

SAM HOUSTON STATE UNIVERSITY

College of Health Sciences

School of Nursing

NURS 3540: Psychiatric/Mental Health Nursing

Course description: This course demonstrates the relevance of psychosocial nursing concepts to all areas of professional practice. It provides a conceptual integration of the nursing process, theories, and research from psychosocial sciences and humanities as these relate to the care of persons with mental disorders. Clinical experience provides an opportunity for application of psychosocial concepts and methods in using the nursing process to promote optimal levels of wellness for individuals, families, and target groups. It also provides students with the opportunity to develop clinical decision-making abilities when providing appropriate and culturally relevant psychiatric/mental health nursing care. (Class: 2 hours weekly Clinical/Lab: 9 hours weekly) 5 Credit Hours...

ACE statement: In this Academic Community Engagement (ACE) course, you will collaborate with an organization as part of your field experience/clinical placement and explore a variety of ways to interact with your population as you apply your knowledge and skills. This project will take approximately 15 clock hours to complete. It is hoped that you will see yourself as a positive force within the organization and the impact your actions will have on the population you serve in promoting health.

Semester/Year: Fall 2017

Class meeting times: Didactic class meets Thursdays 12:00 p.m.-2:50 p.m.

Class meeting place: (building and room number): Huntsville Campus: Citizen's Bank Building, Room 302.
The Woodlands Campus: TWC Building, Room TBA.

Clinical times: Monday, Tuesday, Wednesday 7:30am -4:30pm as assigned

Clinical absences must be reported to the clinical instructor by telephone (not text message or voicemail) by 0630 on the clinical day. After speaking directly to the clinical instructor, the student will send an email to the clinical instructor and course coordinator outlining the reason for the absence and confirming speaking directly to the clinical instructor.

Clinical locations:

Kingwood Pines Hospital 2001 Ladbroke Drive Kingwood, Texas 77339
281-404-1001

Intra-Care North Hospital 1120 Cypress Station Houston, Texas 77090
281-893-7200

Tri-County Pet C 706 Old Montgomery Road Conroe, Texas 77304
936-521-6300

Aspire Behavioral Hospital 2006 S. Loop 336 W., Suite 500 Conroe, Texas 77304
936-647-3500

Rock Prairie Behavioral Health 3550 Normal Drive, College Station, Texas 77845
979-703-8848

Montgomery County Mental Health Treatment Facility 200 Hilbig Conroe, Texas 77301
936-522-4211

**Faculty: Laura Montgomery, MA, MSN, RN, APRN, FNP-C, Course coordinator
(Didactic, Huntsville & Clinical)**

Email: lk002@shsu.edu Cell: 832-314-3563

Office: 435F, TWC

Office hours: **Thursday 10 AM-2 PM (Huntsville);**

By appointment at TWC.

Tonia Cobbs, BSN, MSN, RN (Didactic, Woodlands & Clinical)

Email: tcd038@shsu.edu Cell: 504-236-0001

Office: 435G, TWC

Office hours: **Thursday 10 AM-2PM (The Woodlands)**

Others by appointment.

Course Credit: 5 credit hours Didactic: 3 hours weekly /Clinical: 90 hours

Pre-requisites/Co-requisites: Prerequisite: [NURS 3530](#) or [3560](#), [NURS 3410](#), [NURS 3320](#) and [NURS 3321](#)

Corequisites: [NURS 3620](#), NURS 3040

NURS 3540 Course Learning Objectives

Upon successful completion of NURS 3540, the learner will:

Objective	Activities/Assignments	Measurement	Standards Alignment (Program Objectives, Texas DECS)
1.Discuss common mental health issues and treatments and understand the theoretical basis for current understanding and treatment of psychological disorder.	Group discussions and activities, case studies, computer-aided instruction, simulation, role play, movie analysis project	Graded assessments, ATI assessments, movie analysis rubric, weekly participation grade, clinical evaluation tool	Outcome 1, 8; DEC I-D, II-A, III-C; BACC Essential I, III
2.Apply self-knowledge gained through reflection on one's own beliefs and values while providing mental healthcare to diverse individuals, families, and communities experiencing mental health problems.	ACE reflection paper, clinical reflection, clinical practice assignments	Clinical reflection, ACE rubric, ACE reflection rubric, clinical evaluation tool	Outcome 1, 5, 6, 7; DEC I-D, II-B, II-D, IV-A, IV-B; BACC Essential VIII
3.Demonstrate ethical accountability and legal responsibilities using cultural and professional nursing standards of practice and care to	Clinical practice assignments, concept map, movie analysis project	Concept map rubric; movie analysis rubric, clinical evaluation tool	Outcome 3, 5; DEC I-B; BACC Essential VII

individuals, families, groups, and populations.			
4. Relate and apply theories and concepts from a variety of disciplines and cultures in creating a culture of caring for diverse individuals, families, and communities living with mental health problems.	Class discussion and activities, role play, simulation, movie analysis Clinical practice assignments	Graded assessments, weekly participation grade; movie analysis rubric, clinical evaluation tool, concept map rubric	Outcome 1, 2, 7; DEC I-B, II-B, II-C, II-D, IV-C; BACC Essential I, IX
5. Utilize the nursing process to safely provide safe, high quality, and consumer-centered mental health care to patients in the mental health setting.	Class lectures, discussions and activities, CAI activities, role plays, case studies, simulations, concept maps, movie analysis, clinical practice assignments	Graded assessments, weekly participation grade, movie analysis rubric, clinical evaluation tool	Outcome 5,7, 9, 10; DEC I-A, I-B, I-C, II-B, II-D, II-E, II-F, III-A, III-B; BACC Essential II
6. Use therapeutic communication techniques and use of self to initiate and maintain effective interpersonal relationships with assigned mental health patients, their families and the inter-professional health care team..	Role play, case studies, simulation, process recording, clinical practice assignments	Graded assessments, weekly participation grade, process recording rubric, clinical evaluation tool	Outcome 2, 4, 10; DEC IV-A, IV-B, IV-C, IV-D, IV-E; BACC Essential VI
7. Differentiate between appropriate pharmacologic interventions for various mental health illnesses.	Class lecture, discussion, activities, simulation, clinical drug cards, clinical practice assignments, ATI CAI, SwiftRiver CAI, movie analysis	Graded assessments clinical drug cards— pass/fail, ATI and SwiftRiver quizzes, ATI graded assessments, movie analysis rubric	Outcome 1, 6, 9; DEC II-D, II-E, II-F; BACC Essential IX
8. Select appropriate teaching-learning techniques to meet learning needs of assigned mental health patients to promote optimal health education.	ACE educational project	ACE project rubric, ACE project reflection paper rubric.	Outcome 2, 4; DEC II-G, II-H; BACC Essential VIII
9. Integrate evidence, clinical judgment, interdisciplinary perspectives, and patient preferences in planning, implementing and evaluating comprehensive mental healthcare while evaluating issues that challenge and influence trends in mental health.	Class discussions, role plays, case studies, simulations Clinical concept maps ACE educational project	Graded assessments, weekly participation grade, concept map rubric, ACE project rubric, ACE reflection paper rubric, clinical evaluation tool	Outcome 2, 7; DEC II-A, II-G, III-B; BACC Essential III

10. Collaborate with and observe other members of the inter-professional team, while caring for assigned patients in the mental health settings.	Clinical practice assignments, ACE education project	ACE project rubric, ACE reflection rubric, clinical evaluation tool,	Outcome 10; DEC III-D, III-E, III-F, IV-A, IV-B, IV-C, IV-D, IV-E, IV-F, IV-G; BACC Essential VI
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IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Lecture:

Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories.)

Clinical:

Develop specific skills, competencies and points of view needed by professionals in the field most closely related to this course.

Instructional Strategies:

Teaching/learning strategies will include face-to-face delivery of lecture, classroom discussion, group activities and projects, oral and written presentations, role play, case studies, computer aided instruction, gaming, simulation, community engagement and clinical experiences.

Learning Activities:

Learning activities will include readings, lecture and clinical attendance, study guide completion, participation in class discussions and activities, case scenarios, role plays, multimedia presentations, computer-assisted instruction, written assignments, standardized testing, simulations, individual and group projects, and other activities specified by course coordinator. Clinical learning activities will include clinical agency activities, observation, shadowing, face-to-face and virtual simulation, therapeutic communication practice.

Evaluation Methods:

<i>Exams</i>		<i>Assignments</i>	
Quizzes	5%	Movie Analysis	5%
Exam 1	15%	Weekly participation activities	5%
Exam 2	15%	Computer aided activities	5%
Exam 3	15%	ACE project and reflection	5%
Final Exam	25%	Clinical Practice Assignments/Activities	Pass/Fail
ATI Proctored Exams	5%		
<i>Total Exam Weight</i>	<i>80%</i>	<i>Total Assignment Weight</i>	<i>20%</i>

Assignment grades are included in grade calculation after total exam average meets minimum passing standard of 74.5%

School of Nursing Grading Scale:

	Percentage	
A	89.5-100	Passing
B	79.5-89.4	
C	74.5-79.4	
D	69.5-74.4	Not Passing
F	69.4 and below	

Calculation of Course Grade:

- In order to progress in nursing, students are expected to pass all nursing courses with at least a “C”.
- Didactic and clinical/laboratory components of nursing courses shall be taken concurrently.
- All clinical and classroom assignments must be satisfactorily completed in order to pass the course.
- **Quizzes 1, 2, 3, 4, 5, and 6, with the lowest quiz dropped; Test 1, 2, 3; Final exam, and ATI practice, proctored and remediation per SON policy,** make up the **weighted exam average**; exam average must be 74.5 (rounds to 75 per policy; 74.499 DOES NOT) to pass the course.
- Failure for exam average or failure in the clinical portion will necessitate repeating the entire course, including clinical or lab.
- During each semester with clinical practice opportunities, students must take and pass a level-adjusted drug dosage and calculation test per Sam Houston State University School of Nursing Student Handbook Dosages and Calculations Competency Policy. Please see the policy for further information about the test. *For the J2 semester, the dosage and calculations exams are given in NURS 3620, but any student who fails will also need to withdraw from both NURS 3540 and NURS 3040.*
- Each standardized test will count as 5% (for Juniors) or 10% (for Seniors) of entire final grade.

First Alert Program

Students who are in academic jeopardy (e.g., demonstrate poor academic performance, poor clinical performance, have frequent or unexcused absences) will be referred to the First Alert team in Academic Support Services. First Alert is a referral system that enables Sam Houston State University faculty and staff to refer students whose in- or out-of-class performance demonstrates a need for academic support to the academic mentors at the SAM Center. Additional information on the First Alert Program can be accessed from <http://www.shsu.edu/centers/sam-center/mentoring/firstalert>.

Course Materials:**Required Texts:**

1. Halter, M. (2014). *Vaccaro's Foundations of Psychiatric Mental Health Nursing: A Clinical Approach* (7th Ed.) St. Louis MO: Elsevier Saunders. ISBN: 978-1-4557-5358-1
2. Vaccaro, E. (2015). *Manual of Psychiatric Nursing Care Planning: Assessment Guides, Diagnoses, Psychopharmacology*, (5th ed.). Elsevier. ISBN: 978-1-4557-4019-2
3. *ATI RN Mental Health Nursing* Current Edition, available through ATI website as .pdf or ebook.

Recommended Text:

Fortinash, K. and Worret, P. (2006). *Psychiatric Nursing Care Plans* (5th ed.). St. Louis MO: Mosby Elsevier. ISBN: 978-0-323-03981-9

Course Calendar with Content Outline:

Course calendar may be subject to change as needed

Calendar changes will be announced in class and on Blackboard

Date	Lecture 12-2:50 Thursdays	Clinical 7:30-4:30 on Assigned Clinical Day
08/24/2017	Thursday during scheduled lecture time (This class will be held at 2-4:50 p.m. for this date only. Note time change!) Syllabus, course calendar, policies orientation All students in TWC first class day for Clinical Facility Orientation: Room TBA Out of hospital orientation will start at 2:45 p.m. Students to read text chapter 1, Mental Health and Mental Illness, before coming to orientation	No clinical: facility orientation: 2 clinical hours
Week of 8/28/2017 Module 1	Intro to Evolve Resources and SwiftRiver and practice Intro to DSM V Text Chapter 8 Therapeutic Relationships Text Chapter 9 Communication and the Clinical Interview ATI chapter 3	No clinical Sign up with Mrs. Montgomery and Ms. Cobbs for AA meeting attendance date and time. Only one student may attend a specific meeting on a specific date.
Week of 9/4/2017 Module 2 9/7 Quiz 1: Text Chapter 8, 9, ATI chapter 3 DSM V	Text Chapter 12 Schizophrenia and schizophrenia spectrum disorders ATI Ch. 15 ATI Ch. 24: Antipsychotic medications	No clinical SwiftRiver practice at home: 1 hour/3-6 patients Make medication cards on: Chlorpromazine, haloperidol, fluphenazine, olanzapine, clozapine, quetiapine, risperidone, ziprasidone, lurasidone, aripiprazole These will

		be due at first clinical at facility. Use them to study for first exam.
<p>Week of 9/11/2017</p> <p>Module 3</p> <p>9/14 Quiz 2</p> <p>Psychotic Disorders and psychotic medications: text ch. 12, ATI ch. 15, 24</p>	<p>Text Chapter 25 Suicide and nonsuicidal self injury</p> <p>ATI Ch. 5, 30</p> <p>Text Chapter 27 Anger and aggression</p> <p>ATI Ch. 31</p>	<p>Therapeutic Communication and backpack sim on assigned clinical day and campus</p> <p>Time to be announced: 4 clock hours</p> <p>3x4 sim hours=12 clinical hours</p> <p>ATI Schizophrenia CAI case study outside of class assignment (1 CAI hours) Grade will be taken from first attempt</p>
<p>Week of 9/18/2017</p> <p>Module 4</p> <p>No quiz</p>	<p>9/21: Exam I over text chapters 8, 9, 12, 25, 27; ATI ch. 3, 5, 15, 24, 30, 31</p> <p>Text Chapter 10 Understanding and managing responses to stress; ATI ch. 4, 9, 29</p> <p>Psych spa day</p>	<p>9/18, 19, 20 First day of clinical on assigned day at assigned facility: 9 clinical hours</p> <p>Bring patient assessment template to each clinical day (form is in Templates folder on Blackboard)</p> <p>Bring drug cards to clinical for checkoff</p> <p>ATI Schizophrenia CAI documentation due in clinical section dropbox by 0700 on clinical day</p> <p>ATI case study debriefing during preconference</p>
<p>Week of 9/25/2017</p> <p>Module 5</p> <p>No quiz</p>	<p>9/28: Text Chapter 13 Bipolar and related disorders; ATI chapter 14</p> <p>ATI: Mood stabilizing medications, ch. 23</p> <p>ATI bipolar video case study in class</p> <p>Text Chapter 5 Cultural Implications for psychiatric mental health nursing</p> <p>ATI chapter 6: Diverse Practice Settings</p>	<p>9/25, 26, 27 Reflective Journal #1 due in clinical dropbox by 0700 on clinical day</p> <p>Clinical at assigned clinical site 9 clinical hours</p> <p>ACE project: in clinical Select population and rationale for this population for ACE education project. Submit in Blackboard</p> <p>Bring concept map template to clinical (form is in Templates folder in Blackboard)</p> <p>Gather information for first concept map: 1 concept, 3 interventions and rationales, references in APA style.</p> <p>Make drug cards for: lithium, valproic acid/divalproex, carbamazepine, gabapentin, lamotrigine. These will be due 10/9, 10, 11 at 0730 at clinical. Study them for exam 2</p>
<p>Week of 10/2/2017</p> <p>Module 6</p> <p>10/5 Quiz 3</p> <p>Bipolar disorder and meds: Text ch. 13, ATI Ch. 14, 23</p>	<p>10/5 TextChapter 22 Substance related/addictive disorders; ATI ch. 18, 26</p> <p>Text Chapter 18 Feeding, eating and elimination disorders; ATI ch. 19</p>	<p>10/2, 3, 4: First concept map due in Blackboard by 0700 on assigned clinical day</p> <p>Clinical at assigned site: 9 clinical hours</p> <p>ACE project: in clinical Select educational need and rationale, topic and rationale, 2 SMART goals and 3 objectives each with rationales for ACE project. References in APA style. Submit in Blackboard</p> <p>Gather information for process recording: bring template to clinical</p>

		ATI Alcohol Use Disorder CAI case study outside of class assignment (1 CAI hours) First attempt grade will be recorded
Week of 10/9/2017 Module 7 No quiz	10/12/17 Exam 2: Text Chapters 5, 10, 13, 18, 22; ATI ch. 4, 6, 9, 18, 19, 26, 29 Text Chapter 14 Depressive disorders, ATI ch. 13 ATI: Antidepressant medications and nonpharmacological treatments, Ch. 10, 22 ATI depression video case study in class First practice ATI opens on 10/9 at 12:00 a.m., due 10/16 at 11:59 p.m. Documentation to be submitted to ATI Practice 1 dropbox. Remediation due 10/23, to be submitted to ATI practice 1 remediation dropbox by 11:59 p.m. on due date	10/9, 10, 11 ATI documentation due by 0700 on clinical day in Blackboard Clinical at assigned site: 9 hours ATI case study debriefing during preconference ACE project: in clinical Each student will find, read and bring three research articles pertaining to your ACE educational intervention to clinical to present to group. Group will select 3-5, submit in APA style. Create outline for ACE education project. Submit in Blackboard. Process recording due at 0700 in Blackboard on assigned clinical day ATI Mood Disorder CAI case study outside of class assignment (1 CAI hours) first attempt will be grade assigned Make cards for duloxetine, paroxetine, citalopram, escitalopram, fluoxetine, sertraline. Due clinical day week of 10/23
Week of 10/16/2017 Module 8 10/19:Quiz 4: Text ch. 14, ATI ch. 10, 13, 22	10/19:Text Chapter 16 Trauma, stressor-related and dissociative disorders; ATI ch. 7, 12 Text Chapter 17 Somatic symptom disorders; ATI ch. 20 Second practice ATI opens 10/17 at 12:00 a.m., due 10/24 at 11:59 p.m. to be submitted to ATI Practice 2 dropbox; Remediation due 10/31 at 11:59 p.m., to be submitted to ATI Practice 2 remediation drop box by 11:59 p.m. on due date	10/16, 17,18 Simulation day: All sections will meet at TWC at assigned time TBD (tentative) 4 sim hours pre and post work, 2 sim hours in simulation= 18 clinical hours. ATI Anxiety disorder CAI case study outside of class assignment (1 CAI hours) First attempt grade will be recorded. ACE project: in clinical Design visual aid/pamphlet/poster for ACE educational project. Submit file or scan in Blackboard.
Week of 10/23/2017 Module 9 10/26: Quiz 5: Text Chapter 16, 17; ATI ch. 7, 12, 20	10/26: Text Chapter 15 Anxiety and obsessive-compulsive related disorders; ATI ch. 11 ATI Ch. 21: Anti-anxiety medications ATI anxiety video case study in class	10/23, 24, 25 Clinical day at clinical site: 9 clinical hours. ATI documentation due in drop box at 0700 on clinical day ATI case debriefing during preconference SSRI/SNRI drug cards due at 0730 ACE project: in clinical Discuss visual aids for ACE educational projects. Practice presentation

		<p>Gather information for concept map 2: 2 concepts, 3 interventions and rationales and 2 connections, labeled for each.</p> <p>Make cards for phenelzine, amitriptyline, nortriptyline, alprazolam, lorazepam, diazepam, due clinical day week of 10/30</p>
<p>Week of 10/30/2017 Module 10 11/2 Quiz 6: Text ch. 15, ATI ch. 11, 21</p>	<p>11/2 Text Chapter 28 Child, older adult, and intimate partner abuse: ATI ch. 2, 32 Movie Groups (1, 2, 3, 4) present: presentations will be graded according to rubric</p>	<p>10/30, 31, 11/1 Last day of clinical at assigned clinical site</p> <p>Drug cards due at 0730 on clinical day</p> <p>Present ACE educational project to clients</p> <p>Concept Map 2 due in Concept map 2 drop box at 0700 on clinical day</p>
<p>Week of 11/6/2017 Module 11 No quiz</p>	<p>11/9 Exam 3 over Text Chapters 14 15, 16, 17, 28 ATI chapters not included on exam because ATI proctored is next week; study them diligently this week! Text Chapter 21 Impulse control disorders Text Chapter 24 Personality disorders; ATI ch. 16</p>	<p>No clinical: Reflective Journal on ACE project due in drop box at 0700 on clinical day</p> <p>Swift River: 1 hour to complete 6 random patients with 100% accuracy: 1 CAI hour. Due at 0700 on clinical day</p>
<p>Week of 11/13/2017 Module 12</p>	<p>11/16 Text Chapter 29 Sexual assault; ATI ch. 33 Text Chapter 32 Forensic psychiatric nursing</p> <p>Movie Groups 5,6 and 7 present: presentations will be graded according to rubric</p>	<p>Documentation and Journal of attendance at 12-step meeting due at 0700 on clinical day: 1 clinical hour</p>
<p>Week of 11/20/2017</p>	<p>No class due to Thanksgiving holiday</p>	<p>No clinical</p>
<p>Week of 11/27/2017 Module 13</p>	<p>11/30 ATI Proctored Exam #1; required of all students. Remediation due 12/4 by final exam meeting time, to be submitted to ATI proctored #1 remediation drop box</p> <p>Text Chapter 11 Childhood and neurodevelopmental disorders; ATI Ch 8, 25, 28 In class review for comprehensive portion of final exam</p>	<p>Human Trafficking Interactive Case Scenario out of class assignment (2-4 sim hours) for those needing extra hours due to excused absence due 11/27/2017</p>
<p>Week of 12/4/2017</p>	<p>Monday, 12/4 Final exam, time and room TBA 75 questions New material: Text chapters 11, 21, 24, ATI chapters 8, 16, 25, 28=60% of exam; Comprehensive material=40% of exam</p> <p>ATI Proctored Exam #2, required of all. No remediation required for proctored #2</p>	<p>Total clinical hours required: 90</p>

IMPORTANT: During lab activities and exams/quizzes, students will be required to store their belongings in open bins and/or shelving. These dates are clearly spelled out on the class schedule. Please plan accordingly in order to properly store your valuables.

ATI Testing

Practice assessments/activities due prior to First Proctored Assessment			
4 pts. Total if all activities are completed			
Complete Practice Assessment A (1 pt.) Remediation: (1 pt.) ATI Focused Review when available For each topic missed, complete remediation per faculty instructions.		Complete Practice Assessment B (1 pt.) Remediation: (1 pt.) ATI Focused Review For each topic missed, complete remediation per faculty instructions.	
Each activity = 1 point: first practice test, remediation, second practice test, remediation. If there is only one practice exam the points will be doubled so they still equal a total of 4 points if all activities are completed.			
First Proctored Assessment			
Level 3 (4 pts.)	Level 2 (3 pts.)	Level 1 (1 pt.)	Below Level 1 (0 pts.)
Remediation (2 pts.) <ul style="list-style-type: none">For each topic missed, complete remediation per faculty instructions.	Remediation (2 pts.) <ul style="list-style-type: none">For each topic missed, complete remediation per faculty instructions	Remediation (2 pts.) <ul style="list-style-type: none">For each topic missed, complete remediation per faculty instructions	Remediation (2 pts.) <ul style="list-style-type: none">For each topic missed, complete remediation per faculty instructions.
Proctored Assessment Retake *			
Retake optional	Retake required	Retake required	Retake required
Total Points = 10/10	Total Points = 9/10	Total Points = 7-8*/10	Total Points = 6-7*/10

*Students with Level 0/ 1 who score Level 2 or higher on proctored retake receive 1 additional pt.

Note: For course grade, 10/10 pts.=100 for ATI; 9/10 pts. = 90; 8/10 pts.=80; 7/10 pts.=70; 6/10 pts.=60. The student must complete remediation on the FIRST attempt of the assigned practice assessment. Rationales can be turned off and turned on after the completion due date at the discretion of the faculty. Time in-between practice assessments will be set by the course coordinator.

ATI Remediation requirement: The instructor has online access to detailed information about the timing and duration of time spent in the assessment, focused reviews and tutorials by each student. Students can provide documentation of required ATI work completion by using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written remediation templates as required. **Students will do at least ONE HOUR of focused review for each practice exam and the first proctored exam. This will be distributed over the three weakest content areas of the assessment. We recommend students divide this remediation into 20 minute blocks. Students will submit three handwritten points for each of the three weak areas and instructors will check the students’ remediation times through ATI.**

Assignment Instructions & Grading Rubrics/Evaluation

Assignment instructions

1. Movie Analysis Group Project

This assignment is designed to strengthen student knowledge of psychiatric behaviors, diagnosis and treatment, and to increase student presentation skills. Students will work in assigned group to select a film with a psychological theme from the instructor's list. Students are to view the film as a group and analyze assigned areas and themes of the film. Students will present their findings to the class in a 10 minute presentation utilizing presentation method of choice, such as movie clips, Powerpoint, Prezi, etc. Peer evaluations will be required. Students will be evaluated according to the following rubric:

Element/points value	Exceeds Expectations 90-100%	Meets Expectations 80-89%	Needs Improvement 75-79%
Movie content/plot 5 points	Excellent description of plot with all plot elements	Good description of plot, missing 1-2 plot elements	Poor description of plot, lacks coherence
Characters and relevance to plot 5 points	Major characters named and role given with rationale.	Major characters and roles are named, one or two left out	More than two major characters/roles omitted
Description and discussion of communication techniques 15 points	4-5 techniques identified and explained.	2-3 techniques identified and explained	communication techniques missing or not explained
Behaviors demonstrated and appropriateness 15 points	3-4 behaviors identified and explained	1-2 behaviors identified and explained	0 behaviors identified or behaviors identified but not explained
Nursing concepts and rationale 10 points	Identifies at least two concepts and gives rationale for each	Identified one concept and gives rationale	Does not identify any nursing concepts/rationales
Nursing interventions/rationales. 15 points	3-5 interventions for 1 concept.	1-2 interventions for 1 concept	0 interventions/rationales
Pathophysiology of DSM-V diagnosis 15 points	Complete discussion of pathophysiology	Partial discussion of pathophysiology	Poor description of pathophysiology.
Pharmacological/nonpharmacological interventions 15 points	Discusses medications/techniques thoroughly	Discusses some medications/techniques	No medications/techniques
APA Style and professional writing. 5 points	Written in APA style with 1-2 errors	Written in APA style with 3-4 errors	Many errors, does not follow APA style

2. Weekly participation activities

A variety of activities will be completed throughout the semester; some during class, some on your own time. At times, weekly assignments will be done within your group, other times individually. Grading for these will incorporate participation, evidence of class preparation, attitude, and attendance. Class participation is an essential component to studying and learning. The discovery and the transmission of ideas can not take place in isolation. It is more than just showing up to class. Students need to obtain the necessary skills and knowledge through participating in all class aspects. Classwork for the course is defined as class attendance, reading assignments, in-class assignments, group work, PPTs, presentations, etc.

Criteria	Exceeds Standards (90-100%)	Meets Standards (80-89%)	Needs Improvement (75-79%)	Fails (<75%)
Participation	Excellent attitude and involvement in all class activities -Shares comments and listens to others. Is rarely late and does rarely leaves during class-time. -Is always prepared with reading and assigned questions	-Good of involvement in classwork, projects or discussions. -Engaged and comments shared -is prepared most of the time with reading and assigned work.	-Poor attitude toward classwork, projects and class discussions -No comments or thoughts offered during discussions.	-Does not participate
Attendance	Arrived on-time; attended entire class. Returns from class breaks at designated time.	Occasionally arrives <5 minutes late Returns from class breaks at designated times.	Arrived < 15 minutes late or leaves <15 minutes early	Unexcused absence; >15 minutes late or leaves >15 minutes early. Leaves class for extended periods of time

3. Computer aided activities

Students will participate in several graded computer aided instruction simulation activities throughout the semester. The grade for the first attempt will be counted. Points will be awarded as follows:

Points awarded	90-100%	80-89-%	75-79%	<75%
Achievement level on simulation	Exceeds standard/strong	Meets standard	Does not meet standard/needs improvement	Did not turn in assignment

4. ACE Project Reflection paper

After completion of the ACE Educational Project at the clinical site, each student will complete a 2-4 page reflection paper, detailing the student's previous perceptions before participation in the project, changed beliefs and attitudes, current experience, link between theory and practice, long-term impact, understanding of community engagement and the student's role in community engagement, value of the project, and future plans for community involvement.

ACE Project Reflection Paper Instructions:

Your reflections are to be written to reveal your personal thoughts/experiences with regard to the nursing education project. The object of this assignment is to synthesize what you have learned in this course with your personal knowledge and

experience. It is hoped that this reflection will be useful in guiding your thoughts as a change agent in health care through educating patients, families, and populations. The reflections are to be approximately three-four pages in length, typewritten, double-spaced in Times New Roman or Courier font, with the paragraph headings below.

PREVIOUS PERCEPTIONS: Had you previously volunteered in your community before taking this course? If so, where and what did you do (give a specific example)? If not, why not? Do you think all nurses have a responsibility to serve their community?

CURRENT EXPERIENCE: Briefly identify and describe the needs of the client along with your personal interaction with the client(i.e., your opinion of the client). What did you learn from your client? In your opinion, did the client understand his/her educational needs and the benefits of education? (give specific example). Do you think the client was fully "engaged" while you were teaching?

LINK BETWEEN THEORY AND PRACTICE: Did the community service in this course help you apply the subject matter in a real world situation? Did it help you better understand the material in the textbook? Do you think you would have learned more from this course if more time was spent in traditional clinical activities, such as observing, making concept maps, researching medications, instead of doing/discussing the ACE educational project? Do you think this idea of combining volunteering in the community with university coursework/material should be (or shouldn't be) practiced in more classes?

LONG TERM IMPACT: How has the community service aspect of this course helped you become more aware of the needs in your community? Do you think you will (or won't) volunteer in the community after this course. Do you believe that you can make a difference in the world? Will you continue to volunteer after this course?

CONCLUSION: Do you think participating/interacting with the community helped you enhance your leadership skills and helped improve your communication skills? Did working in the community help you define your personal strengths and weaknesses? At the beginning of the semester (when you were first told about doing an educational intervention) were you uneasy about the service component of the course? Now at the end of the semester, do you think that the service aspect of this course was valuable? Would you recommend this class retain its volunteerism component in future cohorts? Do you think and/or feel you have made a difference in the client's lives?

Rubric: The paper will be graded as follows:

Element/points value	Exceeds Expectations 90-100%	Meets Expectations 80-89%	Needs Improvement 75-79%
Previous perceptions 20 points	Student fully discusses previous perceptions of community involvement/volunteerism, giving specific examples. Writes excellent discussion of opinion of nurses' responsibility for community involvement.	Student gives brief discussion of previous perceptions of community involvement/volunteerism and gives general or no example. Writes adequate, brief discussion of nurses' responsibility for community engagement.	Student fails to discuss previous perceptions of community involvement/volunteerism or fails to discuss nurses' responsibility for community engagement
Current experience 20 points	Student includes 4 elements: identifies and describes needs of client population, describes personal interaction with clients, details what was learned from client, and gives example of client understanding educational needs and benefits or not.	Student addresses 3 required elements.	Student addresses 1-2 required elements.
Link between theory and practice 20 points	Excellent discussion of how community engagement helped student to link classroom learning with working with clients.	Adequate discussion of how community engagement helped student link classroom learning with application.	Brief discussion, missing depth and clear link between community engagement and classroom learning
Long-term impact 20 points	Student discusses how community service has increased awareness of community needs, including specific examples. Student states whether he will/will not volunteer in future, believes he can make an impact in community.	Student discusses how community services has increased awareness of community needs, but fails to give specific examples.	Student fails to discuss increased awareness, future volunteerism, and impact.
Conclusion 20 points	Student discusses enhancement of leadership, communication skills, personal strengths and weaknesses as a result of project.	Student fails to address one required element of conclusion.	Student fails to discuss 2 or more required elements of conclusion.

Clinical Information

CLINICAL Assignments (Pass/Fail)

- Concept Maps (2)
- Process Recording (1)
- Drug Cards as assigned
- ACE Teaching Project
- Self-Reflective Journal (1)
- Simulations (2)
- Documentation and reflective journal of 12-step meeting

Rubrics for pass/fail for clinical assignments will be found in the Clinical Expectations Tab in the Blackboard Didactic and Clinical courses.

Clinical Expectations for Pass/Fail

Evaluation is a method for making instructional decisions and is an ongoing process which involves both the instructor and student. Students will receive a written clinical evaluations at mid-term and at the end of the semester. The assigned clinical faculty will evaluate each student.

Clinical performance is graded pass/fail and is evaluated on the basis of the written student learning outcomes and clinical objectives. Students will complete:

1. 2 Clinical concept maps that include a mental health exam, ethical and cultural considerations and developmental stages within
2. 1 written Process Recording that reflect therapeutic use of self and are due per course calendar.
3. 1 Self-Reflective Journals exploring students' thoughts and feelings about the clinical experience.
4. Drug Cards are due prior to receiving clinical floor assignment on the week due.
5. An ACE group nursing education project to be designed and presented to an appropriate patient group.
6. Documentation for simulation activities
7. Documentation and reflective journal of attendance at a 12-step meeting

Written work must be submitted by the designated time on the date it is due and ***must be typed, not hand-written***. In order to pass the course clinical component students must receive a passing grade on all clinical objectives and clinical assignments. If a student fails the clinical component, a grade of F in the course (regardless of the grade in theory) will be given. Written work must be APA format and submitted by the designated time on the date it is due.

Written work will be submitted electronically in the appropriate drop box in the Blackboard clinical section

Course Policies/Expectations

Classroom Conduct and Civility: The instructor will conduct this class in an atmosphere of mutual respect. The instructor encourages active participation in class discussions. We may have strongly differing opinions on the various topics of class discussions. Conflicting ideas are encouraged and welcome. The orderly questioning of the ideas of others, including the instructor, is similarly welcome. Faculty will manage the discussions so that the exchange of ideas can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect, you will not be permitted to participate further.

Cell Phones: Use of laptop computers and cell phones is encouraged when related to classroom activities **only**. Use of electronic devices during class or clinical are restricted to class- or clinical-related learning activities. Students found using electronic devices for other purposes (i.e.: checking email/Facebook, shopping, etc.) will be asked to leave the class or clinical setting.

Cell phones are permitted in the classroom for use in class activities only. During class, cell phones shall be silenced. In the event a student must take an emergency call or text during class, the student will leave the classroom without creating disruption, complete the communication as quickly as possible, and return to class without creating disruption. Students whose telephone use is disruptive to the class will be asked to leave the class.

No cell phones, smart watches, unused tablets, laptops, or other communication devices will be allowed in students' possession during quizzes or examinations. These devices are to be turned OFF and placed in bags or backpacks in the assigned location. Any student found with such a device in their possession during a quiz or exam will be asked to close their exam, will be dismissed from the testing room and will receive a zero for the exam per SON testing policy. In the event of an emergency contact with a student taking an exam can occur by calling 936-294-2371 (Huntsville) or 936-202-5111 (TWC) and someone will come and notify the student of an emergency.

No cell phones, smart watches, tablets or laptops are permitted at any psychiatric/mental health clinical sites. Such devices must be left at home or secured in automobiles at the clinical site. It is *highly* recommended that devices be left at home, as the clinical sites do not have secure storage areas. In the event of an emergency, contact with a student at the clinical site can occur by calling the clinical instructor who will come and notify the student of an emergency.

Faculty/Student Communication: Course faculty often communicate important course updates using the SHSU email system. Students are expected to check their SHSU email account daily and reply, as appropriate, to faculty, using their SHSU email account. Students may text faculty when the faculty member has indicated that this as an acceptable means of communication. Students must include their name in the text message. In addition, students are to abide by texting guidelines set forth by the faculty member (ie: no phone calls/texts after 9pm or on the weekend). Refer to the *Faculty/Student Communication Policy* in the Student Handbook for further guidance.

Group Assignments: Group dynamics and the group process are important learning outcomes for the School of Nursing graduates. Many opportunities for learning these skills are integrated into the curriculum. Characteristics of successful groups are:

1. Members identify goals and objectives.
2. Members set deadlines for completion of tasks.

3. Members distribute equitable assignments and complete them in a timely fashion.
4. Members report back at scheduled meeting times.
5. If problems arise in a group, members attempt to resolve the problems internally.
6. If unable to resolve group dynamic problems, consult course faculty for direction in problem resolution.

Late Work: All assignments will be assigned a due date which is considered the last day it will be accepted. Any assignment submitted after the assigned deadline will generally receive a “0”. There may be circumstances in which the instructor may allow a student to hand in an assignment and still receive up to full credit. This remains at the discretion of the instructor.

Recording lectures: Students who wish to record lectures must request permission to do so from the faculty member(s) teaching the course.

School of Nursing Policies

Absence Policy

Presence at lectures, clinical rotations, and other events are an important part of the student learning experience in the Sam Houston State University (SHSU) School of Nursing (SON). Absences are obstructive to this process and are strongly discouraged.

There are two kinds of absences recognized by SHSU SON: an absence given with prior notice and a no-call/no-show absence. An *absence given with prior notice* is one in which the professor or clinical instructor was directly spoken with by phone call or in person before the scheduled class/clinical start time. A *no-call/no-show absence* is an absence in which the student does not attend the class or clinical rotation and has not directly spoken with the instructor/professor before the scheduled class/clinical start time.

An absence “occurrence” is defined as any absence, regardless of the reason, and will begin the first absent day and end the last absent day, so multiple days can comprise a single absence occurrence.

ATTENDANCE AT ALL SCHEDULED CLINICAL EXPERIENCES (INCLUDING SIMULATION, SKILLS LAB, OR OTHER EXPERIENCE) IS MANDATORY FOR ALL STUDENTS. Any student who is experiencing symptoms of an infectious process (ie: fever, vomiting, diarrhea, etc.) should contact faculty at least one hour prior to scheduled clinical start time to advise of symptoms. Depending on the assigned clinical experience, students may be required to notify appropriate clinical agency personnel. Clinical make-up assignments will be required.

Due to the importance of clinical experiences for the student’s learning, any absence from clinical may prohibit the student from meeting course outcomes which may result in clinical/course failure.

The following absence guidelines apply:

- Two no-call/no-show absences may result in dismissal from SON.
- Two or more didactic (course) absence occurrences in a single semester may result in failure of the course.
- One absence from clinical may prohibit the student from meeting course outcomes which may result in clinical/course failure.
- Six absence “occurrences” while the student is enrolled and engaged in coursework within the SON may result in dismissal from the SON.

Any occurrence lasting two days or more will require documentation (SHSU Student Health Center or healthcare provider's note, etc.) to be submitted to the faculty member of each course/clinical rotation missed. The healthcare providers note is submitted in addition to a completed Form 8: Student Absence/Tardy Form.

With each absence occurrence, the student must complete and sign the Form 8: Student Absence/Tardy Form and submit to course faculty within 24 hours upon return to classroom or clinical for the SON. All Student Absence/Tardy forms are to be signed by course faculty and submitted to the Administrative Assistant for the Director of the SHSU SON. Student Absence/Tardy forms for students assigned to The Woodlands campus (TWC) are to be submitted to the Administrative Assistant to the Assistant Director of the SON at TWC.

Tardiness Policy

Tardiness is an unprofessional behavior and is disruptive to the class and clinical environment. Thus all students are expected to arrive on time to class and clinical and are expected to return from break on time. Students arriving after the scheduled start time are considered tardy. Tardiness may result in loss of course points and/or additional assignments per course faculty discretion. The student must complete Form 8: Student Absence/Tardy form for each tardy incident and submit it to course faculty with 24 hours of incident. The following outlines the consequences of student tardiness.

First tardy incident = counseling of student by the Course Coordinator;

Second tardy incident = counseling of student by the Level Coordinator;

Third tardy incident = counseling of student by the Director of the School of Nursing;

Fourth tardy incident = may result in course failure

Examination Policies: When possible, test grades will be posted within 48 hours of the exam. Written exams and written assignments must be completed as scheduled. If a student is unable to complete a written (clinical or class) assignment, arrangements must be made with the instructor(s).

See [*Absence from Scheduled Examinations Policy*](#) in the SON Student Handbook for guidelines regarding absence from exams.

Cell phones must be turned off during the exam. Both cell phones and laptops not being used to test cannot be visible during testing and exam reviews. If a student has a cell phone visible, his or her test will be taken away and the student will receive a grade of zero on the test. There will be no sharing of calculators during exams.

Contact with a student taking an exam can occur by calling 936-294-2371 (Huntsville) or 936-202-5111 (TWC) and someone will come and notify the student of an emergency.

ATI Testing Policy: As a part of coursework in the School of Nursing, standardized examinations (ATI) are mandatory to fulfill requirements of many courses. These examinations provide students with diagnostic information regarding their knowledge base for nursing practice. Students should take these standardized examinations seriously.

If the student does not achieve the acceptable passing score of proficiency level 2 or higher when tested, remediation will be required. *The student is responsible for completing any required remediation or testing.* Students must make an appointment with course faculty to discuss specific individual performance concerns. The student must retest within a specified period. If the acceptable passing score is still not achieved, the student must remediate further.

Progression Policy: In order to successfully pass a course with exams, students must achieve at least a 75% exam score. If your exam score at the end of the course is less than 75% (74.5% and higher rounds up; 74.99 does not) you will fail the course and will be required to retake the course including the clinical component, if applicable.

All clinical and classroom assignments must be completed in order to pass the course. Failure in any component will necessitate repeating the entire course. Didactic and clinical/laboratory components of nursing courses shall be taken concurrently.

In order to progress in the SHSU nursing program, students are expected to pass all nursing courses with at least a “C”.

Students are expected to abide by and will be held accountable to all policies within the most current SON Student Handbook, found on the SON Nursing Cohorts page within Blackboard.

University Policies

Academic Honesty/Plagiarism: Students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Plagiarism, including the representation of another’s thoughts, ideas or words as one’s own violates the university academic honest policies. This includes self-plagiarism, or the submission of one’s previously submitted work to satisfy another course’s assignment. **All written work in this course will be examined by anti-plagiarism software.**

The use of unauthorized material, communication with fellow students during an examination, use of unauthorized technology during an exam, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work is unacceptable to the University. Cheating on examinations, plagiarism, improper acknowledgment of sources in essays, the use of a single essay or paper in more than one course without permission, and falsification of records or documentation are considered serious offenses and shall be grounds for disciplinary action. Students will receive a zero on the test or assignment in question and will be reported to the Director of the School of Nursing and to the Dean of the College of Health Sciences. For more information, please refer to SHSU Academic Policy Statement #810213, *Procedures in Cases of Academic Dishonesty*.

[Procedures in cases of Academic Dishonesty AP 810213](#)

Allegations of **student misconduct**, as defined in paragraph 5.2, Chapter VI of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines*, published by the Dean of Students' Office, will be referred to the Dean of Students' Office for necessary action.

Dean of Students: <http://www.shsu.edu/dept/dean-of-students/>.

Class attendance policy: The class attendance policy will follow the SON attendance policy outlined under School of Nursing policies in this syllabus and the SHSU Class Attendance Policy

[SHSU Class Attendance policy AP 800401](#)

Student Absences on Religious Holy Days (AP 861001)

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20..." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

<http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

Academic Grievance Procedures for Students (AP 900823)

Academic grievances include disputes over course grades, unauthorized class absences/tardiness, suspension for academic deficiency, instructor's alleged unprofessional conduct related to academic matters, graduate comprehensive and oral exams, theses and dissertations, and withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs.

If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved.

<http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

Students are expected to abide by and will be held accountable to all SHSU policies contained with the SHSU Student Guidelines available at <http://www.shsu.edu/students/guide/>. Please refer to this handbook for further information in regards to the following policies.

FERPA

Disruptive conduct under Dean of Students-General Conduct And Campus Regulations

Withdrawal/resignation

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then we encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how we can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy related to rights and responsibilities, see: <http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>

Use of Telephones and Text Messengers in Academic Classrooms and Facilities AP 100728

Telephones and similar devices have become increasingly a part of everyday life. In the academic classroom, however, during class these devices can be a serious distraction and during tests they can be a serious problem. The technology is constantly changing and evolving. So, the present policy does not specify particular devices or device types. Rather, the policy applies to any device that performs the function of a telephone or text messenger.

1.0 Each course syllabus must contain a policy statement as to the disposition of telephones and text messengers (1) in the classroom, (2) during testing periods, and (3) for emergency considerations.

2.0 The use by students of electronic devices that perform the function of a telephone or text messenger during class-time may be prohibited if deemed disruptive by the instructor to the conduct of the class. Arrangements for handling potential emergency situations may be granted at the discretion of the instructor. Failure to comply with the instructor's policy could result in expulsion from the classroom or with multiple offenses, failure of the course.

3.0 Any use of a telephone or text messenger or any device that performs these functions during a test period is prohibited, except when expressly permitted by the instructor. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used by the student. Even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge

of academic dishonesty (see student code of conduct
<http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29>).