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. 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: Spring 2018

Class meeting times: Lecture class meets Thursdays 3:00 p.m.-5:50 p.m.

Class meeting place: (building and room number): Huntsville Campus: Citizen's Bank Building, Room 302. Professor Montgomery, Instructor

The Woodlands Campus: TWC Building, Room 335. Professor Cobbs, instructor

Clinical times: Monday, Tuesday, Wednesday 8 a.m. – 3 p.m. as assigned. Please note, exact times and dates are outlined in the detailed course calendar document. The 8-3 time will be varied on sim days and the first day of in-hospital clinical.

Clinical absences must be reported to the clinical instructor by telephone (not text message, voicemail or email) 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. Failure to follow this policy will result in an unexcused absence and a grade of 0 for the clinical day. If you are scheduled at Intracare for the clinical day, your instructor is Mrs. Montgomery; if you are scheduled at Kingwood Pines for the clinical day, your instructor is Ms. Cobbs; if you are scheduled for another site, such as Aspire, Petc, or Tri-County, your instructor is Mrs. Slagle. Please notify the correct instructor.
*_Mrs. Montgomery is the course coordinator_*

Clinical locations:
Kingwood Pines Hospital 2001 Ladbrook 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
Tri-County Outpatient:
Cleveland
Huntsville
Conroe

Faculty: Laura Montgomery, MA, MSN, RN, APRN, FNP-C, Course coordinator
(Didactic, Huntsville & Clinical, Intracare)
Email: lkm002@shsu.edu   Cell: 832-314-3563
Office: 435F, TWC
Office hours: **Thursday 1 to 3 p.m. (Huntsville) earlier by appointment as needed**
By appointment at TWC.
Virtual office hours available via FaceTime for Apple device users, Skype for others.

Tonia Cobbs, BSN, MSN, RN (Didactic, Woodlands & Clinical Kingwood Pines)
Email: tcd038@shsu.edu   Cell: 361-857-9681
Office: 435G, TWC
Office hours:
Others by appointment.

Pamela Slagle   (Clinical Aspire, PetC, TriCounty)

Instructor contact: Instructors will make every effort to answer emails within 24 hours on weekdays unless out of town (an out of office memo will be posted with an alternative contact). Emails received after business hours (8am-5pm) on weekdays or on weekends will be answered on the next business day between 8am and 5 pm. Text messages will be answered according to the same schedule. Neither emails nor texts will be answered outside of weekday business hours except in situations of dire emergency. The exception to this is that you must call your instructor if you will be late or absent to clinical due to illness or accident. You may call at any time from 0630 on with this information, then follow the protocol outlined in the "Clinical Expectations" document.

Weather cancellations: In the event of cancellation of class or clinical, we will follow the schedule of the University. Should an exception be needed, such as severe weather in a geographic area in which clinical is scheduled, the course coordinator will consult with the Director of the School of Nursing for approval, and, if necessary will communicate with you via email and/or text out of usual business hours.

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	Quizzes and examinations, ATI quizzes and examinations, CAI quizzes, weekly participation grade, rubric for movie analysis, 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.	Clinical reflection paper, ACE reflection paper	Pass/fail for clinical reflection, grading rubric for ACE project and reflection, 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 parameters and professional nursing standards of practice and care to individuals, families, groups, and populations.	Included in concept map 1 and 2, movie analysis project	Formative, concept map 1; summative, concept map 2—pass/fail; rubric for evaluation of movie analysis, clinical evaluation tool	**Outcome 3, 5; DEC I-B; BACC Essential VII**
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	Class discussion and activities, role play, simulation, movie analysis

Clinical concept maps | Quizzes and exams. Weekly participation grade; rubric for movie analysis, clinical evaluation tool

Formative, concept map 1; summative | **Outcome 1, 2, 7; DEC I-B, II-B, II-C, II-D, IV-C; BACC Essential I, IX** |

with mental health problems.		concept map 2—pass/fail	
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	Quizzes and exams, weekly participation grade, rubric for movie analysis, 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.	Quizzes and exams, weekly participation grade, process recording grade pass/fail, 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 precepting, ATI CAI, SwiftRiver CAI, movie analysis	Quizzes and exams, clinical drug cards—pass/fail, ATI and SwiftRiver quizzes, ATI practice tests, proctored exams, remediation, preceptor report, rubric for movie analysis	**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	Rubric for evaluating project and reflection paper.	**Outcome 2, 4; DEC II-G, II-H; BACC Essential VIII**
9. Integrate evidence, clinical judgment, interdisciplinary perspectives, and patient preferences in planning,	Class discussions, role plays, case studies, simulations Clinical concept maps	Quizzes and exams. Weekly participation grade Formative, concept map 1; summative	**Outcome 2, 7; DEC II-A, II-G, III-B; BACC Essential III**

implementing and evaluating comprehensive mental healthcare while evaluating issues that challenge and influence trends in mental health.	ACE educational project	concept map 2—pass/fail Rubric for evaluating project and reflection paper, clinical evaluation tool	
10. Collaborate with and observe other members of the inter-professional team, while caring for assigned patients in the mental health settings.	Clinical observations at clinical and out-of-hospital sites ACE educational project	Clinical reflection papers graded pass/fail, clinical evaluation tool Rubric for evaluating project and reflection paper, 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**

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.)

Learning to apply course materials (to improve thinking, problem solving and decisions.)

Developing skill in expressing oneself orally or in writing.

Clinical:

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

Acquiring skills in working with others as member of a team.

Learning to apply knowledge and skills to benefit others or serve the public good.

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 activities.

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:

Exams		Assignments	
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%		
ATI Proctored Exams	5%		
Total Exam Weight	80%	Total Assignment Weight	20%

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. (2018). *Varcarolis' Foundations of Psychiatric Mental Health Nursing: A Clinical Approach* (8th Ed.) St. Louis MO: Elsevier Saunders. ISBN: 978-0-323-38967-9
2. Vacarolis, E. (2015). *Manual of Psychiatric Nursing Care Planning: Assessment Guides, Diagnoses, Psychopharmacology,* (5th ed.). Elsevier. ISBN: 9781455740192

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 3-5:50 Thursdays	Clinical
01/18/2018	Thursday during scheduled lecture time Policies orientation All students in TWC first class day for Clinical Facility Orientation: Room 110 TWC Out of hospital orientation will start at 3:00 p.m. Students to read syllabus and clinical expectations document before coming to orientation	No clinical: facility orientation: 3 clinical hours Bring Clinical Expectations document printed to the orientation. You must read it before orientation
Week of 1/22/18 1/25 Quiz 1: Syllabus Lecture: Module 1	1/25:Read text chapters 1, 8 and 9 and ATI chapter 3 before coming to class. Lecture: Syllabus and course calendar overview Introduction to DSM V Chapter 8: Therapeutic Relationships Chapter 9: Communication and the clinical interview ATI: Chapter 3	No clinical Submit Syllabus attestation form in Blackboard Watch video "Unrest" at http://www.pbs.org/video/unrest-yatc3g/

	In-class participation: Stigma activity	and answer questions in assignment document in lecture section, module 1 Submit to clinical section, "Unrest" dropbox **2 clinical hours**
Week of 1/29/18 **Module 2**	**Thursday, 2/1** **Read Text chapter 25 and ATI chapters 5 and 30 before coming to class. Review all information in 12 step folder in lecture section before class.** Lecture topics: **Intro to Evolve Resources, SwiftRiver and practice** **12 step meeting expectation and signup** **Text Chapter 25 Suicide and nonsuicidal self injury** **ATI Ch. 5, 30** **In-class participation: Therapeutic communication Role play**	**No clinical** **In lecture class: Sign up with Mrs. Montgomery and Ms. Cobbs for AA meeting attendance date and time.** Only two students may attend a specific meeting on a specific date. At home: SwiftRiver practice at home: 1 hour/3-6 patients: 1 HOUR IS 60 MINUTES 60 MINUTES IS THE MINIMUM THAT WILL BE ACCEPTED! **1 clinical hour**
Week of 2/5/18 **Module 3** **Thursday, 2/7 Quiz 2** **Text chapter 8, 9, 25,ATI chapters 3, 5, 30, DSM-V**	**Thursday, 2/8: Read chapter 12, ATI chapter 15 and 24 before coming to class. Bring your smart phone or tablet and headphones to class** **Lecture and activities: Text Chapter 12 Schizophrenia and schizophrenia spectrum disorders** **ATI Ch. 15** **ATI Ch. 24: Antipsychotic medications** **In-class participation: Antipsychotic medication game**	**Therapeutic Communication and backpack sim on assigned clinical day and campus** **Time to be announced: 2 clock hours** **3x2 sim hours=6 clinical hours** **YOUR MEDICATION CARDS ARE YOUR TICKET INTO SIMULATION** **ATI Schizophrenia CAI case study outside of class assignment (1 CAI hours) Grade will be taken from highest of two attempts This will be your ticket into class on your next clinical day (2/12, 13 or 14) Highest of two attempts will be grade taken** **1 clinical hour** **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.**
Week of 2/12/18 **Module 4**	**2/15: Exam I over text chapters 8, 9, 12, 25** **ATI chapters: 3, 5, 15, 24, 30** **Exam will be 50 questions: 1/3 medications, 2/3 nursing care. Exam will be taken in the classroom on laptops.** Lecture after exam: **Text Chapter 10 Understanding and managing responses to stress; ATI ch. 9, 29** **In-class activity: Psych spa day**	2/12, 13, 14 First day of clinical on assigned day at assigned facility: 6 clinical hours: ALL students will go to primary hospital (Intracare or Kingwood Pines) at time determined by instructor (on this day ONLY you may be on a morning shift from 8-12 or an afternoon shift from 12-4) You will have an outside case study for your other 2 hours this day only. YOUR ATI SIMULATION TRANSCRIPT IS YOUR TICKET INTO CLINICAL—Submit highest of two attempts into submission box by 0700. We will

		monitor your attempts. If you do more than two, only the first two will be considered. **Bring patient assessment template to each clinical day (form is in Templates folder on Blackboard)** **Bring drug cards to clinical for practice and quizzing each clinical day**
Week of 2/19/18 **Module 5** **Quiz 3** **Text chapter 10, ATI ch. 9 and 29**	**2/22:** **Read before class: Text Chapter 13 Bipolar and related disorders and 5; ATI chapter 6, 14 and 23** **Lecture:** **Bipolar disorder: Text ch 13 and ATI ch. 14** **ATI: Mood stabilizing medications, ch. 23** **In-class activity: Case study** **Text Chapter 5 Cultural Implications for psychiatric mental health nursing** **ATI chapter 6: Diverse Practice Settings** **In-class activity: Cultural views of mental health small group presentation**	**2/19, 20, 21** **Clinical at assigned clinical site 7 clinical hours** **Reflective Journal #1 due in clinical dropbox by 0700 on clinical day** **Bring concept map template to clinical (form is in Templates folder in Blackboard)** **Gather information for first concept map: ONE concept, 3 interventions and rationales, references in APA style.** **Make drug cards for: lithium, valproic acid/divalproex, carbamazepine, gabapentin, lamotrigine. These will be due 3/5, 6, 7 at 0730 at clinical. Study them for exam 2** Do one hour SwiftRiver Med Pass (ONE hour is 60 Minutes minimum). Submit transcript to SwiftRiver Med Pass submission box in BB **1 clinical hour**
Week of 2/26/18 **Module 6** **3/1 Quiz 4** **Bipolar disorder and meds: Text ch. 13, ATI Ch. 14, 23** **½ medications, ½ nursing care**	**3/1 Read before class: Text chapters 22 and 18; ATI chapters 18, 26, 19** **Lecture:** **Text Chapter 22 Substance related/addictive disorders; ATI ch. 18, 26** **Text Chapter 18 Feeding, eating and elimination disorders; ATI ch. 19**	**2/26, 27, 28: First concept map due in Blackboard by 0700 on assigned clinical day. Bring proof of submission to clinical. This is your ticket into clinical.** **Clinical at assigned site: 7 clinical hours** **BRING PROCESS RECORDING TEMPLAGTE TO CLINICAL. ANALYZE 10 STUDENT AND 10 PATIENT INTERACTIONS** **ATI Alcohol Use Disorder CAI case study outside of class assignment (1 CAI hours) HIGHEST OF 2 attempts grade will be recorded** **1 clinical hour** **ATI Learning System RN 2.0 Mental Health 1 Practice quiz due at 0700 on clinical day** **1 clinical hour**
Week of 3/5/2018 **Module 7** **No quiz**	**3/8 Exam 2: Text Chapters 5, 10, 13, 18, 22; ATI ch. 6, 9, 18, 19, 26, 29** **EXAM WILL BE 60 QUESTIONS: 1/3 MEDICATIONS AND CALCULATIONS, 2/3 nursing care**	**3/5, 6, 7 ATI documentation due by 0700 on clinical day in Blackboard**

	Text Chapter 14 Depressive disorders, ATI ch. 13 ATI: Antidepressant medications and nonpharmacological treatments, Ch. 10, 22 In-class activity: Depression case study in class First practice ATI opens on 3/5 at 12:00 a.m., due 3/ 19 at 11:59 p.m. Documentation to be submitted to ATI Practice 1 dropbox. Remediation due 3/22 , to be submitted to ATI practice 1 remediation dropbox by 11:59 p.m. on due date. Remediation MUST include transcript of minimum 1 hour (60 minutes) of focused review and scan of handwritten copy of 3 major points for each area of deficiency.	Process recording due at 0700 in Blackboard on assigned clinical day Clinical at assigned time/site: 7 hours ACE project to be outside of clinical: • Select educational need • Select population and rationale for this population for ACE education project • 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. • 3 clinical hours 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 3/19
Week of 3/12/18	Spring Break: No class	
Week of 3/19/18 Module 8 10/19:Quiz 5: All medications studied so far	Thursday, 3/22:Read before class: Text chapters 27, 16, 17; ATI chapters 12, 20, 31 Lecture: Text Chapter 27 Anger and aggression ATI Ch. 31 Text Chapter 16 Trauma, stressor-related and dissociative disorders; ATI ch. 12 Text Chapter 17 Somatic symptom disorders; ATI ch. 20 Second practice ATI opens 3/19 at 12:00 a.m., due 3/29 at 11:59 p.m. to be submitted to ATI Practice 2 dropbox; Remediation due 4/5 at 11:59 p.m., to be submitted to ATI Practice 2 remediation drop box by 11:59 p.m. on due date In-class activity: game	3/19, 20, 21 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. ACE project: Outside of clinical (May work at school on clinical day after simulation): • Create outline for ACE education project. • Design visual aid/pamphlet/poster for ACE educational project. Submit file or scan in Blackboard • Discuss visual aids for ACE educational projects. • Practice presentation with group and visual aids. • 8 clinical hours Presentation will be the week of 3/26/18

		ATI Anxiety disorder CAI case study outside of class assignment . Highest of 2 attempts grade will be recorded. **1 clinical hour**
Week of 3/26/18 **Module 9**	3/29: Read before class: Text chapter 15, ATI ch 4,11, 21 Lecture and activities: Text Chapter 15 Anxiety and obsessive-compulsive related disorders; ATI ch. 4, 11 ATI Ch. 21: Anti-anxiety medications In-class activities: Anxiety and self-care for nurses Anxiety case study in class	3/26, 27, 28 Clinical day at clinical site: 7 clinical hours. **ATI documentation due in drop box at 0700 on clinical day** **ATI case debriefing during preconference** **Present ACE project in clinical** **1 clinical hour** SSRI/SNRI drug cards due at 0730 Gather information for concept map 2: 2 concepts, 3 interventions and rationales and 2 connections, labeled for each. Make cards for phenelzine, amitriptyline, nortriptyline, alprazolam, lorazepam, diazepam, due clinical day week of 4/5 Do ATI Learning System RN 2.0 Mental Health 2 Practice quiz, due in BB submission by 0700 on clinical day, week of 4/2 **1 clinical hour**
Week of 4/2/18 **Module 10**	**Thursday, 4/5** Read before class: text ch. 28, ATI ch. 2, 32 Lecture and activities: 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	4/2, 3, 4 Last day of clinical at assigned clinical site: 0800-1100 **3 clinical hours** Drug cards due at 0700 on clinical day Concept Map 2 due in Concept map 2 drop box at 0700 on clinical day
Week of 4/9/18 **Module 11**	4/12: Exam 3 over Text Chapters 14 15, 16, 17, 28 65 questions: 1/3 medications, 2/3 nursing care ATI chapters not included on exam because ATI proctored is next week; study them diligently this week to get a level 2 or 3 on the first attempt for maximum points! Lecture after exam: Text Chapter 21 Impulse control disorders Text Chapter 24 Personality disorders; ATI ch. 16	No clinical: Reflective Journal on ACE project due in drop box at 0700 on clinical day **1 clinical hour** Swift River: 1 hour (60 MINUTES MINIMUM) to complete 6 random patients with 90% accuracy: 1 CAI hour. Due at 0700 on clinical day **1 clinical hour**
Week of 4/16/18 **Module 12**	4/19 Read before class: Text chapters 29, 32; ATI ch 33 Text Chapter 29 Sexual assault; ATI ch. 33 Text Chapter 32 Forensic psychiatric nursing	No clinical: Documentation and Journal of attendance at 12-step meeting due at 0700 on clinical day: 1 clinical hour

	Movie Groups 5,6 and 7 present: presentations will be graded according to rubric 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	Do ATI Learning System RN 2.0 Final quiz. Submit transcript into BB submission box by 0700 on clinical day 1 clinical hour
Week of 4/23/18 Module 13	Thursday, 4/26 Read before class: Text Chapter 11 Childhood and neurodevelopmental disorders; ATI 25, 28 ATI Proctored Exam #2, required of all. No remediation required for proctored #2 Lecture after ATI Childhood and neurodevelopmental disorders and medications	Human Trafficking Interactive Case Scenario out of class assignment (2-4 sim hours) for those needing extra hours due to excused absence due 4/26/17 by 2300
Week of 4/30/18	Read before class: Text chapters 34, 35, 36; ATI Ch 7, 8 Lecture: Nonpharmacologic therapies In class review for comprehensive portion of final exam	
Week of May 7	Final Exam, Monday, May 7 time and room TBA 75 questions New material: Text chapters 11, 21, 24,29, 33, 34, 35, 36 ATI chapters 7, 8, 16, 25, 28=60% of exam; Comprehensive material=40% of exam	Total clinical hours required: 90

IMPORTANT: *During simulation and 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 one clock hour minimum required	Complete Practice Assessment B (1 pt.) Remediation: (1 pt.) ATI Focused Review one clock hour minimum

For each topic missed, complete remediation per faculty instructions: 3 points handwritten for each topic missed	For each topic missed, complete remediation per faculty instructions: 3 points handwritten for each topic missed

| 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.) • For each topic missed, complete remediation per faculty instructions: one clock hour minimum online focused review, 3 points handwritten for each topic missed	Remediation (2 pts.) • For each topic missed, complete remediation per faculty instructions: one clock hour minimum online focused review, 3 points handwritten for each topic missed	Remediation (2 pts.) • For each topic missed, complete remediation per faculty instructions: one clock hour minimum online focused review, 3 points handwritten for each topic missed	Remediation (2 pts.) • For each topic missed, complete remediation per faculty instructions: one clock hour minimum online focused review, 3 points handwritten for each topic missed

Proctored Assessment Retake *

Retake required	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.

Transcripts for the practice exams must be submitted by the due date and time in the course calendar and syllabus. Late transcripts for which prior permission has not been given by the instructor will not be graded and will receive a grade of "0".

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 online focused review for each practice exam and the first proctored exam. This will be distributed over the the content areas missed in the assessment. Transcripts showing less than 60 minutes of focused online review will not be graded and will be assigned a grade of "0" for the entire remediation. Students will also submit three handwritten points for each topic missed.** *Both parts of the remediation must be submitted through Blackboard by the due date. Any remediation missing either part will not be graded and a grade of "0" will be*

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 75-89%	Needs Improvement <75%
Discuss the content of the movie—what is it about? 5 points	Gives excellent description of plot, including introduction, major themes, rising action, climax, falling action, resolution,	Gives a good description of plot, but missing one or two essential plot elements	Gives a poor description of plot, leaves out three or more plot elements, description is difficult to follow, lacks coherence
Name the characters and their role in the movie; are they essential to the movie? Why or why not? 10 points	All major characters are named and role in the story is given. An explanation is given for the role of each and character's contribution to the plot and theme.	Major characters are named, with one or two left out or without clear explanation of one or two characters' roles and contribution to plot and theme	More than two major characters omitted or unclear/no explanation of role and contribution to plot and theme.
Describe and discuss the communication techniques observed through the movie. Were they therapeutic or non-therapeutic and why? 15 points	4-5 therapeutic or nontherapeutic communication techniques identified and explained.	2-3 therapeutic or nontherapeutic communication techniques identified and explained	0-1 therapeutic or nontherapeutic communication techniques identified, or more techniques identified but not explained.
What behaviors by the actors are being displayed that are not	3-4 behaviors identified and explained	1-2 behaviors identified and explained	0 behaviors identified or behaviors

appropriate and why? 5 points			identified but not explained
Identify nursing concepts appropriate to the characters and give a rationale for each choice with references. 10 points	Identifies at least two concepts and gives rationale for each	Identified one concept and gives rationale	Does not identify any nursing concepts or does not give rationale for choice of concepts
Give nursing interventions and rationale for selection of each with references. 15 points	Student selects 3-5 interventions and rationales for each of at least two concepts. Interventions fit both concept and character situation.	Student selects 1-2 interventions and rationales for each concept. 1 or more intervention lacks a rationale or one or more intervention does not fit the concept or character situation.	Student fails to select interventions, fails to present rationales for selected interventions or interventions have no relationship to concept and character situation
Describe the pathophysiology of the selected character's disease process. Use current references (within the past five years) and cite your sources in APA style. 15 points	Student gives complete and concise explanation of pathophysiology, including risk factors, signs/symptoms, epidemiology, etiology, disease process, prognosis, genetics/genomics	Student gives partial explanation of pathophysiology, leaving out 1-2 elements or 1-2 elements of references.	Student gives cursory or poor explanation of pathophysiology, leaving out 3 or more elements, has outdated or no references.
List the classification of medications and specific medications generally used for the diagnosis you described. If the condition is not usually treated with medications, describe what non-pharmacological interventions are effective in treating this disorder. Include current references. 15 points	Student lists 4-5 medications the nurse would advocate for using for the character's diagnosis, includes class, dosage, route, expected effects, side and adverse effects and nursing considerations for each. Student accurately references with current (within the past five years) scholarly resources. Student lists and explains any	Student lists 2-3 medications, and includes class, dosage, route, expected, side and adverse effects, nursing considerations for each. Student fails to fully reference resources, or uses outdated or nonprofessional resources. Student lists but does not fully explain appropriate	Student does not list medications or nonpharmacological treatments. Student does not include references.

	nonpharmacological treatments.	nonpharmacological treatments.	
APA Style and professional writing. 5 points	Student includes references for concepts, interventions, pathophysiology and treatment in correct APA 6th edition format with no more than 1-2 errors. Project is professionally written with no more than 1-2 spelling, grammar, usage, formatting errors	Project has 3-4 APA errors and/or 4 errors in spelling, grammar, usage, formatting.	Project has many APA errors and/or spelling, grammar, usage, formatting errors that detract from message of project.
Peer evaluation. 5 points	Evaluates peers fairly and thoughtfully. Makes comments appropriate to the contribution of each. Evaluated by peers to have made outstanding contribution to project	Evaluates peers briefly but does not add thoughtful comments regarding the contribution of each. Evaluated by peers to have made average contribution to project	Fails to evaluate peers or does so only with numerical assignment. Evaluated by peers to have made subpar contribution to project of to have behaved in a noncollegial manner

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, multimedia, presentations, etc.

Criteria	Exceeds Standards (90-100%)	Meets Standards (75-89%)	Needs Improvement (<75%)
Participation	Excellent attitude and involvement in all class	-Good of involvement in classwork, projects	-Poor attitude toward classwork, projects

	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	or discussions. -Engaged and comments shared -is prepared most of the time with reading and assigned work.	and class discussions -No comments or thoughts offered during discussions. Inappropriate use of technology during class period
Attendance	Arrived on-time; attended entire class. Returns from class breaks at designated time.	Arrived < 15 minutes late or leaves <15 minutes early. Returns from class breaks at designated times.	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 higher of two attempts will be counted. Should a student have more than two attempts recorded in the computer simulation program, only the first two by time and date will be considered. Points will be awarded as follows:

Points awarded	100%	89%	79%
Achievement level on simulation	Exceeds standard/strong	Meets standard	Does not meet standard/needs improvement

Late submissions of computer aided activities, received in the submission box after the due date and time without prior permission of the instructor, will receive a grade of "0".

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 yourcommunity? 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 endof 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 75-89%	Needs Improvement <75%
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	Student addresses 3 required elements.	Student addresses 1-2 required elements.

	personal interaction with clients, details what was learned from client, and gives example of client understanding educational needs and benefits or not.		
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)
Attendance at clinical orientation 1/18/18
Clinical activities and simulations as assigned
Concept Maps (2)
Process Recording (1)
Drug Cards as assigned
ACE Teaching Project
Self-Reflective Journals
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. A mental health assessment each clinical day, including a written SBAR note. This will be completed on the mental health assessment template, a copy of which must be brought to clinical each clinical day.
2. Clinical concept maps that include 1 or 2 concepts per instructor requirement, medications, pertinent labs and vital signs, psychiatric history, pertinent medical history, stage of development per Piaget and/or Erikson, stage of function per Maslow, cultural considerations, history of present illness, DSM-V diagnosis including criteria, all medications including generic name, brand name, category, method of action, indication for THIS patient, side and adverse effects, nursing considerations; nursing goals and objectives. Interventions with rationales from an APA cited source, evaluation of each goal as met, partially met, not met. References for all information other than in patient chart and observed data must be referenced in correct APA style.
3. 1 written Process Recording that reflects therapeutic use of self is due per course calendar. Requirements and rubric are in the Clinical expectations document.
4. Self-Reflective Journals exploring students' thoughts and feelings about the clinical experience as required per course calendar.
5. Drug Cards are due prior to receiving clinical floor assignment on the week due. Failure to bring the appropriate drug cards to clinical will result in student being denied participation in that week's clinical experience due to being unprepared for participation.
6. An ACE group nursing education project to be designed and presented to an appropriate patient group.
7. Documentation for simulation and computer aided activities
8. Documentation and reflective journal of attendance at a 12-step meeting

Specific clinical expectations are included in Appendix A: Clinical expectations document.

Clinical written work must be submitted by the designated time on the date it is due and ***must be typed, double spaced, 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 submission box in the Blackboard clinical section by the due date and time. Late work will not be accepted without PRIOR instructor permission and will receive a grade of "0". You will receive an email receipt of all submissions. You should save these emails to a folder in Outlook.

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 and may be dismissed from the class.

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 with instructor permission. 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.

Individual instructors will have the right to allow or prohibit use of electronic devices in order for course objectives to be met.

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 audio- or video-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 messager 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 messager 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).

Appendix A: Clinical Expectations

Clinical Information

Clinical sites:

Clinical Locations:

Kingwood Pines Hospital 2001 Ladbrook 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

CLINICAL Assignments

Clinical rotation/lab: (Pass/Fail)
        Attendance at clinical orientation 1/18/18
        Clinical activities and simulations as assigned
        Concept Maps (2)
        Process Recording (1)

Drug cards as assigned
ACE Project Teaching Project
Self-Reflective Journals
Attendance at 12-step meeting

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 are expected to submit written clinical self-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:

9. A mental health assessment each clinical day, including a written SBAR note. This will be completed on the mental health assessment template, a copy of which must be brought to clinical each clinical day.

10. 2 Clinical concept maps that include 1 or 2 concepts per instructor requirement, medications, pertinent labs and vital signs, psychiatric history, pertinent medical history, history of present illness, DSM-V diagnosis, including criteria, all medications including generic name, category, method of action, indication for THIS patient, side and adverse effects, nursing considerations; nursing goals and objectives and interventions (as assigned by instructor), evaluation of each goal, references for all information other than in patient chart and observed data MUST be referenced in correct APA style.

11. 1 written Process Recording that reflects therapeutic use of self and are due per course calendar. In the process recording, students must document at least ten complete interactions (an interaction is a bit of conversation in which both participants say something), document communication technique for each used by the student nurse (not the patient), with APA documentation, whether the technique was therapeutic or non-therapeutic, and, if not therapeutic, what could be done differently.

12. 1 Self-Reflective Journals per course calendar

13. Drug Cards are due on assigned date prior to receiving clinical floor assignment.

14. A group ACE nursing education project to be designed and presented to an appropriate patient group per instructions, and a clinical reflection.

15. Documentation for simulation and computer aided instruction activities.

16. 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, double-spaced, not hand-written***. In order to pass the course clinical component a students must receive a passing grade on all clinical objectives and clinical assignments. Students will have the opportunity, at the instructor's discretion, to correct assignments that do not meet passing criteria. 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 in 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. Late work will be accepted ONLY with PRIOR arrangement with the clinical instructor (before the due date and time) at the instructor's discretion. *Late work submitted without prior arrangement will not be read and will be assigned a grade of "0" without exception.*

I.   Concept Maps
The Concept map template is posted in Blackboard in the lecture course under the Templates tab. Concept maps will be evaluated according to the Concept map rubric as follows. They will be graded as pass or fail. **Failing concept map 1** may be redone at faculty discretion for a passing grade. **Concept Map 2 will be allowed only 1 submission.** Any student requiring more practice to produce a satisfactory and passing concept map after the two required maps may complete a third concept map to satisfy the course requirement. Faculty will provide feedback on each map within two weeks, to help students improve the efficacy of their plans.

The first concept map will include one concept and the second map will contain two concepts, fully developed as required in the assignment.

Grading Rubric for Concept Map

The concept map should be developed for 1 or 2 nursing concepts for the primary diagnosis and pathophysiology for the diagnosis; assessment clearly supports the diagnosis; pertinent diagnostics; all medications client is taking (generic name, class, mechanism of action, expected effects, side and adverse effects, nursing considerations, references) 1 client/family-centered goal; 3 interventions per goal; appropriate scientific rationale and references for each goal; and evaluation of the patient progress towards meeting the goals. Concept maps will demonstrate at least two connections per related concepts. A connection is a labeled line between two areas of the map that clearly shows how and why they are related. Concept Map 1 assignments evaluated as failing in more than one section will be corrected by the student and resubmitted within one week of evaluation.

Element	Pass	Fail
Primary Diagnosis, subjective/objective data, pathophysiology	**Includes all elements and references for pathophysiology in APA format**	**Missing one or more elements or references in APA format**
Assessment	**Includes mental health assessment data from patient and/or chart as appropriate**	**Incomplete assessment or no assessment data**
Medications	**All medications listed, generic name, class, mechanism of action, side and adverse effects, nursing considerations. Why is each drug appropriate for this patient? APA references**	**Missing one or more elements of medications**
Diagnostic test results	**List all diagnostic tests from patient chart and indicates why each is important for this patient. List any abnormals and their significance. APA references for normal values and significance of abnormal values**	**Missing labs or importance**
One (1) or Two (2) relevant concepts from Texas Nursing Concepts as assigned APA format	**Concepts are relevant to patient data Correct format used**	**One or more concepts missing/concepts not relevant to patient data Incorrect format**
Goals	**One relevant goal for each concept; goals are SMART**	**Lacks one goal for each concept; goals not SMART**

Interventions	3 interventions for each goal with rationales/references	Missing one or more interventions for each goal or rationales/references
Outcomes	Outcome indicated	Outcome not indicated
Connections	At least two relevant connections between concepts, goals, interventions indicated with rationale	Less than two relevant connections between concepts, goals, interventions indicated or no rationales
APA references	All in-text citations are in APA style; reference page included in APA style	In-text citations and or reference page not in APA style or references missing; material plagiarized (copied/credit not given)

II. Process Recording

Each student will complete a process recording of a student/patient interaction as outlined in the attached instructions. The process recording template is posted in Blackboard under the Templates tab. Interactions will be analyzed by the student for therapeutic and nontherapeutic communication techniques. Process recordings will be due per course calendar. Process recordings will be evaluated according to the following **rubric**:

Criteria	Pass	Fail
Includes at least 10 interactions, with each having a verbalization from **both** the client and the student		
Identifies non-verbal behaviors of **both** patient and client during each interaction		
Identifies a communication technique used by the student nurse for each interaction from the texts with APA reference		
Evaluates the technique as therapeutic or non-therapeutic, and describes ways to improve non-therapeutic communication.		
Uses a variety of therapeutic communication techniques.		
Provides APA references for communication techniques		

Process recordings evaluated as failing in more than one section will be corrected by the student and resubmitted within one week of evaluation.

III. Journaling

Journaling is particularly helpful in explicating biases, pre-understanding, and impressions about mental illness and treatment that are not knowledge based. Journaling is a critical activity in developing a habit of reflection, using informal, disciplined writing. It is a strategy to create awareness and understanding. It is useful to students establishing therapeutic relationships with people who experience serious psychiatric disorders in hospital and community settings. Journal entries are to be typed and handed in at pre-conference on the date due. They are to be at least 1 and no more than 3 double-spaced pages. As these are your experiences, APA style is not required and first person may be used.

IV. Drug Cards

Assigned drug cards to be brought to pre-conference will be assigned per syllabus. Cards are to be legibly hand-written. Cards must include generic name of assigned drug, class, method of action, use (on and/or off label), side and adverse effects, contraindications and nursing considerations and lab values if required by instructor. Cards must be complete with all information. You may use your drug book and/or ATI book for information. Students will be drilled weekly on these drugs. All completed drug cards should be brought each clinical day; students who do not have their drug cards will not be permitted to attend the clinical experience.

V. Teaching Project

Students will select a patient group, identify an educational need for that group, and design an educational intervention to satisfy the need. Students will work in groups assigned by the clinical instructor, and will present the intervention, including appropriate visual aids, to the target patient group at the clinical site per course calendar. Projects will be evaluated according to the following **rubric**:

Objective	Element of teaching plan	P	F
Apply theories and concepts from a variety of disciplines and cultures in providing care for diverse individuals, families, and communities living	- Apply principles of health promotion to the teaching plan - Identify a target population - Conduct an informal learning needs assessment - Identifiy a health promotion topic that is consistent with the needs assessment with rationale - Identify specific educational methods that are effective in the target population		

with mental health problems.			
Integrate evidence, clinical judgment, interdisciplinary perspectives, and patient preferences in planning, implementing and evaluating comprehensive mental healthcare.	• Set three SMART goals for the project • Identify 1 learning objectives for each goal with rationales • Present 3-5 scholarly articles that relate to the goals and objectives • Identify the teaching method used • Demonstrate a team approach to designing and presenting the teaching plan • Provide an outline of the content presented • Identify resources used, such as handouts/visual aids • Present references in APA format		
Practice therapeutic use of self while promoting recovery with diverse individuals, families, and communities experiencing mental health problems.	• Engage the audience while presenting the project • Organize teaching materials and present them in a logical way • Communicate the content in a way that the audience can understand • Validate with the audience that the information was understood • Evaluate the effectiveness of the teaching plan		
Identify and practice essential communication and leadership skills necessary to design and completion of group project.	• Assign group roles • Divide essential tasks • Complete work in timely manner • Effectively communicate with group members • Practice civility • Fairly evaluate group member participation and completion		

VI. Simulation

Students will participate in SwiftRiver computer simulations, ATI Computer Aided Instruction case studies, and simulation clinical experiences. If necessary, students who have missed EXCUSED clinical hours will complete an interactive study per instructor assignment . Students will be evaluated by:

a. submission of written documentation of completion of SwiftRiver and ATI case studies
b. submission of sign-in and debriefing summary for each simulation activitiy during the simulation clinical experience
c. submission of interactive activity documentation, if required

Students must submit all documentation to receive full credit for the simulation activities.

Rubric:

Activity	Pass	Fail
Swift River		
ATI Simulations		

Interactive Project (if required)		
Simulation Clinicals		

12 Step meeting attendance

| | Pass | Fail |

	Pass	Fail
Documentation of attendance		
1 page typed journal of impressions		

Attestation:

I have read the syllabus for NURS 3540 in its entirety and agree to be bound by the information contained therein. This document will be binding on both instructors and students and will be referred to in case of any disagreement between instructor and student. If a change is required in the syllabus during the semester, students and all faculty members in the course will be notified via SHSU email and course Blackboard announcement.

I agree to the provisions of this statement.

Date:_____

Signature:_____