Stephen F. Austin State University
DeWitt School of Nursing
NURSING CARE OF CLIENTS WITH COMPLEX MENTAL HEALTH NEEDS
SYLLABUS
Course Number: NUR 4208
All Sections
Clinical Sections 010, 011, 012, 013, 014, 015, 016.
Fall 2020

NUR 4208 Course Instructors
Hazel Darleen Kimbrough, MSN, APRN, FNP-BC
Veronica Sjolander, MSN, RN

NUR 4008 Clinical Practicum Instructors
Hazel Darleen Kimbrough, MSN, APRN, FNP-BC
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Violet Hart, MSN, RN

ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN
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SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY,
NACOGDOCHES, TX

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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.
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Office: Adjunct

Class meeting time and place: See course calendar. Room TBA

Required Textbooks and Materials

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


Course Description
NUR 4208 Fall 2020

Builds on NUR 332. Two semester hours, one hour didactic and three hours clinical practicum. Application of nursing theory, research and practice to families and clients experiencing complex mental health needs. Emphasis on nurse’s role on interdisciplinary health care team.

Unabridged Course Description
This course builds on concepts learned in NUR 332 and previous, concurrent, and prerequisite courses. Students learn to apply nursing theory, research, and practice to clients and families of various developmental levels and diverse spiritual, ethno-cultural and socioeconomic backgrounds who are experiencing complex mental health needs. Students utilize the nursing process and communication skills in provision of holistic nursing care to clients and families facing severe mental health stressors in a variety of settings. Emphasis is placed on the challenges of meeting the needs of mentally ill clients and their families and the nurse’s role in addressing associated legal, ethical and economic issues in conjunction with 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 330, NUR 331, NUR 332
Co-requisites: NUR 406, NUR 407

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
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 complex mental health needs.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Compare and contrast theories of mental illness and treatment options used in the care of the mentally ill client.
4. Develop self-awareness and insight into one’s own behaviors and communication patterns as they impact the delivery of nursing care.
5. Incorporate holistic nursing practice into the care of mentally ill clients from diverse developmental, spiritual, socioeconomic, and ethno-cultural backgrounds.
6. Apply nursing process to clients with focus on complex mental health needs.
7. Apply research findings in the provision of nursing care to clients and families experiencing complex mental health needs.
8. Implement teaching plans for mentally ill clients and families.
9. Collaborate with the interdisciplinary health care team in the provision of care to mentally ill clients and families.
10. Analyze moral, legal, economic, and ethical issues impacting provision of care to mentally ill clients.

Differentiated Essential Competencies (DEC)
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 (DEC’s). 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 a statewide standard to ensure graduates will enter practice as safe and competent nurses. The DEC’s 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/about/pdfs/differentiated_essential_competencies-2010.pdf

Course Requirements
Computerized examinations; lectures, 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, 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 74.5 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 Nursing 408. See Nursing Policy at [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:

- **A** = (89.5 – 100%)
- **B** = (79.5 – 89.4%)
- **C** = (74.5 – 79.4%)
- **F** = (74.4% or less).

*Effective June 1, 2017 for all courses:*  
1. Rounding is confined to the final course grade. 
2. Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook (D2L) in their original form without rounding.
3. 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).
4. 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* (68 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](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 **68 minutes to complete each exam. (1.36 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.

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

<table>
<thead>
<tr>
<th>Exam</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Exam 1</td>
<td>25%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>25%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>25%</td>
</tr>
<tr>
<td>Final HESI Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

**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.

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
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

Withheld Grades Policy
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/.

Grading Criteria and Forms for Assignments:
Forms for assignments and grading criteria for assignments will be posted online on Brightspace. Assignments submitted after the posted due date will receive a grade of zero unless prior arrangements have been made with the instructor.

**Online Sites:**
- D2L Brightspace: http://d2l.sfasu.edu
- School of Nursing Policies: http://www.fp.sfasu.edu/nursing/studentpolicies.htm
- Evolve (NCLEX questions) Site: http://evolve.elsevier.com/Varcarolis
UNIT 1

Nurse’s Role in Caring for Clients with Complex Mental Health Issues

Unit Objectives:
1. Discuss the role of the nurse in caring for patients with complex mental health needs.
2. Plan nursing care based on evidence-based practice in caring for individuals with complex mental health needs.
3. Describe the therapeutic and side effects of psychotropic drugs on patients with complex mental health needs.
4. Develop and implement teaching plans individualized to patients with complex mental health needs.
5. Differentiate between inpatient and outpatient psychiatric treatment settings.
6. Identify factors associated with serious mental illness.

Required Preparation:

- Chapter 3: Psychobiology and Psychopharmacology
- Chapter 4: Treatment Settings (REVIEW)
- Chapter 32: Serious Mental Illness
Unit 2
Nurse’s Role in Caring for Clients in Forensic Settings

Unit Objectives:
1. Discuss the specialized role in forensic nursing.
2. Describe the roles of the forensic psychiatric nurse within the legal system.
3. Describe the impact of mental illness on clients in forensic settings.

Required Preparation:

Chapter 33: Forensic Nursing
Unit 3
Legal/Ethical/Economic Issues in Care of Mentally Ill Clients

Unit Objectives:
1. Discuss the five ethical principles important in bioethics.
2. Explain the legal role in psychiatric nursing.
3. Differentiate voluntary admission verses involuntary commitment.
4. Describe laws relevant to psychiatric care.
5. Appraise the patient’s rights relating to psychiatric care.

Required Preparation:
   Chapter 6: Legal and Ethical Considerations

Review American Nurses’ Association Code of Ethics and Standards of Care
http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.asp
Unit 4
Management of Violent Clients

Unit Objectives:
1. Describe the differences between anger, aggression, and violence.
2. Discuss nursing assessment findings associated with violent clients.
3. Identify the nurse’s role in therapeutic interventions for violent clients.
4. Compare and contrast the use of seclusion and restraints.

Required Preparation:

Chapter 27: Anger, Aggression, and Violence

Chapter 18: Anger, Aggression, and Violence
Unit 5
Nursing Care of Clients with Mood Disorders

Unit Objectives:
1. Assess the behaviors associated with depressive disorders.
2. Identify the risk factors associated with depressive disorders.
3. Describe therapeutic interventions for patients with depressive disorders.
4. Explain the nurse’s role in patient education for patients with depressive disorders.
5. Describe the signs and symptoms of Bipolar I, Bipolar II, and Cyclothymic disorders.
6. Identify risk factors associated with Bipolar Disorder.
7. Describe common medications used for Bipolar Disorder.
9. Discuss risk factors for the development of suicidal ideation and for suicide.
10. Identify evidence-based practice suicide risk assessment strategies.
11. Explain the nurse’s role in suicide prevention and intervention.

Required Preparation:

Chapter 14: Depressive Disorders
Chapter 13: Bipolar and Related Disorders
Chapter 25: Suicide and Non-Suicidal Self Injury

Chapter 7: Depressive Disorders
Chapter 6: Bipolar Disorders
Chapter 16: Suicide
Chapter 30, page 429: Electroconvulsive Therapy

Review QPR content from NUR 3232
Unit 6
Nursing Care of Clients with Schizophrenia and Psychotic Disorders

Unit Objectives:
1. Differentiate among the positive and negative symptoms of Schizophrenia.
3. Describe pharmacologic interventions for patients with Schizophrenia.

Required Preparation:


Chapter 12: Schizophrenia Spectrum Disorders


Chapter 5: Schizophrenia Spectrum Disorders
Chapter 22: Antipsychotic Medications
Figure 22.1: AIMS Scale
Unit 7
Nursing Care of Clients with Personality Disorders and Non Compliance Issues

Unit Objectives:
1. Identify characteristics associated with different personality disorders.
2. Plan nursing care for patient’s with personality disorders.
3. Describe pharmacologic and nonpharmacologic interventions for patients with personality disorders.


Chapter 24: Personality Disorders


Chapter 14: Personality Disorders
Unit 8

Nursing Care of Victims and Perpetrators of Violence and Sexual Assault

Unit Objectives:
1. Assess patients with sexual dysfunction.
2. Plan nursing care for patients with sexual dysfunction.
3. Describe therapeutic interventions for patients with sexual dysfunction.
4. Apply the nursing process for victims of violence and sexual assault.

   Chapter 20: Sexual Dysfunction, Gender Dysphoria, and Paraphilias
   Chapter 28: Child, Older Adult, and Intimate Partner Violence
   Chapter 29: Sexual Assault

   Chapter 19: Family Violence
   Chapter 20: Sexual Violence
Unit 9
Nursing Care of Clients with Substance Abuse/Chemical Dependency Issues

Unit Objectives:
1. Differentiate between various substance abuse disorders.
3. Describe therapeutic interventions for patients with substance abuse disorders.

Required Preparation:
   Chapter 22: Substance-Related and Addictive Disorders

   Chapter 12: Substance Use Disorders
Clinical Practicum Information

Clinical Activities will include:

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

Rusk Clinical ................................................................. 8 hours
Mental Health Lab.......................................................... 5 hours
Shadow Health Schizophrenia ........................................... 3 hours
Shadow Health Alcohol Abuse ........................................... 3 hours
Shadow Health Depression ............................................... 3 hours
Shadow Health Bipolar .................................................... 3 hours
Psychiatric Assessment Patients (2) ................................. 6 hours
AIMS, MMSE, Depression Screen Patients (2) ................. 6 hours
AA/Al Anon Meetings x 2 ............................................... 4 hours
Simulations (Hearing Voices, Cutter) ................................. 4 hours
Total ............................................................................. 45 hours

**Alternate assignments may be provided when appropriate.

Clinical Learning Outcomes

1. Apply nursing process to care of clients with complex mental health needs.
2. Collaborate with the interdisciplinary health care team in provision of care to clients with complex mental health needs.
3. Demonstrate knowledge of medications and treatment modalities prescribed in the treatment of mentally ill clients.
4. Use evidence based practice in the provision of care to mentally ill clients.
5. Advocate for clients with mental health needs.
6. Maintain physical and emotional safety in the therapeutic milieu.
8. Examine legal and ethical issues involved in the provision of care to the mentally ill.
10. Abide 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.
11. Examine own values and biases in the provision of holistic and culturally-sensitive care to clients with complex mental health needs.
12. Develop teaching plans for clients and families with complex mental health needs.

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
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 or class attendance if they are present for the entire class or clinical period. Students will not receive credit for any of the class or 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. NUR 4208 requires 45 hours of clinical practicum.

See School of Nursing Policy at [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
Three clinical F days will result in clinical failure of the course.

See Nursing Student Policies for specific policies and procedures.

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.

Policies for Clinical
See School of Nursing Policies and Procedures – Nursing Website [http://www.fp.sfasu.edu/nursing/studentpolicies.htm](http://www.fp.sfasu.edu/nursing/studentpolicies.htm)
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.

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 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 form provided in this syllabus.
**Clinical Evaluation Tool**

**NUR 4208: Nursing Care of Clients with Complex Mental Health Needs**

**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 and will be documented on page 3.

Clinical objectives for evaluation are listed on page 2.

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><strong>Final Clinical Grade:</strong></th>
<th><strong>Final Instructor Comments</strong></th>
</tr>
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<tbody>
<tr>
<td>(Pass or Fail)</td>
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</table>

**Instructor Signature**

<table>
<thead>
<tr>
<th><strong>Student Signature:</strong></th>
<th><strong>Final Student Comments</strong></th>
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**Date:** _______________
NUR 4208: Nursing Care of Clients with Complex Mental Health Needs

Clinical Objectives

<table>
<thead>
<tr>
<th>Clinical Outcomes</th>
<th>DEC</th>
<th>C. PATIENT SAFETY ADVOCATE</th>
<th>DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. MEMBER OF THE PROFESSION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Adhere to legal and ethical standards of the profession.</td>
<td>IA</td>
<td>1. Maintain strict infection control measures in clinical settings.</td>
<td>IIB</td>
</tr>
<tr>
<td>2. Assume responsibility and accountability for quality of nursing care.</td>
<td>IB</td>
<td>2. Maintain emotional and physical safety in therapeutic milieu.</td>
<td>IIB</td>
</tr>
<tr>
<td>3. Assess own strengths and weaknesses and utilize feedback for professional growth.</td>
<td>ID</td>
<td></td>
<td>IIC</td>
</tr>
<tr>
<td>4. Maintain professional boundaries in nurse-client and student-faculty relationships.</td>
<td>IA</td>
<td>1. Collaborate with the interdisciplinary health care team in provision of care to clients with complex mental health needs.</td>
<td>IVA</td>
</tr>
<tr>
<td><strong>B. PROVIDER OF PATIENT-CENTERED CARE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Relate applicable knowledge, concepts, and theories to the care of clients with complex mental health needs.</td>
<td>IIA</td>
<td>3. Establish effective working relationships with clients, faculty, staff, and peers.</td>
<td>IVA</td>
</tr>
<tr>
<td>2. Utilize nursing process in provision of care to clients experiencing complex mental health needs.</td>
<td>IIB</td>
<td>4. Apply principles of group dynamics to participation in groups as member and leader.</td>
<td>IVD</td>
</tr>
<tr>
<td>3. Assess own values and biases in the provision of holistic and culturally-sensitive care to clients with complex mental health needs.</td>
<td>IIB</td>
<td>5. Compare methods of care delivery in community, acute, and residential care settings</td>
<td>IVC</td>
</tr>
<tr>
<td>4. Evaluate effects of medications and treatment modalities prescribed for mentally ill clients.</td>
<td>IIF</td>
<td>6. Advocate for clients with mental health needs.</td>
<td>IVB</td>
</tr>
<tr>
<td>5. Develop teaching plans for clients and families with complex mental health needs</td>
<td>IIG</td>
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<td>6. Use evidence based practice in the provision of care to mentally ill clients</td>
<td>IIA</td>
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<td>7. Analyze interactions to discern therapeutic/professional/social communication patterns.</td>
<td>IIE</td>
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<tr>
<td>8. Appraise legal, economic, and ethical issues involved in the provision of care to the mentally ill</td>
<td>IIE</td>
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</tbody>
</table>
Stephen F. Austin State University 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>
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</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>
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<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>
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<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>
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<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>
<tr>
<td>➢ 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.</td>
<td>a) Names</td>
</tr>
<tr>
<td>➢ 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.</td>
<td>b) Geographical, lesser than a state</td>
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<td></td>
<td>c) Dates of birth, admission, discharge, death</td>
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<td></td>
<td>d) Telephone and/or fax numbers</td>
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<td></td>
<td>e) E-mail addresses</td>
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<td>f) Social security numbers</td>
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<td>g) Medical records or account numbers</td>
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<td>h) Health plan beneficiary numbers</td>
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<td>i) Certificate/license numbers</td>
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<td>j) Web locators/internet protocols</td>
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<td>k) Biometric identifiers</td>
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<td>l) Full face photos</td>
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<td>m) Any other unique identifying number, characteristic, or code</td>
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<td>n) All ages over 89</td>
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</table>
APPENDIX
CLINICAL SITE INFORMATION

Directions to Rusk State Hospital

P.O. Box 318
Rusk, TX  75785
Contact:  Penny Walley, RN, Patient Care Coordinator
(903) 683-3421 (main number)

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 next to the CHAPEL. This parking lot is between the chapel and the nursing supervisor’s office (says Lex Neill Medical Building on front).

See aerial MAP on Brightspace which is very helpful. WEAR COMFORTABLE WALKING SHOES!

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Directions to Alcoholics Anonymous in Nacogdoches

Murray St Group AA & Al Anon (Non- smoking, open)
1221 Murray Street, Nacogdoches, Texas
564-3388

Al Anon (for families of alcoholics) meets every Thursday at 1200 noon at 1221 Murray St in Nacogdoches. Call 936-564-3388 for more info. Meeting is open to anyone, students/observers are welcome!

Coming from SFA go south on University Drive and turn left on Tanglewood beside K Nails & State Farm, then take a right on Wedgewood which is the first street you come to, go down one block and take a left on Murray, the building is just after you turn and easy to see. It has AA in big letters on the sign.
Deep East Texas Group AA (open meetings)
(new site) at 1901 N Stallings Dr, Building G, in Nacogdoches
Contact: (936) 569-6441

Meeting is open to anyone, students/observers are welcome! Site is in a safe area, close to our nursing school.

Meetings are Mon, Tues, Thurs, Fri, Sat at 5:30pm. Also, Wed & Fri at noon. Plus, Sundays at 3:00pm. (Replaces the meetings previously held on E Main St in Nacogdoches.)

Travel NW on the loop (also called Stallings Dr) toward Lowe's from our school. Just past Lowe's on the LEFT is a small row of office buildings set way back off the road. Look for Jackson-Hewitt Tax Office & you are in the correct place. Building G is behind the tax office in a separate building.

Individuals who attend AA groups are committed to stop abusing alcohol and remain sober. The meetings offer a multitude of ways to support ongoing recovery, like an effective 12-step program designed to treat alcoholism. The 12 traditions of AA were intended to stabilize the program and keep it freed from outside influences. Since the organization is considered a mutual-aid fellowship, it is run by former alcoholics who help those currently in recovery.

Members of Al-Anon practice the same 12 steps that are the foundation of AA. Meetings serve as an opportunity to share their personal experiences, times of strength and feelings of hope with others who are going through similar circumstances. Individuals come away with the tools and knowledge to better understand the lifelong effects of alcoholism. With this information in hand, they can encourage their loved one to get help and achieve sobriety.

Celebrate Recovery NAC
(faith-based group)
Calvary Baptist Church
3732 NE Stallings Dr, Nacogdoches, TX
Meetings are every TUES 6-8:30pm.

Celebrate Recovery LUFKIN
(faith-based group)
First Christian Church of Lufkin (21.5 miles)
1300 S First St, Lufkin, TX 75901
Contact: Jim Riggs at 936-634-8341
Meeting Time: Friday 7:00 PM

Celebrate Recovery is a Christ-centered, 12 step recovery program for anyone struggling with trauma, pain, or addiction of any kind. Celebrate Recovery is a safe place to find community and freedom from the issues that are controlling everyday life.
Clinical Tracker  
Stephen F. Austin State University School of Nursing  
NUR 4208 Nursing Care of Clients with Complex Mental Health Needs

Keep track of your clinical rotations on this worksheet. Submit the 1) Clinical Tracker completed with clinical rotation dates, & Clinical Evaluation Tool on found page 21 and 22 of syllabus for Clinical Wrap up.

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>1. Rusk Clinical</td>
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<td>2. Mental Health Lab</td>
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<td>3. SH Schizophrenia</td>
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<td>4. SH Alcohol Abuse</td>
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<td>5. SH Depression</td>
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<td>6. SH Bipolar</td>
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<td>7. Psychiatric Assessments</td>
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<td>8. Al Anon</td>
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<td>9. SIMS Hearing Voices High Risk Pt</td>
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<td>10. AIMS, MMSE &amp; Depression</td>
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