ANGELO STATE UNIVERSITY

GENERIC BACHELOR of SCIENCE in NURSING

NUR 3317
PSYCHIATRIC & MENTAL HEALTH NURSING
Spring 2019
Lenore Cortez, MSN, RNC

ANGELO STATE UNIVERSITY
Department of Nursing & Rehabilitation Sciences
COURSE NUMBER
NUR 3317

COURSE TITLE
Psychiatric & Mental Health Nursing

CREDITS
One Semester Credit Hour (3-0-0)
On Campus Class: Meets twice weekly on campus with online components 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 course includes both in-class activities and online assignments on the Blackboard course site. While this class is scheduled as an 8-week on campus course it will have 16 weeks of didactic content in three hour lectures meeting twice a week for the 2nd 8-weeks of the semester.

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

Last Updated 03.04.19
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Office Phone: 325-486-6859
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E-Mail: Lenore.cortez@angelo.edu

OFFICE HOURS
M: 10:00 AM – 1:00 PM (these hours flex depending on meetings)
T: 10:00 AM – 1:00 PM (Lecture 1:30 – 4:20 PM)
W: Call/email for appointment
Th: 10:00 AM – 1:00 PM (Lecture 1:30 – 4:20 PM)
F: (Meetings) Call/email for appointment
*Appointments may be scheduled for alternate times if prescheduled. To schedule an
appointment, please email (This is best!) or call my office and leave a message.

COURSE DESCRIPTION
This course evaluates pertinent trends and issues impacting professional mental health nursing,
quality of care, access to care and the delivery of health care. Students will gain a foundation in
psychiatric/mental health nursing.

COURSE OVERVIEW
This course focuses on the biological, environmental, cultural and interpersonal factors related to
the mental health of individuals across the lifespan. Emphasis is placed on therapeutic
communication, understanding of psychopathology, pharmacology, and appropriate treatments
for providing comprehensive nursing care to the client with mental health problems.

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>
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<td>4. Utilize technology to access information; evaluate patient data, and/or document care.</td>
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<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>
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</tbody>
</table>
8. Demonstrate standards of professional, ethical, and legal conduct.

9. Practice and/or coordinate, at the level of the baccalaureate prepared nurse to plan, and/or implement patient centered care.

### STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to BSN Program Outcomes</th>
<th>Mapping to BSN Essentials</th>
<th>Mapping to QSEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate basic knowledge of psychiatric &amp; mental health nursing roles, psychiatric diagnoses, and treatments.</td>
<td>Discussion, journals, quizzes, case studies, Exams</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>1, 6, 9</td>
<td>PCC, EBP, TC, S</td>
</tr>
<tr>
<td>2. Describe how mental health care is organized and financed, including the implications of Health Care Reform.</td>
<td>Discussion, Quizzes, Exams</td>
<td>3, 5</td>
<td>1, 2, 3, 5</td>
<td>PCC, EBP, TC</td>
</tr>
<tr>
<td>3. 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. 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. Explore the impact of socio-cultural, economic, legal, and political factors influencing mental health care delivery and practice.</td>
<td>Quizzes, Exams, Discussion</td>
<td>1, 2, 3, 5, 7, 8, 9</td>
<td>1, 5, 8, 9</td>
<td>PCC, TC</td>
</tr>
<tr>
<td>6. Use an ethical framework to evaluate the impact of stigma on health care, especially for vulnerable populations.</td>
<td>Discussion, 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

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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**


**READING ASSIGNMENTS**

Additional required and supplemental readings for the weekly classes are available through the course Blackboard site in the course documents or in the Bb weekly modules.

**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: http://www.angelo.edu/distance_education/
- 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.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Lesson/Unit</th>
<th>Assignments &amp; Evaluation of Learning Objectives</th>
</tr>
</thead>
</table>
| Week 1/Class 1  | Introduction to Psychiatric & Mental Health Nursing, Part 1 – Mental Health, Biological Implications, Nursing Process | Preparation for Class: Read: Chapters 1, 2, 7 in Townsend Corrigan, P. (2004). How stigma interferes with mental health care  
Post Introduction to Peers in General Discussion (ungraded)*  
Sign onto Davis Edge  
To Do in Class:  
Short lecture and introduction to the course, Syllabus Review  
Watch video(s)  
Be ready to participate in discussion/activity  
To Do Online:  
Look through our course in Blackboard  
Optional review of chapter PowerPoints |
| March 19        | HHS 130 1:30 – 4:20 PM                                                      |                                                                                                              |
| Week 1/Class 2  | Introduction to Psychiatric & Mental Health Nursing, Part 2 — Therapeutic Communication, Culture, Milieu Therapy, Groups | Preparation for Class: Read: Chapters 5, 6, 8, 9 in Townsend Burnard, P. (2003). Ordinary chat and therapeutic conversation: Phatic communication and mental health nursing  
To Do in Class:  
Short lecture  
Therapeutic Communication Activities, journaling  
Process Recordings (counts towards participation grade)  
Watch video(s)  
To Do Online:  
Journal **  
Davis Quiz 1 |
| March 21        | HHS 130 1:30 – 4:20 PM                                                      |                                                                                                              |
| Week 2/Class 3  | Responses to Stress: Part 1 – Anxiety & Related disorders                  | Preparation for Class: Read: Chapters 18, 19, 20 in Townsend  
Watch video(s)  
Review PowerPoints  
To Do in Class:  
Short lecture  
Group Activity  
To Do Online by Sunday at 11:59 PM:  
Davis Quiz 2  
Exam 1 |
| March 26        | HHS 130 1:30 – 4:20 PM                                                      |                                                                                                              |
| Week 2/Class 4 | Responses to Stress: Part 2  
Ethical & Legal Issues, Recovery Model,  
Crisis Intervention, Suicide | Preparation for Class:  
Read: Chapters: 3, 10, 11, 12 in Townsend  
Suicide Fact Sheet  
Self-Harm Fact Sheet  
Watch video(s)  
Review PowerPoints  
To Do in Class:  
Short lecture  
Guest speaker: Mark Rehm  
To Do Online by Sunday at 11:59PM:  
Davis Quiz 2  
Exam 1 |
| --- | --- |
| March 28  
HHS 130  
1:30 – 4:20 PM |  |  |
| Week 3/Class 5 | Mood Disorders: Depression and Bipolar Disorder  
Personality Disorders | Preparation for Class:  
Read: Chapters 4, 16, 17, 23 in Townsend  
Depression Fact sheet  
Bipolar Fact sheet  
Watch video(s)  
Review PowerPoints  
To Do In Class:  
Short lecture  
ATI Case Study Activity (counts towards participation grade)  
To Do Online by Sunday at 11:59 PM:  
Davis Quiz 3 |
| April 2  
HHS 130  
1:30 – 4:20 PM |  |  |
| Week 3/Class 6 | Substance Related Disorders  
Co-Occurring Disorders | Preparation for Class:  
Read: Chapter 14 in Townsend  
Watch video(s)  
Review PowerPoints  
To Do in Class:  
Short lecture  
History of AA  
CIWA/CINA and related scales  
Excerpt from 28 Days  
To Do Online by Sunday at 11:59PM:  
Davis Quiz 3 |
| April 4  
HHS 130  
1:30 – 4:20 PM |  |  |
| Week 4/Class 7 | Schizophrenia & Psychotic Disorders, Part 1 | **Preparation for Class:**  
Read: Chapter 15 in Townsend  
Brain Stimulation Therapies Fact Sheet  
History of Psychiatric Treatment  
Schizophrenia Fact Sheet  
Watch video(s)  
Review PowerPoints  
**To Do in Class:**  
MOVIE  
Discussion  
**To Do Online by Sunday at 11:59 PM:**  
Davis Quiz 4  
Exam 2 |
|---|---|---|
| April 9  
HHS 130  
1:30 – 4:20 PM |  |  |
| Week 4/Class 8 | Schizophrenia & Psychotic Disorders, Part 2 | **Preparation for Class:**  
Read: Chapter 15 in Townsend  
Brain Stimulation Therapies Fact Sheet  
History of Psychiatric Treatment  
Schizophrenia Fact Sheet  
Watch video(s)  
Review PowerPoints  
**To Do in Class:**  
Lecture  
Discussion  
**To Do Online by Sunday at 11:59 PM:**  
Davis Quiz 4  
Exam 2 |
| April 11  
HHS 130  
1:30 – 4:20 PM |  |  |
| Week 5/Class 9 | Becoming Psychiatric Nursing Smart | **Preparation for Class:**  
Read: Chapter 4 in Townsend  
Nursing Students’ Attitudes about Psychiatric Mental Health Nursing  
Research your assigned Jigsaw part  
**To Do In Class:**  
Short lecture  
Jigsaw Group work (counts towards participation grade)  
**To Do Online by Sunday at 11:59 PM:**  
Davis Quiz 4 |
| April 16  
HHS 130  
1:30 – 4:20 PM |  |  |
<table>
<thead>
<tr>
<th>Week 5/Class 10</th>
<th>Abuse &amp; Neglect Across the Lifespan</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 18</td>
<td>Preparation for Class:</td>
</tr>
<tr>
<td></td>
<td>Read: Chapters 26</td>
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<tr>
<td></td>
<td>Watch Video(s)</td>
</tr>
<tr>
<td></td>
<td>Review PowerPoints</td>
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<tr>
<td></td>
<td>To Do Online:</td>
</tr>
<tr>
<td></td>
<td>Davis Quiz 5 due by 11:59 PM on Sunday</td>
</tr>
<tr>
<td></td>
<td>Work on AA/NA Reflection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6/Class 11</th>
<th>Specific Disorders: Children and Adolescents, Eating Disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 23</td>
<td>Preparation for Class:</td>
</tr>
<tr>
<td>HHS 130</td>
<td>Read: Chapters 22, 24 in Townsend</td>
</tr>
<tr>
<td>1:30 – 4:20 PM</td>
<td>Watch Video(s)</td>
</tr>
<tr>
<td></td>
<td>Review PowerPoints</td>
</tr>
<tr>
<td></td>
<td>To Do in Class:</td>
</tr>
<tr>
<td></td>
<td>Short lecture</td>
</tr>
<tr>
<td></td>
<td>Discussion/Activity</td>
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<td></td>
<td>To Do Online:</td>
</tr>
<tr>
<td></td>
<td>AA/NA Meeting Reflective Summary</td>
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<tr>
<td></td>
<td>due Wednesday, April 24 by 11:59 PM (submit online)</td>
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<td></td>
<td>Davis Quiz 6 by 11:59 PM on Sunday</td>
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</table>

<table>
<thead>
<tr>
<th>Week 6/Class 12</th>
<th>Specific Disorders: Older Adult, Neurocognitive Disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 25</td>
<td>Preparation for Class:</td>
</tr>
<tr>
<td>HHS 130</td>
<td>Read: Chapters 13, 25 in Townsend</td>
</tr>
<tr>
<td>1:30 – 4:20 PM</td>
<td>Watch Video(s)</td>
</tr>
<tr>
<td></td>
<td>Review PowerPoints</td>
</tr>
<tr>
<td></td>
<td>To Do in Class:</td>
</tr>
<tr>
<td></td>
<td>Short lecture</td>
</tr>
<tr>
<td></td>
<td>Dementia Scales</td>
</tr>
<tr>
<td></td>
<td>Group work (counts towards participation grade)</td>
</tr>
<tr>
<td></td>
<td>To Do Online by 11:59 PM on Sunday:</td>
</tr>
<tr>
<td></td>
<td>Davis Quiz 6</td>
</tr>
<tr>
<td></td>
<td>Exam 3</td>
</tr>
<tr>
<td></td>
<td>• OPTIONAL--Submit ONE NCLEX style review question, including answer and rationale. Each student who submits a question will receive 1 point added to their final exam grade.</td>
</tr>
</tbody>
</table>

Last Updated 03.04.19
**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>Class Participation</td>
<td>20</td>
</tr>
<tr>
<td>Weekly Davis online quizzes (6)</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>Exams (3)</td>
<td>18</td>
</tr>
<tr>
<td>ATI Practice Exam</td>
<td>5</td>
</tr>
<tr>
<td>Final Exam (1)</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

TEACHING STRATEGIES
A variety of teaching methods will be employed in this course. These may include assigned readings & questions, case studies, internet resources, written assignments, lectures & discussion (in-class and online discussion), group assignments, quizzes.

• 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.
CLASS PARTICIPATION:

This is a flipped course, meaning that students are expected to be prepared to participate in the classroom. The expectation is that students will have completed reading and online assignments prior to arriving for class. Class Participation will be noted through students completing various in-class activities, interacting in group discussions, and making this an engaging classroom.

QUIZZES:

There are weekly quizzes (7) designed to help students review the material they are learning and determine what topics they need to review in more depth. Students must log into the Davis Edge website with the Course ID # provided by the instructor to access these quizzes, as well as additional optional learning activities.

JOURNALS:

There will be a couple of journal assignments during this course. Journaling offers a way for students to interact privately with the instructor. There will be posted questions for students to consider before submitting 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 his/her mind or share private experiences related to the assigned topic in a safe environment. Journal entries are private between each student and the instructor.

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 open 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).

EXAMS:

There will be exams (3) spread throughout the course. Students must adhere to academic honesty rules and guidelines when taking exams. Students must use Respondus Lockdown Monitor 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. Students must use Respondus Lockdown Monitor in order to access this exam. Information, including a Blueprint, can be found under the Final Exam tab in Blackboard.

GENERAL POLICIES RELATED TO THIS COURSE
All students are required to follow the policies and procedures presented in the following documents:

- Angelo State University Student Handbook located on the ASU website: http://www.angelo.edu/student-handbook/
- ASU Nursing Program Undergraduate Student Handbook, located on the Nursing website http://www.angelo.edu/dept/nursing/handbook/index.html

IMPORTANT UNIVERSITY DATES
- March 18: First day of 2nd 8 week session of spring semester
- March 25: Census day
- March 28: Last day to drop or W for Spring semester
- May 6 - 10: Finals
- May 11: Spring commencement

STUDENT RESPONSIBILITY & ATTENDANCE

Use of electronics during class
It is my goal to create a classroom environment that respects the rights of students and teachers to focus on the tasks of the day without distraction. In my experiences as a teacher and a student, I have found that allowing laptops and other technology in class opens up a universe of distractions that even the best students find hard to resist. There is also evidence to support that (1) students using mobile devices or laptops during class earn lower grades than those who do not use technology, and (2) students sitting within view of others’ laptop screens, even if they themselves are not using technology, also earn lower grades. Link to summary of the study: http://www.cpr.org/news/story/getting-college-students-hang-and-learn

Computer policy: Despite the evidence that computers in the classroom may be detrimental to the learning community, I recognize the environmental benefits of using computers versus paper, and that you are young adults and should be treated as such. Therefore, I expect you to act like adults and I will allow computers in the classroom as long as they are used strictly for class-related activities (e.g., taking notes in Power Point or Word, searching for information related to a topic we are discussing). BUT, if any extracurricular computer activities are noted by me, you will lose your computer privileges for the rest of the semester and you will need to take any future notes by hand.

Cell phone policy: Unless you are expecting an important call (e.g., sick family member, sister in labor, cat having his teeth cleaned), there is no reason I can think of that you need your cell
phone on or nearby during class, unless I specifically ask you to use your cell phones for an in-class activity. Think of my classroom as the local movie theater: you and your fellow patrons have paid good money to be here, and there is absolutely no texting allowed during class!! I reserve the right to ask offenders to leave the classroom. No talking on the phone or using your phone period, unless you have cleared it with me first.

In general: Students who persistently engage in behaviors that are disruptive to the teaching/learning process may be required to leave the setting.

Attendance:
Class attendance is necessary and required for successful and satisfactory completion of all course objectives; therefore, students must attend all course sessions. If a situation arises that prevents the student from attending, he or she should contact the instructor ASAP, preferably before lecture begins.

According to the undergraduate handbook, a week’s worth of cumulative absences in any one course will result in faculty evaluation of the student’s ability to meet course objectives and may result in failure of the course. Three tardies (over 5 minutes late for lecture, campus laboratory, or clinical) will equal 1 hour of absence. Failure to meet these requirements hinders the student's ability to complete the course. Attendance will be checked for each lecture.

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. Contact your instructor for any questions you may have regarding exam reviews.

COMMUNICATION
- Please use the email address/phone numbers provided under faculty information in the syllabus or information in blackboard to contact your faculty
- Although most of the time, email is answered within a few hours, please allow 24 hours minimum for a response (Monday-Friday)
- Use email first, unless there is an emergency. Should an emergency arise please call instructor directly using her cell phone number

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.

On Blackboard 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, most assignments need to be submitted through the Assignments link in the Blackboard course site. The instructor will collect some assignments at the end of class with certain group activities completed in class. 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
Due dates and times for assignments are posted. Failure to submit your assignments on the assigned date will not be accepted without prior approval. Requests for extensions will be considered only for emergency situations (e.g., death in family, health emergency of self/family member. Family vacations and work schedules are NOT emergencies). Because “life happens,” it is advisable to not wait until the last minute to complete your assignment. The student must notify their instructor prior to the absence, unless there is an emergency, and must make arrangements within 48 hours after the absence for the retake. Faculty has the right to offer an alternative form of the exam and/or to deduct up to 10 points from the exam grade. Instructor reserves the right to require documentation for emergencies that delay submission of assignment.
If you miss an exam or quiz, you will receive a zero for the missed exam or quiz. There are no make-up exams/quizzes. If you are late to an exam/quiz, then you will only be allowed the remaining dedicated time for that exam.

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/](http://www.bne.state.tx.us/)
BSN Student Resources [http://www.angelo.edu/dept/nursing/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:

- 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.
# 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><strong>Response to Topic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Points</td>
<td></td>
<td></td>
<td>20 Points</td>
<td>30 Points Conveys evidence of reflective thought and personal response to issues/concepts raised in journal assignment. Demonstrates capability of reflecting on learning, teaching, and experience.</td>
</tr>
<tr>
<td>No personal response is made to the issues/concepts raised in the assignment.</td>
<td></td>
<td></td>
<td>40 Points</td>
<td>Conveys extensive evidence of reflective thought and personal response to the issues raised in journal assignment. Demonstrates growth through reflection on learning, teaching, and experience.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>1 Points</td>
<td></td>
<td></td>
<td>4 Points</td>
<td>7 Points Generally has good command of spelling, capitalization, grammar usage, and sentence structure. Words and sentences used enhance the effectiveness of the communication.</td>
</tr>
<tr>
<td>Little evidence writer can correctly apply the English language. Difficult to understand.</td>
<td></td>
<td></td>
<td>10 Points</td>
<td>Uses correct spelling, capitalization, punctuation, grammar usage, and sentence structure. Words and sentences used enhance the effectiveness of the communication.</td>
</tr>
</tbody>
</table>
# Psychiatric-Mental Health AA/NA Reflection

## Grading Rubric

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>W</strong>rites a two page paper that includes each of the following:</td>
<td>(20 points possible; _____ points earned)</td>
</tr>
<tr>
<td></td>
<td>1a Attend an AA/NA meeting of your choice. (5)</td>
<td></td>
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<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>
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<td></td>
<td>1c Describe your understanding of the terms: Substance abuse, addiction (5)</td>
<td></td>
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<tr>
<td></td>
<td>1d Describe your level of participation and how you felt being there (5)</td>
<td></td>
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<tr>
<td>2</td>
<td><strong>E</strong>valuates and reflects upon information shared at the AA/NA meeting</td>
<td>(50 points possible; _____ points earned)</td>
</tr>
<tr>
<td></td>
<td>2a Share one “personal story” you heard at the meeting (10)</td>
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<tr>
<td></td>
<td>2b Did it influence your attitude toward addiction, and if so, how? (10)</td>
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<tr>
<td></td>
<td>3c Discuss this meeting style of management for alcohol/substance dependence (10)</td>
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<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>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>U</strong>ses information effectively to accomplish a specific purpose</td>
<td>(30 points possible; _____ points earned)</td>
</tr>
<tr>
<td></td>
<td>3a Writes clearly in a scholarly style. (10)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3b Conveys an understanding of the assignment (10)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3c Uses APA format correctly by including a title page and correct page formatting (10)</td>
<td></td>
</tr>
</tbody>
</table>