116-119	Interactive discussion using Google Classroom (GCR) / Zoom		Recitation Quiz via TESTMOZ	CO20, CO21, CO22
	2	A. General Appearance B. Characteristics of talk and stream of thought C. Content of Thought D. Emotional State Sensorium and Intellect			Lecture via Google Classroom (GCR) / Zoom	<ul style="list-style-type: none"> <li>Online Brainstorming</li> </ul>	<b>Assessment techniques and findings presentation via Tik-Tok video.</b>	
8	1	UNIT VI. DYNAMICS OF		Shives, Louise	Interactive discussion via		Recitation	CO23, CO24



	2	<p>BEHAVIOR</p> <p>A. Definition of Behavior</p> <p>B. Varieties of Behavior</p> <p>C. Anxiety and Anxiety Responses</p> <p>D. Levels of Anxiety</p> <p>E. Defense Mechanisms</p>		<p>Rebraca (2011) Psychiatric-Mental Health Nursing 7th Edition pp. 1-3, 76-84, 136-143, 170-179, 280-301</p>	<p>Google Classroom (GCR) / Zoom</p> <p>Lecture through Google Classroom (GCR) / Zoom</p> <p>Online Brainstorming Role Play (Defense Mechanism)</p> <p>Video Assignment Vegas Betting Game</p>		<p>Quiz through TESTMOZ</p> <p><b>Visual or picture game identification of each defense mechanism.</b></p>	
9	1	<p>UNIT VII. MENTAL HEALTH PROBLEMS</p> <p>A. Anxiety Neurosis and Anxiety Disorder</p>	<p>Handle Clients with Non-Psychotic Problems and Psychotic Problems at NCMH</p>	<p>Shives, Louise Rebraca (2011) Psychiatric-Mental Health Nursing 7th Edition, pp. 534-568</p>	<p>Interactive discussion</p> <p>Lecture on Google Classroom (GCR) / Zoom</p> <p>Brainstorming on line</p>		<p>Recitation</p> <p>Case Analysis</p> <p>Quiz via TESTMOZ</p> <p><b>Student-centered learning presentation &amp; evaluation by team lecturers</b></p>	<p>CO25, CO26 CO27</p>
		<p>B. Phobic Reaction</p> <p>C. Obsessive-Compulsive Behavior</p> <p>D. Dissociation Reaction</p>						
	2	<p>E. Psychosomatic Disorders</p> <p>F. Somatic Disorders</p> <p>G. Eating Disorders</p>			<p>Flipped Lesson</p>		<p>Case Study</p>	
10	1	<p>H. Personality Disorders</p> <p>I. Psychosexual Disorders</p>			<p>Flipped Lesson</p> <p><b>Assigned Movie Viewing" A beautiful Mind". Psyche-</b></p>		<p><b>Psyche -concepts artistic</b></p>	
	2	<p>J. Schizophrenia</p>						

					Highlight's discussion & narration of synopsis.		interpretation via canvass or portrait, sketch, drawing etc.	
		<b>MIDTERM EXAMINATION</b>						
12	1	Unit VIII - Affective Illness / Mood Disorders 1. Bipolar 2. Major depression and suicide 3. Melancholic type		Shives, Louise Rebraca (2011) Psychiatric-Mental Health Nursing 7th Edition pp. 1-3, 76-84, 136-143, 170-179, 280-301			<b>Student-centered learning presentation &amp; evaluation by team lecturers</b>	
	2	Unit IX Crisis Theory and Interventions  A. Definition of crisis B. Characteristics of crisis C. Phases of crisis			Interactive discussion using Google Classroom (GCR) / Zoom  Lecture through Google Classroom (GCR) / Zoom  Brainstorming online		Online Quiz via TESTMOZ  Interview a person in crisis	CO28, CO29 CO30
13	1	D. Phases of crisis response E. Types of crisis F. Crisis interventions						
		A. Kinds of conflict B. Concept of loss C. Kubler Ross's Stages of Grieving						
	2	Unit X. treatment Modalities A Behavior Therapy B. Milieu Therapy						CO31,CO32

14	1	C. ECT / Electroconvulsive Therapy D. Psychotherapy	Return Demonstration: Assisting a client for ECT					
		UNIT XI. MENTAL AND EMOTIONAL DISORDERS Pervasive Developmental disorder A. Autism	Review Pediatric Developmental Milestones	Shives, Louise Rebraca (2011), Psychiatric-Mental Health Nursing 7th edition, pp. 304-313, 326-335, 355-361, 376-380	Interactive discussion using Google Classroom (GCR) / Zoom  Lecture via Google Classroom (GCR) / Zoom  Brainstorming through Zoom /GCR		<b>Student-centered learning presentation &amp; evaluation by team lecturers</b>	CO33, CO34, CO35
	2	B. Rett's Disorder C. ADHD						
		D. Mental Retardation						
15	1	XII. Affective Illness / Mood Disorders  E. Bipolar F. Major depression and suicide G. Melancholic type						
	2	UNIT XIII. ORGANIC MENTAL DISORDERS A. Wernicke – Korsakoff's Syndrome		Shives, Louise Rebraca (2011) Psychiatric-Mental Health Nursing 7th Edition, pp. 429-461	Interactive discussion using Google Classroom (GCR) / Zoom  Lecture via Google Classroom (GCR) / Zoom  Online Brainstorming		Quiz via TESTMOZ	CO36, CO37,
16	1	B. Alzheimer's Disease		Shives, Louise Rebraca (2011),	Interactive discussion via Google Classroom (GCR) /			

		UNIT XIV. ABUSE A. Psychoactive Drug Abuse		Psychiatric-Mental Health Nursing 7th Edition, pp. 491-496, 636-651, 574-585, 604-606, 671-675	Zoom  Lecture using Google Classroom (GCR) / Zoom  Online Brainstorming		<b>Student-centered learning presentation &amp; evaluation by team lecturers</b>	
	2	B. Child Abuse		Shives, Louise Rebraca (2011), Psychiatric-Mental Health Nursing 7th Edition, pp. 491-496, 636-651, 574-585, 604-606, 671-675	Interactive discussion via Google Classroom (GCR) / Zoom  Lecture using Google Classroom (GCR) / Zoom  Online Brainstorming			
		C. Spouse Abuse		Shives, Louise Rebraca (2011), Psychiatric-Mental Health Nursing 7th Edition, pp. 491-496, 636-651, 574-585, 604-606, 671-675	Interactive discussion via Google Classroom (GCR) / Zoom  Lecture using Google Classroom (GCR) / Zoom  On line Brainstorming		<b>Student-centered learning presentation &amp; evaluation by team lecturers</b>	
17	1	D. Elder Abuse		Shives, Louise Rebraca (2011), Psychiatric-Mental Health Nursing 7th Edition, pp. 491-496, 636-651, 574-585, 604-	Interactive discussion : Google Classroom (GCR) / Zoom  Lecture : Google Classroom (GCR) / Zoom			

				606, 671-675	Online Brainstorming			
		E. Rape		Shives, Louise Rebraca (2011), Psychiatric-Mental Health Nursing 7th Edition, pp. 648-659	Interactive discussion : Google Classroom (GCR) / Zoom  Lecture : Google Classroom (GCR) / Zoom  Brainstorming on line using Google Classroom (GCR) / Zoom		<b>Student-centered learning presentation &amp; evaluation by team lecturers</b>	
	2	F. Suicide		Shives, Louise Rebraca (2011), Psychiatric-Mental Health Nursing 7th Edition, pp. 606-614	Interactive discussion : Google Classroom (GCR) / Zoom  Lecture: Google Classroom (GCR) / Zoom  Online Brainstorming		<b>Student-centered learning presentation &amp; evaluation by team lecturers</b>	
18	1	<b>FINAL EXAMINATION</b>						

**NOTE :** All quizzes and examinations are administered via **testmoz.com**

## 12. TEXTBOOK

1. Shives, Louise Rebraca (2011), Basic Concept of Psychiatric – Mental Health Nursing, 7<sup>th</sup> Edition, 2008
2. Videbeck, Psychiatric Mental Health Nursing, 3<sup>rd</sup> Edition, 2006
3. Sia, Psychiatric Nursing: A Textbook and A Reviewer, 2<sup>nd</sup> Edition, 2008
4. Psychiatric and Mental Health Nursing Practice Workbook, 2011 Edition

## 13. SUGGESTED READINGS AND REFERENCES

1. Videbeck, Psychiatric Mental Health Nursing, 3rd Edition, 2006
2. Sia, Psychiatric Nursing, A Textbook and A Reviewer, 2nd Edition, 2008
3. Psychiatric and Mental Health Nursing Practice Workbook, 2011 Edition

4. Handouts/compilation of psychiatric nursing notes/ review materials on psychiatric nursing

**14. COURSE EVALUATION**

COURSE REQUIREMENT (Lecture Component)	Total Weight (%)	COURSE REQUIREMENT (RLE Component)	Total Weight (%)
<b>A. Term Grade (i.e. Prelim, Midterm, Final)</b>	<b>Total Weight (%)</b>	<b>A. Term Grade (i.e. Prelim, Midterm, Final)</b>	<b>Total Weight (%)</b>
<b>1. Class Standing</b>	66.67%	<b>1. Rotation Grades</b>	80%
<ul style="list-style-type: none"> <li>Attendance (5%) Note: 1) There are 6 synchronous meetings per term, transmute it using 60%-40% base 2) 3 accumulated late, disregard the number of minutes, is equivalent to 1 day absent. Perfect attendance of 6 = 100%</li> <li>Recitation and Other Assessment Tasks (15%) Note: 1) For recitation, 5 standard points will be given to each student, increment of 1 for every correct answer made (10 points maximum). 2) For other assessment tasks, a standard rubric or pointing system will be followed as agreed upon by the nursing faculty.</li> <li>Quizzes (46.67%) T. Formula = <math>\frac{\text{Total Score}}{\text{Total \# of Items}} \times 60\% + 40\%</math></li> </ul>	(2/3)	<p>Rotation grade is computed with the following: <b>FOR SKILLS LAB</b></p> <ul style="list-style-type: none"> <li>Competencies (60%) Note: Competency Grade = <math>\frac{\text{total score}}{\text{total \# of items}} \times 60 = \frac{\quad}{5} = \quad + 40 = \quad \%</math></li> <li>Requirements (30%) <ul style="list-style-type: none"> <li>✓ Related Journals and other Assessment Tasks (20%)</li> <li>✓ Quizzes &amp; Case Study (30%)</li> </ul> </li> <li>Affective (10%) <ul style="list-style-type: none"> <li>✓ Attendance -5%</li> </ul> </li> </ul> <p><b>Note:</b> There are 9 synchronous meetings for every rotation, the attendance will be divided by 9 and transmute it using 60%-40% transmutation  <ul style="list-style-type: none"> <li>✓ Attitude – 5%</li> <li>✓ Uniform – 5%</li> </ul> (If with Major Exam, 20% will be added to the 80% of Competencies and Requirements)</p> <ul style="list-style-type: none"> <li>Average Rotation Grade = <math>\frac{\text{Rotation Grade 1} + \text{Rotation Grade 2} + \text{Rotation Grade 3} + \dots + \text{Rotation Grade n}}{3 \text{ (\# of Rotation Grades)}}</math></li> </ul> <p><b>FOR LEARNING PACKET</b></p> <ul style="list-style-type: none"> <li>Competencies (50%) Note: Competency Grade = <math>\frac{\text{total score}}{\text{total \# of}}</math></li> </ul>	

		items) = _____ X 60 = _____ / 5 = _____ + 40 = _____ % <ul style="list-style-type: none"> <li>• Requirements (30%) √ Related Journals and other Assessment Tasks (20%) √ Quizzes &amp; Case Study (30%)</li> <li>• Affective (10%) √ Attendance – 5%</li> </ul> <b>Note:</b> There are 9 synchronous meetings for every rotation, the attendance will be divided by 9 and transmute it using 60%-40% transmutation √ Attitude – 5% <ul style="list-style-type: none"> <li>• √ Complition-task – 5%</li> </ul>	
<b>2. Term Examination</b>	33.33% (1/3)	<b>2. Term Examination</b>	20%
<b>TOTAL</b>	<b>100%</b>	<b>TOTAL</b>	<b>100%</b>
<b>B. Final Final Grade</b>		<b>B. Final Final Grade</b>	
1. Preliminary Grade	30%	○ Preliminary Grade	
○ Midterm Grade	30%	2. Midterm Grade	
○ Final Grade	40%	3. Final Grade	100%
<b>TOTAL</b>	<b>100%</b>	<b>TOTAL</b>	<b>100%</b>
<b>NOTE:</b> For professional nursing subjects the final final grade is computed as follows: rotation accomplished after NCM 116 RLE hours, No Prelim exam, <ul style="list-style-type: none"> <li>• 80% of the Tentative Final Final Grade (Prelim+Midterm+Final) administered .ONLY FINAL TERM GRADE WILL REFLECTED</li> <li>• + 20% of the Comprehensive Exam</li> </ul>			<b>NOTE :</b> RLE for NCM 117 is a one  No Midterm Examination will be

<b>Task Description: (Teacher may explain specific assignment in this space.)</b>					
<b>Criteria</b>	<b>Weight</b>	<b>Exceptional</b>	<b>Admirable</b>	<b>Acceptable</b>	<b>Attempted</b>
<b>Understanding of Topic</b>	40%	<input type="checkbox"/> Factual information is accurate <input type="checkbox"/> Indicates a clear understanding of topic	<input type="checkbox"/> Factual information is mostly accurate <input type="checkbox"/> Good understanding of topic	<input type="checkbox"/> Factual information is somewhat accurate <input type="checkbox"/> Fair understanding of topic	<input type="checkbox"/> Information is inaccurate <input type="checkbox"/> Presentation is off topic
<b>Cooperation</b>	30%	<input type="checkbox"/> Accepts ideas of others; able to compromise <input type="checkbox"/> All members contribute	<input type="checkbox"/> Accepts most ideas without negative comments; able to compromise <input type="checkbox"/> Some members contribute	<input type="checkbox"/> Unwilling to compromise <input type="checkbox"/> Few members contribute	<input type="checkbox"/> Group does not work together <input type="checkbox"/> One person does all the work
<b>Presentation</b>	30%	<input type="checkbox"/> Shows confidence <input type="checkbox"/> Informative <input type="checkbox"/> Entertaining; engages audience <input type="checkbox"/> Speaks loudly and clearly <input type="checkbox"/> Appropriate use of body language	<input type="checkbox"/> Shows some confidence <input type="checkbox"/> Presents some information <input type="checkbox"/> Engages audience <input type="checkbox"/> Can be heard <input type="checkbox"/> Some use of body language	<input type="checkbox"/> Unsure of responsibility <input type="checkbox"/> Somewhat informative <input type="checkbox"/> Engages audience intermittently <input type="checkbox"/> Hard to hear <input type="checkbox"/> Some movement	<input type="checkbox"/> Portrayal stalls <input type="checkbox"/> Lacks information <input type="checkbox"/> Audience bored <input type="checkbox"/> Mumbles <input type="checkbox"/> Body language is lacking; inappropriate



### Role Play Rubric

Student \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_

Class: \_\_\_\_\_  
 Other Group Members: \_\_\_\_\_  
 \_\_\_\_\_

Scoring criteria	5 Excellent	4 Good	3 Needs Some Improvement	2 Needs Much Improvement	1 N/A
<b>Relates to audience.</b>					
<b>Provides a fluent rendition of scenario.</b>					
<b>Role-plays scenario with feeling and expression.</b>					
<b>Varies intonation.</b>					
<b>Presents characters appropriately.</b>					
<b>Gives the scenario its full range.</b>					
<b>Breaches are easily identified.</b>					

Scale:  
 30-35 A Excellent      19-24 C Needs Some Improvements      7-12 E Not Appropriate  
 Comments: \_\_\_\_\_  
 25-29 B Good      13-18 D Needs Much Improvement      Total: \_\_\_\_\_

**CLASSROOM POLICIES**

**A. Professional Decorum (pg.15)**

Student of Lorma Colleges – College of Nursing are expected to behave properly at all times especially if in the school premises. The guidelines are as follows:

1. Courteously knock on every door before entering any room, wait for acknowledgement then introduce self.
2. Maintain a moderate tone voice anywhere especially along the corridors, classrooms, and patient's room.

3. Greet patients, relatives, teachers, employees, and peers as you meet them.
4. Friendliness is encouraged but always maintains professionalism since too much familiarity may compromise the respect for each other.
5. Confidentiality on patient's information should be observed.
6. Practice and maintain good posture at all times.
7. Students are not allowed to go out of the hospital compound for their snacks/meals.
8. Bringing in prepared foods should only be eaten at the designated places.
9. Allowed time for snacks is 15 minutes and 30 minutes for mealtime in any given shift.
10. Students must observe humility, tactfulness, and respect when dealing with others. Always observe the Code of Ethics for Nurses and practice the Golden Rule in everyday life.
11. Students must wear the prescribed uniform at all times with dignity and respect and should be worn only in the school and hospital premises.
12. Students are not allowed to entertain visitors while on duty. Should an emergency occur where an immediate member of the family is involved, permission from the clinical instructor must be sought first and accomplish a hospital visitation form.
13. Gambling, smoking, and drinking of alcoholic beverages and drug use are strictly prohibited.
14. In case of emergency, the units telephone may be used with permission from the staff and the clinical instructor. Otherwise, use of the units telephone is not allowed.
15. Promptness at all times, in all occasions and in any setting must be observed .
16. Students must strictly adhere to the hospital/community/school policies, rules and regulations.
17. Students should not loiter around while in school premises. These preceding guidelines of professional decorum are not limited to as written. Other guidelines for social norms and general behaviour are written in the Lorma Colleges Student Handbook and must strictly be observed.

**B. Classroom (pg. 16)**

1. The students are required to wear the prescribed college uniform in the given day.

**C. CONSULTATION HOURS**

Name of Instructor	Day	Time
1. Benito N. Areola		
2. Jennifer H Mesde		
3. Myra P. Locquiao		
4. Conrado C. Catimbang		

**COMMITTEE MEMBERS:**

<b>Course Title</b>	<b>Date Effective</b>	<b>Date Revised</b>	<b>Prepared by:</b>	<b>Reviewed by:</b>	<b>Noted by:</b>	<b>Recommending Approval</b>	<b>Approved by:</b>
NCM 117: Care of Clients with Maladaptive Patterns of Behavior	September 1 <sup>st</sup> Semester SY 2021- 2022	AUGUST 18,2021	Edwin N. Aljentera, MAN Benito N. Areola, MAN Jennifer H. Mesde, MAN Myra P. Locquiao, PhD, MAN Conrado C. Catimbang, PhD, RRT.LPT	Edwin N. Aljentera, MAN Head, Level III	Teresita A Ferrer, MAN Assistant Dean for Academics	Marites C. Pagdilao, MAN, MPA Dean, College of Nursing	Pacita G. Apilado, EdD Executive Director for Academics