

COURSE SYLLABUS

RNSG 2261 (2:0:8)

<p>CLINICAL NURSING (RN TRAINING) MENTAL HEALTH NURSING</p>

ASSOCIATE DEGREE NURSING PROGRAM

DEPARTMENT OF NURSING

HEALTH OCCUPATION DIVISION

LEVELLAND CAMPUS

SOUTH PLAINS COLLEGE

Spring 2020

SCANS COMPETENCIES

RESOURCES: Identifies, organizes, plans and allocates resources.

- C-1 **TIME**--Selects goal--relevant activities, ranks them, allocates time, and prepares and follows schedules.
- C-2 **MONEY**--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C-3 **MATERIALS & FACILITIES**--Acquires, stores, allocates, and uses materials or space efficiently.
- C-4 **HUMAN RESOURCES**--Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION--Acquires and Uses Information

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to Process information.

INTERPERSONAL--Works With Others

- C-9 Participates as members of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves clients/customers--works to satisfy customer's expectations.
- C-12 Exercises leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- C-13 Negotiates--Works toward agreements involving exchanges of resources resolves divergent interests.
- C-14 Works with Diversity--Works well with men and women from diverse backgrounds.

SYSTEMS--Understands Complex Interrelationships

- C-15 Understands Systems--Knows how social, organizational, and technological systems work and operates effectively with them
- C-16 Monitors and Correct Performance--Distinguishes trends, predicts impacts on system operations, diagnoses systems' performance and corrects malfunctions.
- C-17 Improves or Designs Systems--Suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY--Works with a variety of technologies

- C-18 Selects Technology--Chooses procedures, tools, or equipment including computers and related technologies.
- C-19 Applies Technology to Task--Understands overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment--Prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATION SKILLS

BASIC SKILLS--Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- F-1 Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- F-2 Writing--Communicates thoughts, ideas, information and messages in writing, and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- F-3 Arithmetic--Performs basic computations; uses basic numerical concepts such as whole numbers, etc.
- F-4 Mathematics--Approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-5 Listening--Receives, attends to, interprets, and responds to verbal messages and other cues.
- F-6 Speaking--Organizes ideas and communicates orally.

THINKING SKILLS--Thinks creatively, makes decisions, solves problems, visualizes, and knows how to learn and reason

- F-7 Creative Thinking--Generates new ideas.
- F-8 Decision-Making--Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- F-9 Problem Solving--Recognizes problems and devises and implements plan of action.
- F-10 Seeing Things in the Mind's Eye--Organizes and processes symbols, pictures, graphs, objects, and other information.
- F-11 Knowing How to Learn--Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning--Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES--Displays responsibility, self-esteem, sociability, self-management, integrity and honesty

- F-13 Responsibility--Exerts a high level of effort and preservers towards goal attainment.
- F-14 Self-Esteem--Believes in own self-worth and maintains a positive view of self.
- F-15 Sociability--Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
- F-16 Self-Management--Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
- F-17 Integrity/Honesty--Chooses ethical courses of action.

**SOUTH PLAINS COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM**

**RNSG 2261
CLINICAL NURSING (RN TRAINING)
COMMON HEALTH CARE NEEDS**

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Campuses:
Levelland

COURSE SYLLABUS

COURSE TITLE: RNSG 2261 Clinical Nursing (RN Training) Common Health Care Needs

INSTRUCTORS: Lourie Winegar, RN, MSN,
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OFFICE HOURS: Posted on each instructor's door

I. COURSE DESCRIPTION AND END-OF-COURSE OUTCOMES

RNSG 2261 integrates the principles and concepts of mental health, psychopathology, and treatment modalities as they relate to providing nursing care to patients and their families suffering from mental illnesses. The course is designed to provide the learner with the basic knowledge and skills necessary to function within the four roles of nursing which include: Member of the profession; Provider of patient-centered care; Patient safety advocate; and Member of the health care team. RNSG 2261 is a clinical-based course which applies classroom knowledge acquired in the preceding foundational course (RNSG 2213) in the various psychiatric clinical settings that include inpatient psychiatric care as well as community-based services. Students are active participants and observers of various mental health nursing roles as they apply to patients and families across the life span. Students in the psychiatric settings are under the direct supervision of faculty members who are experienced in the specialty of mental health nursing.

At the end of the course, the student will demonstrate proficiency in the following areas as they related to participating in care for patients and families that are experiencing mental health problems. After direct observation and visiting the clinical settings, the student will be able to explain the various roles of the professional nurse in caring for patients and families experiencing mental health problems. The student will demonstrate growth and advancement of communication skills by applying the foundations from their previous course in the psychiatric setting. The student will produce a "communication process recording" that includes a self-

critique and evidence of mastery of use of several therapeutic communication techniques. The student will demonstrate critical thinking and use a systemized problem-solving process while participating in care to persons and their families that are experiencing mental health problems.

Course Specific:

1. Apply the concepts and skills learned in Mental Health nursing and Nursing of Clients with Common Health Problems in a variety of settings.
2. Function within the three roles of nursing (provider of care, manager/coordinator of care, and member of profession) in a variety of setting.
(Manager/Coordinator, Member of Profession)
3. Use the nursing process when working with clients/families experiencing problems or who are at risk for experiencing problems with psychosocial/spiritual functioning across the life span and in a variety of settings. (Level III Provider)
4. Practice within legal and ethical guidelines. (Level III Member of Profession)
5. Develop therapeutic relationships using therapeutic communication skills. (Level III Provider)
6. Demonstrate professional and personal growth, self-responsibility, and multidisciplinary team participation. (Level III Member of Profession)
7. Participate in case management, team planning, community assessment, and intervention, home care, acute care, and rehabilitative care of clients/families with psychosocial/spiritual problems. (Level III Provider)
8. Demonstrate concepts of teaching/learning required to provide care to clients, families and/or groups across the life span and in a variety of setting. (Level III Provider)
9. Demonstrate increasing self-awareness/self-responsibility, personal and professional growth. (Level III Member of Profession)
10. Deliver holistic nursing care including biological and physical aspects of care for clients/families experiencing psychosocial/spiritual stressors across the life span. (Level III Provider)
11. Use critical thinking skills to deliver safe nursing care to clients, families, and/or groups. (Level III Provider)
12. Contribute as a health care advocate to the improvement of health care in the community. (Level III Manager/Coordinator)
13. Coordinate appropriate referral sources to meet the needs of clients, families, and/or groups. (Level III Member of Profession)
14. Assume responsibility for professional and personal growth. (Level III Member of Profession)
15. Act as a health care advocate in providing quality health care for clients, families, and/or groups. (Level III Member of Profession)

RNSG 2261—Student Learning Outcomes

1. CLINICAL DECISION MAKING

- A. Analyze and utilize assessment and reassessment data to plan and provide individualized care pertinent to the individual patient that is the recipient of mental health services in both inpatient and outpatient settings.
- B. Demonstrate the orderly collection of information from pertinent sources in order to establish a foundation for nursing care in the form of a nursing process including assessment, formulation and application of nursing diagnoses, description of applicable interventions, and a meaningful and measurable evaluation of the plan of care.

2. COMMUNICATION

- A. Gain proficiency with therapeutic communication skills when interacting with all clients and their support persons encountered in the mental health setting as well as staff, nursing instructors, and peers.
- B. Protect confidential information while respecting the “duty to warn or duty to protect” when interacting with patients, staff, instructors, and peers in the mental health setting.

3. SAFETY

- A. Provide safe, cost-effective nursing care in collaboration with members of the health care team by utilizing critical thinking, problem solving, and the nursing process in a variety of settings through direct care, assignment, or delegation of care.

4. LEADERSHIP

- A. Provide support and cooperation while participating in the student role in a variety of settings that apply to mental health services in the inpatient and outpatient settings.
- B. Understand and evaluate the effectiveness of the healthcare team as they provide care to persons and support to their families or pertinent others while providing care in their respective settings.

5. PROFESSIONALISM

- A. Integrate ethical, legal, evidence based, and regulatory standards of professional nursing practice while caring for persons who are the recipients of care in various mental health settings.
- B. Demonstrate caring behaviors and skills while utilizing the framework of the therapeutic nurse-client relationship and respecting the client’s state of mental health, personal goals and needs, cultural values, beliefs and lifestyle, and any other characteristics that define that individual and their support system or family.
- C. Assume responsibility for professional growth and development

A. COURSE COMPETENCIES

Successful completion of this course requires a grade of “C” (77) or better, satisfactory total grade point average on assignments; satisfactory achievement of clinical objectives; satisfactory completion of clinical pharmacology written exams with a grade of 77% or better; completion of standardized tests as applicable to the curriculum; and regular clinical attendance. Upon successful completion of this course, each student will have demonstrated accomplishment of the level objectives for the course, through a variety of modes (written assignments, presentation, and clinical experiences). Final grade is on a pass/fail basis with a passing grade being a C (77) or better.

B. ACADEMIC INTEGRITY

Refer to the SPC college catalog. Refer to the SPC ADN nursing student Handbook: Honesty Policy.”

C. SCANS and FOUNDATION SKILLS

Scans and foundation skills found within this course, are listed below the unit title (and above the content column) of each unit presented.

D. VERIFICATION OF WORKFORCE COMPETENCIES

External learning experiences (Clinical) provide workplace settings in which students apply content and strategies related to program theory and management of the workflow. Successful completion of the NEAC Competency statements at the level specified by the course (Level Objectives) will allow the student to continue to advance within the program. Upon successful completion of the program, students will be eligible to take the state board exam (NCLEX) for registered nurse licensure.

CAMPUS CONCEALED CARRY STATEMENT
STATEMENT OF UNDERSTANDING
CAMPUS CONCEALED CARRY

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun, a qualified law enforcement officer or those who are otherwise authorized. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC Campus Carry page at <http://www.southplainscollege.edu/campuscarry.php>.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

The following Penal Code pertains to all hospital owned property such as clinics, physician's offices, ambulances, and ambulance stations.

Texas Penal Code - PENAL § 30.06. Trespass by License Holder with a Concealed Handgun states that an individual cannot carry a handgun (concealed or open carry) on the premises of a hospital licensed under Chapter 241, Health and Safety Code, or on the premises of a nursing facility licensed under Chapter 242, Health and Safety Codes, unless the license holder has written authorization of the hospital or nursing facility administration.

Texas Penal Code - PENAL § 30.07. Trespass by License Holder with an Openly Carried Handgun states that an individual cannot carry a concealed handgun on the premises of a hospital licensed under Chapter 241, Health and Safety Codes, or on the premises of a nursing facility licensed under Chapter 242, Health and Safety Codes, unless the license holder has written authorization of the hospital or nursing facility administration.

§ I am aware of the Texas Senate Bill – 11, Campus Concealed Carry law

§ I have read both § 30.06 and § 30.07 of the Texas Penal Code regarding hospital/clinical Campus Concealed Carry

§ I understand that concealed means that it is not seen, it is not noticeable, it is not touched by another, nor is it talked about

§ I understand that it is legal to conceal a handgun on a South Plains College campus with a proper license. I understand that it is illegal to conceal a handgun at the clinical sites (hospitals & clinics) regardless of license status.

§ I understand that if the weapon becomes non-concealed that the SPC Campus Police will be called and the situation will be handled by the SPC Campus Police

Student Name (Print) Student's Signature

Date

SPECIFIC COURSE/INSTRUCTOR REQUIREMENTS**A. REQUIRED TEXTS**

1. RNSG 2261 - Clinical Nursing (RN Training) Care of the Client with Common Health Care Needs—course syllabus.
2. Videbeck, Sheila L. (Most recent edition). Psychiatric Mental Health Nursing: Philadelphia, PA: Lippincott.
3. Access to WEBCT
4. ATI-online and text for Mental Health Nursing

B. ATTENDANCE POLICY:

The SPC ADNP policy must be followed. Refer to the SPC ADNP Nursing Student Handbook to review this policy.

Specific to this course—

Attendance is mandatory

There are no excused absences

Clinical experiences are weekly—8 hours per week

Only one clinical absence is allowed

Students exceeding one clinical absence will be dropped from the course

Students dropped due to excessive absences will not pass the course. Students arriving > 10 minutes late will be sent home and this will be counted as a clinical absence.

Required preparatory assignments are collected at the beginning of clinical and unprepared students will be sent home and they will receive a clinical absence.

C. ASSIGNMENT POLICY

Refer to SPC ADNPN Nursing Student Handbook Grading System

Turning assignments in on time

Students turning in assignments “late” can expect points to be deducted

Students may be able to negotiate with their clinical instructor for an extension

Assignments are due by 1500 on Tuesday’s.

Late assignments will have 5 points deducted per day –

Assignments turned in **one week past the due date will not be graded and the student will receive an automatic zero.**

Students with late assignments will turn in work to the administrative assistants in the nursing office located on the Levelland campus where the paper will be dated and timed—then placed in the instructor’s mail box.

**Plagiarism Declaration
Department of Nursing
South Plains College**

By signing this plagiarism declaration I acknowledge that I have received a copy of the honesty policy and been made aware that the penalty for plagiarism is dismissal from the program.

Examples of student plagiarism

- Copying material without quotes, in-text citations, and/or referencing
- Paraphrasing content without in-text citation and/or referencing
- Copying ideas, words, answers, exams, or shared work from others when individual work is required
- Using another's paper in whole or in part
- Allowing another student to use one's work
- Claiming someone else's work is one's own
- Resubmitting one's own coursework, when original work is required (self-plagiarism)
- Falsifying references or bibliographies
- Getting help from another person without faculty knowledge or approval
- Purchasing, borrowing, or selling content with the intent of meeting an academic requirement for oneself or others

CLINICAL ASSIGNMENTS/GRADING

ASSIGNMENT	DUE	GRADE TO PASS
Additional group and computer hours as outlined on “grade sheet”.	Completed by the end of the semester due date as specified.	Attain and document additional hours.
Nursing Processes (see Nursing Process Packet) Covenant Plaza Behavior Services, Amarillo Pavilion, or Sunrise Canyon.	Due dates are one week following the clinical experience. Turn in with grade sheet “IN BOX” located near the offices of the instructors (See page 6 regarding “late assignments.”)	See Clinical Evaluation Tool Attain a grade of 77% (average grade) on two processes. Failing is less than 77%
Mid-term and final Evaluation Tools	These dates will be established at the beginning of each semester.	See Clinical Evaluation Tool: Clinical Performance Rating Scale and Additional Criteria to meet objectives RNSG 2261. Must attain an overall “satisfactory” rating in all areas.
Formal Communication Process: Includes: 1) Process Recording 2) Process Critique 3) Grade Sheet	Due dates are one week following the clinical experience.	Average of <u>77%</u> . <u>Students failing the first communication process must re-do and resubmit the corrected “process” the following week – an average of 77% is required</u>
Journal	See criteria in syllabi. Also document group and computer assignments here.	Must make a total score of “77” points in order to pass.
Participation in Simulation Lab	Dates for Simulation Lab will be established at the beginning of the course.	Group grade must be passing (77%)

Failure of either theory or clinical will necessitate repeating all concurrent courses. When repeating any course, the student is required to retake all aspects of the course including the required written work.

D. SPECIAL REQUIREMENTS

1. Clinical Component:

- a. Clinical skills are Pass/Fail (P/F) basis.
- b. The clinical instructor may remove the student from the clinical setting if the student demonstrates unsafe clinical performance as evidenced by the following:
 - 1) Places a client in physical or emotional jeopardy
 - 2) Inadequately and/or inaccurately utilizes the nursing process;
 - 3) Violates previously mastered principles/learning/objectives in carrying out nursing care skills and/or delegated medical functions;
 - 4) Assumes inappropriate independence in action or decisions;
 - 5) Fails to recognize own limitations, incompetence and/or delegated medical functions;
 - 6) Fails to accept moral and legal responsibility for his/her own actions; thereby, violating professional integrity as expressed in the Code for Nurses and the Nursing Practice Act.

Repeated incidences will result in clinical failure and/or dismissal from the ADNPN.

- c. Dress Code:
 - 1) The South Plains College name badge must be worn in the hospital setting if a uniform is not required. SPC uniform policy must be followed unless otherwise indicated. (See ADNPN Student Handbook)
 - 2) Dress for Clinical Rotations
 SPC student scrubs and white shoes.
No white lab coats are worn on the unit – short khaki-colored jackets are acceptable
Name Badges are required and must be visible to staff and clients.
- d. Students must meet guidelines outlined on the “The SPC Uniform Policy” while in the clinical area. See the ADNPN Nursing Student Handbook with exceptions as approved only by the instructor.
- e. The SPC Medication Policy must be followed in the clinical area. See the ADNPN Nursing Student Handbook. (Students will not give medications during this clinical rotation)

ACCOMMODATIONS

4.1.1.1. Diversity Statement:

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

4.1.1.2. Disabilities Statement:

Levelland Campus

Students with disabilities, including but not limited to physical, psychiatric or learning disabilities, who wish to request accommodations in this class should notify the Special Services Office early in the semester so that the appropriate arrangements may be made.

In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Special Services Coordinator. For more information, call or visit the Special Services Office in the Student Services Building, 894-9611 ext. 2529.

Reese Center and the Byron Martin Advanced Technology Center (ATC)

Students with disabilities, including but not limited to physical, psychiatric or learning disabilities, who wish to request accommodations in this class should notify the Special Services Office early in the semester so that the appropriate arrangements may be made.

In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Special Services. For more information, call or visit the Special Services Office in rooms 8 09 and 811, Reese Center Building 8, 885-3048 ext 4654.

CLINICAL ASSIGNMENTS AND CONDUCT ADDITIONAL GUIDELINES

1. Students must contact clinical instructor if they are running late. It is at the instructor's prerogative as to whether the student will be allowed to attend the clinical assignment or not. A student will **absolutely not** be allowed to attend clinical if they are >10 minutes late.
2. All written assignments, nursing processes and formal communication processes, must be turned in to the clinical instructor by the time assigned. Five (5) points will be deducted from the assigned grade for that assignment for each day not turned in to the instructor—**papers that are one week late will receive a grade of “zero”**.
3. The student may negotiate with the clinical instructor for an extension on written assignments **before the due date**.
4. The student is to contact by phone their assigned instructor, whenever there is a doubt or questions about student assignment, conduct, or patient safety issue while in the clinical setting.
5. Students are not allowed to escort patients who are on any type of precautions or restrictions without the presence of a qualified staff member.
6. Students are not to give medications or chart with the exception of the graphic sheet.
7. Students must have instructor's and staff's permission to enter seclusion and then only in the presence of two staff members.
8. Students must maintain confidentiality, abide by all legal/ethical guidelines, and promote patient safety at all times. Any breaches of this policy must be reported to the instructor immediately by the student or any other student that witnesses such as a breach. **Students may discuss clients in the context of their post-conference meeting or while giving a formal (classroom environment) presentation but may not discuss clients shared under any other circumstances that would affect confidentiality. Written assignments and journal entries respect confidentiality and are considered for educational purposes. The student will not refer to any client by their name—instead using only one initial to refer to that patient. For instance, John Doe would be referred to as either Mr. J or Mr. D.**
9. Students are not to perform any procedures without the instructors' approval.
10. Students are not allowed in any clinical area without instructor's knowledge and permission.
11. Students may not take photocopies of any portion of the patient's chart outside of the clinical facility.
12. When the student is gathering data for their formal nursing process and communication process, they are expected to take notes while in the clinical setting and should never use the personal name of a person or any of their family or support system. In all cases, an initial will suffice instead of using the patient's name.

CLINICAL LEARNING EXPERIENCES IN THE THERAPEUTIC MILIEU

There are many learning experiences and opportunities available in the therapeutic milieu. These experiences will vary somewhat among the various hospitals utilized in this course dependent upon what is available to the student. It is expected of the student to participate in these modalities, as the opportunities are available. The objectives outlined under each treatment modality serve as guidelines communicating expected outcome criteria for each experience. It is the student's responsibility to seek those learning experiences whenever they are made available in order to achieve these objectives.

I. GROUP THERAPY

- A. Learning Objectives: In observing and participating in the group therapy process, the student is expected to:
 - (1) Experience and examine the group process and its underlying dynamics.
 - (2) Identify the various roles assumed by group members in the group process.
 - (3) Practice communication and interpersonal skills in a group setting.
 - (4) Observe the group therapist utilize therapeutic skills within the group setting.
 - (5) Process group dynamics and content with the group therapist following a group session.
 - (6) Differentiate between the various types of groups experienced in the clinical setting.
 - (7) Evaluate the significance of the group process as a treatment modality within the therapeutic milieu.
- B. Clinical Expectations: The group experience is available to students. The student is expected to attend group at least one week and preferably each clinical day if attendance restrictions don't prohibit it. It is customary for the student to initiate contact with the group therapist to ask permission to attend group and to allow the therapist the opportunity to communicate his/her expectations and group rules.
- C. Customary Group Rules:
 - (1) Information shared within the group is confidential to the group. This information should not be discussed outside the group except with the clinical instructor.
 - (2) Free expression of thoughts and feelings is encouraged; however, each person is responsible for his own words and actions. Destructive or threatening behavior is not allowed. Inappropriate behavior on the part of the staff is not tolerated. Those individuals unable to control their behavior or those staff members who cannot maintain a therapeutic and professional approach may be asked to leave or not attend until they gain control and correct behavioral deficiencies.

- (3) Each person is free to choose whether they want help, what kind of help and from whom they wish help. Each staff member/professional is free to choose what kind of help they are willing to offer, how they are willing to offer it and with whom they are willing to work.
- (4) After group begins, no one is to leave the room except for an emergency unless a break is scheduled or decided by the group. Use the rest room, etc., before group therapy starts.
- (5) Soft drinks and food are usually not permitted. Students are NOT allowed to smoke.
- (6) All members of the group are expected to sit in the circle.

Student name _____ Course Grade _____

Mid-term evaluation _____ Final evaluation _____

Grading Criteria—course work is pass/fail. Passing grade is 77%. All sections must be complete and each “graded” area stands alone. The course grade is not based on the student’s average grade.

Journal Entries (7/11) Group Hours-6 Computer / Films-4

Week1 _____	_____	_____
2 _____	_____	_____
3 _____	_____	_____
4 _____	_____	_____
5 _____	_____	_____
6 _____	_____	_____
7 _____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Communication Process _____

(if not = 77% student must redo and then average must be = 77%)

Nursing Process _____

_____ (if not = 77% student must
redo and then average grade
for both=77%)

Community Experience form 1. _____ 2. _____

Garrison Prep Sheet _____

Other _____

Attendance _____

Comments _____

SOUTH PLAINS COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
GUIDELINES FOR INDIVIDUAL JOURNAL

PURPOSE: The individual journal is an ongoing developmental record of skills, attitudes and experiences relevant to effective psychosocial nursing. Journaling is an effective way to process experiences, gain awareness, and integrate knowledge. Journaling helps the student in the development of analytical thinking and should reflect the student's professional growth and document acquisition of critical thinking skills.

PROCEDURE: Use a notebook to record all entries. Date each entry and indicate the week number. **Students must turn all assignments in via their journal.** Students will be required to earn 77 total points on their journal entries. If all eleven points are received for each entry, that would be a total of 7 journal assignments. Each of the below topics should be covered using a minimum of **3 sentences**. Each entry should cover the following information in a narrative form:

- a. Your expectations and feelings prior to the experience.
- b. Describe the experience.
- c. Your feelings during the experience.
- d. How your feelings and expectations affected the experience.
- e. What knowledge and skills related to psychosocial nursing you used and/or gained related to the experience.
- f. What you need to improve or work on.
- g. Discuss, describe your relationship with peers, instructors, staff and clients.

Helpful hints for successful journaling

Use 2 journals alternating one each week for ease of grading
Label each area for ease of grading—for instance, A. My expectations....B. I was nervous....etc.

In order to attain the recommended grade of 11 points per journal entry, students should address each area in detail—merely making one or two statements or comments is not considered “in detail”. Also, students must be certain that they address each question of A-G—if all of the points are addressed in detail a student should expect to receive a grade of “11 points”.

Students should be able to demonstrate increased proficiency with expressing themselves via journaling as the semester progresses.

Students are welcome to be honest and open with their comments as journal entries are confidential

Journals provide ongoing clinical assessments for their instructors and this serves to strengthen the course.

Students will use their journal as a means to address and turn in their group and computer hours. See special instructions for “completion” and “group” documentation.

Students must have **a total of 77 points to get a satisfactory grade on your journal.**

The journal is to be turned in to the clinical instructor by 1500 on class day (Tuesday's)

Journals received late will be “docked” as per instructor’s preference

Once 77 points are obtained, the student is not required to turn in a journal entry

It is helpful to have 2 separate journals to prevent “lag time” with returns and submissions.

Group Experience

Students are required to attend at least 6 hours of community group meetings or activities. Typical group meetings include Alcoholics Anonymous, Narcotics Anonymous, Ala-Teen, Al-Anon, Overeater's Anonymous, etc.*

The group meeting should be “open” to nursing students—in some cases; meetings are “closed” except to participants.

Students should dress in the SPC uniform. In most cases, a name badge is not required. It is important that students introduce themselves and discuss their student role with the group leader before the meeting starts.

Credit—group hours—will be granted for the entire meeting time. Most meetings last one to two hours – students may not receive credit for time spent traveling to a location or time spent documenting the meeting.

Students will document the meeting in their journal. Please use the following summary for group hours:

1. Where the meeting was held and what type of group it was.
2. Why you were interested in this particular group.
3. Would you recommend this group for individuals with problems the group addressed—**why or why not?**
4. What were your feelings after you left this group? For instance, did you receive new insight or did you find you were more empathetic?
5. **You must obtain a signature from the group leader to receive credit.**
6. Lastly, you should document the date you attended this group and how long the meeting lasted.
7. Your clinical instructor will initial the summary in your journal and note the number of group hour's credit that was received.

Be sure and use the format listed above—do not use the A-G format to document group hours.

***Students may attain 2 of their group hours by participating in community experiences such as “walks” or awareness events that pertain to mental health nursing. These activities should be approved by their nursing instructor in advance. Examples of past activities include The Alzheimer's Walk, Autism Walk, and activities related to Women's Protective Services, Child Abuse Agencies, etc. If students become aware of a group activity—they are welcome to post it in the discussion section of BlackBoard to help inform classmates about the activity.**

Computer/Media Hours

Students are responsible for completing a total of 4 hours of computer and media-related reviews with content that is relevant to mental health nursing.

Computer time is earned as students search and review applicable websites related to mental health issues and pertaining to mental health topics. See documentation guidelines below.

Work done from home should include a critique that answers— Time spent and the date the web search was conducted. What is the purpose of this site or video?
Is this site or video valuable to the public?

Is the site or video useful to healthcare providers? Why were you interested in this site or video?

Did you feel the site or video was reputable and why?

Add a copy of the web page to your journal to complete documentation. If you are watching a video stream—be sure to add the title and how long the film lasted.

Students may also attain hours by reviewing a movie that portrays a mental illness. Up to two hours of credit may be extended for a movie review and students will write a formal *Movie Review* addressing topics such as—how the movie related to mental illnesses; some of the symptoms noted and were they realistic; and was this a realistic depiction based on the student's knowledge of the condition it portrayed.

DOCUMENTATION OF COMMUNITY EXPERIENCES

Answer the questions on the attached form and submit the form with your journal following your community experiences. You should submit this form twice during the semester and turn it in by the final due date.

**SOUTH PLAINS COLLEGE ASSOCIATE
DEGREE NURSING PROGRAM****COMMUNITY EXPERIENCE OBJECTIVES**

. Turn this form in with your Journal.

1. Discuss the mission of the agency or facility or group and how it accomplishes this mission. (Why it exists, for whom it exists, how it implements its purpose)

2. Describe how the environment contributes to or detracts from the mission.

3. Identify nursing roles and functions of the agency.

4. Describe the major issues/problems manifested by the clients (include behavior, dynamics of behavior, dynamics of behavior, etc. with specific observations).

5. Compare and contrast the agency's or facility's services with an inpatient mental health facility in the community (i.e. difference in populations, staffing, leadership, types of patients, environment, "aura" of the agency, uniqueness of experience for students, how the staff works together, different interdisciplinary team functioning, etc.)

6. Discuss the referral process (how, who, why, when, and where).

7. List your personal objectives for the experience and how they were met or unmet.
8. Discuss this experience's contribution to learning goals. Identify both positive and negative elements and suggestions for improvements or changes.
9. Formulate one formal nursing diagnosis that applies to an individual you met or observed at this agency.

Name _____ Semester _____

RNSG 2261**Prep and Documentation Form—Garrison Center**

Answer questions 1-3 before your clinical rotation—bring this form to Garrison Center to turn in to your clinical instructor--

1. The three stages of dementia are mild, moderate, and severe. **List 4 examples** of “behavior” patterns one might observe in each stage. (Hint: Answers are in your Videbeck)

Mild—1.

2.

3.

4.

Moderate—1.

2.

3.

4.

Severe—1.

2.

3.

4.

2. **Define the following terms—**

1. Aphasia

2. Apraxia

3. Confabulation

4. Sundown Syndrome

5. Perseveration

6. Agnosia

7. Disturbance in “executive function”

8. Echolalia

9. Palilalia

3. *When working with persons with dementia, explain how the following interventions are used---*

a. Reminiscence therapy

b. Distraction

c. Going along

d. Time away

4. *Write a nursing diagnosis for one resident that you met on each unit—*

Mild (Bluebonnet)

Moderate (Mesquite)

Severe (Oak)

5. *List several “nursing interventions” you accomplished during your visit to the Garrison facility.*

STUDENT CONTRACT

**To meet the course outcomes,
RNSG 2261 student will:**

Be in compliance with attendance policy. No more than 1 clinical absence. (>10 minutes tardy will equate an absence).

Satisfactorily meet objectives of the clinical experiences.

Make up work will be assigned for first absence and must be completed by assigned date. **Second absence will result in failing grade for course.**

Satisfactorily meet **ALL** course requirements as stated in the course syllabus.

I have read and understand the above RNSG 2261 policies.

To assist students to meet the course outcomes, the instructor will:

Be at assigned clinical at scheduled times.

Provide feedback regarding student learning.

Deviation from the student Contract will be evaluated on an individual basis with the instructor.

Referral will be made to the ADNP Director.

Student's Signature

Date

Instructor's Signature

Date

EVALUATIONS
Self Evaluation
Clinical Evaluation Tool
and
Student Contract

Mid-term Evaluation Tool

Student _____ Semester _____

Clinical Performance Rating-Mid-term Evaluation Tool

Clinical practice standards for student performance are based on the SPC Graduate Outcomes (NLN Educational Competencies for Graduates of Associate Degree Nursing Programs, 2002). For each graduate outcome, a level of achievement is indicated in the table below. Students are expected to complete the semester at the level indicated, showing progress and increasing competency throughout the semester. Student performance standards/levels are defined as follows (adapted from Krichbaum et al., 1994):

1. Provisional: performs safely under supervision; requires continuous supportive and directive cues; performance often uncoordinated and slow; focus is entirely on task or own behavior; beginning to identify principles but application of principles are sometimes lacking.
2. Assisted: performs safely and accurately each time observed but requires frequent supportive and occasional directive cues; time management skills still developing; skill accuracy still developing; focus is primarily on task or own behavior with more attention to client; identifies principles but still may need direction in application of principles.
3. Supervised: performs safely and accurately each time behavior is observed; requires occasional supportive and directive cues; spends reasonable time on task and appears generally relaxed and confident; applies theoretical knowledge accurately with occasional cues; focuses on clients initially but as complexity increases, may still focus more on task.
4. Independent: performs safely and accurately each time behavior is observed and without need of supportive cues; demonstrates dexterity in skills; spends minimum time on task; applies theoretical knowledge accurately; focuses on client while giving care.

Ratings will include the following—N.O.-not observed, S-Satisfactory, U-Unsatisfactory, NI-needs Improvement

1. Overall, in the clinical settings and regarding additional requirements as they pertain to the course (computer hours, group hours, etc.), evaluate your efforts. (self-starter, leader, or require prompting?) Are your assignments on time and up-to-date? Give examples.

2. Do you submit a weekly journal entry that is reflective and meaningful? Comment on the benefits of journaling.

3. What skills have you learned? What do you need to do to master these skills?

4. Comment on the clinical rotations you have experienced, thus far. Have they been useful—why or why not? Provide insight into your personal growth or lack thereof that has occurred during the semester.

5. Write a descriptive paragraph incorporating elements of “Provider of Care” as outlined in your syllabus. Examples include—Is the student able to meet a person with a severe mental illness in the inpatient psychiatric setting and assess them wholly, identify nursing priorities and provide meaningful interventions? Is the student able to communicate effectively with high-risk persons in the psychiatric setting? Can the student promote safety, dignity, emotional support, and respect to persons suffering from a severe mental illnesses? What are areas that the student needs to improvement in order to provide care that is more meaningful?

Student-Signature_____Date_____

Instructor- Signature_____

Final Evaluation Tool

South Plains College - Associate Degree Nursing Program
Student Clinical Evaluation Tool-RNSG 2261
Semester ____

Student's Name: Year: _____ Course: 2261

Midterm Clinical Grade: ____ Final Clinical Grade: ____

Clinical practice standards for student performance are based on the SPC Graduate Outcomes (NLN Educational Competencies for Graduates of Associate Degree Nursing Programs, 2002). For each graduate outcome, a level of achievement is indicated in the table below. Students are expected to complete the semester at the level indicated, showing progress and increasing competency throughout the semester. Student performance standards/levels are defined as follows (adapted from Krichbaum et al., 1994):

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4. Independent: performs safely and accurately each time behavior is observed and without need of supportive cues; demonstrates dexterity in skills; spends minimum time on task; applies theoretical knowledge accurately; focuses on client while giving care.

GRADUATE OUTCOMES	1st semester	2nd semester	3rd semester	4th semester
Clinical Decision Making	2	3	4	4
Communication & Information Mgt.	2	3	4	4
Leadership	1	2	3	4
Safety	1	2	3	4
Professionalism	1	2	3	4

The student will be evaluated throughout the semester at the level indicated as well as on Work Ethics.

Critical objectives are designated with an * on the evaluation tool and these are considered critical for success in the profession of nursing and must receive a satisfactory score on the final evaluation to pass the course. Additionally, 77% or more of the clinical objectives must receive a satisfactory score on the final evaluation to pass the course.

Upon satisfactory completion of the course, the student will be progressing toward meeting the SPC Graduate Outcomes and the Texas BON "Differentiated Essential Competencies" (DECS). The DECS are listed by letters and numbers in the numbered role columns on the clinical evaluation tool (1=Member of the Profession; 2=Provider of Patient-Centered Care; 3=Patient Safety Advocate; and 4=Member of the Health Care Team)

Clinical Evaluation Faculty Comments

Date:

Comments:

Signatures and date

Faculty _____ Date: _____

Student _____ Date: _____

Date:

Comments:

Signatures and date

Faculty _____ Date: _____

Student _____ Date: _____

KEY:				RATING:			
ELA: Expected Level of Achievement				N/O: Not Observed (can only be used at mid-term)			
DECS: Differentiated Essential Competencies (Texas BON, 2010)				S: Satisfactory			
* Critical Objective				U: Unsatisfactory			
				NI: Needs Improvement			
Graduate Outcome: CLINICAL DECISION MAKING - Provides competent nursing interventions based on application of the nursing process and demonstrates critical thinking, independent judgement and self-direction while caring for patients and families. (ELA ????)							
DECS (clinical)				Clinical objectives and examples of knowledge, skills, & behaviors			
1	2	3	4				
B2b	A3	B1	B1b	1. Applies critical thinking by defining nursing concepts, principles and theories as they apply to clinical situations. <u>Satisfactory:</u> Utilize the components of the nursing process as applied to the person with mental health concerns. <u>Needs Improvement:</u> Limited ability to identify key factors in the nursing process as they apply to the person with mental health concerns. <u>Unsatisfactory:</u> Defines patient care in terms of specific tasks without awareness of patient as a dynamic, changing person.			
B3a	A4		C2a				
C1	B1		C2b				
	C2						
	E9						
	E11						
B3A	A3	B1	B2	2. Utilizes systematic, sequential thinking processes <u>Satisfactory:</u> Examines treatments (meds, ECT, group, and individual therapies) accurately based on a specific patient. Distinguishes symptoms of patient presentations across the treatment continuum. Analyzes concurrent medical conditions that occur in patients with mental illness. <u>Needs Improvement:</u> Makes generalities about treatments ordered for patient, rather than taking the individual patient into consideration. Does not look at individual response to treatment. <u>Unsatisfactory:</u> Fails to examine treatments appropriately that are ordered for patient.			
B3c	A4		C1c				
B4a	B1		C2a				
B7	C5						
	E9						

Graduate Outcome: CLINICAL DECISION MAKING - Provides competent nursing interventions based on application of the nursing process and demonstrates critical thinking, independent judgement and self-direction while caring for patients and families. (ELA ???) continued												
DECS (Clinical)				Clinical objectives and examples of knowledge, skills, & behaviors								
1	2	3	4									
D3	B1	B1	B1a	3. Examines subjective/ objective data: <u>Satisfactory:</u> Questions commonly held assumptions regarding mental illness. <u>Needs Improvement:</u> Frequently underestimates persons with mental health concerns. Limited awareness of own biases regarding mental illness <u>Unsatisfactory:</u> Accepts negative stereotypes as facts. Assumes a judgmental attitude when working with patients, family, and community members.								
	C2		B3a									
	C5											
	G1											
	G5											
B4a	A4	B1	B1b	4. Demonstrates concepts of teaching/ learning required to provide care to clients, families, and /or groups across the lifespan and in a variety of settings. <u>Satisfactory:</u> Applies teaching / learning principles to clients and groups with mental illness across the lifespan. <u>Needs improvement:</u> Frequently overlooks opportunities to engage in teaching / learning processes with clients, families, and / or groups. <u>Unsatisfactory:</u> Fails to engage in teaching opportunities.								
B4b	C2		B3c									
D1	C5		C1c									
	G1											
	G4											
	G5											
B3a	A3	B1	B1a	5. Deliver holistic nursing care including biological, emotional, mental, cultural, and spiritual aspects of care for clients/ families experiencing psychosocial/ spiritual stressors across the lifespan. <u>Satisfactory:</u> Consistently able to discern opportunities to apply various aspects of holistic care for clients / families experiencing psychosocial/ spiritual stressors across the lifespan. <u>Needs improvement:</u> Frequently does not recognize holistic aspects of care related to clients / families experiencing psychosocial/ spiritual stressors across the lifespan. <u>Unsatisfactory:</u> Fails to demonstrate holistic nursing care related to the various aspects of clients / families experiencing psychosocial/ spiritual stressors across the lifespan.								
B3b	B9		B1b									
B3c	G7		B2									
C1			B3									
D1			C2a									

Graduate Outcome: Communication AND INFORMATION MANAGEMENT- Communicates effectively utilizing technology, written documentation and verbal expression with members of the health care team, patients and families.						
DECS (Clinical)					Clinical objectives and examples of knowledge, skills, & behaviors	MIDTERM
1	2	3	4			FINAL
83a	D2c	81	C2a		1. Utilizes different therapeutic communication styles with patients, families, groups, peers, instructors, and the health care team. Satisfactory; Utilizes various therapeutic communication techniques effectively Recognizes and corrects nontherapeutic communication techniques. Needs improvement: Frequently but inconsistently utilizes different therapeutic communication techniques but rarely self corrects non-therapeutic communication techniques. Unsatisfactory; Fails to employ therapeutic communication techniques in a clinical setting.	
83b	E9		C2b			
83c						
B4a						
87						
83a	D2c	81	C2a			
83b	E9		C2b			
83c					2. Applies strategies to augment therapeutic communication. Satisfactory: Shows improvement over time in communicating effectively with patients and others. Needs Improvement: Unlimited awareness of and ability to analyze therapeutic communication interventions. Unsatisfactory: Rigidly adheres to ineffective communication strategies.	
B4a						
87						
83a	E9	81	81a			
83b	E9		81b			
83c	E11		82			
D3	G7		83a			
			C2a			
			C2b		3. Values the observation of health care situations from a patient perspective. Satisfactory Appreciates what the patient is trying to say and how they are saying it. Needs Improvement Student is more focused on what the student is feeling rather than what the patient is feeling. Unsatisfactory; Fails to develop awareness of own perceptions in terms of accepting patient.	

Graduate Outcome: LEADERSHIP - Demonstrates knowledge of basic delegation, leadership management skills, and coordinates resources to assure optimal levels of health care for patients and families. (EL)															
DECS (Clinical)				Clinical objectives and examples of knowledge, skills, & behaviors									MIDTERM	FINAL	
1	2	3	4												
A2b	A3	B1	B1a	1. Demonstrates professional and personal growth, self-responsibility, and multidisciplinary team participation. <u>Satisfactory:</u> Utilizes diverse clinical experiences to explore roles of the nurse and the interdisciplinary mental health care team. <u>Needs Improvement:</u> Frequently avoids participating in diverse patient care settings. <u>Unsatisfactory:</u> Does not participate in programming and clinical activities.											
A4a	A4		B1b												
B7	B9		C2a												
D3	D2c														
	G7														
B2b	A3	B1	B1b												
B3a	A4		B3a												
B7	D2c														
C1	G4														
C6b	G7														
D1															

[illegible]

Graduate Outcome: PROFESSIONALISM - Demonstrates knowledge of professional development and incorporates evidence based practice in the nursing profession. Utilizes concepts of caring, including moral, ethical, legal standards with astute awareness of the spiritual, cultural and religious influences on patients and families. ies											
DECS (Clinical)				Clinical objectives and examples of knowledge, skills, & behaviors							
1	2	3	4								
B3a	A3	B1	B1b	1. Demonstrates awareness of communicating a genuine caring attitude. <u>Satisfactory:</u> Determines appropriate role of the nurse in the nurse/ patient relationship by maintaining boundaries. <u>Needs improvement:</u> Shares personal information with the patient. Is inconsistent with maintaining professional boundaries. <u>Unsatisfactory:</u> Unable to maintain appropriate boundaries with a patient or family. Breaks confidentiality.							
B3b	E9		B2								
B3c			B3a								
B7											
B2b											
B2b	A3	B1	B1b								
B3a	E9		B2	2. Demonstrates a respectful attitude and nonjudgmental attitude of care. <u>Satisfactory:</u> Adapts treatment alternatives/ nursing interventions in respect to diverse patient populations. Adapts patient centered care for diverse disease populations. <u>Needs Improvement:</u> Discusses the patient in disparaging terms in student or staff conferences. <u>Unsatisfactory:</u> Treats patients in a manner that makes the patient feel ashamed of aspects of themselves or in regards to their illness processes.							
B3b			B3a								
B3c											
B7											
B2b	A3	B1	B1b								
B3a	E9		B2	3. Accepts and respects cultural differences. <u>Satisfactory:</u> Values strengths as well as specific needs of each patient. Recognizes diversity in many forms <u>Needs Improvement:</u> Has difficulty seeing life experiences of others beyond own ethnocentric experiences. <u>Unsatisfactory:</u> Unable to recognize limits and boundaries of caring relationships in relation to diversity.							
B3b			B3a								
B3c											
B7											

[illegible]

Templates for Nursing Processes and Communication Process Recording

Student Name _____

Instructor at clinical site _____

RNSG Abbreviated Nursing Process

1. Demographic Data

Client's initial _____ Age _____ Sex _____

Date and location of care

DSM V Diagnoses

Date of admission _____

2. Chief Complaint (present symptoms, focus of concern)

3. What is the description or explanation that the client offers when asked why they are in the hospital at this time?

4. Current living situation (Describe who they live with and type of housing.)

5. List current medications the client is taking and note any drug allergies.

6. Mental health Exam

1. Appearance and Behavior

2. Mood and affect

3. Cognition

a. Orientation

b. Memory

c. Sensorium/attention

d. Intellectual functioning

4. **J u d g m e n t**
5. **Thought content**
6. **Thought processes**
7. **Insight**
8. **Self-Concept**
9. **Ego Defense Mechanisms**

7. List one **formal** (PES format) nursing diagnosis and 5 applicable nursing interventions.

**Grading Criteria—Abbreviated Nursing Process
RNSG 2261**

Sections 1-5 (Demographic Data, Chief Complaint, Patient's Description, Current living situation, And Medications) points	<u>Points</u> 50
Section 6 Mental Health Exam points	30
Section 7 One formal nursing diagnosis and 5 applicable interventions	<u>20</u>
	100

Cover Page

Nursing Process for Mental Health Nursing

RNSG 2261

Semester_____

Student_____

I. Demographic Data

Client's initial_____Age_____Sex_____

Date and location of care

DSM V Diagnoses

Medical Diagnosis

Date of admission

Drug or other allergies

Dietary

Height_____Weight_____

Current vital signs--

II. Chief Complaint (present symptoms, focus of concern)

III. Was there a situation of event that led to their hospitalization?

IV. What is the description or explanation that the client offers when asked why they are in the hospital at this time?

- V. Past history (mental illness focus including suicide ideations or attempts as well as substance abuse, physical abuse or neglect—all areas that relate to mental illnesses)**

- VI. Current living situation (Describe who they live with and type of housing.)**

- VII. Resources--Housing, financial status or income, health care coverage, and transportation**

- VIII. Educational background, occupational history**

- IX. Family dynamics (describe significant relationships between family members, define what type of family this client has—single-parent, widowed, nuclear, etc.)**

- X. Explore family history for evidence of others with mental illnesses including substance abuse, etc.**

XVI. Current medications—name of drug, dose, desired effect, common side effects

XVII. Complete history of drug or alcohol abuse including agent used, amount used daily, and for how long?

XVIII. Mental Health Exam

a. Appearance and Behavior

b. Mood and affect

c. Cognition

1. Orientation

2. Memory

3. Sensorium/attention

4. Intellectual functioning

d. Judgment

e. Thought content

f. Thought processes

g. Insight

h. Self-Concept

i. Ego Defense Mechanisms

aa. Lab reports (List studies done and discuss any **abnormal** studies noted on medical record)

bb. Other pertinent physical findings or concerns—for example did you notice poor dental hygiene, abnormal facial movements, etc?

XIX. **Discharge planning** that is pertinent to this client. For example, what agencies, groups, providers, etc. would you recommend to prevent this client from frequent and recurrent readmissions to the psychiatric facility? What areas should client and family teaching focus on?

XX. **Combined list of Nursing Diagnoses** pertinent to this client and/or their family. The list may contain physical and emotional concerns and should follow the formal format that is recognized by South Plains College—the PES format with “P” identifying the problem, “E” representing the etiology or cause of the problem, and “S” describing the cluster of symptoms and signs. (Problem....related to....as evidenced by...) The use of “risk for” diagnoses does not include “as evidenced by”. **The list should include at least 5 diagnoses that are related to mental/emotional issues.**

- XXI. Research—cite one journal article or scholarly website that is pertinent to this client's diagnoses **and** discuss how the research provided insight into their condition or care.
- XXII. Nursing Care plan—addressing one nursing diagnosis—format is attached at end of paper.
- XXIII. Bibliography citing all references consulted for this paper in APA format. If direct quotations were used, the proper citation should occur in the text, at the proper location. Insert the bibliography at the end of the paper after the nursing care plan.

Grading Criteria

	<u>Value</u>	<u>Earned</u>
1. Sections I-V Admitting Criteria, past history	20 points	
2. Sections VI-XVII Current, resources, Living situation, Education, Family, Wellness/medical care issues, Spirituality and religion, Daily activities, Medications, Pertinent history of drug or alcohol abuse	20 points	
3. Sections XVIII Mental Health Exam	20 points	
4. Sections XIX-XX Discharge planning, Nursing diagnoses	15 points	
5. Section XXII Nursing care plan	20 points	
6. Research (section XXI), Bibliography (XXIII), Grammar, Neatness, and APA format	<u>5 points</u> 100 points	

Nursing diagnosis	Plan or goals	Nursing interventions	Rationale	Evaluation

Cover page—Communication Process Recording

Student _____ Semester _____

Client's Initial _____ Age _____ Sex _____

Date and location of encounter _____

Pertinent mental health history—

Summary of Communication Process

- 1. What were your feelings as you started the conversation/interview?**

- 2. Do you believe your preconceptions, past experiences, lack of experience, etc. helped or hindered the interview? Explain why or why not?**

- 3. What did you accomplish during this interaction?**

- 4. What phase of the nurse-client relationship did this interaction represent and why? (Orientation, working, or termination phase?)**

- 5. Rate your ability to communicate from 1-10 with 10 being the highest and explain how you decided on this number.**

- 6. Overall, how can you improve on your communication skills?**

GRADING CRITERIA FOR COMMUNICATION PROCESS RECORDING

1. Demographic information (cover page)	10 points
2. Records accurately, according to instructions, and legible	10 points
3. Depicts conversation well	10 points
4. Addresses nurse's thoughts and feelings with sense of reflection and depth	15 points
5. Accurate analysis of interaction	25 points
6. Restates where indicated	10 points
7. Gives thoughtful and accurate summary	<u>20 points</u>
Total	100 points

Hints and instructions

1. Document the conversation to the best of your ability. Students should write their conversations verbatim as soon as possible after their clinical rotation.
2. Nonverbal areas should be in parenthesis. Examples of nonverbal information could include—silence, gestures, tone of voice, rate of speech, posture, restlessness, fidgeting, pacing, eye contact or lack of, and SOLER.
3. Each interaction should flow across the columns from left to right.
4. Be critical and restate areas where you were not as effective as you could have been.
5. Use your text to complete the “analysis” area. For example—therapeutic—accepting—indicating reception or nontherapeutic—reassuring—indicating that there is no reason for worry. This is the area where you should identify use of defense mechanisms by yourself or by the client.

<i>Nurse verbal/nonverbal</i>	<i>Client verbal/nonverbal</i>	<i>Nurse's thoughts, feelings about interaction</i>	<i>Analysis of the interaction</i>	<i>How could you re-state this?</i>