



Course Number and Section: Mental health Nursing Clinical RNSG 2161-101CI Sp 2023

**Name of Course: RNSG 2161 Mental Health Nursing Clinical
Course Semester (Spring 2023)
Monday Wednesday Friday or Saturday**

Instructor Information: Sandra Rondeau, DNP, RN
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[Office 409-933-8460](tel:409-933-8460)

Student hours and location: Office hours Tuesday and Thursday 0900-1300 or by appointment.
Steambuilding Office 225-15

Course requirement/Materials: (including description of any special projects or assignments) Required Textbook

Halter, M. (2021). *Varcarolis' Foundations of Psychiatric-Mental Health Nursing* (9th Edition). Elsevier Health Sciences (US).

<https://pageburstls.elsevier.com/books/9780323697095>

Required Online learning resources

Shadow Health Digital Clinical Experience- Shadow Health's Digital Clinical Experiences allow nursing students to demonstrate and perfect their clinical reasoning skills through life-like interactions with Digital Standardized Patients. Digital Clinical Experiences are powered by a Conversation Engine and assessed using our proprietary Student Performance Index. (Shadowhealth.com).

Shadow Health: Instructor-Led Course

Mental Health Nursing -Spring 2023

By Shadow Health

ISBN: 9780323753722

Course ID: 165723_com4_5001

Instructor: C OM

A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Recommended Textbooks

All previous textbooks for the ADN program.

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All students will need **HESI Next Generation Student Access**.

Enrollment Video link: https://elsevier.zoom.us/recording/share/cYf1xlNqkcKYrj-ZoI240QLKsQNRJ_VLbXPOsxx45WwlumekTziMw

COURSE ID 159640_amccreight2_3001

All new students in Level 1 will need to enroll. Any student who is a readmission student may need to enroll. Students who enrolled Fall 2018 will have access throughout the curriculum.

Remediation Video Instruction link:

<https://evolve.elsevier.com/studentlife/video/student-view-of-hesi-next-generation-remediation.html>

Levels 1-3 will be required to complete the Essential Packets in HESI Next Generation for any total score less than 850. Level 4 students will be required to complete the Essential Packets for a score less than 900

Alternative Online Classroom requirements (due to classroom restrictions due to the COVID-19 pandemic precautions enacted by the Governor of the State of Texas and College of the Mainland administration):

- A desktop or laptop computer with the following specifications (PC or Mac):
 - 2 GB Free HDD space
 - 4 GB RAM Required, 8 GB recommended
 - CPU equivalent to Intel i3 2+GHz
 - Operating System:
 - MAC OS 10.13, 10.14, or 10.15 ONLY, or
 - Windows 10 (version 1809 or 1903) ONLY

- Webcam Required

- Microphone required (cannot be a headset)

Because of the restrictions of our testing applications, these requirements cannot be substituted with tablets or smartphones.

Clinical modules and paperwork will be online/ clinicals at outside clinical sites.

Welcome to Mental Health Nursing Clinical,

The focus of this clinical course is therapeutic communication with clients that are experiencing mental health problems. We will guide you as you master this competency. This clinical experience is different than the medical-surgical clinical courses. However, as you progress through the curriculum you will find that you will use your new therapeutic communication skills in all health care settings and at home!

Sincerely,

The Clinical Faculty

Course Description

This clinical experience provides for the nursing care of mental health patients in multiple health settings. Opportunities are provided for the application of theory, concepts and skills being acquired (1 Credit hours; 64 Contact hours, 16 weeks).

Determination of Course Grade/Detailed Grading Formula:

WECM End-of-Course Outcomes

Explain the roles of the professional nurse in caring for patients and families experiencing mental health problems; use therapeutic communication; utilizes critical thinking skills and a systematic problem-solving process for providing care to patients and families experiencing mental health problems.

Course Objectives/Student Learning Outcomes

Upon completion of this course, the student will:

| Student Learner Outcome | Maps to Core Objective | Assessed via this Assignment |
|--|--|--|
| 1. Demonstrate professional student responsibilities by following policies and procedures of the ADN Program and the clinical facility practice guidelines. | Outcome 1: Integrate critical thinking when incorporating knowledge from the sciences and humanities in the delivery of professional nursing care | Midterm and final clinical evaluation form |
| 2. Assume responsibility and accountability for the quality of nursing care provided to patients and their families under the supervision of clinical faculty and assigned primary nurse. | Outcome 2: Demonstrate principles of collaborative practice within the nursing and interdisciplinary teams fostering mutual respect and shared decision-making to achieve stated outcomes of care. | Midterm and final clinical evaluation tool |
| 3. Assess the physical and mental health status of patients with mental health needs and preferences using a structured data collection tool with primary and secondary sources of information | Outcome 3: Practice beginning leadership skills to include effective delegation; collaboration with the patient, family and members of the health care team; coordination of safe, effective, caring, evidence- | Daily charting assignments in EHR tutor |

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|--|---|--|
| | based, and therapeutic patient-centered care; and integration of knowledge from the humanities, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences. | |
| 1. 4. Analyze assessment data to prioritize problems that can be addressed by nursing. | Outcome 3: Practice beginning leadership skills to include effective delegation; collaboration with the patient, family, and members of the health care team; coordination of safe, effective, caring, evidence-based, and therapeutic patient-centered care; and integration of knowledge from the humanities, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences. | Daily charting assignments in EHR tutor and Major care plan. |
| 5. Analyze assessment data to prioritize problems that can be addressed by nursing. | Outcome 5: Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patient-centered care. | Daily charting assignments in EHRtutor and Major care plan. |
| 6. Develop a plan of care that identifies patient goals/outcomes and nursing interventions using information from evidence-based practice in collaboration with patients with mental health needs, their families, and the health care team. | Outcome 4: Synthesize principles and techniques of interpersonal communication to implement therapeutic interactions with culturally diverse individuals, families, and groups in a variety of settings. | Daily charting assignments in EHRtutor and Major care plan. |
| 7. Implement the plan of care to provide safe, compassionate, ethical nursing care for adult patients with mental health needs and their families in acute care settings. | Outcome 6: Integrate principles of teaching and learning to organize and plan the teaching of patients, family members, and other health care providers with socioeconomic, cultural and spiritual diversity. | Daily charting assignments in EHRtutor and Major care plan. |
| 8. Evaluate attainment of patient goals and related nursing interventions and | Outcome 5: Incorporate principles of | Daily charting assignments in EHR |

| | | |
|---|--|---|
| modify the plan of care in response to changing patient needs | effective communication and documentation using current nursing technology and informatics in providing patient-centered care. | tutor and Major care plan. |
| 9. Use standards of nursing practice to provide and evaluate patient care by seeking supervision when practice behaviors and judgments fall outside individual knowledge and expertise. | Outcome 8: Practice the delivery of safe and cost-effective nursing health care according to established evidence-based standards of practice and within legal/ethical standards. | Midterm and final evaluation tool |
| 10. Collaborate and communicate in a timely manner with patients, their families, and the health care team to plan, deliver, and evaluate patient-centered care | Outcome 8: Practice the delivery of safe and cost-effective nursing health care according to established evidence-based standards of practice and within legal/ethical standards. | Daily charting assignments in EHRtutor and Major care plan. |
| 11. Serve as a health care advocate in assessing and promoting safety and quality for patients with mental health needs and their families. | Outcome 9: Serve as a patient safety advocate by applying the principle of change theory, quality improvement and outcome measures in the healthcare setting. | |
| 12. Communicate and manage information using technology to support decision making to improve patient care. | Outcome 5: Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patient-centered care. | Daily charting assignments in EHRtutor and Major care plan. |

Assignments/Requirements

1. **Daily charting** - Students will complete daily charting in EHR tutor each clinical day unless doing a process recording. The SBAR segment is like previous clinical courses but is specific for mental health nursing. The SBAR segment contains patient history, diagnoses, priority nursing diagnosis, scheduled activities, any precautions, and prescribed medications. Please refer to the grading criteria. You will base this documentation on shadow health patients if not in the clinical setting. This semester is a

- combination of online/clinical setting due to the pandemic.
2. **Process Recording** – During the semester, the student will choose a patient which the staff states is appropriate for assignment interaction. The student will establish an agreement with the patient for a 15-20-minute session where the student will interact with the patient practicing therapeutic communication techniques. Afterwards, the student will complete the process recording form with information gathered during the conversation. This semester is online/and in clinical settings due to the pandemic. You can do the process recording on a patient in the hospital. If the opportunity for a clinical patient does not happen, you may consult with your clinical instructor to come up with an alternative subject in which you can meet the assignment objectives.
 3. **Major Care Plan** - Students will create an individualized nursing care plan for one patient using assessment data gathered during the clinical shift. Critical thinking skills will be utilized to analyze the data, create, and implement a plan of care as well as evaluate the effectiveness of the nursing care. For grading criteria, please refer to the Care Plan Evaluation Tool in Blackboard. The Major Care Plan assignment will address the Core Objective: Critical Thinking. You will base this documentation on a patient in the clinical setting or on a shadow health patient if the opportunity for a clinical patient in the clinical setting does not happen (this will need to be approved by the clinical instructor). Please specify the patient in your documentation.
 4. **Volunteer activity** - Students will volunteer four hours to a local organization that serves the homeless population in the community. The organization must be approved by the clinical instructor. A brief paragraph will be written in accordance with the grading rubric by the student to summarize their experience and reflecting the importance of civic responsibility as a health care advocate in assessing and promoting safety and quality for patients with mental health needs and their families. Please refer to the grading criteria. The Volunteer Assignment will address the Core Objective: Social Responsibility.
 5. **Clinical Evaluation** – Clinical midterm and final evaluation- The clinical evaluation tool is utilized to formatively and summative evaluate the student’s clinical performance based upon all clinical assignments throughout the semester. This is a pass/fail assignment.
 6. Students will complete online avatar assignments in Shadow Health. **Shadow Health modules** will cover patients experiencing anxiety, depression, bipolar illness, schizophrenia, PTSD, and alcohol use disorder. These avatar scenarios will be used to complete your EHR tutor documentation daily charting and care plan (if clinical opportunities are not available).

Make-up Policy/Late Assignments:

All course assignments are expected to be completed and submitted on the specific due date. See

Late Assignments policy in the Nursing Student Handbook.

Grading Scale

A = 90-100

B = 80-89.99

C = 75-79.99*

D = 60-74.99

F = < 60

*A minimum final grade of "C" is required to pass this course.

Grade Calculation

All assignments, including pass/fail, must be submitted to pass the course. See Grade Determination and Calculation in the Nursing Student Handbook.

| Assignment of Course Grade | % |
|--|------|
| Daily charting/clinic assi | 20 |
| Process Recording | 25 |
| Major Care Plan | 30 |
| Volunteer Activity | 10 |
| Shadow Health Modules | 15 |
| Clinical Performance Evaluation midterm and final* | P/F |
| TOTAL | 100% |
| * ≥ 75% score required to pass the course | |

Academic Dishonesty:

Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

Plagiarism

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website, and pasting it into your paper, using someone else's words without quotation marks. An assignment containing any plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate discipline action. See Behavior/Conduct policy in the Nursing Student Handbook.

Avoiding Plagiarism: [Http://www.plagiarism.org](http://www.plagiarism.org)

Classroom Conduct Policy/Student Conduct:

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. <http://www.com.edu/student-services/studenthandbook.php>. Students should always act in a professional manner. Disruptive students will be held accountable according to college

policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class.

In addition to the Standards of Student Conduct found in the online COM Student Handbook <http://www.com.edu/student-services/student-handbook.php>, nursing students are expected to demonstrate good professional character as defined in in BON Rule 213.27 (http://bon.texas.gov/rr_current/213-27.asp). See Behavior/Conduct in the Nursing Student Handbook.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact [Dr Debra Bauer Director of Nursing] at [409-933-8908/dbauer3@com.edu].

Course outline: (Calendar is located at end of this syllabus)

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. <https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.* https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney at 409-933-8919 or klachney@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Counseling Statement: Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 5. The last date to withdraw from the 16-week session is November 18. The last date to withdraw for the 2nd 8-week session is December 1.

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the F_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Course Policies

Student Handbooks:

Students are expected to adhere to all policies outlined in the College and Nursing Program Student Handbooks.

Syllabus Revisions:

Faculty reserves the right to make changes to the syllabus as deemed necessary.

The Speaking, Reading, and Writing Center:

The Speaking, Reading and Writing Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic assignments/projects. Located in the Technical Vocational Building, Room 1306, the center provides face-to-face and online tutoring sessions in a welcoming environment. Appointments can be made in person, or on the center scheduler at com.mywconline.com, or by clicking the SRWC icon on the COM website.

Statement of Eligibility for an Occupational Licensure:

Notice to Students Regarding Licensing

Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements:

https://www.bon.texas.gov/licensure_eligibility.asp.

Should you wish to request a review of the impact of criminal history on your potential Registered Nurse License prior to or during your quest for a degree, you can visit this link and request a "Criminal History Evaluation": https://www.bon.texas.gov/licensure_endorsement.asp.

This information is being provided to all persons who apply or enroll in the program, with notice of the requirements as described above, regardless of whether the person has been convicted of a criminal offense. Additionally, HB 1508 authorizes licensing agencies to require reimbursements when a student fails to receive the required notice.

Concerns/Questions

If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If after discussing your concern with me, you continue to have questions, please contact the Course Facilitator. If, after discussing your concerns with the Course Facilitator, you still have questions, please contact Director of Nursing Amanda Ordonez at (409) 933-8425 or mordonez@com.edu.

See the Student Concerns Policy in the Nursing Student Handbook.

Successful Tips for Students

1. Schedule time to study based on the difficulty of the content. Use this table as a guide:

| Course Difficulty | Study Hours Per Week Per Hour in Class |
|--------------------------|--|
| High Difficulty Course | 3 hours |
| Medium Difficulty Course | 2 hours |
| Low Difficulty Course | 1 hour |

http://www.usu.edu/arc/StudySmart/pdf/estimating_study_hours.pdf

2. Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:

- 4 Steps to Reading a Textbook:
<http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>
- Active Reading Strategies:
<http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>
 - The Reading Cycle: Plan-Do-Review
<http://www2.swccd.edu/~asc/lrnglinks/txtrdg.html>
 - How to Read Your Textbooks More Efficiently College Info Geek (video)
<https://www.youtube.com/watch?v=tgVjmFSx7rg>

- 5 Active Reading Strategies for Textbook Assignments College Info Geek (video)
[5 Active Reading Strategies for Textbook Assignments - College Info Geek](#)

ANA Scope and Standards of Practice:

Students are expected to adhere to established ANA Scope and Standards of Practice (2015). (See Student Handbook and Clinical Evaluation Tool for detailed explanation of standards).

Late Work, Make-Up, and Extra-Credit Policy:

All course assignments are expected to be completed and submitted on the specific due date. See Late Assignments Policy in the Nursing Student Handbook. There are no extra credit opportunities in this course.

Attendance Policy:**Attendance:**

See the Attendance Policy in the Nursing Student Handbook.

Tardiness:

See the Attendance Policy in the Nursing Student Handbook.

Statement of Eligibility for an Occupational Licensure:

IMPORTANT: Eligibility for an occupational license may be impacted by one's criminal history. Students with a criminal history should confer with faculty or the department chairperson. Students have a right to request a criminal history evaluation letter from the applicable licensing agency.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via Blackboard or other LMS)

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demonstrate good professional character as defined in in BON Rule 213.27 (http://bon.texas.gov/rr_current/213-27.asp). See Behavior/Conduct in the Nursing Student Handbook.

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Avoiding Plagiarism: [Http://www.plagiarism.org](http://www.plagiarism.org)

COVID-19 Statement:

All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at www.com.edu/coronavirus. In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance, when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit com.edu/coronavirus for future updates.

Communicating with your instructor:

ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via Blackboard or other LMS).

Methods of Instruction

Clinical Lab Skills
Clinical Process Recordings
Clinical Nursing Care Plan
Clinical Conferences
Clinical Court Proceedings
Community Support Group Meeting

Clinical Guidelines

Guidelines for Clinical Experience

Mandatory facility "Orientation" date and time is noted on the course calendar. Additional

instructions regarding directions to the assigned facility, parking fees, etc., will be given in class.

Dress code includes the wearing of school uniform.

Always wear your school name tag in the clinical setting. You may be required to get an additional photo and badge at some facilities.

Student Activities during the Clinical Day

During a typical clinical day, the student will:

1. Arrive at the clinical facility at the designated time, dressed appropriately, and without any dangling jewelry from the ears, neck or wrists (safety issue), and with no excessive cosmetics or perfume, and avoiding any provocative dress or behavior that would call undue attention to oneself.
2. Meet with your clinical instructor at the time and place for pre-conference.
3. Go to your unit and put your books, etc. in the designated place for students. Do not bring anything like your books or backpack, etc., out into the Day Room area of the client units.
4. Do not bring valuables to clinical, e.g., large amounts of money or credit cards or expensive jewelry (leave them locked in your car if brought unintentionally).
5. Meet with the charge nurse/milieu nurse for the shift report.
6. Plan to attend staffing, patient group activities, education group, recreational activities, music therapy etc., during the day with patients. Ask the presiding therapist of any “process group” if you may sit in.
7. The charge nurse/milieu nurse will assign you to an appropriate patient for your “one to one” interaction.
8. Interact with patients presenting a variety of behaviors.
9. Collaborate with the other health care professionals on the unit by sharing pertinent information and seek them out for consultation prudently.
10. Observe the staff and patient interactions in all aspects of the unit activities.
11. Complete a Daily Work Sheet, which will have mostly patient information, as well as your hourly activities.
12. You may go to lunch (30 minutes) whenever the charge nurse says you can. Do not leave the facility without informing your instructor.
13. Consult with your clinical instructor freely.
14. Arrive and participate in post conference at the designated time and place.
15. Have your Daily Work Sheet ready for your clinical instructor as designated.

Guidelines for Selecting Patients

Select patients who are as responsive verbally as possible for you to be able to gain the experience of learning how to therapeutically communicate. The charge or milieu nurse should be consulted and give his/her approval for the selection of a patient for your “one to one” interaction, (which will involve completing a process recording later), and who will remain your patient each day in clinical until the patient is discharged. At which time you will select another patient with charge/milieu nurse input.

Additional guidelines for selecting and interacting with patients:

1. Make yourself available by mingling in the day room with the patients who are up and about. Avoid isolating yourself in the chart room or nurses' station.
2. Initiate a conversation gently by introducing yourself and asking the patient's name.
3. Explain why you are there (student nurse learning how to talk to patients).
4. If you decide on a particular patient for a "one to one", then you will ask the patient if he/she would consider talking with you on the days you are there and if the patient is there. Make a contract for the place and time to meet for your 30-45 minute "one to one" interaction each day. The time for your 1:1 will depend on the unit activity schedule. Always meet in the day room where you both can always be seen. Never go into a patient's room without a staff member present.
5. Assure the patient that your conversations are confidential except for your clinical instructor, and if the patient shares information that involves safety issues, that would have to be reported to staff.
6. Also, assure the patient that no names are ever used when discussing the patient with the instructor.
7. Try to select a patient that will be there for a period so that you can see the progress.
8. Reading the patient's chart before interacting will be left up to you. There are pros and cons on this issue, which we will discuss. However, NEVER discuss anything that you read in the chart unless the patient brings it up first.
9. NEVER ask the patient what has been discussed in group unless the patient brings something up, and then you're not to discuss other patient's issues. You can refer the patient to the staff or have patient bring the issue back to the group. Seek staff or instructor assistance as needed.
10. You are not to write anything down on paper or record the conversation you have during your 1:1 interaction. The best way to recall what was said for your Process Recording is to write it down after you are finished and can go to a quiet area, such as the chart room.
11. You are encouraged to interact with other patients on the unit as well however, the patient you have your 1:1 with is different and more focused.

Guidelines for Medication Administration

Nursing students ***DO NOT ADMINISTER ANY MEDICATIONS DURING THIS CLINICAL ROTATION***. However, psychopharmacology is an important aspect of the clinical experience. So, we will be discussing your patient's medications daily. You will be responsible for knowing about all your patient's medications (both scheduled & prn), classification, action, indications for use, dosage, time, route, side effects, nursing implications, and target symptoms for your client.

You are encouraged to observe the medication nurse administer medications to patients, so that you can see the nurse-patient interactions during this time. Monitoring the patient's for medication effectiveness is also an important aspect of the nurse's role.

Guidelines for Charting

Student nurses do not chart on the patient record during this clinical rotation. However, you may read the patient chart, but do not make photocopies of anything in the patient record without permission from the charge nurse and your instructor. You will be expected to report only pertinent data from any medical and/or lab tests for Care Plans etc., so copying forms from a patient chart is unnecessary.

Student Responsibilities as a Team Member

The student will be held accountable for the responsibilities of a team member as outlined in the Clinical Evaluation Tool.

Clinical Conferences

Students are expected to attend pre and post conferences at the times and place designated by the clinical instructor. Post conference learning activities are at the discretion of the clinical instructor and all students are expected to comply and complete the requested assignments.

Clinical Paperwork Assignments

1. All paperwork must be submitted online.
2. All paperwork must be typed or printed.
3. Assignment due dates are two days following the clinical day (example Clinical day Monday paperwork due Wednesday by 2359)

Clinical Facilities

Clinical site locations vary each semester, but typically include:

- Harris County Psychiatric Center, Houston
- VA-Hospital-Houston
- Ben-Taub Hospital
- SUN Behavioral Houston

Process recording:

- Student's name:
- Patient's initials:
- Reason for admission or presenting problem:
- Patient short term goal:
- Patient long term goal:

- Primary nursing diagnosis:
- Purpose of the session:
- Observation: _____
- Setting: _____

Revised: Fall 2017

| Student nurse's verbal and non-verbal communication | Patient's verbal and non-verbal communication. | Student nurse's thoughts and feelings concerning the interaction | Identification and analysis of therapeutic and non-therapeutic communication | Evaluation (Effective or not effective and why) |
|---|--|--|--|--|
| | | | | |
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| | | | | |

Process Recording

Continue with the body of the interview so that the interview itself is approximately 3-4 pages. You may add as many pages as you need; this is an expandable table. Include the identified criteria, such as the verbal statements, non-verbal behaviors which may be congruent with or non-congruent with the verbal statements. Clearly identify and state what you heard, saw, thought, felt, etc. Support the statements, behaviors, responses, etc with the theory from the required textbook, and /or Evidence Based Practice from the College of the Mainland Library home page/Search engine/ and identified topics.

1. Enter the data at the top part of the sheet. The recording is to be made on a meeting with your client. Develop a short-term goal that is client centered and that will serve as a guideline and purpose for the communication/session.
2. Enter the data at the top of the sheet? Develop a long-range goal, that are relevant for this client for your plans for the next session). **Example** Long range goal: Pt will report to have a higher self-esteem by continuing to highlight his strengths by the next session.
3. The length of time of any given session can vary from 10 minutes to one hour. Refer to your Psychiatric Nursing Textbooks as available in preparation for your process recording with your client (i.e., review of Therapeutic Communication Techniques).
4. **Setting:** Describe the setting and your plans to therapeutically approach the client at the beginning of the session with sufficient clarity and detail so that the instructor will be helped in his/her understanding of the situation. The setting includes a description of the physical environment, time, position of you and the client and any other pertinent details. The therapeutic approach includes the verbal and nonverbal therapeutic communication techniques you plan to utilize during the interaction.
5. **Columns Two & Three/Verbal and Non-Verbal Communication Student and Client:** The nonverbal communication of both you and the client are as important as the verbal communication. Identify the nonverbal communication. Is there congruence between the verbal and nonverbal communication? Recording of verbal communication should be verbatim. If the meeting includes a period of an activity that you participate in with the client, record only the beginning, the termination, and what you consider significant material in the remaining time.
6. **Column Four/Student's thoughts and feelings concerning the interaction:** Describe your reactions to the communication. What kind of emotions did you feel and why? Were you at ease or uncomfortable? Did you

feel you had to struggle to remain objective? Did you feel like you could help the client? Did you feel confident at the end of the communication?

Identification and analysis of therapeutic and non-therapeutic communication.

Process Recording Guidelines & Grading Criteria

Review the following points prior to beginning the process recording with your patient.

Nurse's Communication

- A. Write own responses made to the patient.
- B. Guide the interaction from the superficial to the complex.
- C. Guide the focus of the interaction away from the nurse.
- D. Use open-ended statements to gain information.
- E. Use direct questioning to obtain specifically needed information.
- F. Ask for clarification, restatement, and elaboration.
- G. Wait out silence or allows the patient to feel a pause.
- H. Allow the patient to express an idea.
- I. Encourage reflection of feelings and ideas.
- J. Note changes in subject matter.
- K. Explore pertinent points or gestures.
- L. Identify patient's feelings and underlying meaning of the behaviors.
- M. Encourage the patient to identify problems.
- N. Withhold advice
- O. Withhold approval or disapproval of an idea expressed
- P. Encourage the patient to explore alternatives.
- Q. Close therapeutic interactions & establish opportunity for next interaction.

Analysis of Nurse's Communication

- A. State therapeutic or non-therapeutic technique employed.
- B. Write analysis of that communication pattern. (Refer to chapter of text on therapeutic communication).
- C. Evaluate own participation in the interaction.
- D. Interpret verbal and nonverbal communication to patient.
- E. Recognize and interpret therapeutic and/or non-therapeutic communications.
- H. Write objectives for self-improvement.
- I. Write own feelings & interpretation of feelings.

Revise & replace non-therapeutic communication techniques with appropriate therapeutic communication techniques.

| Grading Rubric Criteria | Points | Score |
|---|------------|-------|
| Student Nurse Verbal and (Nonverbal) | 20 | |
| Client Verbal and (Nonverbal) | 20 | |
| Student Nurse Thoughts & Feelings | 15 | |
| Analysis of the Interaction <ul style="list-style-type: none"> Identify therapeutic (Table 6.3) and non-therapeutic (Table 6.4) communication techniques used by student nurse and analysis of the communication technique. Suggest alternate therapeutic communication technique for each non-therapeutic technique used | 20 5 | |
| One Short Term Goal- SMART | 5 | |
| One Long Term Goal-SMART | 5 | |
| Nursing Diagnosis: Psychosocial or Knowledge Deficit | 5 | |
| Evaluation of therapeutic technique (Effective or Ineffective) | 5 | |
| Comments: | 100 | |
| TOTAL | | |

Grading Rubric for Major Care Plan

| Nursing Process | Key Elements | Points | Score | Faculty Comments |
|-------------------------------|---|--------|-------|------------------|
| Assess | Subjective Data (support dx) | 3 | | |
| | Objective Data (support dx) | 3 | | |
| Diagnose | Nursing Diagnoses– 2 prioritized according to complexity and Maslow’s Hierarchy of Needs (1 physiological, 1 psychosocial or knowledge deficit) | 15 | | |
| Plan | 1 short and 1 long Term Goals and Evaluation Criteria (for each dx) | 8 | | |
| | Goal specific nursing interventions (4 for each nursing diagnosis) | 8 | | |
| Implement | Nursing Interventions include scientific rationale and patient responses to intervention. | 15 | | |
| Evaluate | Evaluation of goal attainment & effectiveness of nursing interventions (state goal met, partially met or not met with data to support this) | 5 | | |
| | Goal / nursing intervention revision | 5 | | |
| Narrative Notes (Q 2-3 hours) | | 10 | | |

| | | | |
|--|-----|--|--|
| Care Plan: Pathophysiology, predisposing factors, signs and symptoms, medical diagnosis and treatment, and nursing interventions (per textbook, DSM5, etc.) | 10 | | |
| Medication Profiles | 5 | | |
| Patient Data – Shift report / Assessment | 10 | | |
| Nutrition –patient diet in relation to disease process. Document a sample meal. | 3 | | |
| Total | 100 | | |

Student Comments:

Faculty Comments:

Faculty Signature / Date

Student Signature / Date

| Grading Criteria for weekly charting | | Possible Points | Points Earned |
|--------------------------------------|--|-----------------|---------------|
| Nursing Process: Care Plan | | | |
| Assess | | | |
| | • Chief complaint & history of present illness | 5 | |
| | • Complete behavioral health | 5 | |
| | • Medications including generic/brand name, classification, dosage instructions, indication, under the comment section include major side effects, nursing implications, effectiveness/non effectiveness, and data to support this | 5 | |
| | • Completed screening tool for patient's diagnosis | 5 | |
| | • Diagnostic studies- current labs, non-routine, and abnormal labs if available, and all diagnostic study results such as chest X-rays, etc | 5 | |
| | Total | 25 | |
| Documentation/Communication | | | |
| Charting | Clear (easily understood) Narrative Note- Timely (every 2 -3 hours – at least 4 entries per shift) includes Head to Toe Assessment documentation. (Concise (gets to the point, informative (adds value to patient care) | 15 | |
| | Total | 15 | |
| Plan of care | Nursing diagnosis is priority for patient condition | 2.5 | |
| | Assessment data supports nursing diagnosis | 5 | |
| | Goals are SMART (Specific, measurable, attainable, realistic, and time-lined). 1 STG 1 LTG | 2.5 | |
| | Interventions are related to the Goal. (4 nursing interventions) | 10 | |
| | Interventions are supported by scientific rationales and the source is documented in APA format | 5 | |
| | Goals are evaluated (Goal met, partially met or not met with supporting data | 5 | |
| | Patient responses to nursing interventions are documented | 5 | |
| | Total | 35 | |
| Reporting (SBAR) | S = Situation What is the problem leading to hospital admission? Legal Status: Voluntary or Involuntary Legal Guardian/Power of attorney: Primary language spoken: Physician: Diagnosis/Chief complaint: Allergies: | 5 | |
| | B = Background (psychiatric hx) Admitting Diagnosis? Allergies? Pertinent Medical History: Summary of treatment to date: Special needs: | 5 | |
| | A = Assessment BP ___ P ___ R ___ T ___ O2? Y ___ N ___ Sat ___ Medications given: Treatment given: EKG: Skin/wound integrity: Abnormal labs: Orientation to person, place, time, situation: Can person do ADL's: Can person ambulate: Is patient suicidal/homicidal /hallucinating/delusional: Mood: Cooperation: Continence: Last BM: | 10 | |
| | Recommendations: | 5 | |
| | Total | 25 | |

| | | | |
|--|--------------|------------|--|
| | Total | 100 | |
|--|--------------|------------|--|

Volunteer Activity

Objective:

Volunteer four hours to a local organization that serves the homeless population in our community. Examples include the Houston Food bank, The Jessie Tree, MI Lewis etc.... Upon choosing an organization, get approval of this site from your clinical instructor. Take this form with you to get the following information. This assignment is due according to your syllabus calendar.

Name of organization: _____

Address _____ of _____ organization:

Contact person for the organization: _____

Phone number and email of contact person: _____

Signature of contact person: _____

Date of attended: _____

A **brief paper** will be written by the student to summarize their experience and reflecting on the importance of civic responsibility as a health care advocate regarding assessing and promoting safety and quality for patients with mental health needs and their families. Each criteria must be at least a paragraph and address components in the grading criteria

Grading Criteria for Volunteer activity

| Criteria | Points | Score |
|--|------------|-------|
| Describe services offered by the organization. | 25 | |
| Who is the target population served by this agency? | 25 | |
| How can nurses advocate for the homeless population in their community? | 25 | |
| How can nurses promote safety in the community for those with mental health needs? | 25 | |
| | 100 | |
| TOTAL | 100 | |

| Week Number | Week Date Range* | RNSG 2161 Unit(s) | RNSG 2161 Shadow Health Mental Health DCE | EHRtutor charting | Other clinical assignments |
|-------------|----------------------|---|--|--------------------------|--|
| 1 | 01/17/23 to 01/22/23 | Clinical orientation 01/21/22 9am-1 pm | None | None | None |
| 2 | 01/23/23 to 01/29/23 | | Digital Clinical Experience orientation and Conversation concept lab due 01/29/23 by 2355 | | Student handbook acknowledgement due 01/29/23 |
| 3 | 01/30/23 To 02/05/23 | Anxiety and anxiety related disorders | Patient Case John Larsen: Anxiety Due date: 02/05/23 by 2355 | Per clinical grid | (per clinical grid). |
| 4 | 02/06/23 To 02/12/23 | | | Per clinical grid | Per clinical grid |
| 5 | 02/13/23 To 02/19/23 | Depression disorders | Patient case Abigail Harris: Depression. Due date 02/19/23 by 2355 | Per clinical grid | Per clinical grid |
| 6 | 02/20/23 to 02/26/23 | Bipolar related disorders | Patient case Lucas Callahan: Bipolar disorder. Due date 02/26/23 by 2355 | Per clinical grid | Per clinical grid |

| | | | | | |
|------------|----------------------------|--|--|----------------------------------|--|
| 7 | 02/27/23 to 03/05/23 | Schizophrenia spectrum disorders | Patient case Eric Ford: Schizophrenia due 03/05/23 by 2355 | Per clinical grid | Per clinical grid |
| 8 | 03/06/23 to 03/12/23 | | | Per clinical grid | Midterm clinical evaluation due by 03/12/23 2359. |
| 9** | 03/20/23 to 03/26/23 | | No assignment unless in clinical. | Per clinical grid | Per clinical grid |
| 10 | 03/27/23 to 04/02/23 | PTSD | Patient case Nicole Diaz: PTSD. Due date 04/02/23 by 2355 | Per clinical grid | Per clinical grid |
| 11 | 04/03/23 to 04/09/23 | | No DCE due | Per clinical grid | Volunteer activity due 04/09/23 by 2359 |
| 12 | 04/10/23 to | | No DCE due | Per clinical grid | |

| | | | | | |
|-----------|----------------------------|--------------------------|--|------------------------------------|---|
| | 04/16/23 | | | | |
| 13 | 04/17/23 to 04/23/23 | Addiction disorders | Patient case Rachel Adler: Alcohol use disorder. Due 04/23/23 by 2355 | Per clinical grid | Per clinical grid |
| 14 | 04/24/23 to 04/30/23 | | No DCE due | Per clinical grid | Per clinical grid |
| 15 | 05/01/23 05/07/23 | | No DCE Due | No EHRtutor charting due. | Final evaluation due by 05/07/23 |
| 16 | 05/08/23- 05/12/23 | Finals Week HESI Exam | No DCE Due | No EHRtutor charting due. | |
| | | | | | |

*Weeks 1-17 begin on Monday at 0000 hours and end on Sunday at 2359 hours.