Stephen F. Austin State University
DeWitt School of Nursing
NURSING CARE IN PROMOTION OF MENTAL WELLNESS
Course Number: NURS 3232
Section Number(s): 001
Clinical Section(s): Varies
Fall 2023
Course Instructors
Celina Serna, MSN, FNP-C (Course Coordinator)
Tonya LaForge, MSN, RN, CNOR (Clinical Instructor)

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

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.

THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for information purposes only.
### Faculty Contact Information

<table>
<thead>
<tr>
<th>Name:</th>
<th>Celina Serna, MSN, FNP-C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Nursing</td>
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<tr>
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<td><a href="mailto:sernacelina@sfasu.edu">sernacelina@sfasu.edu</a></td>
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<tr>
<td>Phone:</td>
<td>(936) 468-7707</td>
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<tr>
<td>Office:</td>
<td>Room 106</td>
</tr>
</tbody>
</table>
| Office Hours: | Monday: Practice Day  
Tuesday: 4:00pm-5:00pm 
Thursday: Clinical 
Friday: 8:00am to 10:00am & 12:00pm-2:00pm  
Other times, email for an appointment |

<table>
<thead>
<tr>
<th>Name:</th>
<th>Tonya LaForge, MSN, RN, CNOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Nursing</td>
</tr>
<tr>
<td>Email:</td>
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<tr>
<td>Phone:</td>
<td>(936) 468-7724</td>
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<tr>
<td>Office:</td>
<td>Room 114</td>
</tr>
</tbody>
</table>
| Office Hours: | Mondays: 10:00am – 2:00pm  
Wednesdays: 1:00pm – 3:00pm  
Other times, email for an appointment. |

### Class meeting time and place:
See Course Calendar for time, location, and course assignments.

### Required Textbooks and Materials

**Recommended:**

### Technology Requirements
All students are required to have access to a laptop or desktop computer for academic and testing purposes. Please find the complete list of technology requirements here:
[https://www.sfasu.edu/docs/nursing/technology-requirements.pdf](https://www.sfasu.edu/docs/nursing/technology-requirements.pdf)

For questions regarding laptop hardware or software, please contact The SFA Help Desk at https://help.sfasu.edu/TDC/Portal/Home/ or 936-468-HELP.

### 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.

**Credit Hour Justification**
(2 credits; 1 hour didactic and 3 hours clinical per week)This course typically meets on average for 1 hour per week for 15 weeks and has an additional final week. Students have significant weekly reading assignments and required to take major exams. The didactic preparation and activities average a minimum of 3 hours a week to prepare outside of classroom hours.

The clinical component is composed of a total of 45 hours. It consists of inpatient and outpatient mental health clinical rotations, virtual clinical activities, simulations, and other activities to support clinical hours. Students are required to successfully pass the clinical component to pass the course.

**Course 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.

**Prerequisites and Co-requisites**
**Pre-requisites:** NURS 3205, NURS 3606, NURS 3207, NURS 3308  
**Co-requisites:** NURS 3630, NURS 3431

**End of Program Student 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.

Differentiated Essential Competencies (DECs)
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 DECs 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

Unit Objectives

Unit 1: Introduction to Mental Health Nursing & Promoting Mental Wellness

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

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
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 Relationship

Unit 4: Communication
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

Unit 5: Theories and Therapies used in Mental Health Nursing
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

Unit 6: Assessment of Mental Health
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.
5. Formulate nursing care for crisis intervention.
6. Differentiate among the levels of care regarding crisis intervention.
7. Compare and contrast the differences among the types of crises.
**Required Preparation:**
- Chapter 7: The Nursing Process and Standards of Care
- Chapter 26: Crisis and Disaster

**Unit 7: Mental Health and Stress**

**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.

**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

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

**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

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

**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
COURSE REQUIREMENTS

Grading Policy
EVALUATION and GRADING CRITERIA
It is necessary to obtain a weighted mean test score of 75 in the class exam grades to pass this course. A weighted mean test score below 75 or a class average below 75 constitutes failure and will result in a grade of “F” on the transcript.

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 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).

BSN and RN-BSN GRADING SCALE:
90-100 = A
80-89 = B
75-79 = C
Less than 75 = F

Clinical will be graded as a Pass/Fail. You must pass both the class and clinical in order to pass this course.

<table>
<thead>
<tr>
<th>Didactic</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>Comprehensive Final</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Exams
Exams will be composed of 50 questions (multiple formats) and possible additional pilot questions over specified material. All tests will be computerized. If computerized testing is not feasible, a paper and pencil test may be substituted. Students will have 2 minutes per question (NCLEX allotment). Students will be able to review any incorrect questions and rationales at the conclusion of the test. Students arriving late will not be allowed to begin the exam if any student has left the testing room. Late arrival after a student has left the testing room will be considered an unexcused absence. Students that begin the exam late will complete the exam with only the remaining time available. No time extensions will be given. At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in an approved university-sponsored event(s). However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. If so directed by the instructor, the student must bring a written excuse from the professional
and students to adhere to and uphold student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

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 and other personal items will be left at the front of the room. A scratch piece of paper will be given.
2. Students may not wear hats, caps, hoods, sunglasses, or watches.
3. No food or drink will be allowed in the testing room.
4. Students should not magnify the font on the computer screen. Students needing accommodations should have prior arrangements with disability services.
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 of the exam room should be minimal.

Exam Remediation Policy
Students that make less than 75 on any exam are required to make an appointment for exam remediation with their clinical instructor prior to the next exam.

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. However, we recommend that students attend class regularly. 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).

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. Students are expected to abide by the SFASU Student Code of Conduct (https://www.sfasu.edu/docs/policies/10.4.pdf). The door will remain locked during class to promote safety. You are encouraged to arrive to class on time. Please silence all devices prior to the beginning of class. It is expected that technology during class time will be used for educational purposes only. 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. Please check Brightspace regularly for course updates. 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
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.
Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Evaluations**
At the end of the semester, please complete the Student Evaluation of Course, Course Instructors, and SFA Clinical Instructors. You should also complete evaluations of clinical sites and/or preceptors after you finish those experiences. Please follow instructions from emails received regarding evaluations. Your feedback is very valuable to us and for quality improvement.

**Brightspace**
Students must have the required computer access and programs to support the on-line course through SFASU Brightspace.

Logging in: To access Brightspace, visit the following URL, and log in using your mySFA username and password
http://d2l.sfasu.edu

*What are the technical requirements to use the system?*
You can use any web browser you wish, but Google Chrome or Mozilla Firefox are recommended. Internet Explorer will no longer be supported.

*How do I get technical help?*
Help for students is available online through http://www.sfasu.edu/sfaonline/ just look for the tab called “Tech Support & Resources.” Students can also get help by phone by calling 468-1919 or by emailing d21@sfasu.edu

**Withheld Grades Semester Grades Policy (5.5)**
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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**DeWitt School of Nursing Policies**
To access the SON’s student policies, follow this link: http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

**CLINICAL REQUIREMENTS**

*In order to pass the course, you must also pass clinically. Passing clinically means meeting clinical expectations, outcomes, hours, and points as outlined below.*

**Clinical Attendance**

Attendance is mandatory for all clinical hours. Clinical hours are those hours spent with clients assessing, planning, implementing, and evaluating in the health-care setting and simulation lab, those in case studies, and all other assignments given clinical credit. Unexcused absence from clinical will result in a clinical F-day. Failure to call the clinical instructor prior to the start of clinical is considered an unexcused absence from clinical. All clinical absences must be made up. Course instructors reserve the right to give alternate clinical experiences to make up clinical hours. Failure to complete all clinical hours may result in clinical course failure.

**Clinical Points & Hours**

*You must receive 450 out of a possible 600 points (75%) to pass clinically.* Points will be deducted in full unless otherwise specified on grading rubric or in course syllabus.

<table>
<thead>
<tr>
<th>Clinical Experiences &amp; Assignments</th>
<th>Hours</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Village Nac (2 rotations)</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Burke Center</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Lufkin State School</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>QPR Certification</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Process Recording</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Team Building</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Anxiety/MMSE/ADHD Screens 1</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Anxiety/MMSE/ADHD Screens 2</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>MH Lab</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>MH Medication Lab</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Safety Simulation</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>----------------------------------------</td>
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</tr>
<tr>
<td>Ryerson Therapeutic Communication &amp; Mental Health Assessment Game</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Hours/Points</strong></td>
<td>45</td>
<td>600</td>
</tr>
</tbody>
</table>

*See course calendar for specific dates of clinical rotations, simulations, and assignment due dates.*

**Clinical Expectations**

Failure to meet any clinical expectation may result in a clinical F-day. More than two (2) failed clinical days (2 “Clinical F” days) will result in failing clinical.

- **Cell phones are not permitted in any of the psychiatric/mental health clinical settings. There are no exceptions. NO PERSONAL PHONES are to be INSIDE a MENTAL HEALTH facility or Mental Health Care Clinical site at any time by a student. Violation of this may be punishable by State and Federal Law.**
- Follow all DeWitt School of Nursing policies.
- Provide care for clients in accordance with the DeWitt School of Nursing BSN Student Handbook, Texas Standards of Nursing Practice Act, the ANA Code of Ethics, and Student Handbook for Undergraduate Programs.
- Ensure safe nursing practice.
- Accurately report and/or document nursing interventions, patients’ symptoms, responses, and progress in an effort to maintain patient safety and welfare.
- Ensure accurate entries in records pertaining to the giving of medications, treatments, or nursing care.
- Follow the policy and procedure for wastage of medications at the facility in which you are receiving clinical instruction.
- Ensure that no medications or supplies are misappropriated during clinical experiences.
- Administer nursing care, medications, and treatments in a timely and safe manner.
- Perform nursing techniques or procedures only within expected competencies and scope of practice.
- Ensure that all nursing interventions and procedures are performed under the supervision of clinical faculty and/or licensed preceptors.
- Notify the primary nurse and the instructor in the event of an emergency or change in patient condition.
- Maintain patient confidentiality.
- Ensure that you follow the School of Nursing dress code at all times, including having all necessary supplies for clinical.
- Report off to appropriate personnel before leaving the unit at any time.
- Receive satisfactory remarks from clinical sites. In the event of precepted clinical, receive 75% satisfactory on observed criteria on preceptor evaluations.
- Abstain from tobacco and alcohol use of any kind during clinical and/or in uniform.
- Abstain from gum chewing, eating, or drinking in client areas.
- Actively pursue skills, opportunities, and experiences at clinical sites.
- Demonstrate professional behavior at all times.
- Demonstrate continual development of critical thinking and clinical judgment, in-depth application of nursing process, and clinical expertise.
- Arrange conferences with the instructor to discuss progression, processes, and clinical experiences as needed.
- Use instructor feedback to improve performance throughout the semester.

**Direct Patient Care Clinical Experiences**
Direct patient care clinical experiences include a QPR certification and clinical rotations at Burke Center, Lufkin State School, and Village Nac. Students will arrive to assigned clinical site prepared and on time. Students will be given feedback after each clinical day on clinical performance. See attached Clinical Evaluation Tool.

**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.

**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 majority of the 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.

**Late Submission of Clinical Assignments**
Points may be deducted for clinical assignments submitted late per specific rubric guidelines. For assignments not graded on a rubric, see specific assignment guidelines in the course syllabus. Students are expected to complete all clinical hours. See Clinical Attendance section for additional details.

**Clinical Evaluation Tool**
Expected behaviors are based on professional standards. These behaviors are detailed on the Nursing 3232 Clinical Evaluation Tool below. Students must meet all clinical outcomes to pass clinical.
Stephen F. Austin State University  
Richard and Lucille DeWitt School of Nursing  
Clinical Evaluation Tool  
NURS 3232: NURSING CARE IN PROMOTION OF MENTAL WELLNESS

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

Instructor Signature

<table>
<thead>
<tr>
<th>Student Signature:</th>
<th>Final Student Comments</th>
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Date: ________________
**Clinical Outcomes**  
*The student will:*

<table>
<thead>
<tr>
<th>A. MEMBER OF THE PROFESSION</th>
<th>DEC</th>
<th>C. PATIENT SAFETY ADVOCATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adhere to legal and ethical standards of the profession.</td>
<td>IA IIIA</td>
<td>1. Maintain strict infection control measures in clinical settings. IIB</td>
</tr>
<tr>
<td>2. Assume responsibility and accountability for quality of nursing care.</td>
<td>IB</td>
<td>2. Maintain client emotional and physical safety in therapeutic milieu. IIB IIC IID</td>
</tr>
<tr>
<td>3. Examine own level of anxiety, self-care needs, and coping behaviors with assistance of instructor.</td>
<td>ID</td>
<td>D. MEMBER OF THE HEALTH CARE TEAM</td>
</tr>
<tr>
<td>4. Identify own strengths and weaknesses and utilize feedback for professional growth.</td>
<td>ID</td>
<td>1. Contribute to group development as a member of the interdisciplinary healthcare team. IVA</td>
</tr>
<tr>
<td>5. Maintain professional boundaries in nurse-client and student-faculty relationships.</td>
<td>IA</td>
<td>2. Describe community resources available in the provision of nursing care to clients with mental health needs. IVC IIH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. PROVIDER OF PATIENT-CENTERED CARE</th>
<th>DEC</th>
<th>IVD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relate applicable knowledge, concepts, and theories to the care of clients with mental health needs.</td>
<td>IIA</td>
<td>3. Establish effective working relationships with clients, faculty, staff, and peers. IVD</td>
</tr>
<tr>
<td>2. Utilize nursing process in provision of care to clients experiencing mental health stressors.</td>
<td>IIC IIB IIF</td>
<td>4. Participate in groups developing awareness of group dynamics. IVA</td>
</tr>
<tr>
<td>3. Assist clients and families in learning skills to promote mental health and wellness</td>
<td>IIIG</td>
<td>5. Identify barriers and facilitators in interpersonal communication. IVD</td>
</tr>
<tr>
<td>4. Describe legal, economical, and ethical issues involved in the provision of mental health care.</td>
<td>IIE</td>
<td>6. Communicate therapeutically with clients with mental health needs. IVA</td>
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<tr>
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<td>7. Identify opportunities for advocating for clients with mental health needs. IVB</td>
</tr>
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</table>
# N3232 Course Calendar Fall 2023

*See Brightspace D2L for Clinical Schedule*

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
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<th>Topic</th>
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<tbody>
<tr>
<td>8/29</td>
<td>1030-1230</td>
<td>111/113</td>
<td>Class Orientation (LSS Orientation 11-12)</td>
</tr>
<tr>
<td>9/8</td>
<td>1000-1200</td>
<td>107</td>
<td>Units 1&amp;2</td>
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<tr>
<td>9/15</td>
<td>1000-1200</td>
<td>107</td>
<td>Unit 3</td>
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<tr>
<td>9/22</td>
<td>1000-1200</td>
<td>115</td>
<td>Exam 1</td>
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<tr>
<td>9/29</td>
<td>1000-1200</td>
<td>107</td>
<td>Units 4 &amp; 6</td>
</tr>
<tr>
<td>10/6</td>
<td>1000-1200</td>
<td>107</td>
<td>QPR</td>
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<tr>
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<td>1000-1200</td>
<td>107</td>
<td>Unit 5</td>
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<tr>
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<td>1000-1200</td>
<td>115</td>
<td>Exam 2</td>
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<tr>
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<td>1000-1200</td>
<td>107</td>
<td>Unit 7</td>
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<tr>
<td>11/10</td>
<td>1000-1200</td>
<td>107</td>
<td>Units 8 &amp; 9</td>
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<tr>
<td>11/17</td>
<td>1000-1200</td>
<td>115</td>
<td>Exam 3</td>
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<tr>
<td>12/7</td>
<td>1000-1200</td>
<td>107</td>
<td>Clinical Wrap Up</td>
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<tr>
<td>12/8</td>
<td>1000-1200</td>
<td>115</td>
<td>Final Exam</td>
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