Stephen F. Austin State University
DeWitt School of Nursing
NURSING CARE OF CLIENTS WITH
COMPLEX MENTAL HEALTH NEEDS
Course Number: NURS 4208
Clinical Sections: NURS-4008-010, 011, 012, 013,
Fall 2023

Course Instructors
Tonya LaForge, MSN, RN (Course Coordinator)
Celina Serna, MSN, FNP-C (Clinical Instructor)

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UNIVERSITY, NACOGDOCHES, TEXAS.

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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.

THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

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

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Office Hours: Mondays: 10:00am–2:00pm
Wednesdays: 1:00pm–3:00pm
Other times, email for an appointment.

Name: Celina Serna, MSN, FNP-C
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Office: Room 106
Monday: Practice Day
Tuesday: 4:00pm – 5:00pm
Thursday: By Appointment
Friday: 08:00-10:00am & 12:00-2:00pm
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

For questions regarding laptop hardware or software, please contact The SFA Help Desk at https://help.sfasu.edu/TDClient/2027/Portal/Home/ or 936-468-HELP.

Course Description
This course builds on concepts learned in NURS 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.
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 and a comprehensive final examination. 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.

Prerequisites and Co-requisites
Prerequisites: NURS 3630, NURS 3431, NURS 3232
Co-requisites: NURS 4606, NURS 4407

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.

General Education Core Curriculum Objectives/Outcomes
None

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 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 (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: Nurse’s Role in Caring for Clients with Complex Mental Health Issues
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. Develop and implement teaching plans individualized to patients with complex mental health needs.
5. Identify factors associated with serious mental illness.

Required Preparation:
Chapter 4: Treatment Settings
Chapter 32: Serious Mental Illness

Unit 2: Legal/Ethical/Economic Issues in Care of Mentally Ill Clients
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.aspx

Unit 3: Psychobiology and Psychopharmacology
1. Describe the therapeutic and side effects of psychotropic drugs on patients with complex mental health needs.
2. Differentiate pharmacodynamics and pharmacokinetics of psychological medications.

Required Preparation:
Chapter 3: Neurobiology and Pharmacotherapy
Unit 4: Management of Violent Clients
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

Unit 5: Nursing Care of Clients with Mood Disorders
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.
8. Plan nursing care for patients with 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

Unit 6: Nursing Care of Clients with Schizophrenia and Psychotic Disorders
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

Unit 7: Nursing Care of Clients with Personality Disorders and Non-Compliance Issues
1. Identify characteristics associated with different personality disorders.
2. Plan nursing care for patients with personality disorders.
3. Describe pharmacologic and non-pharmacologic interventions for patients with personality disorders.

Required Preparation:
Chapter 24: Personality Disorders

Unit 8: Nursing Care of Victims and Perpetrators of Violence and Sexual Assault
Nurse’s Role in Caring for Clients in Forensic Settings
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.
5. Discuss the specialized role in forensic nursing.
6. Describe the roles of the forensic psychiatric nurse within the legal system.
7. Describe the impact of mental illness on clients in forensic settings.

**Required Preparation:**
Chapter 20: Sexual Dysfunction, Gender Dysphoria, and Paraphilias
Chapter 28: Child, Older Adult, and Intimate Partner Violence
Chapter 29: Sexual Assault
Chapter 33: Forensic Nursing

**Unit 9: Nursing Care of Clients with Substance Abuse/Chemical Dependency Issues**
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

**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:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>75-79</td>
<td>C</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>Less than 75</td>
<td>F</td>
</tr>
</tbody>
</table>

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>
</thead>
<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 healthcare provider. If the absence is not excused, the maximum grade is 75. To calculate the grade, the ratio/proportion method will be used (i.e., 90 on unexcused absence makeup exam would be 90/100 : x/75, where x= 67.5). Make up exams may be alternate format and/or include a different number of items at the faculty discretion. Students are responsible for contacting faculty to schedule make up exams. Make up exams will be scheduled in accordance with faculty and student availability.

**Testing Expectations**

1. Please leave your belongings in your car. Students will only be allowed to bring a pen/pencil, earplugs, and headphones 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 by proctoring faculty after the exam has been downloaded.
2. All electronic devices should be turned off.
3. Students will be assigned randomized seating by faculty.
4. Please don’t wait outside the testing room for more than 5 minutes prior to your scheduled exam time as a courtesy to keep the hallway quiet for those in the testing room prior.
5. Students may not wear head coverings except for religious reasons, sunglasses, or watches. Students may be asked to raise sleeves or remove outerwear such as coats, jackets, or hoodies.
6. No food or drink will be allowed in the testing room.
7. Students should not magnify the font on the computer screen. Students needing accommodations should have prior arrangements with disability services.
8. Students may not talk, gesture, or communicate with other students once the exam has started.
9. Students looking at other computers during the testing period may be removed from the exam.
10. During the exam, faculty will only answer questions regarding technical issues. No content questions will be answered.
11. 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 who score below 75% on an exam are encouraged to make a remediation appointment with the designated course faculty within two weeks of the grade posting. Instructors will not show exam items to students during remediation meetings in order to maintain test security.

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). Students absent related to school sponsored events must follow HOP 04-110: Institutional Absences.

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.

Artificial Intelligence
Artificial intelligence (AI) programs, including but not limited to ChatGPT, may be employed to enhance learning experiences, research, or assignments, provided it aligns with the guidelines established by the institution. It's imperative to remember that AI should supplement and not substitute critical thinking. Use of AI or any automated tools is permissible only when explicitly authorized by the instructor for a specific assignment or task. Unauthorized use may result in penalties as outlined in The Code of Student Conduct and Academic Integrity.

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 (D2L)
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 d2l@sfasu.edu

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

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
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 demerit. 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><strong>Direct Patient Care:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MHEC</td>
<td>5</td>
<td>75</td>
</tr>
<tr>
<td>Oceans Behavioral Hospital</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Rusk State Hospital</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td><strong>Other Clinical Requirements/Assignments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggression Management Training (SAMA)</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Psychiatric Assessment 1 (adult)</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>AIMS/MMSE/PHQ9 Screens 1</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Psychiatric Assessment 2 (adolescent)</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>AIMS/MMSE/PHQ9 Screens 2</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>MH Medication Lab (includes worksheet)</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Simulation</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Hearing Voices Simulation</td>
<td>1</td>
<td>25</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 demerit. More than two (2) clinical demerits in a clinical course 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.
- Arrive on time for clinical experiences.
- 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 and/or clinical area 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 clinical rotation at Mental Health Emergency Center (MHEC, an entity of Burke), Oceans Behavioral Hospital, and Rusk State Hospital. Students will arrive to assigned clinical site prepared and on time. Students will be given feedback after each clinical day on clinical performance.

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 demerit.
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 demerit. 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 demerit.

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 4208 Clinical Evaluation Tool below. Students must meet all clinical outcomes to pass clinical.
NURS 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.

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

Instructor Signature

Student Signature

Date: ____________________

<table>
<thead>
<tr>
<th>Final Student Comments</th>
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</thead>
</table>


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

<table>
<thead>
<tr>
<th>Clinical Outcomes</th>
<th>DEC</th>
<th>DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. MEMBER OF THE PROFESSION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Adhere to legal and ethical standards of the profession.</td>
<td>IA</td>
<td>C. PATIENT SAFETY ADVOCATE</td>
</tr>
<tr>
<td></td>
<td>IIIA</td>
<td>1. Maintain strict infection control measures in clinical settings.</td>
</tr>
<tr>
<td></td>
<td>IIIE</td>
<td></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>
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<tr>
<td></td>
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<tr>
<td>3. Assess own strengths and weaknesses and utilize feedback for professional growth.</td>
<td>ID</td>
<td></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>
</tr>
<tr>
<td><strong>B. PROVIDER OF PATIENT-CENTERED CARE</strong></td>
<td></td>
<td>2. Appraise community resources available in the provision of nursing care to clients with complex mental health needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Establish effective working relationships with clients, faculty, staff, and peers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Apply principles of group dynamics to participation in groups as member and leader.</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>5. Compare methods of care delivery in community, acute, and residential care settings</td>
</tr>
<tr>
<td>2. Utilize nursing process in provision of care to clients experiencing complex mental health needs.</td>
<td>IIB</td>
<td></td>
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<tr>
<td></td>
<td>IIC</td>
<td></td>
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<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>
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<tr>
<td></td>
<td>IID</td>
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<tr>
<td>4. Evaluate effects of medications and treatment modalities prescribed for mentally ill clients.</td>
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<tr>
<td>5. Develop teaching plans for clients and families with complex mental health needs</td>
<td>IIG</td>
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<tr>
<td>6. Use evidence based practice in the provision of care to mentally ill clients</td>
<td>IIA</td>
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<tr>
<td></td>
<td>IIB</td>
<td></td>
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<tr>
<td>7. Analyze interactions to discern therapeutic/professional/social communication patterns.</td>
<td>IIE</td>
<td></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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# N4208 Course Calendar Fall 2023

## Didactic Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Room</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1/19</td>
<td>0800 – 1100</td>
<td>107</td>
<td>Orientation &amp; Unit 1</td>
</tr>
<tr>
<td>1/26</td>
<td>0800 – 1000</td>
<td>107</td>
<td>Unit 2</td>
</tr>
<tr>
<td>2/2</td>
<td>0800 – 1200</td>
<td>107</td>
<td>Unit 3 &amp; Medication Lab</td>
</tr>
<tr>
<td>2/9</td>
<td>1000 – 1200</td>
<td>107</td>
<td>Unit 4</td>
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<tr>
<td>2/16</td>
<td>0800 – 1000</td>
<td>115</td>
<td>Exam 1</td>
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<tr>
<td>2/23</td>
<td>0800 – 1000</td>
<td>107</td>
<td>Unit 5</td>
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<tr>
<td>3/1</td>
<td>1000 – 1200</td>
<td>107</td>
<td>Unit 6</td>
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<tr>
<td>3/8</td>
<td>0800 – 1000</td>
<td>115</td>
<td>Exam 2</td>
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<tr>
<td>3/22</td>
<td>0800 – 1000</td>
<td>107</td>
<td>Unit 7 &amp; 9</td>
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<tr>
<td>4/5</td>
<td>0800 – 1000</td>
<td>107</td>
<td>Unit 8</td>
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<tr>
<td>4/12</td>
<td>0800 – 1000</td>
<td>115</td>
<td>Exam 3</td>
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<tr>
<td>4/19</td>
<td>0900 – 1400</td>
<td>TBA</td>
<td>Simulation Day</td>
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<tr>
<td>5/3</td>
<td>0800 – 1000</td>
<td>115</td>
<td>Final Exam</td>
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## Generic Clinical Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>2/1</td>
<td>Thursday</td>
<td>MHEC, Oceans, or Rusk</td>
</tr>
<tr>
<td>2/8</td>
<td>Thursday</td>
<td>MHEC, Oceans, or Rusk</td>
</tr>
<tr>
<td>2/15</td>
<td>Thursday</td>
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<td>2/22</td>
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<td>4/17</td>
<td>Wednesday</td>
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*See Brightspace D2L for Specific Clinical Schedule*