Subject Matter Curriculum Review Form
RX Tennessee Grant

College: **Roane State Community College**
Program: **Nursing**
Course Title: **Mental Health**
Reviewed By: **Teresa Boyer**
Date: **June 2016**

Reviewer credentials: **Teresa Boyer**

Currently serving as a Professor of Nursing at Motlow State Community College, Ms. Boyer has over 30 years of experience as a nurse and teacher. After obtaining her Associate of Applied Science Degree in Nursing from Motlow State, she earned both a Master of Science in Neonatal/Infancy Nursing and a Post Masters Certificate (Family Psychiatric Mental Health Nurse Practitioner, Board Certified) from Vanderbilt University. She is also a member of the Tennessee Nurses Association, the American Nurses Association, the National League for Nursing, and Sigma Theta Tau National Nursing Honor Society.

Review Scale Definitions

Exceptional: Review component is a "best practice" and represents a model for replication.

Very good: Review component is complete and effective.

Good: Review component is adequate but presents opportunities for improvement.

Ineffective: Review component is weak and in need of significant improvement.

Student Learning Outcomes and Curriculum Map	Exceptional	Very Good	Good	Ineffective
Effective course structure.			✔ (1)	
Outcomes aligned to occupational focus (professional skills and standards).		✔		
Outcomes clearly stated.			✔ (2)	
Outcomes introduced/reinforced effectively.			✔ (3)	

Comments or recommendations:

1) *The structure is overall good, but, in my opinion, needs some rearranging. Currently the course is primarily based on the DSM-IV-TR and the current diagnostic guideline is the DSM 5, and, the majority of the mental health nursing textbooks have been revised and updated to reflect the new guidelines. Only Module B included the DSM 5. In the new guidelines (DSM 5) several of the disorders have been changed or eliminated, and some have been added.

*It seems odd to me that the modules do not follow the same format, especially modules B – H. Identification, treatment, and prognosis appear under each module. I like the way Module B is set up, but I would make the first box under the module header I would have each disorder discussed in the module.

*Based on the DSM 5, PTSD and Acute Stress Disorder should be under a new module titled Trauma and Stress Related Disorders.

*Module B, "Schizophrenia", implies that is the only topic covered, when in reality module B covers many thought disorders. I recommend using "Thought Disorders" as the Module B title and adding the other covered disorders under the units.

*Dissociative Disorders under Module E, doesn't really belong under Module E. Where ever it is located it needs to be listed in the top row as a topic under the module. For example, if it remains in Module E, change to read: Module E
Self-destructive
Behaviors &
Dissociative Disorders.

*Self-injurious behavior needs to be added to Module E (Self-destructive Behavior) as a topic.

*Body Dysmorphic Disorder which is currently in Module F is an anxiety disorder according to the current diagnostic criteria (DSM 5).

*In module G, Gender Identity Disorder should be Gender Dysphoria to reflect current practice.

*Other important mental health disorders not addressed with feeding disorders in Module H include anorexia nervosa, bulimia nervosa, and binge eating disorder.

2) *There are two different sets of Course student learning objectives/outcomes, on page five and page ten of the course syllabus/mental health facilitator's guide. It appears that those on page ten are program outcomes, or, are outcomes for another course, and those on page five are course outcomes, but this is not clear.

*"The client's response to mental illness" in outcome four (page five) is not completely clear. I think of a response being a "reaction". This is an appropriate outcome, but the important outcome of being able to identify how a client with the mental illness presents (signs/symptoms) is missing.

3) *The course outcomes are not consistently being reinforced in the module student learning outcomes. The learning outcomes/objectives for each module appear to be written by different individuals, some who used the course outcomes/program outcomes to write their module outcomes/objectives and some who did not. The module outcomes should have some consistency with key concepts which were presented in the program learning outcomes and also addressed in the course learning outcomes.

*The course outcomes are being reinforced in the module PowerPoint content.

Course Objectives	Exceptional	Very Good	Good	Ineffective
Appropriate to course level and deliver desired outcomes.		✓		
Clearly stated from student perspective.			✓(1)	
Measurable.			✓(2)	
Address/support one or more outcome.		✓		

Comments or recommendations:

I am using the Course objectives/Learning outcomes on page 5 of the syllabus.
1) "The client's response to mental illness" in outcome four (page five) is not completely clear. I think of a response being a "reaction". As a student, I'm not sure I would equate this with learning how a client with a particular illness presents.

Course outcome/objective four (page 5) would be more clear to the student if it was stated, "…evaluating care of the client with mental illness" instead of "evaluating the client's care."

2) To improve measurability I suggest changing #4 to read, "Identify the client's response to mental illness, and define the role…."

Module or Unit Objectives	Exceptional	Very Good	Good	Ineffective
Clearly linked to course objectives.			✓(1)	
Address one or more course objective.			✓(2)	
Clearly stated from student perspective.		✓		
Measurable.		✓		

1) *The module student learning outcomes do not consistently line up with the course outcomes and/or program outcomes. I could read between the lines and know that a module outcome/objective would include x, but they did not march out easily. For example, the course outcome three on page five in the syllabus states, 'Discuss the neurobiological and psychosocial theories related to mental illness and psychopharmacology' and outcome four, 'Discuss the client's response to mental illness and the role of nurse in assessing, planning, implementing & evaluating the client's care." In module B, outcome four on slide three states, 'Describe the effectiveness of antipsychotic medications given to schizophrenia patients'. This module outcome/objective does not address the drug actions and does not address the course learning outcome three to discuss the neurobiological theory related to psychopharmacology.

   *The module outcomes are not consistent with regard to nursing care. Some modules focus on medical management with pharmacology, but nursing is not addressed. For example, in Module B nursing care and side effects are discussed with pharmacological treatment, but in Module C, the medications are just listed with indication for administration and dosage, but does not address side effects or nursing implications. A student deciding if this meets his/her needs or an administrator trying to determine if this course meets the requirements may have difficulty determining based on the outcomes.

   *In module E, there is not an objective/outcome for communication with an angry or violent patient. This is a critical competency and should be addressed in the content as well as in an objective/outcome.

   *Module G is lacking objectives/outcomes for nursing process/care for a client with personality disorders. It is discussed very well in the PowerPoint presentation.

   *Module H has only one objective on the nursing process which only addresses cognitive disorders and there are many other topics in this module.

   *Having consistent terminology and having program threads identified and included in the module objectives would help to bring the module outcomes/objectives in line with the course and program outcomes/objectives.

2) * I would expect the module student learning outcomes/objectives to be greater in number since they should be more specific than the course learning outcomes.

   *Module A.3 has no outcomes/objectives.

Instructional Materials, including Media (videos, presentations, handouts, etc.)	Exceptional	Very Good	Good	Ineffective
Support stated course and module or unit learning objectives.		✓		
Meet/reflect current professional practices and standards.			✓(1)	
Provide options for multiple learning styles.			✓(2)	
Resources/materials are cited properly.	✓			
Evidence of innovation to support adult learner success.				✓(2)

Comments and recommendations:
1) As outlined above, course does not completely follow the DSM 5 with the medical diagnoses which, as written previously, is the current standard.
2) There are several items added to the course, such as up-to-date videos as well as a several activities. To fully address multiple learning styles and adult learners, it would be nice to have different types of activities, videos, pictures, assessment tools, and frequent knowledge checks *for each* module.

Learning Activities	Exceptional	Very Good	Good	Ineffective
Promote achievement of stated module or unit objectives			✔(1)	
Materials/resources (to include equipment, tools and software) are presented in a way that students understand purpose and use in healthcare settings.		✔		
Provide opportunities for interaction and active learning		✔(2)		
Provide options for multiple learning styles			✔(3)	
Linked to current professional practices and standards		✔		
Evidence of innovation to support adult learner success			✔(3)	

Comments and recommendations:
1) Lecture alone doesn't promote achievement. I suggest having intermittent NCLEX type questions, games, or case studies for each topic which will help the student connect the theory with the practice, thereby meeting the objectives.
2) There is a schedule presented for discussions to take place which allows for interaction with others in the course, but specific topics are not provided. Having the activities outlined would provide consistency among the instructors.
3) There are several items added to the course, such as up-to-date videos as well as a several activities. To fully address multiple learning styles and adult learners, it would be nice to have different types of activities, videos, pictures, assessment tools, and frequent knowledge for each module.

Assessment Tools/Criteria for Evaluation	Exceptional	Very Good	Good	Ineffective
Measure stated learning objectives and link to professional standards				✔(1)
Align with course activities and resources				✔(1)
Include specific and descriptive criteria for evaluation of student work/participation				✔(1)
Sequenced throughout instructional period to enable students to build on feedback				✔(2)
Varied and appropriate to content				✔(1)
Provide opportunities for students to measure their own learning progress				✔(2)

Comments and recommendations:
1) I cannot truly evaluate these first three areas because there are no assessment tools included in the materials.
2) Only one module (C1) had a quiz to monitor learning. Having a short quiz with NCLEX type questions, a case study, or a concept map to create for each module would provide the student with more opportunities to measure their own learning progress and assist them with identifying weaknesses. Adding multiple opportunities would enable the student to build on feedback provided by the instructor for each assignment.

Innovative or enhanced strategies	Exceptional	Very Good	Good	Ineffective
Evidence professional input/standards in course design.			✔(1)	
Evidence of program enhancements to support adult learner				✔(2)

Comments and recommendations:
1) Much of the content is current, however, it needs to be updated to reflect the current diagnostic criteria, the DSM 5, as well as the newer medications.
2) Having a course online is not enough to support the adult learner. Items to easily add would be the extra learning activities suggested above, additional readings (journal articles) or videos or websites for each topic, and clearly outlined. One