NURS 3232 Fall 2020

Stephen F. Austin State University
DeWitt School of Nursing
NURSING CARE IN PROMOTION OF MENTAL WELLNESS
Course Number: NURS 3232
Section 001
Clinical Sections 010, 011, 012, 013, 014, 015
Fall 2020

NURS 3232 Course Instructors
Hazel Darleen Kimbrough, MSN, APRN, FNP-BC
Veronica Sjolander, MSN, RN

NURS 3032 Clinical Practicum Instructors
Hazel Darleen Kimbrough, MSN, APRN, FNP-BC
Veronica Sjolander, 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

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Office Hours: Tuesday 8-12  
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Please email for an appointment. Additional times will be available upon request.

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Department: Nursing  
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Work (936) 671-4350  
Office: Adjunct

Class meeting time and place: See course calendar.

Required Textbooks and Materials:

Shadow Health Modules: Mental Health; code can be purchased online (or at the book store)


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 3205, NUR 3606, NUR 3207, NUR 3308
Co-requisites: NUR 3630, NUR 3431

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
https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf
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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 Brightspace/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 must 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 exam 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 NURS 3232. See Nursing Policy No. 1.1

Exams are secure; no printing, copying, or writing questions down for outside use is permitted. Students are responsible for knowing their passwords for accessing Brightspace/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:
A = (89.5 – 100%); B = (79.5 – 89.4%); C = (74.5 – 79.4%); F = (74.4% or less).

Rounding as per SON Grades Policy 1.7:
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 (Brightspace/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:
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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

***Testing Expectations****

1. Please leave your belongings in your car. Students will only be allowed to bring a pencil and/or earplugs to their desk. Keys may be left at the front of the room. A scratch piece of paper will be given.
2. Students will be assigned seats randomly for each exam. Students should look at the list posted on the door prior to entering to determine their assigned seat for that exam.
3. Students may not wear hats, caps, hoodies, sunglasses, or watches.
4. No food or drink will be allowed in the testing room.
5. During the exam, faculty will only answer questions regarding technical issues. No content questions will be answered.
6. After leaving the exam, please be courteous of those still taking the exam. Noise in the hallway outside the exam room should be minimal.

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.

Please visit the restroom before the test.

**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).

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. Faculty reserve the right to substitute an alternate exam format for make-up exams. Unexcused absences from exams will not be made up. See policy at 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.
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Grade Distribution

Exam 1: ................................................................. 25%
Exam 2: ................................................................. 25%
Exam 3: ................................................................. 25%
Exam 4: .................................................................. 25%
Total course grade: ..................................................... 100%

Classroom Attendance
Refer to SON policies. Students are adult learners. Therefore, it is up to the student to make the decision to attend class or not. Attendance at class is expected and encouraged. Students are responsible for all materials assigned and/or presented in each class, any information presented by your classmates, and all announcements (verbal and email/Brightspace). Active and informed participation in classroom discussion is expected. Talking among students during lecture will not be tolerated as it is disruptive to other students trying to learn. The door will remain locked during class to promote safety. You are encouraged to arrive to class on time. To minimize distractions, please wait until a break to enter class if you arrive after the door is locked. Content will be delivered in a variety of methods, including face-to-face lecture, pre-recorded lecture, synchronous zoom sessions, and face-to-face active learning activities. Course instructors reserve the right to change the delivery method at any time during the semester. Please check Brightspace daily for course updates.

Technology Etiquette
Please silence all devices prior to the beginning of class. It is expected that technology during class time will be for educational purposes only. Please be mindful of your classmates and careful not to create a distraction with your technology use. During synchronous Zoom sessions, please leave your video on at all times if possible. This helps the instructor determine engagement and student understanding of content.

Communication with instructors is vital to success. Instructors will communicate with students about the course through the use of Brightspace. Students are required to check Brightspace at least DAILY for announcements, posted material and are responsible for information posted on Brightspace website. Grades will be posted electronically.

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

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor will have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Academic Integrity**
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 (SFASU Policy 4.1 Student Academic Dishonesty)**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials on any class assignment or exam; (2) falsifying or inventing of any information, including citations, on an assignment; and/or (3) helping or attempting to help other student(s) 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 include, but are not limited to (1) submitting an assignment as one's own work when it is at least partly the work of another person; (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 credit.
(Taken from SFASU 4.1 Student Academic Dishonesty Policy)

In accordance with University policy, cases of suspected cheating and plagiarism to the BSN Coordinator and/or Director of the School of Nursing or the designee.

**Withheld Grades (SFASU Policy 5.5 Course Grades)**
At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**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/](http://www.sfasu.edu/disabilityservices/).
Communication with Instructors
Instructors will communicate with students about the course through the use of Brightspace/D2L. Students are required to check these sites at least DAILY for announcements, posted material, and are responsible for information posted on Brightspace/D2L website. Grades will be posted electronically in Brightspace.

Grading Criteria and Forms for Assignments
Forms for assignments and grading criteria for assignments will be posted online in Brightspace/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.

Online Sites:
Brightspace/D2L: http://d2l.sfasu.edu
School of Nursing Policies: http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/nursing-policies
Evolve (NCLEX questions) Site: http://evolve.elsevier.com/Varcarolis
Unit 1: Introduction to Mental Health Nursing & Promoting Mental Wellness

Unit Objectives:
1. Describe the continuum of mental health and mental illness.
2. Discuss the role of the nurse in psychiatric nursing.
3. Describe a therapeutic milieu.
4. Differentiate between inpatient and outpatient care settings and the services offered.
5. Identify perceptions associated with mental illness.

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

Unit 2: Promoting Mental Wellness

Unit Objectives:
1. Explain the importance of culturally relevant care in psychiatric-mental health nursing practice.
2. Compare and contrast Western medicine and nursing practices with practices of patients from diverse cultures.
3. Perform culturally sensitive nursing assessments addressing risk factors and barriers to quality mental healthcare.
4. Plan culturally sensitive nursing care for patients addressing areas of mental health and mental illness.
5. Identify integrative care and complementary/alternative medicine used in mental health and mental illness.

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

Unit Objectives:
1. Discuss the role of the nurse in promoting mental health.
2. Analyze the importance of establishing boundaries in nurse-patient relationships.
3. Identify the components essential to therapeutic communication.
4. Describe factors affecting and techniques associated with therapeutic communication.
5. Compare and contrast the phases of the nurse-patient relationship.

Required Preparation:
Chapter 8: Therapeutic Relationships

Chapter 3: Therapeutic Communication

Unit 4: Communication

Unit Objectives:
1. Identify factors affecting communication.
2. Discuss the differences between verbal and nonverbal communication.
3. Evaluate therapeutic communication techniques to enhance communication.
4. Evaluate nontherapeutic communication techniques that are barriers to communication.
5. Appraise the impact of cultural influence on communication.
6. Explain elements necessary to promote a successful clinical interview.
7. Differentiate between the types of therapeutic communication techniques.

Required Preparation:
Chapter 9: Therapeutic Communication

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

Unit Objectives:
1. Differentiate between the dominant theories and therapies in caring for patients with mental illness.
2. Apply various theories and therapies to nursing care for patients with mental illness.
3. Identify factors common to group therapy.
4. Apply the phases of group development to therapeutic groups.
5. Discuss the role of the nurse as a group leader.
6. Discuss the function of a family.
7. Evaluate the purpose of family therapy.
8. Identify central concepts associated with family therapy.

Required Preparation:

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

- Chapter 29: Theories and Therapies

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**Unit 6: Assessment of Mental Health**

Unit Objectives:
1. Discuss standards of practice for psychiatric-mental health nursing.
2. Differentiate between the phases of the nursing process.
3. Plan nursing care for psychiatric-mental health patients.
4. Evaluate nursing care for psychiatric-mental health patients.

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
Unit 7: Mental Health and Stress

Unit Objectives:
1. Identify central concepts associated with stress responses.
3. Compare and contrast varying levels of anxiety and anxiety disorders.
4. Identify common assessment findings associated with anxiety disorders.
5. Plan nursing care for patients with anxiety disorders.
6. Describe the clinical manifestations of trauma-related and dissociative disorders.
7. Plan nursing care for patients with trauma-related and dissociative disorders.
8. Describe how anxiety, depression, and trauma can result in physical distress.
9. Apply the nursing process to patients with somatic symptom disorders.
10. Compare and contrast the differences among the types of crises.
12. Differentiate among the levels of care regarding crisis intervention.

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
Unit 8: Mental Health Across the Lifespan: Childhood, Adolescents, and Medically Ill

Unit Objectives:
1. Compare and contrast the signs and symptoms of eating and feeding disorders.
2. Apply the nursing process to patients with eating and feeding disorders.
3. Identify pharmacologic interventions for patients with eating and feeding disorders.
4. Examine factors influencing and contributing to childhood and neurodevelopmental disorders.
5. Describe the assessment findings of patients with childhood neurodevelopmental disorders.

Required Preparation:

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

Chapter 4: Neurodevelopmental Disorders
Chapter 10: Eating Disorders
Chapter 21: Attention-Deficit Hyperactivity Disorder Medications

Unit 9: Mental Health Across the Lifespan: Elders, Cognitive Disorders, and Grief

Unit Objectives:
1. Compare and contrast the different neurocognitive disorders.
2. Describe the assessment findings of patients with neurocognitive disorders.
4. Identify pharmacologic interventions for patients with neurocognitive disorders.
5. Explore mental health issues and healthcare concerns related to aging.
6. Discuss the nurse’s role in caring for older adults.

Required Preparation:

Chapter 23: Neurocognitive Disorders
Chapter 31: Older Adults

Chapter 13: Neurocognitive Disorders
Chapter 28: Neurocognitive Medications
Clinical Practicum Information:

Clinical Activities will include:
- Interview Process recording clinical assignments (2) …………………….. 6 hours
- Ryerson Therapeutic Communication & Mental Health Assessment SIM Game… 3 hours
- MH labs……………………………………………………………………………… 5 hours
- Shadow Health Orientation………………………………………………… 1 hour
- Shadow health Conversation Lab………………………………………………… 2 hours
- Shadow Health Anxiety………………………………………………………… 3 hours
- Shadow Health PTSD…………………………………………………………….. 3 hours
- NCLEX Questions ……………………………………………………………….. 3 hours
- Team Building ……………………………………………………………….. 3 hours
- QPR Certification ……………………………………………………………….. 2 hours
- Simulation …………………………………………………………………….. 2 hours
- MMSE/SOAP (2)…………………………………………………………………… 4 hours
- PTSD Assessment/screen & documentation (2)…………………………………… 4 hours
- ADHD Assessment/screen & documentation (2) ………………………………… 4 hours
- Total……………………………………………………………………………… 45 hours

**Alternate assignments may be provided when appropriate.

Shadow Health Modules. ***YOU MUST ENROLL YOURSELF THE FIRST WEEK OF SCHOOL. YOU PURCHASE THE CODE FOR MENTAL HEALTH ONLINE OR AT THE BOOKSTORE. YOU WILL USE THE SAME CODE FOR BOTH MENTAL HEALTH SEMESTERS.*** More information for login will be provided in Brightspace/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 during Clinical Processing Day (see calendar).

**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.

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. NURS 3232 requires 45 hours of clinical practicum. See clinical rotation schedule posted in Brightspace/D2L.

Students are responsible for compliance with all School of Nursing policies 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.
   4. Three or more instances of unexcused tardiness (per SON policies).
   5. No call/no show at clinical.

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 mental health questions per week must be completed to pass the course. These questions will be documented on the clinical form provided in this syllabus and will be submitted to the instructor.
Policies for Clinical
See School of Nursing Policies and Procedures – Nursing Website

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.
Student: ____________________________ Date   Fall/Spring: __________
Instructor(s): __________________________________________________

**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:</th>
<th>Final Instructor Comments</th>
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<td>(Pass or Fail)</td>
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Instructor Signature

Student Signature:

Date: __________________

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<th>Final Instructor Comments</th>
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Final Student Comments
### Clinical Outcomes

**The student will:**

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<tr>
<th>Clinical Outcomes</th>
<th>DEC</th>
<th>C. PATIENT SAFETY ADVOCATE</th>
<th>DEC</th>
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<tbody>
<tr>
<td><strong>A. MEMBER OF THE PROFESSION</strong></td>
<td>IA</td>
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<tr>
<td>1. Adhere to legal and ethical standards of the profession.</td>
<td>IIA</td>
<td>1. Maintain strict infection control measures in clinical settings.</td>
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<td>IIIA</td>
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<td>2. Assume responsibility and accountability for quality of nursing care.</td>
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<td>2. Maintain client emotional and physical safety in therapeutic milieu.</td>
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<td>3. Examine own level of anxiety, self care needs, and coping behaviors with assistance of instructor.</td>
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<td>D. MEMBER OF THE HEALTH CARE TEAM</td>
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<td>IIA</td>
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</tr>
<tr>
<td>4. Identify own strengths and weaknesses and utilize feedback for professional growth.</td>
<td>ID</td>
<td></td>
<td>IVA</td>
</tr>
<tr>
<td></td>
<td>IIB</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>IIF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Maintain professional boundaries in nurse-client and student-faculty relationships.</td>
<td>IA</td>
<td></td>
<td>IVA</td>
</tr>
<tr>
<td></td>
<td>IIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>IID</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. PROVIDER OF PATIENT-CENTERED CARE</strong></td>
<td>IIA</td>
<td>3. Establish effective working relationships with clients, faculty, staff, and peers.</td>
<td>IVD</td>
</tr>
<tr>
<td>1. Relate applicable knowledge, concepts, and theories to the care of clients with mental health needs.</td>
<td>IIB</td>
<td>4. Participate in groups developing awareness of group dynamics.</td>
<td>IVA</td>
</tr>
<tr>
<td></td>
<td>IIF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Utilize nursing process in provision of care to clients experiencing mental health stressors.</td>
<td>IIC</td>
<td>5. Identify barriers and facilitators in interpersonal communication.</td>
<td>IVD</td>
</tr>
<tr>
<td></td>
<td>IIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Assist clients and families in learning skills to promote mental health and wellness</td>
<td>IIG</td>
<td>6. Communicate therapeutically with clients with mental health needs.</td>
<td>IVA</td>
</tr>
<tr>
<td></td>
<td>IIE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Describe legal, economical, and ethical issues involved in the provision of mental health care.</td>
<td>IIE</td>
<td>7. Identify opportunities for advocating for clients with mental health needs.</td>
<td>IVB</td>
</tr>
</tbody>
</table>
**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>DO's</th>
<th>DON'T's</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  
   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 |
| ➢ 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. | |
Clinical Tracker
Stephen F. Austin State University School of Nursing
NUR 3232 Nursing Care in Promotion of Mental Wellness

Keep track of your clinical rotations on this worksheet. Submit the worksheet with clinical wrap up forms.

Submit these forms: 1) Clinical Tracker completed with clinical rotation dates, 2) Clinical Evaluation Tool, (DEC form) on pages 17 & 18 of syllabus.

<table>
<thead>
<tr>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MH Lab</td>
<td></td>
</tr>
<tr>
<td>2. Interview Process recording</td>
<td></td>
</tr>
<tr>
<td>3. Team Building</td>
<td></td>
</tr>
<tr>
<td>4. Ryerson Therapeutic Communication</td>
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<tr>
<td>5. SH Orientation</td>
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<tr>
<td>6. SH Conversation Lab</td>
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<td>7. SH Anxiety</td>
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<td>8. SH PTSD</td>
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<td>9. QPR</td>
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<tr>
<td>10. SIM</td>
<td></td>
</tr>
<tr>
<td>11. MMSE/SOAP</td>
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</tr>
<tr>
<td>12. PTSD Assessments</td>
<td></td>
</tr>
<tr>
<td>13. ADHD Assessments</td>
<td></td>
</tr>
<tr>
<td>14. NCLEX RN Style Questions (10 per week minimum)</td>
<td>“I have completed 10 NCLEX RN style questions per week related to psych content.” Initials_________________</td>
</tr>
</tbody>
</table>
Tentative 3232 Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25</td>
<td>12pm-4pm</td>
<td>(12pm-4pm) Orientation Class/Clinical</td>
</tr>
<tr>
<td>9/01</td>
<td>1pm-3pm</td>
<td>(1pm-3pm) Units 1 &amp; 2</td>
</tr>
<tr>
<td>9/08</td>
<td>(1pm-3pm)</td>
<td>Unit 3</td>
</tr>
<tr>
<td>9/18</td>
<td></td>
<td>(10-12) Exam 1</td>
</tr>
<tr>
<td>9/25</td>
<td></td>
<td>(10-12) Units 4 &amp; 5</td>
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<tr>
<td>10/09</td>
<td></td>
<td>(10-12) Exam 2</td>
</tr>
<tr>
<td>10/16</td>
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<td>(10-12) Unit 6</td>
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<tr>
<td>10/23</td>
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<td>(10-12) Unit 7</td>
</tr>
<tr>
<td>11/06</td>
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<td>(10-12) Exam 3</td>
</tr>
<tr>
<td>11/13</td>
<td>(8-10)</td>
<td>Units 8</td>
</tr>
<tr>
<td>11/20</td>
<td>(10-12)</td>
<td>Unit 9</td>
</tr>
<tr>
<td>12/1</td>
<td>(9-11)</td>
<td>Clinical Wrap Up</td>
</tr>
<tr>
<td>12/04</td>
<td>(10-12)</td>
<td>Exam 4</td>
</tr>
</tbody>
</table>