



**RNSG 2005 Mental Health Nursing
COURSE SYLLABUS
Summer Semester 2021**

DUE TO COVID 19, this syllabus is subject to change. If changes are made, you will be notified as soon as possible.

COURSE INFORMATION

Credit Hours/Minutes: 3/3750

Didactic: 2 (1500 minutes)

Clinical: 1 (2250 minutes)

Campus/Class Location: Vidalia Campus/ Gillis Building Room 836; please be aware that due to COVID, the backup plan for class location is via Georgia Virtual Technical College Connection (GVTC)/Blackboard Collaborate.

Class Meets: Mondays and Tuesdays from 0900-1130 **(Exams will be at 0815- be in the building for self-assessment by 0810)**

Clinical: Clinical hours will vary

Course Reference Number (CRN): 60054

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Donna Jean Braddy Master of Science in Nursing (MSN), Registered Nurse (RN)
(Another ASN instructor may fill in and teach at any time)

Campus/Office Location: Vidalia Campus/Gillis Building Room 732

Office Hours: Daily: 1300-1500; Wednesday and Thursday 0800-1200

Email Address: [Donna Jean Braddy \(dbraddy@southeasterntech.edu\)](mailto:dbraddy@southeasterntech.edu)

Phone: 912-538-3172

Fax Number: 912-538-3106

Tutoring Hours: please schedule an appointment via email

Preferred Method of Contact: EMAIL

Instructor Name: Mary Martha Jennings, Master of Science in Nursing (MSN), Registered Nurse (RN),
Advanced Practice Registered Nurse (APRN), Family Nurse Practitioner-Clinician (FNP-C),

Campus/Office Location: Vidalia Campus/Gillis Building Room 819

Office Hours: Daily: 1300-1500; Wednesday and Thursday 0800-1200

Email: [Mary Martha Jennings \(mjennings@southeasterntech.edu\)](mailto:mjennings@southeasterntech.edu)

Phone: 912-538-3201

Fax Number: 912-538-3106

Tutoring Hours: please schedule an appointment via email

Preferred Method of Contact: EMAIL

All communication with faculty should be completed using STC email. Please note that emails sent during business hours will be answered within 24-48 hours. Emails sent during holidays and on weekends may not be answered until the next business day.

SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND STUDENT HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook](https://catalog.southeasterntech.edu/college-catalog/downloads/current.pdf) (<https://catalog.southeasterntech.edu/college-catalog/downloads/current.pdf>).

REQUIRED TEXT

1. Videbeck, S. (2020). *Psychiatric-mental health nursing (8th ed.)*. Wolters Kluwer Health/Lippincott Williams & Wilkins.
2. Doenges, M., Moorhouse, M., & Murr, A. (2019). *Nursing care plans: Guidelines for individualizing client care across the life span (10th ed.)*. F. A. Davis Company.
3. Assessment Technologies Institute (ATI) Virtual Simulation and testing services – **YOUR ATI FEE/ RECEIPT IS DUE TO YOUR INSTRUCTOR BY 1700 ON THE FIRST DAY OF CLASS**

REQUIRED SUPPLIES & SOFTWARE

Pen, pencil, paper, large 3 ring binder, highlighter, laptop, computer access, and clinical supplies

Students should not share login credentials with others and should change passwords periodically to maintain security.

Laptop computers are REQUIRED with the following suggested specification:

- Processor i5 or i7
- Memory 8GB or higher
- Hard drive 250GB or larger
- Get a DVD Drive either internal or external
- Webcam with microphone is required
- ATI Internet Requirements: A minimum internet speed of 5 Mbps is required (10 Mbps or more is recommended). Test your internet speed using www.speedtest.net

COURSE DESCRIPTION

This course focuses on the care of clients experiencing mental disorders. Emphasis is placed on management of clients facing emotional and psychological stressors, as well as promoting and maintaining the mental health of individuals and families. Concepts of crisis intervention, therapeutic communication, and coping skills are integrated throughout the course. The community as a site for care and support services is addressed. The role of the nurse as a provider will include: client-centered care; teamwork and collaboration; evidence-based practice; quality improvement; safety; informatics; professionalism; and leadership. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe client care to clients experiencing mental disorders.

MAJOR COURSE OUTCOMES

1. Perform a mental behavioral health assessment on clients with common mental disorders.
2. Develop an individualized, evidence-based plan of care for a client with a mental disorder.
3. Apply knowledge of pharmacology, psychopathology, nutrition, and established evidence-based practices in the provision of care for clients with common mental disorders.
4. Select verbal and nonverbal communication that promotes caring, therapeutic relationships with clients and their families, as well as professional relationships with members of the healthcare team.
5. Implement strategies that provide a safe environment for clients, self, and other while supporting quality improvement initiatives.

6. Adhere to ethical, legal and professional standards in the provision of care for clients.

PREREQUISITES

Program Admission, RNSG 1005, 1018, 1020, 1030

CO-REQUISITES

RNSG 2000

CONTENT OUTLINE/UNIT OUTCOMES:

Role of the Nurse and Standards of Practice for Mental Health Nursing

Order	Description	Learning Domain	Level of Learning
1	Discuss the role and responsibilities of mental health/psychiatric nurses.	Cognitive	Understanding
2	Identify major trends in mental health nursing.	Cognitive	Remembering
3	Describe the standards of practice of psychiatric and mental health nursing according to the American Nurses Association Statement on the Scope and Standards of Psychiatric Mental Health Nursing Practice.	Cognitive	Understanding

Mental Health and Mental Health Issues

Order	Description	Learning Domain	Level of Learning
1	Compare and contrast criteria for mental health and mental illness.	Cognitive	Analyzing
2	Discuss legal issues that may arise during mental health treatment such as, the client's right to receive treatment, the client's right to refuse treatment, the client's right to informed consent.	Cognitive	Understanding
3	Describe factors that affect an individual's mental health.	Cognitive	Understanding
4	Identify attributes or signs of mental health issues.	Cognitive	Remembering
5	Discuss how age, ethnicity, gender, education, culture, and belief system can affect developing, experiencing, and recovering from psychiatric disorders.	Cognitive	Understanding
6	Identify settings in which mental health treatment is offered.	Cognitive	Remembering
7	Discuss the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders.	Cognitive	Understanding
8	Discuss crisis intervention.	Cognitive	Understanding
9	Identify areas to assess during crisis.	Cognitive	Remembering
10	Describe integrative care.	Cognitive	Understanding

Principles of Therapeutic Communication and Application in the Mental Health Setting

Order	Description	Learning Domain	Level of Learning
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Order	Description	Learning Domain	Level of Learning
1	Describe the nature and goals of the therapeutic nurse-client relationship.	Cognitive	Understanding
2	Identify factors that can interfere with accurate communication between nurse and client.	Cognitive	Remembering
3	Demonstrate techniques that can enhance communication and discuss what makes them effective during the communication process.	Psychomotor	Set
4	Discuss differences between verbal and non-verbal communication.	Cognitive	Understanding
5	Discuss the effect on the communication process when there is a lack of understanding of cultural differences.	Cognitive	Understanding
6	Discuss how confrontation, nurse self-disclosure, and role playing can be used by the nurse in a therapeutic relationship.	Cognitive	Understanding
7	Identify when there is a need for boundaries set between nurse and client.	Cognitive	Remembering
8	Describe the importance of self-awareness in the nurse-client relationship.	Cognitive	Understanding

Personality Development

Order	Description	Learning Domain	Level of Learning
1	Discuss the relationship between personality development and mental/behavioral disorders.	Cognitive	Understanding
2	Describe the main theories of personality development.	Cognitive	Understanding

Anxiety Disorders

Order	Description	Learning Domain	Level of Learning
1	Identify predisposing factors of anxiety disorders.	Cognitive	Remembering
2	Describe outcome criteria for each of the identified anxiety disorders.	Cognitive	Understanding
3	Discuss the action, side effects, potential adverse reactions, and nursing implications for anxiety medications.	Cognitive	Understanding
4	Discuss coping strategies in the management of stress.	Cognitive	Understanding
5	Describe clinical manifestations, goals, nursing interventions, and treatment of clients with anxiety disorders.	Cognitive	Understanding

Mood Disorders

Order	Description	Learning Domain	Level of Learning
1	Identify the main characteristics of clients with mood disorders.	Cognitive	Remembering

Order	Description	Learning Domain	Level of Learning
2	Describe biologic and psychosocial theories about the etiology of mood disorders.	Cognitive	Understanding
3	Differentiate between normal grief reactions and pathological grief behaviors.	Cognitive	Analyzing
4	Describe the emotional, cognitive, behavioral, and physical symptoms associated with depression.	Cognitive	Understanding
5	Describe treatment for mood disorders	Cognitive	Understanding
6	Identify outcomes, goals and planning for each phase of treatment for mood disorders.	Cognitive	Remembering
7	Describe risk factors and clues that might signal suicidal thoughts.	Cognitive	Understanding
8	Develop nursing interventions and communication strategies for clients with depression, mania, and suicide ideation.	Cognitive	Understanding
9	Discuss the action, side effects, potential adverse reactions, and nursing implications for mood stabilizing medications and antidepressants.	Cognitive	Understanding
10	Discuss electroconvulsive therapy.	Cognitive	Understanding

Personality Disorders

Order	Description	Learning Domain	Level of Learning
1	Compare and contrast the main characteristics of clients with personality disorders	Cognitive	Analyzing
2	Describe current treatment modalities for clients with personality disorders.	Cognitive	Understanding
3	Describe the limitations in the use of medications to relieve symptoms associated with personality disorders.	Cognitive	Understanding
4	Develop nursing interventions and communication strategies for clients with personality disorders.	Cognitive	Understanding
5	Discuss the importance of setting and keeping clear boundaries when working with persons with personality disorders.	Cognitive	Understanding

Psychotic Disorders

Order	Description	Learning Domain	Level of Learning
1	Define schizophrenia.	Cognitive	Remembering
2	Describe positive and negative symptoms of schizophrenia.	Cognitive	Understanding
3	Discuss non-pharmacological treatment modalities for clients with schizophrenia that may be beneficial.	Cognitive	Understanding
4	Describe effective strategies of individual, group, and family therapies that may helpful for clients with schizophrenia and their families.	Cognitive	Understanding

Order	Description	Learning Domain	Level of Learning
5	Discuss the action, side effects, potential adverse reactions, and nursing implications for the traditional and atypical antipsychotics.	Cognitive	Understanding

Addiction

Order	Description	Learning Domain	Level of Learning
1	Compare and contrast substance abuse and substance dependence.	Cognitive	Analyzing
2	Discuss current treatment modalities for persons who abuse substances.	Cognitive	Understanding
3	Discuss short term outcomes for the client and family relating to withdrawal, treatment and health maintenance, including use of self-help groups.	Cognitive	Understanding
4	Discuss legal and ethical responsibilities of nurses who observe impaired colleagues.	Cognitive	Understanding
5	Describe aspects of enabling behaviors.	Cognitive	Understanding
6	Identify behaviors of use, overdose, and withdrawal in persons who use drugs such as: inhalants, opioids, cannabis, hallucinogens, alcohol, sedatives, hypnotics, anxiolytics, and stimulants.	Cognitive	Remembering

Abuse and Violence

Order	Description	Learning Domain	Level of Learning
1	Describe the cycle of violence in reference to individual violence and family violence.	Cognitive	Understanding
2	Describe personality characteristics of an abusive adult.	Cognitive	Understanding
3	Identify factors that predispose a child or spouse to physical violence.	Cognitive	Understanding
4	Describe legal responsibilities of health care providers in documentation and reporting of suspected or known family abuse.	Cognitive	Remembering
5	Discuss assessment indicators and interventions for child, adult, and elder abuse.	Cognitive	Understanding
6	Identify common reactions and nursing interventions for rape/sexual assault.	Cognitive	Remembering
7	Describe nursing interventions for prevention and management of aggressive behaviors.	Cognitive	Understanding

Cognitive Impairment Disorders in the Older Adult

Order	Description	Learning Domain	Level of Learning
1	Discuss the demographics of the older population and the impact on mental health care.	Cognitive	Understanding

Order	Description	Learning Domain	Level of Learning
2	Identify components of an assessment of the healthy geriatric client and the client with cognitive impairment.	Cognitive	Remembering
3	Identify the clinical manifestations of a client with Alzheimer's disease.	Cognitive	Remembering
4	Discuss identified behaviors, goals, and nursing interventions associated with mental health problems in the older adults with cognitive impairment.	Cognitive	Understanding
5	Describe potential barriers to mental health care for the older adult.	Cognitive	Understanding

Community-based Mental Health Nursing

Order	Description	Learning Domain	Level of Learning
1	Distinguish between goals and interventions of mental health care in the hospital and the community.	Cognitive	Understanding
2	Describe the role of the nurse as a member of the interdisciplinary team in caring for chronically ill and/or homeless mentally ill in the community.	Cognitive	Understanding
3	Discuss the continuum of psychiatric care from the acute care setting to the community setting.	Cognitive	Understanding
4	Identify community resources for the chronically and/or homeless mentally ill.	Cognitive	Remembering
5	Discuss barriers to mental health treatment in the community setting.	Cognitive	Understanding

GENERAL EDUCATION CORE COMPETENCIES

Southeastern Technical College has identified the following general education core competencies that graduates will attain:

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

STUDENT REQUIREMENTS

Students are expected to complete all exams and daily assignments. A unit exam average of 70% or above must be obtained in order to take the final exam. Students are required to have at least a 70% or higher when calculating the average of the unit exams and final exam before other components, listed under grading policy, will be added for calculation of the final course average/grade. If the student fails to meet the unit exam/final exam expectations, the student will be withdrawn in accordance with the withdrawal procedure.

A final clinical average grade of at least 70% must be obtained in order to pass the course.

A final cumulative average of at least 70% must be obtained in order to progress to future nursing courses.

No assignment opportunities will be given for extra credit.

Students must make a **100% on a calculation exam before attending clinical**. Students may take the drug calculation exam a maximum of **THREE** attempts. Each attempt will be a different but similar version. For this exam, students will be allowed 3 minutes per question. There will be a week time frame in between the attempts to allow time for remediation. If the student is **unsuccessful on the first attempt**, the **student must attend the scheduled remediation with an ASN Faculty member before subsequent attempts can be taken**. If a student misses an attempt due to an absence, the student forfeits that attempt and will take the next scheduled attempt. Absences on the third attempt may be evaluated on an individual basis.

Calculation exam for this semester will be administered in RNSG 2000.

It is the student's responsibility to ensure all clinical requirements (immunizations, CPR (cardiopulmonary) certification, etc.) remain up to date throughout the program. The student should provide the updated information to course faculty and the ASN administrative assistant and upload the information into the clinical management system (My Clinical Exchange). Failure to do so by deadline will result in an occurrence and may prevent the student from being accepted by the clinical facility. Failure to be accepted by the clinical facility may result in dismissal from the program as the student will not be able to complete the course without the clinical component.

Textbook Power Points for RNSG 2005 will be available via the Blackboard course.

SPECIAL NOTE: During this class, occurrences may be issued for failure to meet classroom/lab requirements (tardiness, uncompleted/late work, and etc.).

COVID-19 MASK REQUIREMENT

Masks or face coverings must be worn at all times while on the campus of Southeastern Technical College. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Masks or face coverings must be worn over the nose and mouth, in accordance with the Centers for Disease Control and Prevention (CDC). A student's refusal to wear a mask or face covering will be considered a classroom disruption and the student may be asked to leave campus and/or receive further discipline.

COVID-19 SIGNS AND SYMPTOMS

We encourage individuals to monitor for the signs and symptoms of COVID-19 prior to coming on campus.

If you have experienced the symptoms listed below or have a body temperature 100.4°F or higher, we encourage you to self-quarantine at home and contact a primary care physician's office, local urgent care facility, or health department for further direction. Please notify your instructor(s) by email and do not come on campus for any reason.

COVID-19 Key Symptoms
Fever or felt feverish
Cough: new or worsening, not attributed to another health condition
Shortness of breath, not attributed to another health condition
New loss of taste or smell
Chills; Repeated shaking with chills
Sore throat, not attributed to another health condition
Muscle pain, not attributed to another health condition or exercise

COVID-19 Key Symptoms
Headache, not attributed to another health condition
Diarrhea (unless due to known cause)
In the past 14 days, if you:
Have had close contact with or are caring for an individual diagnosed with COVID-19 at home (not in healthcare setting), please do not come on campus and contact your instructor (s).

COVID-19 SELF-REPORTING REQUIREMENT

Students, who test positive for COVID-19 or who have been exposed to a COVID-19 positive person, are required to self-report using the [COVID 19 Health Reporting Form](#). Report all positive cases of COVID-19 to your instructor and [Stephannie Waters](#), Exposure Control Coordinator, swaters@southeasterntech.edu, 912-538-3195.

EXAMS

If a student shows up late for class on an exam date or is not prepared to start the test on time (for example: has laptop issues not related to school network, etc), the student may not be allowed to take the exam once the faculty has shut the door. The student will have to make up the test and this will be counted as their opportunity for a make-up exam. Students may be provided time to look at their exam score/rationales in class immediately after testing in Respondus when testing on campus. Students are encouraged to schedule an appointment with their instructor or another ASN faculty member to view and get further explanation on the missed concepts. In addition, if a student believes a test question needs to be challenged, the student must email their instructor the rationale for consideration. This request must be received via email within 24 hours of the examination. No verbal or text message requests will be granted. The test question and rationale will go before a panel of nursing faculty for decision.

During an examination, students are required to place all textbooks and personal property on the floor in the front of the classroom as directed by the instructor. Students may be separated in different classrooms, assigned different seats, and/or provided desk dividers during testing as informed by the instructor. No talking is allowed once the exam begins. Once the exam begins, students will not be allowed to exit the classroom until the exam is completed and/or turned into the instructor. Smart watches, cell phones, or any other electronic devices will not allowed during exams. Students found with electronic/communication devices during the exam will be considered cheating; which will result in a zero for the exam. All exams are timed with students receiving one minute to answer each examination question. An additional minute will be added per calculation exam question.

RESCHEDULING OF A TEST

The faculty may decide to reschedule a test due to inclement weather or other unforeseen circumstances. In the event that happens, the reschedule time and date will be at 0815 the day after the original test date. Students are required to be available for reschedule time and date. (example- a test originally scheduled for Monday, May 24 at 0815 has to be rescheduled due to inclement weather; the reschedule date will be 0815 Tuesday, May 25)

ASSESSMENT TECHNOLOGY INSTITUTE (ATI) ACTIVITIES

All ATI activities must be completed as outlined on ATI Activities calendar. **Although previous versions of the assignments may still be available in ATI (example 2.0 or 2016), students are required to complete the most current version of each assignment (example 3.0 or 2019).** Students are required to meet the benchmark (most are 85% or Satisfactory) for each assignment. The ATI Module Report for each assignment will be

generated at **1700** as indicated on the **RNSG 2005 ATI ACTIVITIES** calendar. The faculty will pull the ATI Module Report at 1700 on specified dates and failure to successfully complete the assignment by the deadline will result in a 10-point deduction from the exam it is associated with. It is recommended that students take a picture of the final results of each assignment once completed. During clinicals (if applicable), ATI assignments are your ticket to clinicals. If you do not turn the assignment in by the assigned date, you will not be allowed to attend clinical until the assignment is completed. The clinical day missed will be an unexcused absence. Your ATI Content Mastery Series RN Mental Health Nursing 2019 Practice Assessment A and Proctor will count 5% of your grade. Please see the ATI Rubric for specifics.

TICKET TO CLASS

Assignments **may** be given as homework which will serve as the student's ticket into class. The student will not be allowed in class if they fail to complete the ticket to class assignment. This will count as an absence and the student will not be allowed to return to class until the assignment is completed in its entirety. Students may be required to wait until the class takes a break before they are allowed to enter as not to interrupt class.

SELF-ASSESSMENT JOURNAL-LIFELONG LEARNING ASSESSMENT

As part of your curriculum and in accordance with the Georgia Nursing Board Rule 410.-8-.04, you are required to keep a journal of your experiences during all didactic and clinical courses; you will continue to make entries until you graduate. By doing so, it is hoped that the entries made in this journal will provide insight into your strengths and weaknesses and assist in your learning experience. The purpose of the journal is to give you a written record of your experiences and professional and personal growth as a nursing student to a registered nurse.

This self-assessment should help you in determining what you may need to focus on improving, while allowing you to gain a sense of accomplishment at tasks well-done. Re-reading of your journal at intervals during your education should reveal the depth of knowledge you have gained and allow you to see the development of the clinical skills and critical thinking skills required to be an outstanding registered nurse, as well as successful member of the workforce.

Each week, you should write an entry in your journal. You may include your feelings about the week's experiences. If you felt a sense of accomplishment at learning new information, a skill or participating in patient care, then that feeling may be recorded. If you felt a sense of frustration, that may be recorded as well. Your instructors will read your journal! It would be prudent to omit non-constructive personal comments about your instructors or classmates. If there is an issue with a course, clinical, instructor, classmate, etc., the student should discuss these issues with the program director and follow protocol for grievances.

The journal will be in an online format through Blackboard. The journals will be due, as outlined in your course syllabi, **every Monday by 7:00 am**. The journal will be linked to the following courses: RNSG 1005, 1020, 2000 and 2020. A point per week deduction for not submitting your journal by the date/time due will result in points being taken off your **FINAL AVERAGE**. For example, there will be 16 journal entries due for Fall Semester. If no journal entries were completed, then 16 points will be deducted from your **FINAL AVERAGE**.

SIMULATION LAB

This course may include a simulation lab. Simulation lab prepares students with the evidence-based principles and clinical skills they will need in real world clinical environments. This simulation will help reduce errors, improve safety, and elevate the quality of patient care. With this assignment, the goal is to develop clinical judgment skills that are necessary to function as a professionally trained nurse. A pre-simulation assignment will be given prior to lab day. To successfully complete the simulation activity, the student must turn in his/her pre-assignment as well as a post-simulation evaluation form after completion of activity. This assignment is mandatory. Failure to complete the simulation lab will leave the student ineligible to attend clinical. If the student is planning to be absent on his/her simulation lab day, it is his/her responsibility to notify the instructor and to find another student to swap lab days. Tardiness to simulation lab will be counted as an absence. Be sure to review the student handbook regarding simulation lab regulations.

ATTENDANCE PROVISIONS

Requirements for instructional hours within Health Science programs reflect the rules of respective licensure boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. Each program's attendance policy is published in the program's handbook and/or syllabus which specify the number of allowable absences. All provisions for required make-up work in the classroom or clinical experiences are at the discretion of the instructor.

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. Time and/or work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure. Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course. A tardy will be issued if a student has missed less than 20% of instructional class time. An automatic absence will be issued if the student misses greater than 20% of instructional class time. This averages out to 10 minutes per hour. For example, a class that meets from 9:00-11:30 the student will be considered absent if he/she is not in class by 9:30.

The didactic portion of the class will meet for 30 hours. For this class that meets 2 days a week for 7 weeks, the maximum numbers a student can miss is 3 hours during the course. **Students missing more than 3 hours will be dropped for exceeding the attendance procedure.**

The clinical portion of this course requires **37.5 clinical hours (2250 minutes)** during the semester. **A clinical absence will require an excuse or appropriate documentation and all missed clinical time must be made up as required to fulfill the curriculum requirements.** Absences must be discussed with faculty, Program Director and/or Special Needs Coordinator dependent on the circumstances of the absence. Students who do not make up all clinical time missed will be issued a final clinical grade of zero and will be unable to progress in the program. The date and site for makeup time will be specified by the instructor and are non-negotiable. See Clinical Rules for further attendance policies.

Students are informed at the beginning of the semester the proposed dates for clinical. Dates are nonnegotiable. If you are required to be absent from clinical for special circumstances like military training or jury duty, you must email the instructor as soon as possible. An individual student schedule will be provided for clinical.

Procedures of the program may be reviewed on an individual basis related to extenuating circumstances related to COVID.

STUDENTS WITH DISABILITIES

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

SPECIFIC ABSENCES

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please make arrangements with the appropriate campus coordinator.

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery **may not** be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" (Withdrawn) is assigned for the course(s) when the student completes the withdrawal form.

Students who are dropped from courses due to attendance after drop/add until the 65% point of the semester will receive a "W" for the course.

Important – Student-initiated withdrawals are not allowed after the 65% point. Only instructors can drop students after the 65% point for violating the attendance procedure of the course. Students who are dropped from courses due to attendance or academic deficiency after the 65% point will receive either a "WP" (Withdrawn Passing) or "WF" (Withdrawn Failing) for the semester.

Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. A grade of "W" will count in attempted hour calculations for the purpose of Financial Aid.

Remember - Informing your instructor that you will not return to his/her course does not satisfy the

approved withdrawal procedure outlined above.

MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC.)

A student will only be allowed to make-up one unit exam, which will be given at the discretion of the instructor. A physician's excuse/appropriate documentation may be required for the student to be eligible to take a make-up exam. A 10 point deduction may be issued if the student misses a unit exam and fails to provide appropriate documentation. The documentation must be submitted to the course instructor(s) within 48 hours of the missed exam. A grade of "0" will be given to all subsequent unit exams missed. The make-up exam may or may not be the same as the original exam. It may also be a different test format. If a student misses the final exam and has already used their ONE time make-up, the student will NOT be allowed to make-up the final exam; which will result in a zero for the final exam.

Procedures of the program may be reviewed on an individual basis related to extenuating circumstances related to COVID.

STUDENT SUCCESS PLAN (SSP):

Our purpose is to educate safe entry-level health care professionals. At times, this may mean there are areas that must be improved upon. The SSP documents deficiencies and provides a means for improvement. A SSP should be initiated for the following reasons:

- if the student has (1) a cumulative unit exam average of < 70% after the completion of 25% of the unit exams or (2) a skill(s) performance deficiency. The faculty will initiate individual counseling session and complete the Student Success Plan.
- if the student has (1) a cumulative unit exam average of < 70% after the completion of 50 % of the unit exams or (2) a skill(s) performance deficiency. The faculty will initiate individual counseling session, as well as review and update the Student Success Plan and submit an Early Alert.
- if the student exhibits behavior outside the expected:
 - codes of conduct outlined in professional codes of ethics, professional standards,
 - all procedures/requirements/policies outlined in program handbooks/documents,
 - STC e Catalog and Student Handbook, and/or
 - clinical facility policies and procedures.

The faculty will initiate an individual counseling session and complete an Academic Occurrence Notice and the SSP. Students are required to submit the SSP within 48 hours and are responsible for meeting with the instructor by the next class meeting.

(T)echnical College System of Georgia (E)arly (A)lert (M)anagement (S)ystem (TEAMS) & The Student Success Plan are designed to ensure that students are well informed about strategies for success, including college resources and assistance. One of the responsibilities of the Program faculty is to monitor the academic progression of students throughout the curriculum. The faculty believes that the student is ultimately responsible for seeking assistance; however, faculty will meet or refer students who are having academic difficulties.

- TEAMS is designed to provide assistance for students who may need help with academics, attendance, personal hardships, etc.

ACADEMIC DISHONESTY POLICY

The STC Academic Dishonesty Policy states All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can

also be found in the STC Catalog and Student Handbook.

PROCEDURE FOR ACADEMIC MISCONDUCT

The procedure for dealing with academic misconduct and dishonesty is as follows:

1. First Offense

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

2. Second Offense

Student is given a grade of "WF" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

3. Third Offense

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 165 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonas ljonas@southeasterntech.edu

ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College’s website.

ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College \(STC\) Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

GRADING POLICY

Calculation Examination:

Students must score 100% within 3 attempts in order to progress in the course and program. Students who do not meet the requirements for the Calculation Examination on the third attempt will be withdrawn according to the withdrawal procedure. The calculation examination for RNSG 2005 will be administered in RNSG 2000.

Assessment/Assignment	Percentage
Unit Exams-This percentage is based on 5 unit exams	50
Final Exam	25
ATI Activities- This percentage is calculated based on the ATI Content Mastery Series Mental Health Nursing 2019 and will count 5% of your grade. Please see the ATI Rubric for specifics.	5
Clinical-The clinical portion of the course grade is determined based on the clinical faculty/preceptor evaluations and clinical paperwork rubric. The	20

Assessment/Assignment	Percentage
grade is assigned by Southeastern Technical College Faculty with input from clinical preceptors.	

GRADING SCALE

Letter Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

SUBJECT TO CHANGE
Mental Health Nursing RNSG 2005
Summer Semester 2021 Lesson Plan

Date/Week	Chapter/Lesson	Content	Assignments	Competency Area
05/17	Chapters 1-2	Introduction to the course and review syllabus Lecture: Chapter 1: Foundations of Psychiatric-Mental Health Nursing Chapter 2: Neurobiologic Theories and Psychopharmacology	Read assigned chapters	Competency Areas: 4,5,6 General Core Educational Competencies: a-c
05/18	Chapters 3-4	Lecture: Chapter 3: Psychosocial Theories and Therapy Chapter 4: Treatment Settings and Therapeutic Programs 05/19/21 is Last Day of Drop/Add for this class	Read assigned chapters	Competency Areas: 4,5,6 General Core Educational Competencies: a-c
05/24	TEST 1 (Chapters 1-4) Chapters 5-6	TEST 1 (Chapters 1-4) Lecture: Chapter 5: Therapeutic Relationships Chapter 6: Therapeutic Communication	Read assigned chapters ATI Assignments- See Calendar	Competency Areas: 1-6 General Core Educational Competencies: a-c
05/25	Chapters 7-8	Lecture: Chapter 7: Client's Response to Illness Chapter 8: Assessment	Read assigned chapters ATI Assignments- See Calendar	Competency Areas: 1-6 General Core Educational Competencies: a-c
05/31		MEMORIAL HOLIDAY		
06/01	TEST 2 (Chapters 5-8) Chapters 9-10	TEST 2 (Chapters 5-8) 25% Student Success Plan Lecture: Chapter 9: Legal and Ethical Issues Chapter 10: Grief and Loss	Read assigned chapters	Competency Areas: 1-6 General Core Educational Competencies: a-c

Date/Week	Chapter/Lesson	Content	Assignments	Competency Area
06/7	Chapters 11-12	Lecture: Chapter 11: Anger, Hostility, and Aggression Chapter 12: Abuse and Violence	Read assigned chapters	Competency Areas: 1-6 General Core Educational Competencies: a-c
06/08	TEST 3 (Chapters 9-12) Chapters 13-14	TEST 3 (Chapters 9-12) 50% Student Success Plan Lecture: Chapter 13: Trauma and Stressor-Related Disorders Chapter 14: Anxiety and Anxiety Disorders	Read assigned chapters ATI Assignments- See Calendar	Competency Areas: 1-6 General Core Educational Competencies: a-c
06/14	Chapters 15-16	Lecture: Chapter 15: Obsessive-Compulsive and Related Disorders Chapter 16: Schizophrenia	Read assigned chapters ATI Assignments- See Calendar	Competency Areas: 1-6 General Core Educational Competencies: a-c
06/15	TEST 4 (Chapters 13-16) Chapters 17-18	TEST 4 (Chapters 13-16) Lecture: Chapter 17: Mood Disorders and Suicide Chapter 18: Personality Disorders 06/28/21 is the 65% point for this class	Read assigned chapters ATI Assignments- See Calendar	Competency Areas: 1-6 General Core Educational Competencies: a-c
06/21	Chapters 19-20	Lecture: Chapter 19: Addiction Chapter 20: Eating Disorders	Read assigned chapters ATI Assignments- See Calendar	Competency Areas: 1-6 General Core Educational Competencies: a-c
06/22	Chapters 21, 24	Lecture: Chapter 21: Somatic Symptom Illnesses Chapter 24: Cognitive Disorders	Read assigned chapters	Competency Areas: 1-6 General Core Educational Competencies: a-c
06/24 1:30pm		Make-up Exam Day- if needed		

Date/Week	Chapter/Lesson	Content	Assignments	Competency Area
06/28	TEST 5 (Chapters 17-21, 24)	TEST 5 (Chapters 17-21, 24)	Read assigned chapters Study for Final Exam	Competency Areas: 1-6 General Core Educational Competencies: a-c
06/28 After the final		ATI: MENTAL HEALTH PRACTICE EXAM A on campus (See attached rubric). HANDWRITTEN Focused Review & Remediation (3 points to remember-see rubric) due by 07/22 at postconference	ATI: MENTAL HEALTH PRACTICE EXAM B: Due by 7/19 at 1700.	
06/29	FINAL EXAM	COMPREHENSIVE FINAL EXAM		Competency Areas: 1-6 General Core Educational Competencies: a-c
July 05-08, 2021		SUMMER BREAK		
07/12-07/27	Clinical	Clinical Practice-Based Learning Activities and Interactions	See clinical documentation requirements	Competency Areas: 1-6 General Core Educational Competencies: a-c
07/22		PROCTORED ATI MENTAL HEALTH EXAM on campus during post conference- Time will be announced		
07/28		Sign off on Clinicals; Proctored ATI Mental Health HANDWRITTEN Focused Review and Remediation (see Rubric) due 1000- bring to campus		

COMPETENCY AREAS:

1. Perform a mental behavioral health assessment on clients with common mental disorders.
2. Develop an individualized, evidence-based plan of care for a client with a mental disorder.
3. Apply knowledge of pharmacology, psychopathology, nutrition, and established evidence-based practices

in the provision of care for clients with common mental disorders.

4. Select verbal and nonverbal communication that promotes caring, therapeutic relationships with clients and their families, as well as professional relationships with members of the healthcare team.
5. Implement strategies that provide a safe environment for clients, self, and other while supporting quality improvement initiatives.
6. Adhere to ethical, legal and professional standards in the provision of care for clients.

GENERAL CORE EDUCATIONAL COMPETENCIES:

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

RNSG 2005 ATI ACTIVITIES CALENDAR
(Due at 1700 as noted)

Date Due	Activity Title
05/31 (reminder this is a holiday, so you may want to do these earlier)	<ul style="list-style-type: none"> • NURSE'S TOUCH: PROFESSIONAL COMMUNICATION-Therapeutic Communication • NURSE'S TOUCH: PROFESSIONAL COMMUNICATION-Factors that Affect Communication with Individuals and Groups
06/14	<ul style="list-style-type: none"> • REAL LIFE RN MENTAL HEALTH 3.0-Anxiety Disorder • REAL LIFE RN MENTAL HEALTH 3.0-Schizophrenia
06/27	<ul style="list-style-type: none"> • VIDEO CASE STUDIES RN 2.0-Depression • VIDEO CASE STUDIES RN 2.0-Bipolar Disorder • REAL LIFE RN MENTAL HEALTH 3.0-Bipolar Disorder • REAL LIFE RN MENTAL HEALTH 3.0-Alcohol Use Disorder • THE COMMUNICATOR 2.0-Video Interaction: Adolescent Clients and Performance Enhancement Substances
06/28 after the final	<ul style="list-style-type: none"> • RN Mental Health Online Practice 2019 A (See attached rubric)
07/15 at midnight	<ul style="list-style-type: none"> • LEARNING SYSTEM RN 3.0-Mental Health 1 Learning System Practice • LEARNING SYSTEM RN 3.0-Mental Health 2 Learning System Practice • LEARNING SYSTEM RN 3.0-Mental Health Learning System FINAL • LEARNING SYSTEM RN 3.0-Community Health Learning Systems Practice • LEARNING SYSTEM RN 3.0-Community Health Learning Systems Final
07/19 take practice assessment by 1700	<ul style="list-style-type: none"> • RN Mental Health Online Practice 2019 B
07/22 postconference	<ul style="list-style-type: none"> • RN Mental Health Online Practice 2019 A Focused Review and Remediation DUE TODAY at postconference(See attached rubric) • PROCTOR EXAM (See attached rubric)
07/28 1000	MENTAL HEALTH PRACTICE PROCTOR EXAM Focused Review & Remediation (Handwritten)due at 1000—bring to campus

RNSG 2005 ATI CONTENT MASTERY SERIES RUBRIC-MENTAL HEALTH NURSING

Practice Assessment: RN Mental Health Online Practice 2019 A

Remediation:

- Minimum 1-hour Focused Review on initial attempt
- Take Post Study Quiz and complete an active learning template for each topic missed. Must be handwritten.

Total Points: _____/50

Completion of the Practice Assessment A is worth a total score of 50

- Completion of the Practice assessment and remediation in its entirety will result in a score of 50.
- Failure to complete the Practice assessment and remediation in its entirety will result in a score of 0.



RN Mental Health Proctored Assessment

<p>Level 3 (4 points) +</p> <p>1 hour Focused Review For each topic missed, complete a handwritten active learning template as part of the required remediation process. 2 points</p>	<p>Level 2 (3 points) +</p> <p>2 hours Focused Review For each topic missed, complete a handwritten active learning template as part of the required remediation process. 2 points</p>	<p>Level 1 (2 points) +</p> <p>3 hours Focused Review For each topic missed, complete a handwritten active learning template as part of the required remediation process. 2 points</p>	<p>Below Level 1 (0 points) +</p> <p>4 hours Focused Review For each topic missed, complete a handwritten active learning template as part of the required remediation process. 2 points</p>
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Total Points: _____/50

Completion of the Proctored Assessment is worth a total score of 50

- 6 Points = a total score of 50
- 5 Points = a total score of 41.6
- 4 Points = a total score of 33.3
- 3 Points = a total score of 25
- 2 Points = a total score of 16.7

Practice Assessment Score + Proctored Assessment Score= _____/100

**Instructor/Preceptor Evaluation Tool
(RNSG 2000/2005)**

Student Name _____ **Date** _____ **Clinical Site** _____

**** If a score of 1, 2 or 4 is given, please provide comments**

4 (Outstanding): Student **exceeds** expectations for a **second semester** nursing student. Demonstrates comprehensive understanding of concepts and applies them to client care, is safe, shows initiative. No supportive cues needed.

3 (Satisfactory): Student **meets** expectations for a **second semester** nursing student. Demonstrates fundamental level of understanding of concepts and applies them to client care, is safe, periodically shows initiative. Occasional cues needed.

2 (Needs Improvement): Student **does not meet** expectations for a **second semester** nursing student. Requires frequent guidance when applying concepts to client care, is usually safe, infrequently shows initiative. Frequent supportive cues needed.

1 (Unsatisfactory): Student **does not meet** expectations for a **second semester** nursing student. Requires consistent guidance when applying concepts to client care, is not safe, lacks initiative. Continuous supportive cues needed.

NO: Not observed/No opportunity

Clinical Performance Outcome-The Student:	Faculty/Preceptor Score
Performed a health assessment including physiological, psychological, sociological, and spiritual needs of clients and their families experiencing basic health alterations in a variety of settings.	
Utilized the nursing process to guide the delivery of client care to achieve optimal outcomes.	
Provided culturally sensitive care to clients and families from diverse backgrounds.	
Utilized verbal and nonverbal communication techniques that promote caring, therapeutic relationships with clients and their families.	
Participated as a member of the healthcare team.	
Used legal tenets to guide nursing practice. (i.e. Student abided by HIPAA)	
Displayed professional accountability and responsibility. (i.e. Student was dressed in appropriate clinical attire, was on time, prepared, and acted in a professional manner toward clients and other healthcare team members).	
Utilized communication techniques that support sharing client-related information with members of the healthcare team	
Practiced clinical decision making when providing nursing care based on evaluation of client needs.	
Used organizational, time management and priority setting skills necessary to provide safe, quality client-centered care.(i.e. cared for more than one client at a time)	
Delegated tasks to appropriate members of the healthcare team.	

Comments: _____

Preceptor Signature _____ Date _____

Instructor Signature _____ Date _____

ONLINE/VIRTUAL SYLLABUS ADDITIONS (if not allowed on campus)

BLACKBOARD COLLABORATE SESSIONS

Students must be available via Blackboard Collaborate sessions for lecture. Students are expected to log into Blackboard Collaborate at the time of class and participate for the duration of the class. Failure to do so will result in an absence. The sessions may be recorded and attendance will be taken. Students are not allowed to utilize the recordings in lieu of attending live sessions. Students are not allowed to access the class recordings. If lecture returns to the classroom, you will be given a week's notice to make arrangements.

RESPONDUS ONLINE TESTING GUIDELINES:

Due to the campus closure in response to the COVID 19 pandemic the Department of Nursing is making an exception in offering online/offsite testing for Practical Nursing and Associate of Science in Nursing Programs. The programs will use Respondus Monitor through Blackboard to administer and proctor the examinations. If a student violates any of these guidelines, his/her test score/attempt will not be counted and the student may be required to take a makeup/additional test.

The following are faculty expectations of the student during the online/offsite testing process.

1. The student will download Respondus to their devices from the STC website.
2. The student will log in at least 15 minutes before the exam is scheduled to begin.
3. The student will secure an area with reliable internet service prior to beginning the exam. It is the student's responsibility to secure a location with reliable internet connection before beginning the examination. Specific Requirements listed below:
 - Windows: 10, 8, 7. Windows 10S is not a compatible operating system.
 - Mac: OS X 10.12 to macOS 10.15.
 - Web camera (internal or external) & microphone
 - A broadband internet connection
4. Mobile Hotspots are not to be used since as they are not considered a reliable internet source.
5. The student will perform all required Respondus checks prior to being allowed to test. (examples- Webcam Check and Facial Recognition Check) Faculty are not responsible for student technology issues. It is the student's responsibility to maintain their equipment in working order.
6. The student will have in place a monitoring camera as Respondus Monitor will be used to ensure test integrity. The student will take a complete, 360 degree scan of the testing environment, showing floor, desk and walls. In addition, the student will use a hand held mirror held up to the camera to show that their screen and keyboard is clear of any unnecessary items. The student will need to show the front and back of the mirror.
7. During the exam, students will be both audio and visually recorded.
8. The student exams will be timed, just like in the face-to-face setting.
9. The student will not use any books, notes or third party supplies during the test. The desk/table will be cleared of additional items. There will be no paper or writing materials allowed. EXCEPTION: On certain tests, your instructor will notify you when a paper (regular or legal) sized white board with one marker and one eraser is allowed. This white board can only be one-sided. During the environmental scan, students will need to have the whiteboard, marker, and eraser present on their

desk/table. They will be required to take the whiteboard and show on the environmental scan that both sides of the whiteboard are free of any writings. During testing, when questions require the use of the whiteboard, students will be required to show their work on the whiteboard for the specific question and show that it is erased after the question prior moving on to the next question. At the end of the exam before submitting the last question, the student will be required to show the front and back of the whiteboard.

10. The student has reviewed the Dishonesty Policy and Procedure for Academic Dishonesty as noted on the course syllabus.

11. The student will not be allowed to use smart watches, cell phones, tablets, calculators, ear phones or other electronic devices during the exam.

12. The student will not wear a hat or any items that obscures the face or eyes while testing.

13. The student will keep the face in clear view of the camera while testing.

14. The student will have all background noise silenced while testing.

15. The student will have no other operating functions open on the computer during testing. (ie: Word, Excel, PowerPoint)

16. The student will be prohibited from taking screen shots or recording of the exam in anyway.

17. The student is prohibited from reading questions or any test material out loud during the test.

18. Question rationales will not be available at this time for test security. Instructors will be available at a later time for missed content review. Students are encouraged to set up individualized meetings with their faculty to discuss specific content areas which were missed.

19. After the exam, the final grade will not be issued or posted to the Blackboard gradebook until the validity of the test is reviewed and approved by the instructor(s). Be aware that the downloads may take 24-72 hours. This includes reviewing the Respondus Monitor report and the video recording of the testing session. At any time the validity is questionable, the student may be required to take a different version of the examination.

20. If a student believes a test question needs to be challenged, the student must email their instructor the evidence-based rationale for consideration. This request must be received via email within 24 hours of the examination.