ANGELO STATE UNIVERSITY

GENERIC BACHELOR of SCIENCE in NURSING

NUR 3207
PSYCHIATRIC & MENTAL HEALTH NURSING
Spring 2018
Lenore Cortez, MSN, RNC

Last Updated 08.25.17
COURSE NUMBER
NUR 3107

COURSE TITLE
Psychiatric & Mental Health Nursing

CREDITS
One Semester Credit Hour (2-0-0)
Online Class: Meets completely online using Blackboard

PREREQUISITE COURSES

CO-REQUISITES
None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of the Generic BSN program. Computer requirements are further delineated in the Department of Nursing Undergraduate Student Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Nursing Program Undergraduate Student Handbook should be reviewed before taking this course (http://www.angelo.edu/dept/nursing/handbook/index.html).

COURSE DELIVERY
This is an online course offering. http://blackboard.angelo.edu

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the “Technology Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu). Then select “Test your Browser” option located under the Browser Test header.

Please see computer requirements for BSN classes at this link:

http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php

FACULTY
Lenore Cortez, MSN, RNC
Room: HHS 318T
Office Phone: 325-486-6859

Last Updated 08.25.17
OFFICE HOURS
By Appointment … virtually. Please e-mail me to schedule an appointment.

COURSE DESCRIPTION
This course evaluates pertinent trends and issues impacting professional nursing, quality of care, access to care and the delivery of health care.

COURSE OVERVIEW
Students analyze political, societal, ethical, cultural and economic factors that impact health care and professional nursing practice. Assignments elicit critical thinking related to public health and nursing practice delivered in a diverse population.

BSN PROGRAM OUTCOMES
Upon completion of the program of study for the Generic BSN, the graduate will be prepared to:

<table>
<thead>
<tr>
<th>BSN PROGRAM OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Integrate nursing and related theories into the planning and/or delivery of safe nursing care.</td>
</tr>
<tr>
<td>2. Engage leadership concepts, skills, and decision-making in the planning and/or implementation of patient safety and quality improvement initiatives.</td>
</tr>
<tr>
<td>3. Identify and appraise best research evidence to improve and promote quality patient outcomes.</td>
</tr>
<tr>
<td>4. Utilize technology to access information; evaluate patient data, and/or document care.</td>
</tr>
<tr>
<td>5. Participate in political/legislative processes to influence healthcare policy.</td>
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<tr>
<td>6. Engage in effective collaboration and communication within interdisciplinary teams.</td>
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<tr>
<td>7. Design and/or implement health promotion &amp; disease prevention strategies for culturally competent care.</td>
</tr>
<tr>
<td>8. Demonstrate standards of professional, ethical, and legal conduct.</td>
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<tr>
<td>9. Practice and/or coordinate, at the level of the baccalaureate prepared nurse to plan, and/or implement patient centered care.</td>
</tr>
</tbody>
</table>

STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity(ies) validating outcome achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td>Mapping to BSN Program Outcomes</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>1. Demonstrate basic knowledge of psychiatric &amp; mental health nursing roles, psychiatric diagnoses, and treatments.</th>
<th>Discussion boards, journals, quizzes, case studies, Exams</th>
<th>1, 2, 3, 4, 5, 6, 7, 8, 9</th>
<th>1, 6, 9</th>
<th>PCC, EBP, TC, S</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Describe how mental health care is organized and financed, including the implications of Health Care Reform.</td>
<td>Quizzes, Exams</td>
<td>3, 5</td>
<td>1, 2, 3, 5</td>
<td>PCC, EBP, TC</td>
</tr>
<tr>
<td>3.</td>
<td>Compare the benefits and limitations of integrating patient care within the community.</td>
<td>Quizzes, Writing assignment, Exams</td>
<td>2, 6, 9</td>
<td>1, 2, 7</td>
<td>QI</td>
</tr>
<tr>
<td>4.</td>
<td>Use professional guidelines and evidence-based standards in planning and delivering quality care to those with mental health problems.</td>
<td>Quizzes, journals, case studies, Exams</td>
<td>1, 2, 7, 9</td>
<td>2, 3, 6, 7</td>
<td>EBP, S, QI, TC</td>
</tr>
<tr>
<td>5.</td>
<td>Explore the impact of sociocultural, economic, legal, and political factors influencing mental health care delivery and practice.</td>
<td>Quizzes, Exams</td>
<td>1, 2, 3, 5, 7, 8, 9</td>
<td>1, 5, 8, 9</td>
<td>PCC, TC</td>
</tr>
<tr>
<td>6.</td>
<td>Use an ethical framework to evaluate the impact of stigma on health care, especially for vulnerable populations.</td>
<td>Discussion Boards, writing assignment</td>
<td>1, 6, 7, 8, 9</td>
<td>1, 3, 5, 6, 8, 9</td>
<td>PCC</td>
</tr>
</tbody>
</table>

**BSN Essentials:** I: Liberal Education for Baccalaureate Generalist Nursing Practice; II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety; III: Scholarship for Evidence Based Practice; IV: Information Management and Application of Patient Care Technology; V: Health Care Policy, Finance, and Regulatory Environments; VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes; VII: Clinical Prevention and Population Health; VIII: Professionalism and Professional Values; IX: Baccalaureate Generalist Nursing Practice

**QSEN Competencies:** Patient-Centered Care (PCC), Teamwork and Collaboration (TC), Evidence-based Practice (EBP), Quality Improvement (QI), Safety (S), Informatics (I)

**REQUIRED TEXTS AND MATERIALS**


Last Updated 08.25.17
OTHER REQUIRED MATERIALS
- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Webcam (Logitech highly recommended)
- Logitech USB microphone headset
- Refer to Angelo State University’s Distance Education website for further technology requirements: 9
- All students are required to have access to a dependable computer with a reliable Internet Service Provider (ISP or internet connection). Students taking traditional, online, and web supported courses must have a computer that meets minimum requirements recommended by Information Technology (IT). Computer hardware and software that are less than the specifications may cause technical problems interfacing and working with Blackboard TM.
- If you run into problems with Blackboard TM or your internet service, you must address the issue immediately. One of your first contacts should be Information Technology. IT services are available around the clock so please do not hesitate to call them for computer problems (325 - 942-2911). You may e-mail them as well @ helpdesk@angelo.edu. If you come across problems with your computer that cannot be corrected in a timely manner, it is your responsibility to secure access to a reliable computer and keep up with the materials being presented. Missing an assignment due to computer problems is not an acceptable excuse for missing the work.

RECOMMENDED TEXTS
NONE

TOPIC OUTLINE
Week 1 (Jan. 16 - 21)  Introduction to Psychiatric & Mental Health Nursing, Part 1
Week 2 (Jan. 22 - 28)  Introduction to Psychiatric & Mental Health Nursing, Part 2
Week 3 (Jan. 29 – Feb. 4) Responses to Stress, Part 1
Week 4 (Feb. 5 - 11)  Responses to Stress, Part 2
Week 5 (Feb 12 - 18)  Mood Disorders: Depression and Bipolar Disorder
Week 6 (Feb 19 - 25)  Schizophrenia & Psychotic Disorders
Week 7 (Feb 26 – Mar 4) Substance Related Disorders, Co-Occurring Disorders
Week 8 (Mar 5 - 11)  Mid-term Exams Week
Spring Break  March 12 - 18
Week 9 (Mar 19 - 25)  Personality Disorders
Week 10 (Mar 26 – Apr 1)  Specific Disorders: Children & Adolescents, Eating Disorders
Week 11 (Apr 2 - 8)  Specific Disorders: Older Adults, Neurocognitive Disorders
Week 12 (Apr 9 - 15)  Bereaved Individuals, Military Families
Week 13 (Apr 16 - 22)  Review Week
Week 14 (Apr 23 - 29)  Abuse & Neglect (Across the Lifespan)
Week 15 (Apr 30 - May 6)  Putting it all Together
Week 16 (May 7 - 11)  Final Exams Week

GRADING SYSTEM
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.
The following grading scale is in use for this course:

A = 90.00-100 points
B = 80.00-89.99 points
C = 70.00-79.99 points
D = 60.00-69.99 points
F = 0-59.99 points   (Grades are not rounded up)

Missed exams, quizzes, & assignments: There are no makeup exams, quizzes or assignments. Please see Urgent Concerns below.

Extra credit: There are no extra credit or “re-do” opportunities.

Urgent Concerns: Please email your instructor in advance if a problem arises, there are times when unexpected emergencies occur and considerations may be made; however, an email or phone call must be completed to your instructor PRIOR to the due date or event to be considered.

EVALUATION AND GRADES
Graded assignments, activities and percent of the overall course grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight/Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group discussion (2)</td>
<td>12</td>
</tr>
<tr>
<td>Journals (2)</td>
<td>10</td>
</tr>
<tr>
<td>AA Meeting Summary</td>
<td>15</td>
</tr>
<tr>
<td>Case Study (2)</td>
<td>10</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>18</td>
</tr>
<tr>
<td>Weekly online quizzes</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam (1)</td>
<td>20</td>
</tr>
<tr>
<td>ATI Practice Exam</td>
<td>5</td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
</tr>
</tbody>
</table>

TEACHING STRATEGIES
This course is taught completely online through the Blackboard platform.

• Online course lessons

• Web-based discussions and journals

• Multimedia presentations

• Videos and interactive videos

• Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal
articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

**ASSIGNMENT/ACTIVITY DESCRIPTIONS**

*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.*

**DISCUSSION BOARDS:**

There will be two assigned discussion board activities for the course that are group work in which students will share experiences and knowledge related to the content. Students will be expected to contribute on multiple days within the week. Specific information on discussion boards and grading rubrics will be available in the Blackboard online course.

Discussion Boards provide an avenue for synthesis of material / information. A Discussion Board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others’ opinions and ideas in a healthy and productive learning environment. Students are expected to respond to discussion board assessments using the “Online Discussion Rubric” to support individual answers to the assigned question.

**JOURNALS:**

There will be a couple of journal assignments throughout this course. Journaling offers a way for students to interact privately with the instructor. There will be posted questions for students to consider and then post a reflective journal entry. Directions for journals will be located in the weekly modules in which they are due. A grading rubric will be available in the Blackboard online course.

These assignments are intended for the student to have the freedom to speak their mind or share private experiences related to the assigned topic in a safe environment.

**CASE STUDIES:**

There will be two case studies based on the topics in the weeks in which the case studies are assigned. This activity gives students the chance to review the topics in more depth and use critical thinking to answer questions that will be submitted according to the directions and the “Case Study Rubric”.

**AA/NA MEETING SUMMARY:**

There will be one written assignment in this course. In order to gain a better understanding of Substance Use & Addiction, students will be required to attend an AA/NA Meeting of their choice and write a summary of their experience. Specific information about this assignment and grading rubric will be available in the Blackboard online course.

**ATI COMMUNITY HEALTH PRACTICE QUESTIONS:**

All students will complete the RN Mental Health Online Practice 2016 A and B exams prior to the end of the semester. Students must receive an 85% or higher on each practice exam in order to receive a grade on
this assignment. The instructor is able to view each student’s results on the ATI website (no additional turn-in is needed).

QUizzes:

There are quizzes (9) set up throughout the semester designed to help students review the material they are learning each week and determine what topics they need to review in more depth. Students can log into the Davis Edge website to access these quizzes, as well as additional optional learning activities.

Exams:

There will be (3) exams spread throughout the course. Students must adhere to academic honesty rules and guidelines when taking exams. Students must use Respondus Lockdown in order to take all exams. Information on the exams can be found in the Weekly Modules.

Final Exam:

There will be a cumulative final exam. Students must adhere to academic integrity rules and guidelines when taking the exam.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in the following documents:

- ASU Undergraduate Catalog located on the ASU website [https://www.angelo.edu/catalogs/documents/catalogs/2015-16_Catalog.pdf](https://www.angelo.edu/catalogs/documents/catalogs/2015-16_Catalog.pdf)

Important University Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 15</td>
<td>Martin Luther King Holiday – No classes</td>
<td></td>
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<tr>
<td>January 16</td>
<td>Spring classes officially begin</td>
<td></td>
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<tr>
<td>March 12-16</td>
<td>Spring break</td>
<td></td>
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<tr>
<td>March 30</td>
<td>University closed for Spring holiday</td>
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<tr>
<td>April 2</td>
<td>Last day to drop a class or withdraw from the University for Fall Semester</td>
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<tr>
<td>May 7-11</td>
<td>Final Exams Week</td>
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<td>May 12</td>
<td>Spring 2018 Commencement</td>
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</tbody>
</table>

Student Responsibility & Attendance

On-line: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. All activities and assignments are listed for Central Standard Time (CST). The hope is that students

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will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate.

Full participation in the course is a professional expectation and required for successful and satisfactory completion of all course objectives. Online classroom attendance is evidenced by timely participation in the discussion board assignments and other activities assigned in the Modules on BlackBoard. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week, on average. Failure to participate in a timely manner to any weekly discussion or assigned activity is an absence. Absences diminish the student’s ability to meet course objectives and contribute to a failure of the course. Students are expected to check their ASU e-mails daily to ensure that they do not miss important announcements addressed to the student individually and/or to the class.

Course Instructors strive to grade all assignments and papers within one week after the due date. Quizzes will have an automatic score after testing but the instructor will review the test within a week and grades will be modified if any changes need to be made. Students may contact the instructor and discuss concepts missed on the quizzes. For test security reasons, the quizzes or the final will not be available to students after testing is completed. Contact your instructor for any questions you may have regarding exams.

COMMUNICATION

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.

Classroom communication: Please follow these tips for interacting with your peers in our online classroom.

Use Good "Netiquette":
- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
It is extremely rude to forward someone else's messages without their permission.

It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

ASSIGNMENT SUBMISSION
In this class, all assignments need to be submitted through the Assignments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at lenore.cortez@angelo.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

LATE WORK OR MISSED ASSIGNMENTS POLICY
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Please note due dates for specific assignments as they may not all be the same day of the week. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

ACADEMIC INTEGRITY
Academic integrity is expected on all work. Students are expected to maintain complete honesty and integrity in their educational experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. All codes and policies are set forth in the University Student Handbook of Angelo State University http://www.angelo.edu/student-handbook/ as well as the Department of Nursing Undergraduate Student Handbook http://www.angelo.edu/dept/nursing/handbook/index.html.

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php.
PERSONS WITH DISABILITIES AND SPECIAL ACCOMMODATIONS REQUEST

“Disability Services is part of the Office of Student Affairs at Angelo State University. Angelo State’s Office of Student Affairs works to ensure that qualified students with disabilities have equal access to all institutional programs and services. The office advocates responsibly for the needs of students with disabilities and educates the campus community so that others can understand and support students with disabilities.”

For more information on learning disabilities and how to apply for accommodations through the ASU Disability Services visit http://www.angelo.edu/services/disability-services/

The following includes contact information for Disability Services at ASU:
   ada@angelo.edu
   Phone: 325-942-2047
   Fax: 325-942-2211
   Address: Houston Harte University Center, 112, ASU Station #11047, San Angelo, TX 76909

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

WEBLINKS:
Board of Nursing for the State of Texas http://www.bne.state.tx.us/
BSN Student Resources http://www.angelo.edu/dept/nursing/student_resources/

COURSE EVALUATION
Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:

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- Gaining a basic understanding of the subject.
- Developing specific skills, competencies, and points of view needed by professionals in nursing.
- Developing skill in expressing myself orally and in writing.
- Learning how to find, evaluate, and use resources to explore a topic in depth.
- Learning to analyze and critically evaluate ideas, arguments, and points of view.

**RUBRICS FOR ASSIGNMENTS**
Located on the following pages

End of syllabus.

**Discussion Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Submission</strong></td>
<td>0 Points Did not post.</td>
<td>5 Points Posted beyond 1 day late.</td>
<td>10 Points Initial posting was no more than 1 day late. (Thursday at 11:59pm)</td>
<td>12.5 Points Met submission deadlines for initial postings. (Wednesday at 11:59pm)</td>
</tr>
<tr>
<td><strong>Peer Responses Submission</strong></td>
<td>0 Points Does not participate in peer responses OR posted to only one peer after the submission deadline.</td>
<td>7 Points Posted to only one peer by the submission deadline.</td>
<td>10 Points Posted to 2 peers after the submission deadline.</td>
<td>12.5 Points Posted a minimum of 2 peer responses by the submission deadline (Saturday at 11:59 pm)</td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td>0 Points Does not participate</td>
<td>7 Points Participates 1-2 times and/or on same day.</td>
<td>10 Points Participates 3 times but postings not distributed throughout the week (on 2 days)</td>
<td>12.5 Points Participates 3 or more times throughout the week. (3 days or more)</td>
</tr>
<tr>
<td><strong>Initial Assignment Posting</strong></td>
<td>0 Points Posts no assignment.</td>
<td>7 Points Posts adequate assignment with superficial thought and preparation; does not address all aspects of the task.</td>
<td>10 Points Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts/references.</td>
<td>12.5 Points Posts well developed assignment that fully addresses and develops all aspects of the task; included references.</td>
</tr>
<tr>
<td><strong>Peer Response Postings</strong></td>
<td>0 Points Posts no follow up responses to others.</td>
<td>7 Points Posts shallow contribution to discussion (agrees/disagrees) does not enrich discussion.</td>
<td>10 Points Elaborates on an existing posting with further comment or observation.</td>
<td>12.5 Points Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. Includes at least one cited reference.</td>
</tr>
<tr>
<td><strong>Overall Content Contribution</strong></td>
<td>5 Points Posts information that is off topic; incorrect or irrelevant to discussion.</td>
<td>7 Points Repeats but does not add substantive information to the discussion.</td>
<td>10 Points Posts information that is factually correct but lacks full development of concept or thought.</td>
<td>12.5 Points Posts factually correct, reflective and substantive contribution; advances discussion. Adds to current discussion and literature.</td>
</tr>
<tr>
<td><strong>References &amp; Support</strong></td>
<td>0 Points Includes no references</td>
<td>7 Points Uses personal experience</td>
<td>10 Points Incorporates some references</td>
<td>12.5 Points Uses references to literature,</td>
</tr>
</tbody>
</table>

Last Updated 08.25.17
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity &amp; Mechanics</td>
<td>or supporting experience. &gt; 6 APA errors</td>
<td>but no references to readings or research. 3-6 APA errors</td>
<td>from literature and personal experience; or does not use any professional references. 1-2 APA errors</td>
<td>readings, or personal experience to support comments. All references were peer reviewed, evidence-based, or professional journal. No APA errors</td>
</tr>
<tr>
<td></td>
<td><strong>0 Points</strong> Posts long, unorganized or rude content that may contain multiple grammar and/or spelling errors or may be inappropriate.</td>
<td><strong>7 Points</strong> Communicates in friendly, courteous and helpful manner with some grammatical or spelling errors. ≥ 5 errors</td>
<td><strong>10 Points</strong> Contributes valuable information to discussion with minor grammatical and/or spelling errors. &lt; 5 errors</td>
<td><strong>12.5 Points</strong> Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.</td>
</tr>
</tbody>
</table>
### Journal Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to Topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Points</td>
<td>No personal response is made to the issues/concepts raised in the assignment.</td>
<td>20 Points</td>
<td>Conveys little evidence of reflection and personal response to the issues/concepts raised in journal assignment.</td>
<td>40 Points</td>
</tr>
<tr>
<td>Mechanics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Points</td>
<td>Little evidence writer can correctly apply the English language. Difficult to understand.</td>
<td>4 Points</td>
<td>Errors present. Simple words and awkward sentences. Weakness of ideas communicated.</td>
<td>10 Points</td>
</tr>
</tbody>
</table>
## Psychiatric-Mental Health AA/NA Reflection

### Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th><strong>Writes a two page paper that includes each of the following:</strong>&lt;br&gt;<em>(20 points possible; ______ points earned)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1a Attend an AA/NA meeting of your choice. (5)</td>
</tr>
<tr>
<td></td>
<td>1b Describe the meeting you attended to include: general location, day of the week, time of day, number of participants, and range of ages. (5)</td>
</tr>
<tr>
<td></td>
<td>1c Describe your understanding of the terms: Substance abuse, addiction (5)</td>
</tr>
<tr>
<td></td>
<td>1d Describe your level of participation and how you felt being there (5)</td>
</tr>
<tr>
<td>2</td>
<td><strong>Evaluates and reflects upon information shared at the AA/NA meeting</strong>&lt;br&gt;<em>(50 points possible; ______ points earned)</em></td>
</tr>
<tr>
<td></td>
<td>2a Share one “personal story” you heard at the meeting (10)</td>
</tr>
<tr>
<td></td>
<td>2b Did it influence your attitude toward addiction, and if so, how? (10)</td>
</tr>
<tr>
<td></td>
<td>3c Discuss this meeting style of management for alcohol/substance dependence (10)</td>
</tr>
<tr>
<td></td>
<td>3d Based on your attendance at this meeting, reflect upon some future implications for your role in patient-centered care related to alcohol/substance misuse? (20)</td>
</tr>
<tr>
<td>3</td>
<td><strong>Uses information effectively to accomplish a specific purpose</strong>&lt;br&gt;<em>(30 points possible; ______ points earned)</em></td>
</tr>
<tr>
<td></td>
<td>3a Writes clearly in a scholarly style. (10)</td>
</tr>
<tr>
<td></td>
<td>3b Conveys an understanding of the assignment (10)</td>
</tr>
<tr>
<td></td>
<td>3c Uses APA format correctly by including a title page and correct page formatting (10)</td>
</tr>
</tbody>
</table>

Last Updated 08.25.17
## Case Study Rubric

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission</td>
<td>0 Points</td>
<td>Did not submit assignment.</td>
<td>5 points</td>
<td>Submission was more than one day late.</td>
<td>10 Points</td>
</tr>
<tr>
<td>Content Contribution</td>
<td>5 Points</td>
<td>Does not fully answer most parts of the assignment.</td>
<td>10 Points</td>
<td>Answers some parts of the assignment and/or has multiple factual errors.</td>
<td>15 Points</td>
</tr>
<tr>
<td>Mechanics</td>
<td>5 points</td>
<td>Little evidence writer can correctly apply the English language.</td>
<td>10 Points</td>
<td>Grammatical and spelling errors present. Simple words and awkward sentences.</td>
<td>20 Points</td>
</tr>
<tr>
<td>Professional Format</td>
<td>5 Points</td>
<td>Submits an assignment that is poorly organized, difficult to understand and has no name, date or title.</td>
<td>10 Points</td>
<td>Submits an assignment that is missing many required components. Weakly written explanations that include abbreviations and repeated information.</td>
<td>20 Points</td>
</tr>
</tbody>
</table>