**Bethany Lutheran College**

**Mental Health Nursing**

**NURS 430**

**Spring 2024**

*“So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand.” Isaiah 41:10 (NIV)*

**Course Days/Time/Location Mondays & Wednesdays 1030-1220 HH 310**

 **Clinical/Simulation: select Thursdays & Fridays + conference select Mondays 1330**

**Credit/Classroom Hours** 3 credits; 2 classroom hours/wk

 45 clinical hours/semester

**Course Faculty Name: Deb Matzke-Lewis, MSN RN Office: 507-344-7490**

**Phone: 507-380-7249 E-mail: Deborah.MatzkeLewis@blc.edu**

**Course Description**

This course introduces students to psychiatric and mental health nursing for individuals, families, and groups. Emphasis is on self-understanding in the student, medication and non-medication interventions, group interventions, therapeutic environments, and therapeutic communication within the nurse-client relationship. Commonly occurring mental health disorders are studied including addictive behaviors, personality disorders, thought disorders and mood disorders. Clinical practicum experiences will occur in traditional and non-traditional mental health care settings.

Health Continuum: Wellness-Behavior; Acute-Behavior; Chronic-Behavior

Lifespan: Adult, Elderly

This course is required for the B.S. in Nursing. Only students progressing in the nursing major may register for this course.

This course provides the student with learning opportunities aligned with the following Bethany Lutheran College Institutional Objectives:

1. Recognize that the historic Christian faith professes that God the Holy Trinity is the source of all knowledge and truth, and that His wisdom is most clearly revealed in the life, death, and resurrection of Jesus Christ.

2. Demonstrate intellectual, creative, and problem-solving skills.

3. Demonstrate an understanding of personal and public responsibility.

4. Develop habits of thinking that apply to a fulfilling life of learning.

**Prerequisites and Co-Requisites**

Successful completion of NURS301, NURS310, NURS320, NURS331, NURS340, NURS350, NURS360, NURS370, NURS400, NURS410, NURS420

Concurrent registration in or successful completion of NURS440, NURS450, NURS460

**Textbooks and Course Materials**

***Required***

Halter, M.J. (2022). *Varcarolis’ Foundations of psychiatric mental health nursing: A clinical approach (9th ed).* Elsevier/Saunders. (ISBN: 978-0-323-69707-1)

Halter. (2022). *Elsevier Adaptive Quizzing for Halter Varcarolis’ Foundations of Psychiatric-Mental Health Nursing 9th ed.* Elsevier. (ISBN 978-0-323-876032). Course ID: 165749\_straylor6\_1002

Elsevier. (2022). *Clinical Skills: Skills for Nursing Collection*.Elsevier. Course ID: 155081\_straylor6\_1005

Evolve. *HESI RN Case Studies with Practice Tests.*Course ID: 161383\_straylor6\_1005

Evolve. (2020). *Elsevier Adaptive Quizzing for Pharmacology and the Nursing Process* (9th ed). Course ID: 165739\_straylor6\_1001

Shadow Health. (2021*). Mental Health* *Digital Clinical Experiences [Software].* (ISBN: 978-0-323-7537-2-2). Course ID: 165723\_straylor6\_5002

Skidmore-Roth, L. (2023). *Mosby’s Drug Guide for Nursing Students* (15th ed.). Elsevier, Inc. (ISBN: 978-0-443-10593-7).

***Recommended***

Ackley, B.J., Ladwig, Flynn Makic, M.B., Martinez-Kratz, M., Zanotti, M. (2020). *Nursing diagnosis handbook: An evidence-based guide to planning care* (12th ed.). Mosby/Elsevier. (ISBN: 978-0-323-55112-0).

Gray Morris, D.C. (2018). *Calculate with confidence* (7th ed.). Mosby/Elsevier. (ISBN: 978-0-323-39683-7).

Lilley, L.L., Rainforth Collins, S. & Snyder, J.S. (2023). *Pharmacology and the Nursing Process* (10th ed.). Elsevier, Inc. (ISBN: 978-0-323-82797-3).

Mauk, K.L. & Hobus, M.E. (2021). *Nursing as Ministry.* Jones & Bartlett Learning. (ISBN: 978-284-17034-4).

**NURS 430 Course Objectives**

|  |  |  |  |
| --- | --- | --- | --- |
| **Upon completion of this course, the learner will:** | **Student Learning Outcome\*** | **CCNE Baccalaureate Essential** | **Assessment Methods** |
| 1. Describe the physiologic, pathophysiologic, and behavioral processes of clients with various addictive behaviors, personality disorders, thought and mood disorders.
 | 1 | I | HESI Case Studies, Exams |
| 1. Recognize variations in assessment, diagnostic studies, disease processes, and in the physical, mental, and functional status of clients with mental illness.
 | 1, 16 | I, IX | HESI Case Studies, Exams |
| 1. Identify the roles and functions of the psychiatric mental health nurse in traditional and non-traditional health care settings.
 | 1, 2 | I | HESI Case Studies, In-class discussion |
| 1. Identify appropriate therapeutic interventions to treat various mental health disorders.
 | 1 | I | Exams, HESI Case Studies |
| 1. Explain the mechanisms of action, indications, and adverse effects, routes of administrations, precautions, contraindications, drug to drug interactions, and related nursing interventions of drugs to treat various addictive behaviors, personality disorders, thought and mood disorders.
 | 1 | I | Medication Quizzes, Exams |
| 1. Discuss ethical issues related to the nursing care of clients with mental illness.
 | 14 | VIII | In-class discussion, HESI Case Studies |
| 1. Examine global, cultural, and socioeconomic factors that impact the nursing care of clients with mental illness in traditional and non-traditional mental health care settings.
 | 8 | V | In-class discussion |
| 1. Report relevant, recent research findings related to the prevention and treatment of mental illness.
 | 5, 6 | III | Health Topic Analysis & Discussion |
| **Upon completion of the clinical practicum, the learner will:** | **Student Learning Outcome\*** | **CCNE Baccalaureate Essential** | **Assessment Methods** |
| 1. Integrate knowledge and evidence from the liberal arts and sciences to provide safe, quality, evidence-based nursing care to clients with mental illness.
 | 1 | I | Reflective Clinical Log;Simulation |
| 1. Apply the nursing process to facilitate optimum health in the care of clients with mental illness.
 | 1, 5, 6, 9, 10, 15, 16, 17, 18 | I, III, VI, VIII, IX | Clinical Reasoning Paper;Simulation |
| 1. Develop and implement a teaching plan appropriate for the needs and ability of a client with mental illness.
 | 17 | IX | Teaching Plan; ClinicalSimulation |
| 1. Provide compassionate, holistic, patient-centered, and culturally congruent nursing care to clients with mental illness.
 | 16 | IX | Reflective Clinical Log;Simulation |
| 1. Collaborate and communicate with other healthcare professionals and patients to provide safe quality care to clients with mental illness.
 | 9, 10, 11 | VI, VII | Reflective Clinical Log;Simulation |
| 1. Employ principles of quality improvement to promote change in healthcare systems and enhance safe, quality health care delivery to clients with mental illness in the mental health care setting.
 | 4 | II | QI Worksheet Assignment |
| 1. Promote factors that create a culture and environment of safety for clients with mental illness.
 | 9 | VI | Reflective Clinical Log;Clinical Simulation |
| 1. Evaluate critical thinking and clinical reasoning processes used in nursing care for clients with mental illness.
 | 6, 16 | III, IX | Reflective Clinical Log;Simulation |
| 1. Demonstrate professional standards of behavioral, moral, ethical, and legal conduct when providing nursing care to clients with mental illness.
 | 13, 14 | VIII | Reflective Clinical Log;Simulation |
| 1. Evaluate methods used to facilitate a therapeutic nurse-patient relationship and therapeutic communication with a client with mental illness.
 | 2, 10, 16 | I, VI, IX | Reflective Clinical Log;Simulation |

*\*See Program Student Handbook for Student Learning Outcomes linked to CCNE Baccalaureate Essentials*

**Teaching-Learning Activities**

Teaching-learning activities in NURS 430 include (a) class seminars, (b) small group work, (c) online learning activities, (d) group presentations, (e) experiential learning, (f) written assignments, (g) quizzes, and (h) other collaborative learning activities. Please refer to “The Teaching-Learning Process” in the 2023-2024 Program Student Handbook.

**Course Assignments and Grading**

|  **NURS 430 Assignments** | **Related Course Objective(s)** | **Points** | **Due Date** |
| --- | --- | --- | --- |
| Exams (4)* Exam 1- 40 points
* Exam 2 - 40 points
* Exam 3 – 40 points
* Final Exam – 60 points
 | 1-8 | 180 | 1/24/242/7/242/21/243/11/24 |
| \*\*Case Study Assignments (6 X 5) | 2-4 | 30 | See Course Calendar |
| \*\*Health Topic Analysis & Discussion  | 8 | 20 | Varies by topic |
| Medication Quizzes (3) | 5 | 30 | See Course Calendar |
| \*\*Clinical Reasoning Papers (3 X 10) | Clinical 2 | 30 | See Course Calendar |
| \*\*Simulation Teaching Plan | Clinical 3 | 10 | See Course Calendar |
| Reflective Clinical Logs (4) | Clinical 1, 4, 5, 7-10 | 40 | See Course Calendar |
| \*\*Quality Improvement Worksheet | Clinical 6 | 10 |  2/22/24 |
| Prep Assignments (7 X 10) | 1-8 | 70 | See Course Calendar |
| Simulation | Clinical 1-10 | 50 | See Course Calendar |
| ShadowHealth DCE assignments (5 X 10) | Clinical 1, 2, 4, 7 | 50 | See Course Calendar |
| HESI testing & remediation | 1-5, Clin 1, 2, 7 | 15 | See Course Calendar |
| Pharmacology Integration (10 X 2) | 5 | 20 | See course calendar |
| Professionalism | Clin 9 | 25 | Throughout course |
| **Total Points** | 580 |  |

*\*\* denotes essential assignment*

**Course Schedule & Reading Assignments-** Please refer to Spring 2024 Course Calendar.

**Grading**

A minimum score of 78% overall is required to pass the course. In addition to the overall percentage, you must:

1. Obtain a cumulative score of 78% on all theory exams

2. Obtain a cumulative score of 78% on clinical performance and assignments, lab assignments, and skill tests in courses with clinical, lab, and skill components

3. Satisfactorily complete assigned psychomotor and/or written graded and S/U activities

Grades in NURS courses are determined as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| A          95-100% | B+       87-90% | C+       78-80% Passing | D+       69-71% |
| A-        91-94% | B          84-86% | C         75-77% | D           66-68% |
|   | B-        81-83% | C-        72-74% | D-          63-65%F          62% and below |
|  |  |  |  |
|  |  |  |  |

*Refer to the 2023-2024 Nursing Program Student Handbook for complete grading policies.*

**Essential Assignments**

Each nursing course has assignments deemed essential for student demonstration of learning, application of content, safe performance of nursing skills, or achievement of course objectives. Essential assignments may be psychomotor or written assignments and must be satisfactorily completed in order to meet the requirements for passing the course. Unsatisfactory essential assignments must be rewritten or redone one time to earn a satisfactory score. Earned points from the first attempt will be counted towards the course grade.

**Attendance**

Class attendance is regarded as an essential part of the educational process. The most significant contributors to learning are attendance and active participation in all class sessions. Therefore, attendance will be taken and active participation and engagement in class discussions and learning activities will be noted.

* Students are expected to attend class in person for lecture unless they are following isolation procedures due to COVID exposure. Students who are unable to attend lecture in person due to COVID exposure are expected to attend class synchronously via Zoom live link.
* Students are required to attend class in person for skills lab, simulation, and clinical.
* Students are expected to take initiative in learning and prepare for all class sessions to participate actively in class discussions and activities. This includes completing assigned readings and preparatory assignments prior to class.
* Students will not be excused to meet the needs of another course, which includes coursework or testing for fulfillment of CNA certification, orientation for employment, or clinical orientation.
* Students may receive a zero for an unexcused exam, quiz, or practicum assignment.
* It is the student’s responsibility to present an excuse to his/her instructor/faculty and request make-up privileges. Unless extenuating circumstances, the absence request MUST be submitted prior to date to receive an excused absence. The instructor/faculty reserves the right to deem the absence excused or unexcused regardless of when the request was received.
* Students who are unable to attend classroom, skills lab, or clinical labs due to infectious illness or personal crisis are required to contact the instructor, and, if scheduled for a clinical experience, the clinical area to which the student is assigned. Notification is required to be made no later than one-half hours before the session begins. Failure to attend class sessions results in implantation of the Course Improvement Plan described in the 2023-2024 Program Student Handbook
* Attendance is taken at all testing activities (exams, quizzes, skills validations, etc.). When a student is unable to attend a scheduled testing activity due to a severe illness or personal crisis, the student is required to contact the faculty **prior to** the testing activity to explain the reason for the absence and arrange with the instructor a time to make-up the missed activity. All Testing Policies as described in the 2023-2024 Program Student Handbook will be followed. **All exams not taken on the original scheduled test date will be given a 5% penalty from the total points of the exam.**

**Quizzes and Exams**

Students are responsible for completing quizzes and exams as scheduled. Since quizzes are considered as part of preparation for new course content, quizzes are to be completed prior to presentation of the content. Quizzes that are not completed by the deadline cannot be made up. All medication quiz scores will count toward the overall course grade for NURS 430. All Testing Policies as described in the 2023-2024 Program Student Handbook will be followed.

Within NURS 430, there are three (3) unit exams covering content from preceding weeks’ assignments and course activities, plus one (1) comprehensive final exam at the end of the course. A study outline may be provided at the discretion of the course faculty to help guide a student’s preparation for each exam.

**Exam and Testing Policies**

The nursing program adheres to the Academic Honesty Policies in the current *Bethany Lutheran College Student Handbook* and *Bethany Lutheran College Nursing Program Student Handbook*. Unless otherwise indicated, policies in the nursing program student handbook take precedence over policies in the college student handbook.

***Absent/Late Policy***

Attendance is taken at all testing activities (exams, quizzes, skills validations, etc.). When a student is unable to attend a scheduled testing activity due to a severe illness or personal crisis, the student is required to contact the faculty **prior to** the testing activity to explain the reason for the absence and arrange with the instructor a time to make-up the missed activity. **Failure to notify the instructor of absence or tardiness prior to the testing activity will result in zero (0) points for the testing activity and the student will not have the opportunity to schedule or complete a make-up testing activity.** No extra time is allotted to the student when arriving late to exams. Students cannot make-up missed quizzes and there is no extra time allotted to the student when arriving late to quizzes. When a student misses a scheduled computerized exam, the make-up exam may be administered as a paper/pencil exam per faculty discretion.

***Make-up Exam Policy***

**All exams not taken on the original scheduled test date will be given a 5% penalty from the total points of the exam.** Students who have had a recent death in the family, military service, hospitalization, contagious illness, motor vehicle accident, or actively playing in a BLC athletic event may be excused from this 5% penalty policy pending evaluation of documentation. A written request for the 5% waiver and proof of the incident must be provided to the Director of Nursing within seven calendar days of the original exam date. This documentation must include proof of funeral, military service commander order, hospital discharge papers, documentation from the clinic verifying illness, or email from coach confirming presence and actively playing in game.

***Test Day Policies***

* Approximate timing of exams and quizzes is calculated at 1.5 min per question (Example 50 questions x 1.5min = 75 min). Please note that NCLEX exam allows approximately 1.3 min per questions; therefore, in the final semester of the nursing programs faculty may choose to enforce the 1.3 min per question rule.
* All electronic devices (phones, tablets, laptops, smart watches, etc..) must be turned off and stowed in backpack, purse, bag
* Personal items (hats, gloves, scarves, coats, notebooks, food, gum/candy, etc..) are not allowed within student reach and must be stowed in/with backpack, purse, bag
* All backpacks, purses, bags and personal items must be placed in the front or back of the room out of student reach and sight
* If permitted by faculty, students may have closed container beverages
* Additional rules per faculty may apply and must be adhered to
* No bathroom breaks during tests
* If space allows, students will be asked to sit every other seat
* Calculators will be within the exam or will be provided
* Scratch paper or white board and marker will be provided
* Any disclosure of information related to exam/test/quiz items from one section/student to another will be considered an academic dishonesty behavior for all involved and actions related to academic dishonesty will be implemented
* In situations where a student unintentionally skips a question during a computerized exam, the student will be asked to wait in the testing room until all students finish the exam. The student will review the question and answer options on the faculty computer, write their answer on paper, and initial the paper as submission of the question. Faculty will credit or not credit the point value in the exam as indicated by the student’s written answer.

***Exam Review***

Students who achieve 78% or less on any theory course exam and less than 90% on nursing dosage calculation exams are expected to meet with course faculty for exam review. Exam review must be completed within 7 days of the posting of exam scores. Students must schedule a time for exam review within 48 hours of posted exam scores. Students who fail to schedule a time for exam review within 48 hours of posted exam scores waive their right to exam review. Students will use the Loma Linda analysis tool to evaluate their exam. Faculty reserve the right to require exam review at any time and to complete a Course Improvement Plan with remediation activities.

Due to the comprehensive nature of final exams, there will be no student reviews of final exams. If a student has a concern about a specific item on a final exam, the student must email the faculty within 24 hours of testing requesting faculty to consider their concern when faculty completes exam analysis. The student must state the specific concern and provide supporting rationale from course materials. Faculty will acknowledge receipt of the student request but will not reply to the student with details regarding the outcome of the request in order to maintain test security. Final exam scores will be posted in MyBLC by 5 pm on the Friday of Finals Week.

***Exam Item Reconsideration Process***

In order to initiate the exam item reconsideration process, the student must complete the exam review and rationale process for the item the student is requesting. The student must attend the scheduled group review or schedule a review date and time with their faculty within one week of the scheduled group review date. The student needs to complete the Exam Item Reconsideration Form during the exam review. This reconsideration request consists of a 1- page maximum, handwritten response with the rationale for why the student’s chosen answer is an acceptable correct answer. All of the required information for the reconsideration must be cited and the information must come from the required or recommended text, course documents, and/or course resources.

The faculty will review any requests for reconsideration at the next course faculty team meeting. A MyBLC announcement will be posted explaining the decision regarding the request for reconsideration. Students should contact their instructor for more information about the request and rationale. At the time of the change, any student that is affected by the change will have points adjusted for that exam.

***Electronic Software***

During each course, assignments, exams, and quizzes will be required using electronic software. Examples of assignments using electronic software includes, but is not limited to: focused exams, integrated exams, unit exams, NCLEX-RN® readiness exams, adaptive quizzes, content lessons, SimChart®, and remediation activities. Satisfactory completion of all required electronic assignments and exams will contribute to successful progression in the nursing program. Failure to complete all assigned electronic activities in the course will result in failure of that course.

***Computerized Exam Policy***

All nursing program theory exams will be administered using a computerized method. If there are technical issues preventing all students from accessing the computerized exam, the exam may be rescheduled or a paper/pencil exam may be administered. If there are technical issues preventing an individual student from accessing the computerized exam, the student will be required to reschedule a date and time to take the computerized exam. For an individual test taker, the computerized exam must be rescheduled when the technical issue occurs and must be taken within three business days of the original exam date. When a student misses a scheduled computerized exam, the make-up exam may be administered as a paper/pencil exam per faculty discretion.

***Computerized Exam Delivery***

Computerized exams will be delivered online using a remote proctoring service or on campus with a faculty proctor. Nursing faculty and the Director of Nursing reserve the right to decide how exams will be delivered whether the class is delivered in an online or face-to-face format. Students are required to test during scheduled testing times whether remote or on campus. Students are expected to attend on campus testing sessions unless extenuating circumstances (campus closure, COVID exposure) prevent testing on campus.

**Assignments**

Students are responsible for completing all course assignments and learning activities on the scheduled due date. Method of submitting written assignments and when assignments are returned are per faculty discretion. All assignments are due at the beginning of class on the specified time and due date.  All assignments must achieve a satisfactory score (78%) in order for the student to pass the course.If a student is unable to turn in an assignment on the due date, it is the student’s responsibility to contact the instructor or faculty prior to the assignment due date and make arrangements for a mutually agreed upon completion date.  **If the student does make arrangements prior to when the assignment is due, a late penalty of 10% deduction of total possible points on the assignment per calendar day late (includes weekends and holidays) may be applied per faculty discretion.** **If the student does not make arrangements prior to when the assignment is due, a late penalty of 10% deduction of total possible points on the assignment per calendar day late (includes weekends and holidays) will be applied up to seven (7) days. After seven (7) days late, the student must complete the assignment but will earn zero (0) points on the assignment.**

Please note that an email or text message notifying the instructor that an assignment will be late is not sufficient to waive the late penalty, although this type of notification/communication with the instructor is an important part of building professionalism.

***Case Study Assignments-*** Each student is expected to complete a minimum of 6 case studies as assigned by the instructor. Each case study is designed to assist the student’s ability to recognize variations in assessment, diagnostic studies, disease processes, and in the physical, mental, and functional status of clients with mental illness. The student will also apply his or her clinical reasoning of appropriate therapeutic interventions and the role of the professional nurse in care of persons with select mental disorders. Upon completion of each case study, the student should submit a 1-2 paragraph self-evaluation related to his or her own ability to utilize critical thinking and clinical reasoning in the care of the person with a mental health disorder.

***Health Topic Analysis & Discussion-***This assignment allows a student to explore his or her understanding of selected mental disorders that are depicted in various movies. The student will be required to apply his or her knowledge of this disorder and analyze the movie’s depiction of this disorder for accuracy by assessing the clinical manifestations shown, as well as the treatment modalities used for this disorder in the movie. The general impact of this disorder on the person’s functional abilities and within the movie’s story should also be assessed within this movie review. The students will also facilitate discussion related to the assigned health topic and his or her analysis of the movie depiction of this mental illness, including a comparison of present-day evidence-based practice guidelines for prevention and treatment of the selected mental disorder.

***Medication Quizzes-*** There are three (3) separate Medication quizzes within the course to assess the student’s understanding of various medications administered to persons with mental illness and the professional nurse’s responsibilities with these medications to provide safe, effective nursing care. Preparation for these quizzes should include use of previously assigned resources. These quizzes may include the integration of NGN-style questions to evaluate the student’s application and analysis of medication concepts to nursing care.

***Clinical Reasoning Papers-*** Each student will be assigned to complete one clinical reasoning packet per assigned week in select clinical activities as part of demonstrating necessary critical thinking and application of nursing process to the care of patients with chronic mental health problems. Additionally, a clinical reflective log is assigned for 4 selected clinical experiences.

***Clinical Performance Evaluations***- Each student is required to complete a self-evaluation of his/her clinical performance at the end of each clinical day to be submitted within the clinical reflective log assignments.

***Quality Improvement Worksheet***- This clinical application assignment requires the student to identify an area of clinical need within his or her experiences at an assigned clinical site. The student must then form a clinical question to research, locate at least 3 recent references that are related to the clinical question, and describe a plan of how this practice could be changed within the clinical setting to better conform to current evidence-based nursing practice.

***Class Preparation Assignments-*** Each student is expected to come to class having completed all pre-class work. Adaptive custom quizzes will be taken at beginning of select class periods to assess understanding of assigned pre-class reading. The prep assignment quiz dates are posted on the course calendar.

***Shadow Health-*** Shadow Health provides digital clinical experiences (DCE) to improve your assessment skills and application of nursing process to patient care in a safe learning environment. The student will communicate directly with digital patients within a clinical context. This unique simulation allows the student to conduct in-depth patient exams and interviews at his or her own pace, as well as develop skills in selecting appropriate nursing interventions for a prioritized problem. Because the Shadow Health assignments provide an in-depth experience of integrating therapeutic communication and patient education with assessment and psychomotor nursing skills, each assignment should take more than one hour to complete thoroughly. Please allow enough time to complete these simulations without interruptions.

Grading of Shadow Health assignments for this course is based on student’s individual level of performance (Developing to Proficient). The first assignment will have flexible turn-in and an interview guide to reintroduce students to Shadow Health. Subsequent assignments will have not have an interview guide, but the student is encouraged to use outside resources as needed. After the first assignment, students may repeat Shadow Health Mental Health DCE modules for Bipolar Disorder and Schizophrenia more than once; however would be required to start again from the beginning of each module with each attempt. Students will be scored on the 1st attempt for the Substance Abuse DCE. Students must achieve at least Developing level to earn any points for the assignment. Assignments are worth up to 10 points each and will be scored based on a sliding scale of the DCE score as noted below.

If a Shadow Health assignment is designated as clinical hours, an 80% or higher DCE score must be earned within the assignment to indicate satisfactory completion of the corresponding clinical hours. The student would be required to start the module over if the score does not reflect satisfactory completion after discussion with the instructor .

|  |  |
| --- | --- |
| DCE Score | Points Earned |
| 95-100% | 10 |
| 90-94% | 9 |
| 85-89% | 8 |
| 80-84% | 7 |
| 75-79% | 6 |
| 70-74% | 5 |
| 65-69% | 4 |
| 60-64% | 3 |
| 55-59% | 2 |
| 50-54% | 1 |
| 0-49% | 0 |

***Simulation-*** Students will participate in a minimum of one (1) simulation experience for this course. Students will work provide care for multiple patients. Students will demonstrate their comprehensive ability to perform skills, critically think, clinically reason, prioritize, and manage time. Students must attain ‘satisfactory’ in all learning objectives on the simulation evaluation tool, as well as participate actively in debriefing and reflection as part of the simulation.

***Simulation Teaching Plan-*** This assignment is designed to provide the student with the opportunity to plan, develop and implement an educative/supportive health teaching session with a person who has a mental health disorder. The teaching plan should be adapted for the individualized needs and abilities of an adult with a chronic mental health disorder. This teaching plan will be implemented within a simulated clinical environment.

***Professionalism*-** Students preparing to enter nursing are expected to conduct themselves as professionals in all aspects of their behavior including: time management, respect, preparedness, quality of work, teamwork, and communication. Professionalism applies to the classroom and the clinical setting. All nursing courses include a grading component for professionalism. Students are expected to maintain professional behaviors as identified in the nursing program professionalism assessment rubric. Faculty will review the professionalism assessment rubric with the student at midterm, end of semester, and as needed.

**Pharmacology Integration**

Pharmacological and Parenteral Therapies comprises 15% (ranges 12-18% depending on individual exam) on the NCLEX-RN® exam. In order to enhance student knowledge and understanding of pharmacological and parenteral therapies, learning and remediation activities focused on pharmacology are integrated in multiple nursing courses. Students are required to meet specific benchmarks in select nursing courses to demonstrate proficiency in pharmacology content. Course faculty will identify specific pharmacology content and activities for the individual course within the course syllabus and calendar. Students will earn points for the activities only when the established benchmark is met before the completion of the course. For example, a student will not earn points if the benchmark is set at intermediate level and student is at novice level at the end of the course.

***Evaluation of Written Assignments***

Students are expected to utilize the American Psychological Association (APA) 7th edition style when submitting typed written work. APA style is extensively acknowledged for scientific writing in psychology, nursing, and education. Students can find information regarding this format/style through the college library web site: <http://www.blc.edu/cite-your-sources>. The Publication Manual of the American Psychological Association (7th ed) is located in the reference section of the campus library and in the Ada Stokes Writing Center. Failure of the student to utilize the APA style may result in loss of points on written assignments. It is expected that the student’s written work will have correct spelling, grammar, and punctuation. Failure of the student to have correct spelling, grammar, and punctuation may result in a loss of points on written assignments.

**Cell Phone and Laptop/Tablet Use**

Students must act appropriately and professionally regarding use of cell phones and laptops or tablets. Students must respect peers and faculty while in class by adhering to the following guidelines:

1. Turn cell phone to vibrate or off. Mute laptop or tablet.
2. Use of cell phones and laptops or tablets is permitted exclusively for educational purposes.
3. Students may use laptops or tablets to take notes while in class with faculty permission.
4. Students may use cell phones, laptops, or tablets to research information pertinent to class activities with faculty permission.
5. Refrain from using cell phone, laptop, or tablet for personal text messaging, checking personal email, having personal conversations, or any activities not related to educational activities.
6. Adhere to the academic integrity policy.
7. Adhere to the HIPAA regulations for all forms of verbal, written, and electronic communication.
8. Faculty reserves the right to use alternate or additional guidelines for students regarding cell phone and laptop/tablet use while in class.
9. Faculty reserves the right to discipline students who do not follow these policies including but not limited to: dismissal from the remainder of class; confiscation of phone, laptop, or tablet; “pop” quiz; extra assignment(s); or involuntary participation in a demonstration.

**Recording and Privacy**

In this class, software will be used to record live class sessions. As a student in this class, your participation may be recorded. These recordings will be made available only to students enrolled in the class. The intent of the recordings is to assist those who cannot attend the live session or to serve as a resource for those who would like to review content presented during the current semester in which the recording is made. You may not download, share, replicate, or publish the recording, in whole or in part, or use the recording for any other purpose without the written approval of the instructor. Recordings are for personal academic use only, where personal academic use is restricted to the personal study use of the individual. Any violations to this policy must be reported to the Vice President of Academic Affairs and may result in disciplinary action, including expulsion from the college. All recordings will become unavailable to students in the class shortly after the course ends. If you have any concerns about being recorded during class, please discuss your options with your instructor or express your concerns to the Dean of Faculty. Course faculty reserves the right to not record live class sessions when all students are physically present in the classroom. Faculty will inform students when the session is not being recorded.

**Academic Integrity**

**Please refer to the “Academic Integrity Policy” in the College Academic Catalog and 2023-2024 Program Student Handbook.**

Students assume the responsibility to fulfill their academic obligations in a fair and honest manner. An individual’s academic conduct may be seen as a reflection of ethical standards and professionalism. Ethical and professional behaviors expected of nursing students while in the Nursing Program mirror expectations of graduates and practicing nurses. Examples of academic dishonesty include, but are not limited to: cheating, plagiarism, multiple submission, false citation, false data, collusion, withholding.

**Accommodations**

The Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) require that “no qualified person shall, solely by reason of disability, be denied access to, be excluded from participation in, or the benefits of services, programs or activities or subjected to discrimination under any program or activity receiving federal assistance.” Bethany Lutheran College is committed to providing access and reasonable accommodations for students with disabilities. Students with a disability must work with the Academic Resource Center Coordinator to request accommodations. Reasonable accommodations are determined after consultation with the student and a thorough review of the student's required documentation. Implementation of accommodations requires both the student and the Academic Resource Center Coordinator to take an active role in collaborating with faculty and staff across campus. The student is responsible for making timely notice to faculty and following established procedures for any accommodations. Students may receive access to services such as peer note takers, copies of teacher’s notes, audio textbooks, or extended time for tests. If you have a disability, or feel you are in need of accommodations, please contact Kristi Ringen in the Academic Resource Center (kringen@blc.edu, 507-344-7730).

**Course Communication**

College email is the official form of communication. Additionally, course faculty frequently post course information and updates in MyBLC. Please check your BLC e-mail and MyBLC daily for messages and updates related to the course. E-mail messages and voice mail messages will be responded to within 24 hours excluding weekends and holidays. In the event of severe weather on a planned class day or learning event, please monitor e-mail and MyBLC closely for alternative assignments or plans. Grades will be posted in the online gradebook on the MyBLC course site.

**Clinical Practicum**

All applicants must be in good health and free from communicable diseases and be able to carry out the functions of a professional nurse. Students must maintain current immunizations, CPR certification, and other requirements as outlined in the Student Admission and Progression Requirements section. Students are responsible for their own transportation to and from clinical experiences and classes.

Students are required to attend all clinical activities including on-campus and off-campus orientations and pre-clinical preparation. Clinical experiences, on-campus and off-campus orientations, and pre-clinical preparations are only excused for illness or severe crisis situations. The student will be expected to make-up missed clinical by assignments determined in each course and additional fees will be charged to their account for missed clinical.

Students are expected to arrive on time to their clinical experiences. The clinical faculty will establish the clinical start and end time, while adhering to required clinical hours for that course. Each clinical faculty has the right to designate a clinical start and end time that may differ for each clinical experience and from clinical faculty within the course. If the student is going to arrive late (beginning 15 minutes beyond the designated start time) for their clinical experience due to an unforeseen emergency, it is expected that the student will notify their clinical faculty and/or designated facility member of an expected arrival time.

Students are required to adhere to the HIPAA regulations. This includes all forms of verbal, written, and electronic communication, including social networking sites (e.g. Facebook).

**Cell Phone Policy in Clinical**

Students must act appropriately and professionally on each clinical practicum rotation regarding use of cell phones. Students must respect peers, faculty, staff, and patients on the clinical unit and/or facility by adhering to the following guidelines:

1. Turn cell phone to vibrate or off.
2. Refrain from using cell phone for personal text messaging, checking personal email, having personal conversations, or any activities not related to patient care while on the unit and while engaged in patient care and educational activities.
3. Use of cell phones is permitted exclusively for educational purposes or relevant patient care. This includes texting clinical faculty when needing assistance or researching information about patient medications or diagnoses.
4. Ask permission of faculty, staff, and/or patients if the student may use the cell phone for researching information.
5. Adhere to the HIPAA regulations for all forms of verbal, written, and electronic communication. Do not use the cell phone camera at the clinical site (if permission is given by faculty and the clinical unit staff, the cell phone camera may be used only for a clinical group photo).

**Use of cell phones while on clinical units varies by clinical site. Faculty and students are expected to follow specific clinical site policies. It is at the discretion of the clinical faculty to use alternate or additional guidelines for students.**

**Laptops and tablets are permitted during clinical prep, clinical, or clinical post conference at instructor’s discretion only.**

**Additional policies related to this course are found in the 2023-2024 Program Student Handbook.**

**Faculty reserves the right to modify, amend, or change the syllabus as the curriculum and/or program require(s).**