Carol and Odis Peavy School of Nursing at the University of St. Thomas

COURSE INFORMATION for CLINICAL COURSE (Fall 2017)

Course Title: Holistic Nursing: Behavioral Health  
Course Number: NURS 4552  
Semester: Fall 2017  

Course Description: This five (5) credit course focuses on the care of individuals experiencing alterations in emotional/behavioral health from a holistic nursing perspective and is grounded in the university philosophy that nursing is a healing ministry focused on body, mind and spirit. A conceptual framework derived from nursing science, life, behavioral and social sciences, humanities, theology and philosophy provides a foundation for clinical reasoning in providing nursing care and supporting the healing process for individuals and their families experiencing a range of alterations in emotional/behavioral health along the wellness-illness continuum.

Placement: Undergraduate

Prerequisite(s): NURS 2342 Health Assessment, NURS 2542 Foundations of Holistic Nursing Practice, NURS 3651 Holistic Nursing: Care of Adults/Older Adults, NURS 3354 Holistic Nursing: Caring for the Community, NURS 3252 Clinical Inquiry, NURS 3552 Holistic Nursing: Care of Children, and NURS 3553 Childbearing (OB).

Credit Hours: Five credits: Theory 2.5 (37.5 hrs); Lab 0.5 (22.5 hrs); Clinical 2.0 (90 hrs.)

Course Schedule: Didactic on Wednesdays 10 am-12 pm and 1 pm-4 pm (Compressed Track A) Clinicals on Mondays, Tuesdays, Thursdays, and Fridays (See Class Schedule)

Course Withdrawal “W” Date: The last day to drop course with a “W” is Friday, November 3, 2017.

FACULTY INFORMATION

| Course Coordinator: Lucindra Campbell-Law, PhD, ANP, PMHNP, BC  
| Office: PSON, CSHP 226  
| E-mail: campbel1@stthom.edu  
| Office: 713-831-7290  
| Cell: 832-370-3529  
| Office Hours: By Appointment |
**Biosketch** – Dr. Campbell-Law is a Professor at the University of St. Thomas, Carol and Odis Peavy School of Nursing. She earned a Bachelor’s degree at Houston Baptist University in Houston, Texas; a Master of Science from University of Texas Health Science Center at Houston, in Houston, Texas and a Doctorate from Texas Woman's University, in Houston, Texas.

Dr. Campbell-Law is well known for her work with the mentally ill and has a proven record of publications and presentations on the treatment of disease states such as schizophrenia and bipolar disorders.

Dr. Campbell-Law is a Nurse Practitioner for Logistics Health in the Post Deployment Health Reassessment (PDHRA) and Periodic Health Assessment (PHA) programs for the Dept. of Defense. She works with service members who are ready to be deployed or returning from deployment. She determines their current state of mental and physical readiness and makes referrals to appropriate health care providers.

**Personal Teaching Philosophy:**
Learning should be student centered with equal partnership in the learning process. Experiential learning approach allows students to apply their knowledge to real-world problems in community contexts and to complete structured reflections on the relationships between assignments, course objectives, and educational objectives.

**Faculty Academic Coach (FAC):** This faculty will help tutor students, in individual or group sessions, who need academic coaching related to course content.

**Faculty Academic Coach (FAC):** Lucindra Campbell-Law, PhD, ANP,PMHNP, BC  
Office: PSON, CSHP 226  
E-mail: campbel1@stthom.edu  
Office: 713-831-7290  
Cell: 832-370-3529  
Office Hours: By Appointment

**UST Clinical Instructor:** Mr. Lovely Omoregbe, MSN, PMHNP, BC, MBA  
E-mail: omoregl@stthom.edu  
Cell: 713-894-3635  
Office Hours: By Appointment

**UST Clinical Instructor:** Dr. Tina Cuellar, PhD, PMHCNS,BC
E-mail: t.cuellar@elsevier.com  
E-mail: cuellaeh@stthom.edu  
Cell: 713-346-6915  
Office Hours: By Appointment

| UST Clinical Instructor: Ms. Regina Ottan-Obi, MSN, RN  
E-mail: Ottaney@gmail.com  
E-mail: ottanor@stthom.edu  
Cell: 248-842-2852  
Office Hours: By Appointment |

**REQUIRED COURSE RESOURCES**


**Electronic Resources:**
1. Evolve HESI Case Studies
2. Blackboard

Shadow Health (Fall 2017) software  
http://www.shadowhealth.com

**Course pin will be given to you first day of class** (TBD)

**Recommended Resources**


LEARNING OUTCOMES

Course Goals & Objectives

The purpose of this course is to focus on the care of individuals experiencing alterations in emotional/behavioral health from a holistic nursing perspective and is grounded in the university philosophy that nursing is a healing ministry focused on body, mind and spirit.

Using the application of course content, participation in the learning activities, and the related assessment techniques, you will be able to demonstrate measurable skills for the following objectives:

1. Integrate theoretical knowledge from arts and sciences in the demonstration of beginning clinical reasoning skills with individuals and families experiencing behavioral health challenges.
2. Integrate concepts and theories of holistic nursing and behavioral health with evidence-based practice into the care of individuals and families.
3. Apply reflective thinking to facilitate health and healing in individuals and families experiencing behavioral health challenges.
4. Develop a beginning clinical knowledge base to provide for the effective care of individuals with behavioral health challenges using a holistic perspective.
5. Engage individuals and families in behavioral health education significant to their needs.
6. Apply a holistic nursing framework to provide care for individuals and their families dealing with behavioral health concerns and challenges.
7. Identify health promotion strategies for addressing behavioral health concerns and challenges.
8. Integrate ethical standards, professional role, and culturally competent care within a holistic, behavioral health framework for practice.
9. Demonstrate teamwork with students, faculty, and clinical staff in the shared learning and discovery process.
10. Discuss the nurse’s role in the administration of psychotropic medications.
11. Verbalize an understanding of the use of CAM and somatic therapies in patient care.

Clinical Course Goals & Objectives

The goals of clinical nursing education are to enable the students to apply theoretical learning, develop communication skills, perform safe therapeutic intervention, exhibit caring behaviors, apply ethical perspectives and develop critical thinking skills. In the clinical setting the student will have the opportunity to:

1. Apply holistic nursing, and psychological theories in response to the behavioral health challenges of individuals and their families.
2. Use a holistic framework to guide beginning nursing practice in a variety of behavioral health care settings.
3. Demonstrate therapeutic communication and relational skills to assist patients and families encountering behavioral health care concerns and challenges.
4. Demonstrate beginning level competencies in providing nursing responses based on age considerations for individuals and families dealing with behavioral health concerns and challenges.
5. Build beginning collegial relationships with clinical team members, including faculty and students.
6. Implement holistic, culturally competent and evidenced-based nursing plans of care based on the nursing process and principles of behavioral health.
7. Utilize clinical reasoning to provide a safe and therapeutic care environment for patients and families.
8. Incorporate values of the profession in the delivery of care within a clinical setting.
9. Demonstrate recognition of Texas Board of Nursing Practice Standards as they apply to clinical practice in behavioral health settings.
10. Discuss the nurse’s role in the administration of psychotropic medications.
11. Verbalize an understanding of the use of CAM and somatic therapies in patient care.

IDEA Student Learning Objectives (SLO): (objectives 2-5 & 8). At the completion of the course, the student will be able to apply these objectives to:
1. (IDEA SLO 2) Learning fundamental principles, generalizations, or theories
2. (IDEA SLO 3) Learning to apply course material (to improve thinking, problem solving, and decisions)
3. (IDEA SLO 4) Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. (IDEA SLO 5) Acquiring skills in working with others as a member of a team
5. (IDEA SLO 8) Developing skill in expressing oneself orally or in writing.

PRINCIPAL UNITS OF THE COURSE (Topical Outline)
I. Foundation/Principles of Psychiatric Nursing Care
   1. Historical Perspectives: Mental Health/Mental Illness
   2. Theory as a Foundation of Nursing Practice in Mental Health
   3. Neuroscience in Practice
   4. Holistic Nursing Practice
   5. Psychopharmacology: Drugs used in the treatment of psychiatric & mental disorders
II. Tools for Behavioral Health Nursing
    1. Evaluator Role: The Nursing Process
    2. Process Theory, Growth & Development in Mental Health Nursing
    3. Therapeutic Communication
    4. The Nurse-Client Relationship
    5. Self-Care for the Nurse
III. Behavioral Health Illness Considerations
   1. Epidemiological Considerations
   2. Legal/ Ethical Theories & Principles
   3. Cultural Considerations
   4. Response to Diversity
   5. Characteristics of social, environmental and spiritual factors impacting mental health/mental illness.
   6. Spiritual Considerations

IV. Challenges to Behavioral Health: Mental Illness
   1. Treatment Modalities
   2. Management of Individuals and Families with Crisis
   3. Anxiety Disorders
   4. Management of Individuals and Families with Mood Disorders/Stabilization of affect
   5. Depression
   6. Bipolar Disorders
   7. Eating Disorders
   8. Schizophrenia/Psychotic disorders
   9. Personality Disorders
   10. Management of Individuals and Families, with Psychoactive Substance
   11. Suicide
   12. Self-Regulation Disorders
   13. Disorders of Infants, Children/ Adolescents

V. Challenges to Behavioral Health: Special Populations
   1. Acutely Ill Patients with Emotional Distress
   2. The Elderly
   3. Children
   4. Adolescents
   5. The Homeless
   6. Incarcerated
   7. Torture Victims
   8. Military and Their Families

VI. Challenges to Behavioral Health: Violence in Mental Health Nursing
   1. Violence in the Home
   2. Violence in the Workplace
   3. Community and Global Violence
   4. Nursing Perspective on Violence
   5. Management of Individuals and Families with Abuse & Violence: Intervention
METHOD OF ASSESSMENT

**Successful Completion of a Nursing Clinical Course** is defined as follows:

1. Weighted 75% test average. Student must achieve a 75% weighted course average on tests for other evaluative components to be added for final course grade. Students who do not achieve 75% weighted average will be awarded his/her exam average grade as a course grade.
2. Completion of all course assignments and tests.
3. Completion and submission of clinical assignments and written work.
4. Achievement of a final course grade of C or higher (≥ 75).
5. A satisfactory clinical evaluation.
6. Grades at 0.5 or higher will be rounded up.

**Methods of Instruction**

- Assigned readings from required textbook
- Online instruction and activities via Black Board,( journaling, discussion board)
- Small group work
- Class discussion
- Clinical activities: Students will be exposed to clinical experiences at various clinical settings that include:
  - Process recordings
  - Genograms
  - Mental status exam
  - Assessment worksheets
  - Reflective journaling or creative art reflection
  - Commitment court proceedings observation (depends on the clinical site)
  - ECT observation (depends on the clinical site)
  - AIMS assessment

**Therapeutic Communication Skill Lab:** Effective communication skills for clinical practice are essential for all nurses. Working with communication skills in the laboratory provides an opportunity to focus on development of communication skills and enables nursing students to apply these skills in working with patients, families, and the health care team.

**Medication Quiz:** *This* quiz is designed to assess knowledge of content related to mental illnesses and related symptomatology. The medication quiz demonstrate competency in assessing drug calculations, mechanism of actions, side effects and adverse effects.

**Medication Exam:** The medication exam is designed to further assess knowledge of medications used to treat symptoms of mental illnesses, to demonstrate competency in assessing side effects and adverse effects. The medication exam will consist of 50 multiple-choice items and drug calculations.
**Exams I and II:** are designed to evaluate reading competency and critical thinking through application and analysis of the course material/content and will consist of multiple-choice items.

**Clinical Evaluations:** Clinical evaluations will be graded on a **Pass/Fail** basis and will be completed by the clinical faculty and preceptors. Only the Final evaluation will be completed unless a student’s clinical performance or behavioral warrants a Midterm evaluation.

**Professional Behaviors:** is measured on the following criteria: Regular attendance, arriving to class on time; paying attention during lectures; respectful listening when the professor or your peers are speaking; your ability to be fully engaged in your learning without texting, checking your phone or email, or participating in other digital distractions; your ability to stay awake, etc. Professional behaviors are counted as a percentage of the course grade.

**Clinical assignments completed by the student will include:**
- **Mental Status Exam (MSE): Clinical Activity** - The MSE is one component of the assessment and provides a way to structure data about aspects of the patient’s mental functioning.
- **Communication Lab:** Paired activity
- **Process Recording:** Clinical Activity - Process recording is a tool used by the student to refine interviewing skills, improve written expression, identify strengths and weaknesses, and improve self-awareness.
- **Reflective Journals or Creative Art Reflection:** The purpose of this activity is to facilitate students’ reflective expression of their behavioral health clinical experience.
- **Genogram:** Clinical Activity
- **AIMS Assessment Check-off:** Lab/Clinical Activity

**Shadow Health Avatar Simulation (Mental Health Module):** The Shadow Health® Digital Clinical Experience™ (DCE) provides a dynamic, immersive experience designed to improve your skills and clinical reasoning through the examination of digital standardized patients. Although these patients are digital, each one breathes, speaks, and has a complex medical and psychosocial history. You will be completing Shadow Health assignments throughout the course.

The Mental Health DCE assignments will be worth five percent of your final grade. Each assignment will be graded using the DCE Score, which you will see when you submit your work.

**HESI Specialty Exams**
A HESI Specialty exam will be administered twice in this course. All students are required to complete the online HESI remediation for HESI Specialty Exam #1 before finals week and
administration of Specialty Exam. The higher raw score will be used for readiness and progression assessment. The higher conversion score of the two HESI exams will be recorded in the grade book as the final exam grade. This exam is 25% of the course grade.

### Revised Weighting of Assignments Due to Hurricane Harvey Wednesday, March 28, 2018

<table>
<thead>
<tr>
<th>Didactic Grade</th>
<th>80%</th>
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<tbody>
<tr>
<td><strong>Quiz</strong></td>
<td></td>
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<tr>
<td>Medication Quiz</td>
<td>5%</td>
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<tr>
<td><strong>Exams</strong></td>
<td></td>
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<tr>
<td>Medication Exam</td>
<td>25%</td>
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<tr>
<td>Exam I</td>
<td>25%</td>
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<tr>
<td>HESI Specialty Exam Psychiatric Mental Health Final Exam</td>
<td>25%</td>
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<tr>
<td><strong>Lab (Graded Assignments)</strong></td>
<td>15%</td>
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<tr>
<td>Reflective Journal or Creative Reflective Art Piece</td>
<td>10%</td>
</tr>
<tr>
<td>Shadow Health Avatar Simulation</td>
<td>5%</td>
</tr>
<tr>
<td>Communication Skill Lab Exercise</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td><strong>Professional Behaviors</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Clinical Graded Assignments (Must receive satisfactory or acceptable on all assignments to receive the percentage for the assignment)</strong></td>
<td>5%</td>
</tr>
<tr>
<td>Abnormal Involuntary Movement Scale (AIMS)</td>
<td>1%</td>
</tr>
<tr>
<td>Mental Status Exam (MSE)</td>
<td>1%</td>
</tr>
<tr>
<td>Process Recording Activity</td>
<td>1%</td>
</tr>
<tr>
<td>Genogram</td>
<td>1%</td>
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<tr>
<td>Depression Screening</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Clinical Grade (Must Pass All Areas with ≥ 75% to Pass)</strong></td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Clinical Rotation Evaluation (Midterm/Final)/ Weekly Clinical Worksheet</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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**Course Grading Rules**

Students are responsible for monitoring their own grades in Bb under the My Grades tab. Any discrepancies must be reported to the Course Coordinator in a timely fashion.

Grades are awarded based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
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<tr>
<td>B</td>
<td>84 - 86</td>
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<tr>
<td>B-</td>
<td>81 - 83</td>
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<tr>
<td>C+</td>
<td>78 - 80</td>
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<tr>
<td>C</td>
<td>75 - 77</td>
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<tr>
<td>C-</td>
<td>72 - 74</td>
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<tr>
<td>D+</td>
<td>69 - 71</td>
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<tr>
<td>D</td>
<td>65 - 68</td>
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<tr>
<td>F</td>
<td>&lt; 65</td>
</tr>
</tbody>
</table>
Testing Average
Students must receive a **75% weighted average or above on all testing items** in order to receive a passing score for the course.

Students who receive a test grade below a “C” will be referred to the Faculty Academic Coach (FAC). Students may review their course exams during a 2-week period following exams by scheduling an appointment with the Course Coordinator or Faculty Academic Coach (FAC).

UNIVERSITY-PEAVY SCHOOL OF NURSING (UST-PSON) COURSE POLICIES

1. Attendance/Tardiness/Participation

   (a) **Attendance**: Class attendance is required and the student is responsible for all material covered. If the student is not able to attend class, the student is to notify the instructor before the missed session. Failure to notify the instructor could constitute an unexcused absence as determined by the Course Coordinator.

   (b) **Absence and Tardiness Policies**: Absences and tardiness are recorded beginning from the first class session after the student has enrolled in the course. Course Coordinators are not obligated to allow students to make up work they miss due to unexcused absences. Students who have excessive absences will be at risk for failing the course, might not be allowed to take the final exam, or might receive an Incomplete. (Course Coordinators may apply additional attendance policies as deemed appropriate to individual courses). Refer to the UST-PSON Student Handbook.

   (c) **Dropping a Class**: **YOU MUST OFFICIALLY DROP OR WITHDRAW FROM A COURSE**. Once a student registers for a course, the student will receive a grade for the course unless the drop or withdrawal process is completed through the Registrar’s Office. This includes students who may have never actually attended class or who may never have completed payment of tuition and fees for each course.

   (d) **Computer Use Policy**: Students may use their own personal electronic devices to take notes or refer to class materials in class but **NOT** during quizzes or exams. Students will be told to turn off electronic devices if they are being used in ways that are not permitted in the classroom and during exams/quizzes.

   (e) **Mobile Electronic Devices**: All personal electronic mobile devices will be kept on vibrate or silent mode. **No** texting or talking on phones is permitted during class time. Any personal recording during class requires the instructor’s permission. All emergency situations must be handled outside of the classroom environment.

   (f) **Netiquette**: Refers to the generally accepted rules of behavior for communicating in an online environment.

   Please follow these guidelines in all your online responses and discussion groups.

   **RESPECT**. We would like to suggest respectful exchanges as a basic ground rule. We
feel that informational errors should be pointed out respectfully (even if stated strongly). Disagreements that honor the viewpoints of the various contributors are productive and can lead to new learning and understanding. If you use abusive or offensive language, you will be blocked from the discussion area and potentially removed from this course. If that is the case, you will not receive a refund of your tuition or fees.

**PRIVACY.** Keep in mind not only your own privacy rights but others' as well. Do not reveal any information that you deem private.

**BE CONSIDERATE** of grammatical/spelling errors.

**REMEMBER** that humor and satire are often misinterpreted online. Communication is more than words. So be prepared for some misunderstanding and requests for clarification.

**BE SUPPORTIVE.** We are all still learning. Our job is not to judge or condemn or even praise, although genuine encouragement is a necessary ingredient. We are here to provide information, to address topics in a discussion forum, and to provide assistance in helping each participant use her/his own unique learning style. Reflection generally precedes growth. So reflect upon what is said, provide sincere comments, and hopefully, we will all grow.

One good way to avoid problems is to reread your postings before sending them. Something written in haste may be misread.

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2. **Missed Assignments/Exams and Late Assignments**

   (a) **Missed Tests/Quizzes:** Students who are not able to take a test when it is scheduled must notify the faculty member as soon as possible before the test period begins. The Course Coordinator will determine the make-up process, if any.

   (b) **Late Work:** Assignments are due at the beginning of the class period unless otherwise indicated. All late papers/assignments will have five (5) points deducted per day, this includes weekend days. Due dates will be provided in the course calendar. Assignment guidelines and grading rubrics will be provided in Bb.

   (c) **Incomplete Grades:** The faculty may grant an incomplete if a student has not met all of the criteria for passing the course. Such situations may include students who have a documented emergency in the last few days of a semester.

3. **Testing Policies**

   **Exam Regulations**

   (a) **UST-PSON Classroom Exam Agreements**

       - All bags are placed outside of classroom on cart.
       - All personal items (including phones) are placed outside classroom.
       - All phones MUST be off or silenced.
• No bottles or food on desks at any time.
• Test items should never be copied/pasted/forwarded/photographed or reproduced in any form.
• Scrap paper will be provided by faculty.
• Scrap paper must be returned to faculty with the student’s name on it when the student completes the exam.
• Concerns about specific test questions should be written on scrap paper and personally handed to faculty at the end of the exam.
• Scrap paper will be provided by faculty.
• Scrap paper must be returned to faculty with the student’s name on it when the student completes the exam.
• Concerns about specific test questions should be written on scrap paper and personally handed to faculty at the end of the exam.
• Students cannot leave the classroom for any reason during the exam (except for exams lasting more than 2.5 hours and only one student may leave at a time).
• Students must exit the classroom quietly immediately after completing the exam.

(b) Students must direct all questions and concerns to the exam facilitator by raising their hand. Failure to comply may lead to student being asked to leave the classroom.

(c) Students will not be allowed into the classroom to take the exam after the scheduled start time. The Course Coordinator will determine the consequences of missing the exam(s).

4. Academic Integrity of Student Work

UST students should demonstrate integrity in all of their activities, both personal and professional. Any unprofessional behavior or failure to adhere to the honor system is a serious violation of integrity and may result in failure of the course. The current UST Student Handbook is located in Bb under My Organizations, then SON Student Resources.

The UST-PSON Student Handbook contains detailed information on plagiarism and related policies. The UST-PSON Student Handbook is located in Bb under My Organizations, then SON Student Resources. Students are held accountable for knowing and adhering to these policies.

5. Policy on Written Assignments

The Publication Manual of the American Psychological Association (most current edition) is the required style manual that must be used in writing papers in the UST-PSON.

6. ADA Student Accommodations

In accordance with Section 504 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008, the University of St. Thomas will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities for students who need accommodations. The University must balance the individual’s right to receive equal access and the University’s right to ensure the integrity of its programs. Students
should be aware of and take into consideration if their accommodations conflict with the AACN (2001) Nursing Essential Functions as identified in the SON Student Handbook.

Students seeking academic accommodations must schedule an intake appointment in the Office of Counseling and Disability Services (CDS) on the 2nd floor of Crooker Center. This office is open Monday through Friday, 9 am – 5 pm. To receive accommodations, students must provide information that validates that a disability exists. This may include professional documentation that identifies the disability and indicates substantial limitations in daily activities as they relate to the academic environment. Each student’s situation is individually assessed and reviewed. Once approved, letters of accommodation (LOAs) are issued and the student should distribute them to their Course Coordinator and Academic Advisor. Academic accommodations are not applied retroactively; it is best to request new LOAs early each semester.

Students should contact the Course Coordinator immediately if new needs arise. Students can see the instructor before or after class or request another time to discuss such matters. Confidential information regarding accommodations is only shared with faculty, staff, or administration on a need-to-know basis with the student’s written permission.

For more information about Disability Services, contact CDS at 713-525-6953 or 713-525-2169.

7. Course and Instructor Evaluations

There is an end of semester evaluation for this course and the Course Coordinator. This evaluation is confidential. Students are strongly encouraged to complete the evaluations because input is very valuable. Instructions on how to access evaluations will be provided two to three weeks before the end of each semester.

METHODS OF BLENDED LEARNING

Blended learning is an educational approach that assesses and integrates the strengths of face-to-face, mobile, and online learning to address a course’s educational goals. The use of multiple interactive learning environments outside the classroom makes interaction inside the classroom more effective and productive. All SON courses are offered in a blended learning or completely online format. These formats incorporate teaching and learning activities using online and/or face-to-face methods of instruction. Blackboard (Bb), a web-based management system, houses the main components of the courses. Course content, assignments, due dates, and quizzes will be provided through Bb. Students must use UST email to respond to the course instructors and peers about assigned topics. Students must participate in all online (graded or ungraded) activities.

This course has content/activities delivered from multiple directions and multiple dimensions both synchronous and asynchronous. This course has three main components:
The Syllabus which has key information for the course along with course guidelines and expectations.

Grading Rubrics which communicates grading guidelines. It can also provide the student with a basis for self-evaluation, reflection, and peer review.

Course Content Outline/Calendar which communicates class date, time, and location; assignments and exams that are due in both environments, in and out of class; and clinical rotation times, depending on type of course.

Some Helpful Information

- Access to internet – You must have daily access to the internet and use Bb site regularly between classes to keep up with announcements and to complete assigned activities.

- Learning is not a spectator sport – You are expected to take responsibility to actively use the online materials and manage your time so that you complete assigned readings and online activities in between face-to-face sessions.

- Use of new technologies – Online tutorials on the use of Bb tools are located at http://www.stthom.edu/Offices_and_Services/Information_Technology/Services/Training/Student_Tutorials.aqf?Page_ID=5512. Training on how to use other required technologies will be provided to students by the faculty as needed.

Shadow Health Support:
1. Contact Shadow Health with any questions or technical issues regarding Shadow Health before contacting your instructor.

Technical Requirements
2. Tablets and mobile devices are not currently supported.
3. Recommended web browser is Google Chrome.

- Student resources: Students are encouraged to access the UST library as well as other appropriate internet sources as needed.

- Library Link – Nursing Section Add Link

- Student computing services – Call the UST Help Desk at 713-525-6900 or email lthelp@stthom.edu. Available services are detailed on their website.
Nursing Success Center (NSC) – Provides academic advising, peer mentoring, state board licensing preparation, study skills tutorials, and time management tutorials for nursing and pre-nursing students.

CLINICAL EXPECTATIONS AND GUIDELINES

Clinical objectives for this course are listed above in this syllabus under Clinical Course Goals & Objectives. The clinical component of this course is graded as Pass or Fail. This clinical experience meets the requirement for the Texas Board of Nurses. The student will demonstrate skills and knowledge learned in the classroom and simulation laboratory during supervised clinical experiences.

Clinical Failing Behaviors: Clinical failing behaviors are based on the Texas Board of Nursing Standards of Professional Practice §217.11 and Unprofessional Conduct rules §217.12 (http://www.bon.state.tx.us/nursinglaw/pdfs/bon-rr-0910.pdf). A list of clinical failing behaviors is in the UST-PSOn Student Handbook. Some examples include but are not limited to:

- Performance is unsafe.
- Questionable decisions are often made.
- Lacks insight into own behaviors and that of others.
- Significant difficulty in adapting to new ideas/functions.
- Continues to need additional guidance and direction beyond a reasonable period of time.
- Demonstrates professional misconduct.

Criteria for Clinical Grading: Criteria for each clinical competency on clinical evaluation forms is rated as meets, exceeds, or does not meet expectations. Critical items require a rating of at least “meets expectations” on the final evaluation.

Clinical Attendance: Students are expected to attend all of the clinical hours for this course in order to meet required learning outcomes. The Course Coordinator or Clinical Instructor will contact students in the event that clinical is cancelled due to inclement weather or emergency situations. Attempts will be made to schedule clinical make-up days. Failure to arrive at the clinical site during a scheduled assignment without at least two hours prior notification to the clinical instructor may result in failure of a clinical course, as determined by the faculty.

Students who are unable to complete required clinical hours due to excused clinical absences may receive an Incomplete in the course. An Incomplete may result in delayed progression in the academic program.

Clinical Preparedness: Students are expected to arrive at the clinical agency prepared to care for assigned client(s). Students who are not prepared to care for assigned clients may be sent home and will receive a written warning for that clinical day. Students may be required to submit an assignment (e.g., written paper, formal presentation) to the clinical faculty following established
criteria in addition to completing all of the clinical hours for this course. This includes professional appearance and uniform requirements. Refer to the most current UST-PSON Student Handbook.

**Clinical Dress Policy:** Uniforms and name badges are worn when on duty in the hospital and in the community during the clinical nursing experience. Attire must be neat and appropriate. Students not following the dress code may be sent home and will receive a written warning for that clinical day. Review the UST-PSON Student Handbook for detailed information regarding the dress policy.

**Clinical Evaluations:** The purpose of clinical evaluations is to provide feedback to the student and faculty. Students will be asked to complete clinical evaluation forms about self-evaluations, faculty evaluations, and clinical site evaluations. Formative feedback is provided during each clinical experience. Clinical warnings may be issued any time during the clinical rotation.

**CLASS SCHEDULE**
See schedule in Blackboard


**Revised and Approved by SON Faculty – December 2014**

**Revised:**
- April 21, 2016 AC
- June 20, 2017 AC/jsc
NURS 4552 Holistic Nursing: Behavioral Health

Acknowledgement of Receipt of Course Syllabus

Course faculty will review the syllabus on the first day of class. I understand that it is my responsibility to read the syllabus which is available on Blackboard. If I am unclear about any portion of the syllabus, I will ask for clarification from the Course Coordinator, as well as, refer to the UST-PSON and UST Student Handbooks.

This form must be signed on or before the 2nd week of class.

Initial the following statement and sign below. This form will be placed in your SON student file.

_______ I acknowledge that I have access to the online NURS 4552 Holistic Nursing: Behavioral Health course syllabus.

_______ I acknowledge that I have read the syllabus and that I have been given an opportunity to ask questions about the details of the course.

_______ I acknowledge that I understand the methods of evaluation and course grading rules.

_______ I acknowledge that I have sufficient information to sign this form. I understand its contents.

Printed Name: _______________________________________

Student Signature _____________________________________ Date: ________________

Revised and Approved by SON Faculty – December 2014
**HIPAA/CONFIDENTIALITY AGREEMENT**

Insert Course number and name

**Introduction**

Protected Health Information (PHI) is individually-identifiable information that includes, but is not limited to, patient’s name, account number, birth date, admission and discharge dates, photographs, and health plan beneficiary numbers. PHI includes patient information based on examination, test results, diagnoses, response to treatments, observations, or conversations with patients. This information is protected and patients have a right to the confidentiality of their patient care information whether this information is in written, electronic, or verbal format.

Faculty and students enrolled in the University of St. Thomas, Peavy School of Nursing (UST-PSON) program have access to patient information. Students are exposed to PHI during their clinical rotations in healthcare facilities. Medical records, case histories, medical reports, images, raw test results, and medical dictations from healthcare facilities are used for student learning activities. Students and responsible faculty may also be issued computer passwords to access PHI. Therefore, all patient identification must be removed from all submitted assignments and all healthcare information must be protected and treated confidentially.

**Directions:** Initial each row to accept responsibility for upholding the PSON Policy on Confidentiality of Personal Health Information.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>It is the policy of the UST-PSON to keep PHI confidential and secure.</td>
</tr>
<tr>
<td>2.</td>
<td>Any or all PHI, regardless of medium (paper, verbal, electronic, image or any other), is not to be disclosed or removed from the clinical agency.</td>
</tr>
<tr>
<td>3.</td>
<td>Whether at the school or at a clinical site, students are not to discuss PHI, in general or in detail, in public areas under any circumstances, including hallways, cafeterias, elevators, or any other area where unauthorized people or those who do not have a need-to-know may overhear.</td>
</tr>
<tr>
<td>4.</td>
<td>Unauthorized removal of any part of original medical records is prohibited. Students and faculty may not release or display copies of PHI. Case presentation material will be used in accordance with healthcare facility policies.</td>
</tr>
<tr>
<td>5.</td>
<td>Students and faculty shall not access data on patients for whom they have no responsibilities or “need-to-know” the content of PHI concerning those patients.</td>
</tr>
<tr>
<td>6.</td>
<td>When computer IDs and passwords are assigned to individual students and faculty, students and faculty are responsible and accountable for all work done under the associated access.</td>
</tr>
<tr>
<td>7.</td>
<td>Computer ID or passwords may not be disclosed to anyone. Students and faculty are prohibited from attempting to learn or use another person’s computer ID or password.</td>
</tr>
<tr>
<td>8.</td>
<td>Students and faculty agree to follow the agency’s privacy policies.</td>
</tr>
<tr>
<td>9.</td>
<td>Breach of patient confidentiality, by disregarding PHI policies, may be grounds for dismissal from the agency and/or from the PSON nursing program.</td>
</tr>
</tbody>
</table>

- I agree to abide by the above policies and other policies at the clinical site. I further agree to keep PHI confidential.
- I understand that failure to comply with these policies will result in disciplinary actions.
- I understand that Federal and State laws govern the confidentiality and security of HIPAA/PHI information and that unauthorized disclosure of PHI is a violation of laws and may result in civil and criminal penalties.
- I understand that this signed form will be placed in my UST-PSON student’s file.

__________________________________________
Printed Name

__________________________________________
Signature of Student  Date