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 2021

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

NUR 4008 Clinical Practicum Instructors
Hazel Darleen Kimbrough, MSN, APRN, FNP-BC
Veronica Sjolander, MSN, RN, SANE-A, SANE-P
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.

Mask Statement

While Governor Abbott has mandated that state institutions cannot issue mask mandates, the SFA COVID response team has determined that it is acceptable to include a mask recommendation statement in all syllabi (i.e., we can recommend the voluntary wearing of masks within buildings and where social distancing is not possible). We can state that this is a recommendation from the SFA COVID response team. Things may change during the Fall, but for now we are bound by Abbott's most recent order.
Faculty Contact Information:

Name: Hazel Darleen Kimbrough, MSN, APRN, FNP-BC  
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Office: Room 118  
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Thursday 9AM-1PM  
Please email for an appointment  
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Name: Veronica Sjolander, MSN, RN, SANE-A, SANE-P  
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Name: Violet Hart, MSN, RN  
Department: Nursing  
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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
Builds on NUR 3232. 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 3232 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 3630, NUR 3431, NUR 3232
Co-requisites: NUR 4606, NUR 4707

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.

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. 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.
   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

***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, watches and phones or other electronic devices must 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.

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.

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<tr>
<th>Exam 1</th>
<th>Exam 2</th>
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<th>Final HESI Exam</th>
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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:  http://www.sfasu.edu/disabilityservices/.

**Grading Criteria and Forms for Assignments:**

**Late Submission of Direct Patient Care Clinical Assignments**
For each offense of a direct patient care clinical assignment (i.e., patient documentation) not being submitted by the due date and time, students will lose clinical points for that assignment. If the assignment is not submitted within 24 hours of the due date and time, the student will receive a clinical F-day.

**Late Submission of Other Clinical Assignments**
For each offense of a non-direct patient care clinical assignment (i.e., virtual simulation) not being submitted by the due date and time, students will lose clinical points for that assignment.

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](http://d2l.sfasu.edu)
School of Nursing Policies:  [http://www.fp.sfasu.edu/nursing/studentpolicies.htm](http://www.fp.sfasu.edu/nursing/studentpolicies.htm)
Evolve (NCLEX questions) Site:  [http://evolve.elsevier.com/Varcarolis](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  
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 3  
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 4  
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 5**

*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 6**

*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.

**Required Preparation:**

Chapter 24: Personality Disorders

Chapter 14: Personality Disorders

**Unit 7**

**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.

**Required Preparation:**

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 8**

**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 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 SYLLABUS

Clinical Practicum Information

Clinical Activities will include:
- **All assignments are individual and should be completed on an individual basis.**

Rusk Clinical 

Mental Health Lab .......................................................... 8 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 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 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.

Arriving Late to Clinical Experiences
Students are expected to arrive at all clinical experiences, including simulation and/or classroom experiences that count for clinical hours, on time and prepared to learn. A student is considered late if they arrive more than 5 minutes after the designated clinical start time. On the first late
arrival, students will receive a written warning (tardy). Any subsequent late arrival to clinical experiences will result in a clinical F-Day. A situation in which the student misses the entire clinical experience or arrives more than one hour after the designated start time will be considered an unexcused clinical absence and receive an immediate clinical F-day. Unexcused absences will not be made up and if absence is more than 10% of total clinical hours students may petition to the Student Affairs Committee to request special consideration for make-up.

**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

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 School of Nursing uniform.
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.
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.

**Dress Code**

Students are expected to adhere to the DeWitt School of Nursing Dress Code Policy. On the first violation of the policy, students will be given a written warning. Any subsequent violations of the dress code policy will result in a clinical F-Day.

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.**

SFASU values students' mental health and the role it plays in academic and overall student success. SF A provides a variety of resources to support student's mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SF ASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741
Stephen F. Austin State University
Richard and Lucille DeWitt School of Nursing
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.

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Stephen F. Austin State University  
Richard and Lucille DeWitt School of Nursing  
Clinical Evaluation Tool  
NUR 4208: Nursing Care of Clients with Complex Mental Health Needs  
Clinical Objectives

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<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 IIA IIE</td>
<td>1. Maintain strict infection control measures in clinical settings.</td>
<td>IIIB</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>IIIB IIC</td>
</tr>
<tr>
<td>3. Assess own strengths and weaknesses and utilize feedback for professional growth.</td>
<td>ID</td>
<td></td>
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</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>
</tbody>
</table>

| **B. PROVIDER OF PATIENT-CENTERED CARE** | | | |
| 1. Relate applicable knowledge, concepts, and theories to the care of clients with complex mental health needs. | IIA | 3. Establish effective working relationships with clients, faculty, staff, and peers. | IVA |
| 2. Utilize nursing process in provision of care to clients experiencing complex mental health needs. | IIB IIC | 4. Apply principles of group dynamics to participation in groups as member and leader. | IVD |
| 3. Assess own values and biases in the provision of holistic and culturally-sensitive care to clients with complex mental health needs. | IIB IID | 5. Compare methods of care delivery in community, acute, and residential care settings | IVC |
| 4. Evaluate effects of medications and treatment modalities prescribed for mentally ill clients. | IIF | 6. Advocate for clients with mental health needs. | IVB |
| 5. Develop teaching plans for clients and families with complex mental health needs | IIG | | |
| 6. Use evidence based practice in the provision of care to mentally ill clients | IIA IIB | | |
| 7. Analyze interactions to discern therapeutic/professional/social communication patterns. | IIE | | |
| 8. Appraise legal, economic, and ethical issues involved in the provision of care to the mentally ill | IIE | | |
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><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  
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. | |
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.

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.*
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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<tr>
<td>10. AIMS, MMSE &amp; Depression</td>
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### 4208 Course Calendar

**Rm #101 Lectures**  
**Rm # 115 Exams**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>08/27</td>
<td>(8-10) Orientation Class/Clinical</td>
</tr>
<tr>
<td>09/03</td>
<td>(8-10) Units 1&amp;2</td>
</tr>
<tr>
<td>09/10</td>
<td>(12-2) Units 3&amp;4</td>
</tr>
<tr>
<td>09/24</td>
<td>(8-10) Exam 1</td>
</tr>
<tr>
<td>10/08</td>
<td>Guest Lectures (8-10) Units 5 &amp; 6</td>
</tr>
<tr>
<td>10/15</td>
<td>(8-10) Exam 2</td>
</tr>
<tr>
<td>10/22</td>
<td>(8-10) Unit 7</td>
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<tr>
<td>10/29</td>
<td>(8-10) Unit 8</td>
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<tr>
<td>11/05</td>
<td>Units 9 Online</td>
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<tr>
<td>11/12</td>
<td>(8-10) Exam 3</td>
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<tr>
<td>12/02</td>
<td>A-D (9-10) E-H (10-11) Clinical Wrap Up</td>
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<tr>
<td>12/08</td>
<td>(1-3) HESI</td>
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