Stephen F. Austin State University
DeWitt School of Nursing
NURSING CARE IN PROMOTION OF MENTAL WELLNESS
Course Number:  NUR 332
Section 001
Clinical Sections 010, 011, 012, 013, 014, 015
Fall 2019

NUR 332 Course Instructors
Hazel Darleen Kimbrough, MSN, APRN, FNP-BC
Angel Brewer, MSN, RN

NUR 332 Clinical Practicum Instructors
Hazel Darleen Kimbrough, MSN, APRN, FNP-BC
Angel Brewer, MSN, RN
Violet Hart, MSN, RN

ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND
PROCEDURES OF THE RICHARD AND LUCILLE DEWITT SCHOOL OF NURSING, STEPHEN F.
AUSTIN STATE UNIVERSITY, NACOGDOCHES, TX

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE
POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE
OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE
THEREWITH.

EACH STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for informational purposes only
Faculty Contact Information

Name: Hazel (Dee) Kimbrough, MSN, RN, FNP-BC  
Department: Nursing  
Email: kimbroughhazel@sfasu.edu  
Phone: (936) 468-7718  
Office: Room 118  
Office Hours: Monday 9AM-1PM Tuesday 9AM-1PM,  
Email if other times are needed for appointment.

Name: Angel Brewer, MSN, RN  
Department: Nursing  
Email: brewera1@sfasu.edu  
Phone: Office: (936)468-7714 Room 120  
Office Hours: Monday 0900-1200 and 1300-1500; Tuesday 0900-1200  
Email if other times are needed for appointment.

Name: Violet Hart, MSN, RN  
Department: Nursing  
Email: hartvm@sfasu.edu  
Phone: cell (281)883-8522  
Work (936) 671-4350  
Office: Adjunct

Class meeting time and place:  See course calendar.

Required Textbooks and Materials:

Shadow Health Module: Mental Health; code can be purchased online or at the book store


Conference Fee-

Course Description
Two semester hours, one hour didactic and three hours clinical practicum. Application of nursing theory, research and practice to clients experiencing mental health stressors with emphasis on primary prevention, communication and self-awareness.
Unabridged Course Description
This course builds on previous, concurrent, and prerequisite courses and introduces the student to concepts of mental health and the stressors affecting mental wellness. Students apply nursing theory, research, and practice to clients of various developmental levels and diverse spiritual, ethno-cultural, and socioeconomic backgrounds who are experiencing mental health stressors. Emphasis is placed on self awareness, growth, development, adaptation and integration of physiological, mental, emotional and spiritual relationships in the promotion of mental wellness. Students are encouraged to think critically about bioethical and health issues and to communicate effectively on professional, interpersonal, and intrapersonal levels as a member of the interdisciplinary healthcare team.

Number of Credit Hours
2 credit hours (1 lecture / 3 hours clinical practicum)

Course Prerequisites and Co-requisites:
Pre-requisites: NUR 305, NUR 306, NUR 307, NUR 308
Co-requisites: NUR 330, NUR 331

Program Learning Outcomes
Graduates of the program will:

1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence based practice.
2. Deliver nursing care within established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assure responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Value continuing competence, growth, and development in the profession of nursing.

General Education Core Curriculum Objectives/Outcomes
None

Differentiated Essential Competencies (DEC’s)
The Richard and Lucille DeWitt School of Nursing prepares graduates to demonstrate the Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DECs). The competencies are based upon the preparation in the program of study. In nursing education, the DEC’s serve as a guideline and tool for curriculum development and revision, a tool for benchmarking and evaluation of the program, and statewide standard to ensure graduates will enter practice as safe and competent nurses. The DECs are incorporated into every course in the SON to ensure uniformity and continuity of standards. Please refer to the Texas BON website for additional information
http://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf
**Student Learning Outcomes**
The student will:

1. Relate concepts and principles of the arts, sciences, humanities, and nursing as a source for providing holistic nursing care to clients and families with mental health needs.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Examine theories of mental health and mental illness.
4. Expand self awareness with the ability to identify personal coping mechanisms used in response to stress.
5. Relate risks, health seeking behaviors, pathophysiology, and cultural issues to mental wellness.
6. Apply nursing process to clients experiencing mental health needs focusing on wellness promotion.
7. Use research findings to provide holistic nursing care to clients experiencing mental health stressors.
8. Develop teaching plans for clients experiencing mental health stressors.
9. Explore the role of the psychiatric nurse and the interdisciplinary health care team in prevention of mental illness.
10. Incorporate moral, legal, economic, and ethical issues in the provision of care to clients with mental health needs.

**Course Requirements:**
Computerized examinations; lectures, online learning modules using D2L, case studies; simulations, role playing, pre and post conference seminars, process recording assignments, clinical assignments, presentations, interactive discussions, care plans, teaching plans, audio-visual activities, journaling, workshops, service learning, and other projects may be used to evaluate the progress of the students. Learning experiences at a variety of clinical sites will be required; formative and summative clinical evaluations will be provided as feedback for students. Students must achieve an average of 75% on exams and pass the clinical portion to pass the course.

**Course Calendar:** Tentative calendar is attached.

**Grading Policy:**
It is necessary to obtain a WEIGHTED MEAN TEST SCORE OF 75 in the class exam grades to pass this course. A weighted mean test score below 75 or a class average below 75 constitutes failure. Clinical will be graded as a Pass/Fail. You must pass both the class and clinical in order to pass Nursing 332 (Nursing Policy No. 25: [http://www.fp.sfasu.edu/nursing/studentpolicies.htm](http://www.fp.sfasu.edu/nursing/studentpolicies.htm)).

*Exams are secure; no printing, copying, or writing questions down for outside use is permitted.* Students are responsible for knowing their passwords for accessing D2L and online testing sites.

In the event of course failure, the student must petition the Student Affairs Committee to repeat the course and to remain in the program. See the School of Nursing policies relating to retention and progression.

The percentage values from which a course grade is determined are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(89.5 – 100%)</td>
</tr>
<tr>
<td>B</td>
<td>(79.5 – 89.4%)</td>
</tr>
<tr>
<td>C</td>
<td>(74.5 – 79.4%)</td>
</tr>
<tr>
<td>F</td>
<td>(74.4% or less)</td>
</tr>
</tbody>
</table>

*Policy 66 (effective June 1, 2017) for all courses:*
1. Rounding is confined to the final course grade.

Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook (D2L) in their original form without rounding.
2. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:
   a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)
   b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).
3. The grading schedule for all Nursing Courses is as follows:
   90 - 100 = A
   80 - 89  = B
   75 - 79  = C
   Less than 75 = F

The course grade will be computed in the manner illustrated below.

<table>
<thead>
<tr>
<th>Exam 1</th>
<th>Exam 2</th>
<th>Exam 3</th>
<th>Exam 4</th>
<th>Total course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>..................</td>
<td>..................</td>
<td>..................</td>
<td>..................</td>
<td>..................</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Attendance Policy**

Attendance at class is expected. The student must be prepared for both class and clinical activities. Roll will be taken regularly. If students arrive late, they should wait until the break to join the class. Learning modules taught online via D2L must be completed by the due dates posted on D2L.

Attendance for exams is mandatory. If an excused absence is required, the student is responsible for notifying his/her clinical instructor by telephone at least one hour prior to the exam with an acceptable reason. The student must contact the instructor within 2 business days following the missed exam in order to make appropriate arrangements for make-up. Make-up exams will be given at the discretion of the instructor (refer to SON Policy 20). Faculty reserve the right to substitute an alternate exam format for make-up exams. Unexcused absences from exams will not be made up. [http://www.fp.sfasu.edu/nursing/studentpolicies.htm](http://www.fp.sfasu.edu/nursing/studentpolicies.htm)

Exams 1-4 are composed of 50 questions (multiple formats). All tests will be computerized. If computerized testing is not feasible, a paper and pencil test may be substituted. Students will have 75 minutes to complete each exam. (1.5 minutes per question on exams 1-4). Students will be able to review any incorrect questions and rationales at the time of the test only. Students are encouraged to view rationales prior to leaving the exam room as this is the ONLY time rationales may be reviewed. Viewing rationales for missed questions is an excellent way to begin material remediation.

***Testing Expectations***

Because of the testing classroom environment, if you need a larger font, you must seek accommodations through Disability Services. Changing the font size during an exam is not allowed. *Changing the font size requires a two-click process; therefore, it is a blatant violation of testing expectations and this will result in a ZERO on the exam.*
Testing is **never** a joint effort in this course. Students may only have earplugs and a pen/pencil. One piece of paper may be supplied by instructors only.

NO hats, NO caps, NO hoodies, NO drinks or food, NO calculators, NO sunglasses, NO IPODs, **NO watches**, NO note cards with information on content are allowed. Backpacks and keys will be placed in designated area in testing room; cell phones will be **turned off** and left at the front of the room.

Please visit the restroom before the test. (An instructor will accompany the student if a restroom break is necessary; **only one student may leave the testing room at a time and no additional testing time is given.**)

**Students who arrive late will ONLY be allowed to take the exam if no other student has left the testing room, and they will complete the test without time extension within the allotted testing period** (75 minutes after the 1st exam taker begins).

Testing will begin promptly.

Inappropriate behavior (including sleeping, inattentiveness, and chattering) will not be tolerated and may result in removal from class or the clinical area. Cell phones must be turned off or put on vibrate during class and are not permitted at certain clinical sites. Texting and surfing the internet are not permitted during class or clinical hours.

**Mid-term and Drop Dates:** Refer to campus academic calendar for drop dates.

**Academic Integrity (A-9.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)
Withheld Grades (Semester Grades Policy A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Communication with Instructors
Instructors will communicate with students about the course through the use D2L. Students are required to check these sites at least three times a week for announcements and posted material and are responsible for information posted on D2L website. Grades will be posted electronically.

Grading Criteria and Forms for Assignments
Forms for assignments and grading criteria for assignments will be posted online on D2L. Assignments submitted after the due date may receive a grade of zero unless arrangements have been previously made with the instructor. Failure to submit and to pass clinical assignments will result in clinical and course failure.

Note: You may be given assignments and new material may be introduced during the last five days of the semester (Dead Week).

Online Sites:
D2L: http://d2l.sfasu.edu
School of Nursing Policies: http://www.fp.sfasu.edu/nursing/studentpolicies.htm
UNIT 1
Introduction to Mental Health Nursing & Promoting Mental Wellness

Unit Objectives:
See Chapter Objectives in your Textbook.

Required Preparation:

   Chapter 1: Mental Health and Mental Illness
   Chapter 4: Treatment Settings

Shadow Health Assignments: Orientation and Conversation Lab
Unit Objectives:
See Chapter Objectives in your Textbook.

Required Preparation:
   Chapter 5: Cultural Implications
   Chapter 36: Integrative Care
Unit 3
Role of the Nurse in Promoting Mental Health

Unit Objectives:
See Chapter Objectives in your Textbook.

Required Preparation:

   Chapter 8: Therapeutic Relationships

   Chapter 3: Therapeutic Communication
Unit 4
Communication

Unit Objectives:
See Chapter Objectives in your Textbook.

Required Preparation:

   Chapter 9: Therapeutic Communication

   Chapter 2: Therapeutic Relationships
   Chapter 3: Therapeutic Communication
Unit 5
Theories and Therapies used in Mental Health Nursing

Unit Objectives:
See Chapter Objectives in your Textbook.

Required Preparation:

   - Chapter 2: Theories and Therapies
   - Chapter 34: Therapeutic Groups
   - Chapter 35: Family Interventions

   - Chapter 29: Theories and Therapies
Unit 6
Assessment of Mental Health

Unit Objectives:
See Chapter Objectives in your Textbook.

Required Preparation:


Chapter 7: The Nursing Process and Standards of Care


- Chapter 1: The Nursing Process
- Appendix A: Patient Centered Assessment
- Appendix B: DSM 5 Classification
- Page 345: AIMS Scale
Unit 7
Mental Health and Stress

Unit Objectives:
See Chapter Objectives in your Textbook.

Required Preparation:

   - Chapter 10: Stress Responses and Stress Management
   - Chapter 15: Anxiety and Obsessive-Compulsive Disorders
   - Chapter 16: Trauma, Stressor-Related and Dissociative Disorders
   - Chapter 17: Somatic Symptom Disorders
   - Chapter 26: Crisis and Disaster

   - Chapter 8: Anxiety and Obsessive Compulsive Disorders
   - Chapter 9: Trauma, Stressor-Related
   - Chapter 17: Crisis Intervention
   - Chapter 24: Pharmacology- Anxiety
   - Chapter 25: Pharmacology: Depression

**Shadow Health Assignments: Anxiety, and PTSD**
Unit 8
Mental Health Across the Lifespan: Childhood, Adolescents, and Medically Ill

Unit Objectives:
See Chapter Objectives in your Textbook

Required Preparation:

   Chapter 18: Eating, and Feeding Disorders
   Chapter 11: Childhood and Neurodevelopmental Disorders

   Chapter 4: Neurodevelopmental Disorders
   Chapter 10: Eating Disorders
Unit 9

Mental Health Across the Lifespan: Elders, Cognitive Disorders, and Grief

Unit Objectives:
See Chapter Objectives in your Textbook.

Required Preparation:

   Chapter 23: Neurocognitive Disorders
   Chapter 31: Older Adults

   Chapter 13: Neurocognitive Disorders
**CLINICAL SYLLABUS**

**NUR 332**

**Clinical Practicum Information:**

Clinical Activities will include:

- **All assignments are individual and should be completed on an individual basis.**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rusk Orientation/Birthday Party</td>
<td>5</td>
</tr>
<tr>
<td>Lufkin State School Orientation</td>
<td>1</td>
</tr>
<tr>
<td>Lufkin State Supported Living Center</td>
<td>5</td>
</tr>
<tr>
<td>Burke</td>
<td>4</td>
</tr>
<tr>
<td>Pinecrest Nursing Home/orientation/clinical</td>
<td>5</td>
</tr>
<tr>
<td>Shadow Health Orientation</td>
<td>1</td>
</tr>
<tr>
<td>Shadow Health Conversation Lab</td>
<td>2</td>
</tr>
<tr>
<td>Shadow Health Anxiety</td>
<td>3</td>
</tr>
<tr>
<td>Shadow Health PTSD</td>
<td>3</td>
</tr>
<tr>
<td>Role Play</td>
<td>3</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>2</td>
</tr>
<tr>
<td>QPR Certification</td>
<td>2</td>
</tr>
<tr>
<td>Simulation</td>
<td>4</td>
</tr>
<tr>
<td>Clinical Processing</td>
<td>2</td>
</tr>
<tr>
<td>Temple Grandin Movie</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** ........................................................................... 45 hours

**Alternate assignments may be provided when appropriate.**

**ShadowHealth Modules. ***YOU MUST ENROLL YOURSELF THE FIRST WEEK OF SCHOOL. YOU PURCHASE THE CODES FOR MENTAL HEALTH ONLINE OR AT THE BOOKSTORE. YOU WILL USE THE SAME CODE FOR BOTH PSYCH SEMESTERS.*** More information for login will be provided in D2L.

**Clinical Learning Outcomes**

1. Identify barriers and facilitators of therapeutic communication in own interpersonal style of relating to others.
2. Maintain professional boundaries in nurse-client and student-faculty relationships.
3. Assess own level of anxiety, self care needs, strengths and weaknesses, and coping behaviors.
4. Apply nursing process to clients experiencing mental health stressors.
5. Assist clients and families in learning skills to promote mental health and wellness.
6. Examine community resources available for provision of mental health care.
7. Contribute to group development as a member of the interdisciplinary healthcare team.
8. Assume accountability and responsibility for quality of nursing care.
9. Abides by laws, standards and policies of Stephen F. Austin State University, Texas Board of Nursing, facility policies and procedures, standards of practice, and professional code of ethics.
**Evaluation – Clinical Component**

Clinical performance will be graded on a pass/fail basis, and will be based on the evaluation of the student’s performance as measured by mastery of the Clinical Objectives listed previously. The student’s performance will be evaluated in the clinical area and on required written clinical assignments. If the student fails to pass the clinical portion of the course, the student will fail the course. The instructor provides feedback on clinical performance throughout the course. A summative evaluation is done at the end of the clinical practicum. The student will participate in a clinical processing day with faculty for the final evaluation. SEE CLINICAL EVALUATION TOOL WITHIN SYLLABUS

**Absence from Clinical Policy:**

To be an excused absence the student must be excused directly by the clinical instructor. If so directed by the instructor, the student must bring a written excuse from the health provider. Students must inform the clinical instructor prior to the beginning of the clinical day if unable to attend or if late.

Unexcused absences will result in a clinical F Day. Unexcused absences are defined as any absence that was not cleared with the instructor prior to the clinical experience, or any absence not directly related to illness of self or death of immediate family member or significant other.

Clinical F can be given for being 15 minutes or later for clinical. The exception to this is SIMULATIONS, there is a zero tolerance for tardiness.

Students will receive credit for clinical attendance if they are present for the entire clinical period. Students will not receive credit for any clinical period if they leave early unless given permission to leave early by the instructor. Absence from the clinical area exceeding 10% will result in a clinical failure regardless of the reasons. Clinical hours required for this course: 45 hrs. See clinical rotation schedule posted on D2L.

See School of Nursing Policy 21 @ [http://www.fp.sfasu.edu/nursing/studentpolicies.htm](http://www.fp.sfasu.edu/nursing/studentpolicies.htm)

Students are responsible for compliance with all School of Nursing policies [http://www.fp.sfasu.edu/nursing/studentpolicies.htm](http://www.fp.sfasu.edu/nursing/studentpolicies.htm) and for complying with policies of each clinical facility.

**Clinical F Days:**

A. **Three clinical F days** will result in clinical failure of the course.
B. See Nursing Student Policies for specific policies and procedures.
C. Clinical F days may be assigned for the following reasons:
   1. Failure to provide safe, effective care.
   2. Failure to assume professional accountability.
   3. Failure to follow directions of the clinical instructor.

Clinical F days may be assigned for other reasons in accordance with current nursing standards, the Nurse Practice Act for the state of Texas, and the School of Nursing Student Policies, at the discretion of the clinical faculty.

**Clinical Application of NCLEX RN style questions:** A minimum of 10 NCLEX style questions per week must be completed to pass the course. These questions will be documented on the clinical tracker form provided in this syllabus and will be submitted to the instructor on CP Day.
Students must abide by these policies and by clinical agency policies. These policies include, but are not limited to, current compliance with drug screening, criminal background checks, medical insurance, immunizations, TB screens, confidentiality, dress code and infection control. The student is responsible for current compliance and may not attend class/clinical until requirements are fulfilled.

**Student Dress Code and Behavior in the Clinical Area**
The following instructions will apply, (unless the clinical facility requires scrubs/ lab coat/ alternative attire to be worn):

1. Students are required to wear SFA purple collared shirt with loose fitting full length khaki, navy, dark gray or black slacks.
2. Chests or cleavage may not be exposed.
3. Clothing may not be tight fitting or revealing.
4. Undergarments may not be visible through clothing.
5. Shoes must be close toed, low heeled, non skid soles, have backs, and be comfortable for walking; no sandals, or high heels. Nursing shoes worn in the other clinical areas are permitted if they have closed backs.
6. Make up in moderation may be worn.
7. No perfumes, but wear deodorant.
8. Nails must be trimmed and short; and no nail polish is allowed. No acrylic, plastic, or other artificial nails are permitted.
9. **Wear student nametag at all times.**
10. No gum chewing, eating or drinking while in patient care areas.
11. No smoking or tobacco use during clinical hours is permitted.

Failure to follow the dress code and clinical guidelines (including forgetting to wear student name tag) will result in an F day and the student may be sent home from the clinical site.

**Cell phones are not permitted in any of the psychiatric mental health clinical settings.**

Clinical Site information is found in the Appendix.
Evaluation Criteria: S = Satisfactory   U= Unsatisfactory

Ongoing clinical feedback will be provided in individual student-faculty conferences throughout the clinical rotation.

Clinical objectives for evaluation are listed on the next page.

By the end of the clinical rotation, the student must satisfactorily demonstrate all behaviors described in the clinical objectives to pass the clinical portion of the course.

<table>
<thead>
<tr>
<th>Final Clinical Grade: (Pass or Fail)</th>
<th>Final Instructor Comments</th>
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<tbody>
<tr>
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<tr>
<td>Instructor Signature</td>
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<td></td>
<td></td>
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<tr>
<td>Student Signature:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Date: _____________________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Student Comments</th>
<th>Final Instructor Comments</th>
</tr>
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</tbody>
</table>
## Clinical Outcomes

The student will:

### A. MEMBER OF THE PROFESSION

<table>
<thead>
<tr>
<th>DEC</th>
<th>C. PATIENT SAFETY ADVOCATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>IIA</td>
</tr>
</tbody>
</table>

1. Adhere to legal and ethical standards of the profession.

- IA
- IIA
- IIIE

2. Assume responsibility and accountability for quality of nursing care.

- IB

3. Examine own level of anxiety, self care needs, and coping behaviors with assistance of instructor.

- ID

4. Identify own strengths and weaknesses and utilize feedback for professional growth.

- ID

5. Maintain professional boundaries in nurse-client and student-faculty relationships.

- IA

### B. PROVIDER OF PATIENT-CENTERED CARE

<table>
<thead>
<tr>
<th>DEC</th>
<th>D. MEMBER OF THE HEALTH CARE TEAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>IIA</td>
<td></td>
</tr>
</tbody>
</table>

1. Relate applicable knowledge, concepts, and theories to the care of clients with mental health needs.

- IIA

2. Utilize nursing process in provision of care to clients experiencing mental health stressors.

- IIC
- IIB
- IIF

3. Assist clients and families in learning skills to promote mental health and wellness

- IIG

4. Describe legal, economical, and ethical issues involved in the provision of mental health care.

- IIE

5. Contribute to group development as a member of the interdisciplinary healthcare team.

- IVA

6. Describe community resources available in the provision of nursing care to clients with mental health needs.

- IVC
- IIG

7. Identify opportunities for advocating for clients with mental health needs.

- IVB
SFASU DeWitt School of Nursing
HIPAA Compliance

Stephen F. Austin State University (SFASU) has cooperative agreements with agencies in the area for the clinical training of its students enrolled in all health-care fields and programs. To ensure that SFASU students, faculty, and staff involved in these programs understand the patient privacy requirements of the clinical sites and of applicable laws, including the Health Insurance Portability and Accountability Act of 1996, SFASU offers this guidance for those persons to ensure compliance with those requirements. *Note: The discussions, uses, or disclosures discussed below encompass written, verbal, or electronic communication.*

<table>
<thead>
<tr>
<th><strong>DO’s</strong></th>
<th><strong>DON’T’s</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Do sign the SFASU Faculty/Staff/Student confidentiality agreement before any involvement in a clinical program.</td>
<td>➢ Don’t discuss, use, or disclose any patient information while in the clinical setting unless it is part of your clinical assignment.</td>
</tr>
<tr>
<td>➢ Do attend SFASU training or in-class clinical instruction on requirements relating to patient privacy.</td>
<td>➢ Don’t remove any record from the clinical site.</td>
</tr>
<tr>
<td>➢ Do know and adhere to a clinical site’s privacy policies and procedures before undertaking any activities at the site.</td>
<td>➢ Don’t disclose any information about a patient during your clinical assignment to anyone other than the medical staff of the clinical site.</td>
</tr>
<tr>
<td>➢ Do maintain, at all times, the confidentiality of any patient information, regardless of whether the identifiers listed in the “DON’T’s” section of these guidelines have been removed.</td>
<td>➢ Don’t use patient information in the context of a learning experience, classroom, case presentation, class assignment, or research without attempting to exclude as much of the following information as possible:</td>
</tr>
</tbody>
</table>
| ➢ Do promptly report any violation of those procedures, applicable law, or SFASU’s confidentiality agreement by you, an SFASU student, and faculty or staff member to the appropriate SFASU clinical coordinator or program director. |   a) *Names*
| ➢ Do understand that a violation of the clinical site’s policies and procedures, of applicable law, or SFASU’s confidentiality agreement will subject you to disciplinary action. |   b) *Geographical, lesser than a state*
| |   c) *Dates of birth, admission, discharge, death*
| |   d) *Telephone and/or fax numbers*
| |   e) *E-mail addresses*
| |   f) *Social security numbers*
| |   g) *Medical records or account numbers*
| |   h) *Health plan beneficiary numbers*
| |   i) *Certificate/license numbers*
| |   j) *Web locators/internet protocols*
| |   k) *Biometric identifiers*
| |   l) *Full face photos*
| |   m) *Any other unique identifying number, characteristic, or code*
| |   n) *All ages over 89* |
Clinical Tracker  
Stephen F. Austin State University School of Nursing  
NUR 332 Nursing Care in Promotion of Mental Wellness

Keep track of your clinical rotations on this worksheet. Submit the worksheet on CP day.

<table>
<thead>
<tr>
<th>Date</th>
<th>Comments/Feelings</th>
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</thead>
<tbody>
<tr>
<td>1. Rusk Birthday Project</td>
<td></td>
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<tr>
<td>2. Lufkin State Supported Living Center</td>
<td></td>
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<tr>
<td>3. Pinecrest Retirement Community</td>
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<tr>
<td>4. Burke Outpatient</td>
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<tr>
<td>5. Shadow Health Orientation</td>
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<td>6. Shadow Health Conversation Lab</td>
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<td>7. Shadow Health Anxiety</td>
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<td>8. Shadow Health PTSD</td>
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<td>9. QPR</td>
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<td>10. SIM</td>
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<tr>
<td>11. Temple Grandin</td>
<td></td>
</tr>
</tbody>
</table>

**NCLEX RN Style Questions**  
(10 per week minimum)

“I have completed 10 NCLEX RN style questions per week related to psych content.”  
Initials__________________________
APPENDIX

CLINICAL SITE INFORMATION

Clinical Off Campus:

Directions to Rusk State Hospital
P. O. Box 318
Rusk, TX 75785
Contact: Jarrod Garbutt, Volunteer Services jarrod.garbutt@dshs.texas.gov (903) 683-7327

From Nacogdoches:
Take Highway 21 West for about 25 miles to Alto. When you get to the blinking traffic light in Alto, take a right on Highway 69 North. Go 12 miles on Highway 69 North until you get to Rusk. Continue north through the blinking traffic light on Highway 69. The hospital will be on your left. Enter at the guard booth and park in the lot directly in front of the main administration building; it is an old white painted brick building with a Historic Plaque on the front. Meet Mr. Garbutt inside the admin building at Volunteer Services.

Directions to Pinecrest Retirement Community
1302 Tom Temple
Lufkin, TX 75901
Contact: RN, ADON (936) 634-1054

From Nacogdoches:
Take Highway 59 to Lufkin.
Follow the “Loop” when you get to Lufkin, toward Houston (East).
(Rt 287/59; 69) toward Houston.
Take the South First Street exit (between Penney’s and Kmart, near Lufkin Mall)
Take a Right on South First.
Take a left on Janeway at the traffic light.
At the Four Way Stop Sign near Hibernia Bank, take a Left on “Tom Temple”
Pinecrest is at 1302 Tom Temple.
Park in the Lottie Temple parking lot. Ms. Hart, Adjunct Faculty, will meet you in the parking lot and you will enter as a group.
Directions to Lufkin State Supported Living Center
6844 HWY 69 N
Pollok, TX  75969
Contact:  Robin Meyer, RN  Nurse Educator (936) 853-8255

From Nacogdoches:  Take HWY 7 west for about 15 miles to HWY 69.  Take a left on HWY 69 toward Lufkin and go approximately 4 miles; the State School is on the Left.  Park in front of Building # 501 Administration as indicated on the map distributed during orientation. Sign in as a visitor.  Nursing will pick you up there.  If you use a GPS to find this facility, there may be confusion; remember, the facility is located in Pollok, Texas, not Lufkin.
# Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27</td>
<td>(8-10) Syllabus, &amp; Pinecrest Orientation; Lufkin State School Orientation (10-11 AM)</td>
</tr>
<tr>
<td>9/6</td>
<td>(8-9) Rusk, (9-12) Units 1, 2&amp;3, 8-12</td>
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<tr>
<td>9/20</td>
<td>10-12 Exam 1</td>
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<tr>
<td>9/27</td>
<td>10:30-12:30 Units 4&amp;5</td>
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<tr>
<td>10/18</td>
<td>10-12 Exam 2</td>
</tr>
<tr>
<td>10/25</td>
<td>830-11 Units 6&amp;7</td>
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<tr>
<td>11/8</td>
<td>10-12 Exam 3</td>
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<tr>
<td>11/22</td>
<td>830-10:30 Units 8&amp;9</td>
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<tr>
<td>12/3</td>
<td>9-11 Clinical Processing</td>
</tr>
<tr>
<td>12/6</td>
<td>10-12 Exam 4</td>
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