

I

**OBJECTIVES,
EVALUATION &
INSTRUCTIONAL GUIDES**

COLLEGE OF SAN MATEO

COURSE OUTLINE

DEPT. & NUMBER: Psychiatric Nursing

COURSE TITLE: NURS 231

UNITS: 5

LECTURE HOURS/WEEK 5 LAB HOURS/WEEK 15 OTHER HOURS/WEEK

LENGTH OF COURSE: SEMESTER-LONG X SHORT COURSE (SPECIFY NO. OF WEEKS 8-9) GRADING:

 X LETTER CREDIT/NO CREDIT GRADE OPTION (letter or C/NC)

1. PREREQUISITE:

Completion of NURS 222 or equivalent.

2. COREQUISITE:

Concurrent enrollment in NURS 235.

3. RECOMMENDED PREPARATION:

4. CATALOG DESCRIPTION (Including Prerequisites/Corequisites/Recommended Preparation):

Five lecture hours and 15 lab hours per week for eight-nine weeks. Prerequisites: NURS 222. Corequisite: Concurrent enrollment in NURS 235. Effective and non-effective communication, equilibrium and disequilibrium in life styles and functioning in the adolescent to adult patient. Supervised learning experiences corresponding with classroom instruction in off-campus health care facilities.

5. CLASS SCHEDULE DESCRIPTION(Including Prerequisites/Corequisites/Recommended Preparation): Theory and clinical experience in the care of adults with emotional illnesses. Prereq: Completion of NURS 222 or equivalent. Corequisite: Concurrent enrollment in NURS 235.

6. COURSE OBJECTIVES:

THEORY OBJECTIVES

At the completion of Nursing 231 the student will be able to:

I. OPERATIONALIZE THE NURSING PROCESS TO PROMOTE HOMEOSTASIS

- A. State the nursing process as it applies to the psychological aspects of care.
- B. State the purpose of the nurse/patient relationship and of the nursing contract.
- C. State ways the developmental tasks of the family influence the behavior of its members.
- D. Relate ways that personality development influences behavior.
- E. Identify physical and emotional needs of psychiatric patients.
- F. Identify safety needs of psychiatric patients.
- G. Discuss the concept of the interrelationship between physical and emotional illness.
- H. Compare and contrast psychiatric behaviors throughout the life span.
- I. Compare and contrast behaviors of specific groups as determined by societal crisis and or special interest (i.e. geriatrics, abuse).
- J. Compare and contrast behaviors of mental health and mental illness along the wellness-illness continuum.
- K. State basic principles related to the prevention of mental illness.
- L. Identify therapeutic interventions for the treatment of psychiatric illness.
 1. Identify common medications used to treat psychiatric illness including action, side effects, and nursing implications.
 2. Describe the interactive therapies and nurse's role in facilitating these.
 3. Describe adjunct therapies and the process of implementation for these therapies.
- M. Relate developmental theories to psychiatric patients and or illnesses.
- N. Discuss the dynamics and causes of mental illness.
- O. Describe the use of DSM IV in making diagnoses.
- P. Describe the following characteristics of mental illness indicating disequilibrium.

1. List changes in perception of stimuli.
2. List changes in interpretation of stimuli.
3. List changes in communication.
4. State behaviors that indicate withdrawal.
5. State behaviors that indicate affective disorders.
6. State types of motor dysfunction.
7. State types of psychophysiological reactions.
8. Describe and differentiate anxiety along the mental health-illness continuum.
9. Discuss disturbances in levels of consciousness, orientation, memory, judgment, and attitudes.

Q. Describe specific nursing interventions to help alleviate the disequilibrium listed above.

II. ASSUME ROLE AS A COMMUNICATOR

- A. Relate how ego-defense mechanism enhance or disrupt the communication process.
- B. State the therapeutic and non-therapeutic interviewing techniques.
- C. Identify rationale used for these interviewing techniques.
- D. Discuss techniques in communication with the older adult who is experiencing cognitive impairments.

III. ASSUME ROLE AS A TEACHER

- A. State the types of health teaching needs for emotionally ill patients.
- B. Describe different ways to promote mental health.
- C. Discuss the nursing responsibilities in relation to clinical pathways and educating patients/families (s/o) concerning a variety of mental health disorders.

IV. ASSUME ROLE AS A LEADER/MANAGER

- A. Describe the dynamics of the group process.
- B. Describe the purpose for groups and list the roles of group members.
- C. Discuss how the milieu is used to provide therapeutic care.
- D. Describe the nursing leadership role in the group process.

V. ASSUME ROLE AS A MEMBER WITHIN THE PROFESSION OF NURSING

- A. List the qualities needed to carry out the role of psychiatric nurse.
- B. Describe the roles of the psychiatric nurse.
- C. Discuss future trends in psychiatric nursing and how these relate to the current state of health care.
- D. Differentiate ethical/legal issues involved in the care of the emotionally ill patient.
- E. Contrast social and therapeutic relationships.

CLINICAL OBJECTIVES

Upon completion of Nursing 231 the student will be able to apply learning and skills from previous courses as well as:

I. OPERATIONALIZE THE NURSING PROCESS TO PROMOTE HOMEOSTASIS

- A. 1. Utilize the nursing process, with minimal guidance, to effectively care for patients with pathophysiological and psychopathological disorders.
2. Collect and organize data from a variety of sources including DSM IV information.
 - a. Obtains permission to contract and work with patient or groups of patients.
 - b. Uses multiple interviewing techniques.
3. Assess
 - a. Competently performs a mental health assessment of patients.
 - b. Uses knowledge of behavioral sciences in assessing need.
 - c. Relates patients effective, noneffective, overt, covert communication to patient needs.
 - d. Interprets data and defines at least one patient strength and one patient problem per week.
 - e. Identifies the emotional, social, cultural or physiological factors that could affect a plan of care.
 - f. Interprets meaning of behaviors in relation to coping mechanisms.
 - g. Controls the environment to effect homeostasis of the patient.
 - h. Identifies a minimum of at least two needs, two nursing diagnoses and two outcome criteria related to a specific patient on a weekly basis.
- B. 1. Plan and perform, with minimal guidance, prioritized individual nursing measures designed to assist patients in need of rehabilitation and/or alterations in their life style.

- a. Develops an appropriate and effective plan of care by involving the staff and patient.
 - b. Uses nursing diagnosis, outcome criteria and nursing interventions appropriately for the level and diagnosis of the patient when developing a plan of care.
2. Implement with minimal guidance
- a. Implements and maintains a contract/agreement with a patient to meet on a regular basis until termination.
 - b. Discusses the purpose of contract/agreement.
 - c. Helps patient use his/her strengths by:
 - 1) identifying and redefining strengths.
 - 2) focusing on the positive behaviors.
 - 3) acknowledging change in the direction of wellness or improved functioning.
 - d. Helps the patient problem solve by:
 - 1) focusing on the situation causing the problem and/ or consequences of behavior.
 - 2) defining the problem.
 - 3) finding appropriate resources, existing skills and alternate behaviors to solve the problem.
 - e. Sets limits on maladaptive (inappropriate) behavior.
 - f. Sets limits on destructive behavior.
 - g. Provides experiences, activities that would increase socialization skills and improve ADL skills.
 - h. Conducts at least one activity group with patients unless contraindicated by unit.
 - i. Involves significant others where and when it is appropriate.
 - j. Interviews a caregiver of individual(s) with mental health disorders and describes the dynamics of this relationship.
- C. 1. Identify and analyze, with minimal guidance, effectiveness of nursing interventions used to meet patient needs and design/modify nursing care plans.
- a. Completely evaluates effectiveness of own behavior, verbally and in writing.
 - b. Uses alternative approaches if there are barriers to interpersonal relationships.

II. ASSUME ROLE AS A COMMUNICATOR

- A. 1. Utilize, with guidance, goal-directed therapeutic interactions to assist patients experiencing pathophysiological and pathopsychological stresses.
 - a. Attends report and participates in planning meetings, therapy and other patient groups.
 - b. Adapts communication to patient's acuity/anxiety/developmental levels.
 - c. Uses activities such as, silence, active listening, etc., to deal with barriers to communication.
- 2. Establish and maintain effective working relationships with peers and other health team members.
 - a. Communicates daily with multidisciplinary staff verbally and in writing.
 - b. Problem solves with peers and instructor in conference.
- B. 1. Report and record accurately, objectively, and comprehensively patient assessments, interventions and their effectiveness, and other significant occurrences.
 - a. Submits process recordings to the instructor with sample charting which reflect twice weekly meetings with a patient.
 - b. Reports and records physiological and behavior changes pertinent to the patients' problems.

III. ASSUME ROLE AS A TEACHER

- A. 1. Develop and implement, with minimal guidance, goal-directed teaching plans based on individual/community needs of patients/ families/communities and evaluate the results using a variety of methods.
 - a. Validates patient's/families/communities understanding of health problems and need for health teaching.
 - b. Participates in the group process to implement teaching in the community
- 2. Completes a teaching presentation in the community.

- c. Implements the plan.
- d. Evaluates the results.
- 3. Implements staff developed plans.
- B. 1. Act as a role model in effective teaching with minimal guidance.
 - a. Appropriate dress.
 - b. Adaptive behavior.
 - c. Assertive behavior.
 - d. Clear, unambiguous communication

IV. ASSUME ROLE AS A LEADER/MANAGER

- A. 1. Obtain the services of other health team members and, with guidance, make referrals to other community agencies based on assessment of patient's/family's need for such assistance.
 - a. Identifies interagency and intra-agency resources to assist patient/family to achieve goals.
 - b. Assesses the patient's/family's need for assistance by other health team members.
 - c. Discusses process of referrals.
 - d. Makes or suggests referrals with guidance from appropriate persons.
- 2. Confer with other health team members to ensure continuity and comprehensiveness of patient care through the use of a multidisciplinary care plan or clinical pathway.
 - a. Confers with multidisciplinary staff to discuss future plans of patient.
 - b. Meets with health team members to discuss continuity of care and termination.
- B. 1. Cooperates with other disciplines to provide individual or group experiences for the improvement of patient functioning.
- C. 1. Take corrective action if disruption in working relationships occur; e.g. staff or other students.

V. ASSUME ROLE AS A MEMBER WITHIN THE PROFESSION OF NURSING

- A. 1. Practice within the ethical standards and legal boundaries of student nurse practice with minimal guidance.
 - a. Identifies/compares the difference between social and professional role.
 - b. Follows hospital and unit policies and procedures.
 - c. Identifies ethical issues and patient rights.
- B. 1. Accepts responsibility for locating specific learning experiences or resources for his/her own learning needs.
 - a. Informs instructor of learning goals during weekly conferences.
 - b. Identifies in writing, areas for improvement, and learning goals.
 - c. Initiates activities to meet the identified goals.
 - d. Identifies, in writing, personal strengths.
 - e. Identifies one way of capitalizing on own strengths.
 - f. seeks challenges in working with a variety of mentally ill patients.
- C. 1. Evaluate learning experiences and objectively assess his/her own progress with minimal guidance.
 - a. Reviews previous evaluations and initiates steps to improve performance.
 - b. Completes written self evaluation tool identifying strengths and areas for improvement (give specific examples of how each objective was met.)
 - c. Completes the required assignments and submits a portfolio
- D. 1. Understand the role of the nurse in the hospital and the community.
 - a. States verbally or in writing trends in psychiatric nursing.
 - b. Analyzes factors that influence these trends.

Gerontology Clinical Hours:
 (a) Approximatel7.5 hours.

7. COURSE CONTENT AND SCOPE:

- A. Introduction to Mental Health
- B. Your Role as a Student in the Mental Health Arena
- C. Psychosociocultural Assessment
- D. The Nursing process and Therapeutic Communication
- E. Conflict Resolution
- F. Theoretical and Developmental Concepts

- G. Therapeutic Responses to Mental Illness
 - H. Biological and Adjunct Therapies
 - I. Legal Issues and Ethical Issues
 - J. The Anxiety Continuum; a Basis for Mental Health Disorders
 - K. Intervening in Crisis
 - L. Mood Disorders
 - M. Suicide
 - N. The Elderly and Mental Illness
 - O. Cognitive Disorders
 - P. Schizophrenia
 - Q. Personality Disorders
 - R. Dealing with Escalating Behavior
 - S. Violence: Society and Family
 - T. Eating Disorders
 - U. Child and Adolescent Emotional Disorders
 - V. Substance-Related Disorders
 - W. Community/Home Mental Health Nursing
 - X. Making the Transition: Mental Health in Med/Surg
 - Y. Research
8. INSTRUCTIONAL METHODOLOGIES (Instructor-initiated learning strategies):
Lecture, case studies, group work, guest lecturers.
9. MULTIPLE METHODS OF EVALUATION (Measurements of student achievement):
Clinical evaluation tool, 3 exams, written assignments, presentations, group assignments and video competency.
10. TEXT MATERIALS:
REQUIRED:
Lilley, et al. (2007) Pharmacology and the Nursing Process (5th ed.) St. Louis: Mosby
Varcarolis, Elizabeth M. (2006) Foundations of Psychiatric Mental Health Nursing (6th ed.) Philadelphia: Saunders.
Nursing 231 Syllabus, College of San Mateo.
Library readings.
RECOMMENDED:
Varcarolis, Elizabeth M. (most recent edition) Psychiatric Nursing Clinical Guide; Assessment Tools and Diagnostics. Philadelphia. Saunders ***OR***
Townsend, Mary C. (most recent edition) Nursing Diagnoses in Psychiatric Nursing. Philadelphia, F.A. Davis
11. REQUIRED OUT-OF-CLASS ASSIGNMENTS Supplemental reading in library and online, outside projects clinical assignments, library readings, and internet research.
12. WRITING ASSIGNMENTS/PROFICIENCY DEMONSTRATION:
Written assignments must follow APA format and use correct grammar, spelling and punctuations (guidelines available in Student Handbook).
13. EVALUATION:
Written course evaluations by students, clinical agency evaluation form completed by faculty and agency representative, faculty feedback; both formative and summative at team meetings and at end of semester.

Prepared by: _____ Janis Ryan, RN MSN

College of San Mateo
N231
PROGRAM AND COURSE
STUDENT LEARNING OUTCOMES (SLOs)

Program

- Uses the nursing process, which emphasizes critical thinking, independent judgment and continual evaluation a means to determine nursing activities Program SLO #2)
- Utilize theory and knowledge from nursing, the physical/behavioral sciences and the humanities in providing nursing care. (Program SLO #3)
- Identify and assess the healthcare needs of patients/clients using the tools and framework appropriate to the clinical setting (Program SLO #4)
- Engage in and disengage from therapeutic relationships through the use of effective interpersonal and counseling skills. (Program SLO #8)
- Provide compassionate, culturally sensitive care to clients in a variety of settings (Program SLO #9)
- Describe current legal and professional standards for nurses in relation to common clinical problems (Program SLO #11)

Course

- Uses the nursing process, which emphasizes critical thinking, independent judgment and continual evaluation a means to determine nursing activities Program SLO #2)
 - OPERATIONALIZE THE NURSING PROCESS TO PROMOTE HOMEOSTASIS: In theory, through lecture and in clinical through preparation and practice. Gains knowledge in working with patients experiencing specific clinical manifestations of disorders. Applies theoretical concepts while working with a variety of clients in the clinical and community settings.
- Utilize theory and knowledge from nursing, the physical/behavioral sciences and the humanities in providing nursing care. (Program SLO #3)
 - ASSUME ROLE AS A TEACHER: Applies and practices teaching/learning concepts when working with a variety of clinical clients in the community setting.
 - ASSUME ROLE AS A COMMUNICATOR: Communicates theoretical concepts as they apply to the clinical setting.
- Identify and assess the healthcare needs of patients/clients using the tools and framework appropriate to the clinical setting (Program SLO #4)
 - ASSUME ROLE AS A LEADER/MANAGER: Independently
- Engage in and disengage from therapeutic relationships through the use of effective interpersonal and counseling skills. (Program SLO #8)
 - ASSUME ROLE AS A COMMUNICATOR
- Provide compassionate, culturally sensitive care to clients in a variety of settings (Program SLO #9)
 - OPERATIONALIZE THE NURSING PROCESS TO PROMOTE HOMEOSTASIS:
- Describe current legal and professional standards for nurses in relation to common clinical problems (Program SLO #11)
 - ASSUME ROLE AS A MEMBER WITHIN THE PROFESSION OF NURSING

COLLEGE OF SAN MATEO
NURSING DEPARTMENT
CLINICAL EVALUATION
NURSING 231

STUDENT _____

CLINICAL AREA _____

DATE _____

CLINICAL GRADE: PASS _____ NO PASS _____

ABSENCES _____

CODE: P = Pass; NP = No Pass; NI = Needs Improvement (Transfer to Learning Goals Worksheet)

** = 100% Required To Pass; * = 96% Of Starred Criteria Required To Pass (59/62)

Note: All "Competencies of Care" from previous courses are to be met.

CORE COMPETENCIES	P	NP	COMMENTS NP REQUIRES EXPLANATION
**A. Asepsis			
**B. Emotional Well-being			
**C. Interpersonal Relations			
**D. Physical Well-being			
**E. Professional Behaviors			

CLINICAL OBJECTIVES	P	NP	COMMENTS - NI AND NP REQUIRES EXPLANATION	NI
I. OPERATIONALIZES THE NURSING PROCESS TO PROMOTE HOMEOSTASIS				
Utilizes the nursing process, with minimal guidance, to effectively care for patients with pathopsychological and pathophysiological disorders.				
A. Assesses, collects and organizes data from a variety of sources, including DSM IV information.				
*1. Assess own learning needs and selects learning experiences to enhance personal knowledge.....	___	___		___
*2. Selects patients to promote age related and developmental experience	___	___		___

CLINICAL OBJECTIVES	P	NP	COMMENTS - NI AND NP REQUIRES EXPLANATION	NI
*3. Obtains permission to work with patient.....	___	___		___
*4. Gathers pertinent data from mental-health team members, patient, family, Kardex, report, clinical pathway and other components of the chart.....	___	___		___
**5 Submits 2 clinical worksheets	___	___		___
**6 Completes a spiritual assessment on one elderly patient. Must submit with either a clinical worksheet or process recording.....	___	___		___
B. Assesses and includes in process recordings/clinical worksheets:				
*1. Identification of patient’s effective and non-effective communication and behavior.....	___	___		___
*2. Emotional, social, cultural or physiological factors that could affect a plan of care.....	___	___		___
*3. How the environment affects the homeostasis of the patient and vice versa.....	___	___		___
**4. Interpretation of behaviors (patient and student) by using knowledge of the behavioral sciences.....	___	___		___
*5. At least two nursing diagnoses and related outcome criteria.	___	___		___
C. Plans, with minimal guidance, individual nursing interventions designed to assist patients in need of rehabilitation and/or alterations in their life style	___	___		___
*1. Involves patient/staff in developing a plan of care.....	___	___		___
*2. Lists at least two specific interventions to meet the outcome criteria in process recordings/clinical worksheets.....	___	___		___
D. Performs nursing measures with minimal guidance.....	___	___		___
*1. Makes and maintains a verbal contract/agreement with a pt. to meet on a regular basis until termination.....	___	___		___
*2. Discusses the purpose of contract/agreement as needed.....	___	___		___
*3. Uses at least three interviewing techniques (list these)	___	___		___
*4. Helps patient use his/her strengths by:				
a) identifying strengths.....	___	___		___
b) focusing on positive behaviors and goal attainment.....	___	___		___
c) acknowledging improved functioning.....	___	___		___
*5. Helps the patient problem solve by:				
a) focusing on the situation causing the problem and/or consequences of behavior.....	___	___		___

CLINICAL OBJECTIVES	P	NP	COMMENTS - NI AND NP REQUIRES EXPLANATION	NI
b) defining the problem.....	___	___		___
c) finding appropriate resources, existing skills, and alternate behaviors to solve the problem.....	___	___		___
*6. Sets the limits of maladaptive (inappropriate) behavior (e.g., not keeping appointments, unsocial behavior).....	___	___		___
*7. Sets limits on destructive behavior (e.g., suicidal behavior, elopement, use of contraband, hurting self or others, not participating in therapy) and reports this information to appropriate staff.....	___	___		___
*8. Provides the patient with experiences, activities that would increase socialization skills and improve ADL skills (e.g., personal hygiene, table manners, appropriate dress).....	___	___		___
*9. Attends a variety of groups as groups are available.....	___	___		___
*10. Modifies interventions to meet the needs of specific patient developmental and chronological ages.....	___	___		___
*11. Assesses correctly the need for psychotropic drugs.....	___	___		___
**12. Communicates the appropriateness of psychotropic medication administration through completion of a clinical group power point presentation and puzzle.....	___	___		___
** 13. Passes the medication calculation test within 3 attempts.....	___	___		___
E. Identifies, with minimal guidance, if nursing interventions help the patient meet outcome criteria and modifies nursing care plans as needed.				
*1. States if outcome criteria were met.....	___	___		___
* 2. Evaluates effectiveness of own behavior, verbally and in writing ...	___	___		___
*3. Writes at least one alternative nursing intervention with each process recording.....	___	___		___
F. Identifies specific legal considerations/concerns related to patient care.				
*1. Reviews legal documentation & articulates importance of these to pt., peers, instructor or staff.....	___	___		___
II. ASSUMES ROLE AS A COMMUNICATOR				
A. Utilizes, with guidance, goal-directed therapeutic communications interactions to assist patients				
*1. Attends report and participates in planning meetings, therapy and other patient groups.....	___	___		___

CLINICAL OBJECTIVES	P	NP	COMMENTS - NI AND NP REQUIRES EXPLANATION	NI
*2. Assesses the extent and types of effective communication according to patient acuity, anxiety level, developmental level, and chronological age.....	—	—		—
*3. Adapts communication to patient’s acuity, anxiety level, developmental level and chronological age.....	—	—		—
*4. Uses activities, and specific communication skills, to deal with barriers to communication.....	—	—		—
B. Establishes and maintains effective communication with hospital staff, instructor, peers, and other				
**1. Communicates daily with multidisciplinary staff verbally/in writing.....	—	—		—
**2. Interacts with peers in conferences.....	—	—		—
*3. Communicates with appropriate person if disruptive working relationship occurs with hospital staff, instructor, peers, and others.....	—	—		—
*4. Demonstrates ability to utilize appropriate and assertive communication and behavior.....	—	—		—
**5. Demonstrates correct therapeutic communication technique during a role play situation, for competency (see objective III A-2).....	—	—		—
C. Reports and records accurately, objectively, and comprehensively patient assessments, interventions and evaluations of goal attainment, and other significant occurrences				
**1. Submits final process recording to the instructor as directed and follows guidelines reflected in Nursing 231 Syllabus for competency.....	—	—		—
*2. Includes sample charting which reflects meetings with a patient in each process recording and clinical worksheet.....	—	—		—
*3. Reports and records physiological and behavioral changes pertinent to the patient’s problems.....	—	—		—
**4. Completes service learning assignment.....	—	—		—

CLINICAL OBJECTIVES	P	NP	COMMENTS - NI AND NP REQUIRES EXPLANATION	NI
III. ASSUMES ROLE AS A TEACHER				
A. Teaches health care with guidance, based on assessment of individual patient, family or community needs. **1. Participates in the group process to implement teaching in the community (provide a specific example of your role in the planning process) **2. Completes a teaching presentation in the community. * 3. Implements staff developed teaching plans.	___ ___ ___	___ ___ ___		___ ___ ___
B. Acts as a role model for patients				___
*1. Communicates in clear, unambiguous terms.....	___	___		___
*2. Wears appropriate clothing.....	___	___		___
*3. Behaves in appropriate manner.....	___	___		___
*4. Uses positive assertive behavior.....	___	___		___
IV. ASSUMES ROLE AS A LEADER/MANAGER				
A. Identifies and reports the patient's/family's need for services of other health team members *1. Assesses the patient's/family's need for assistance by other health team members..... *2. Identifies specific health team members in the hospital and/or agencies outside the hospital which may assist patients/families to achieve goals	___ ___	___ ___		___ ___
B. Confers with other health team members to discuss continuity and comprehensiveness of patient care and future plans of the patient				___
**1. Completes group activity.....	___	___		___
**2. Completes a case presentation (paper and poster board)				___
C. Works with nursing staff and other disciplines to provide individual and/or group experiences to improve patient functioning and goal attainment				___
**1. Takes corrective action if a disruption in working relationships occur (with staff, patients, families, peers etc.....)	___	___		___
V. ASSUMES ROLE AS A MEMBER WITHIN THE PROFESSION				___
A. Practices within the ethical standards and legal boundaries of student nurse practice with minimal guidance				___

CLINICAL OBJECTIVES	P	NP	COMMENTS - NI AND NP REQUIRES EXPLANATION	NI
V. ASSUMES ROLE AS A MEMBER WITHIN THE PROFESSION (continued)				
*1. Compares the difference between social and professional role.....	___	___		
**2. Practices the difference between social and professional role.....	___	___		___
**3. Follows hospital and unit policies and procedures.....	___	___		___
B. Assesses and identifies his/her own learning goals and assumes responsibility for locating specific learning experiences or resources				
*1. Informs instructor of learning goals at pre-conference.....	___	___		___
**2. Initiates SAFE activities to meet the identified goals.....	___	___		___
C. Establishes and maintains effective working relationships with hospital staff instructor, peers and others.				
**1. Demonstrates responsibility and accountability for own actions.....	___	___		___
**2. Demonstrates respect and consideration for peer group during learning encounters.....				
D. Evaluates learning experiences and objectively assesses his/her own progress toward goals with minimal guidance.				
*1. Reviews evaluations and initiates steps to improve performance.....	___	___		___
*2. Completes written self evaluation tool identifying strengths and areas for improvement. (<u>Gives specific examples</u> of how each goal was met)	___	___		___
E. Is accountable for his/her professional behavior				
**1. Is punctual to the clinical area (cannot be late more than 2 times).....	___	___		___
*2. Is punctual to post-conference (cannot be late more than one time without prior agreement of the instructor).....	___	___		___
**3. Accepts responsibility for outcomes of personal communication and interventions.....	___	___		___
*4. Is punctual in submitting written assignments.....	___	___		___
*5. Completes clinical make-up assignments according to CSM Nursing Department policy (may only miss 2 clinical days, minimum).....	___	___		___
*6. Follows correct CSM procedure for notifying agency regarding absence from the clinical area.....	___	___		___
*7. Follows dress code as described in Nursing Student Handbook.....	___	___		___

EVALUATIVE SHEET

Midterm Evaluative Statement:

Instructor Signature

Date

Student Signature
(indicates reading)

Date

Student Comments:

Final Evaluative Statement:

Instructor Signature

Date

Student Signature
(indicates reading)

Date

Student Comments:

NURSING DEPARTMENT
Nursing 231 Study Guide - Fall 2011
AUGUST 18 – OCTOBER 13

LECTURE: Monday & Thursday Time 10:30 AM – 1:00 PM Building #5- Room #390



LECTURE	READINGS	CLINICAL/LAB FOCUS
<p><u>Aug. 18, Thursday-Lecture #1</u></p> <ul style="list-style-type: none"> •Syllabus Review •Introduction to text and N231 Syllabus •Your Role as a Student • Special presentation – Class time will begin at 8:00 AM • Thursday AM skills lab can be made up in Open Lab 	<p>*Varcarolis: Chapters 1,4,11, pp. 213-216 and review Appendix A</p> <ul style="list-style-type: none"> • http://www.samhsa.gov/MentalHealth/understandingMentalIllness_Factsheet.aspx Facts; violence and mental illness • http://www.ascp.com/public/pubs/tcp/1997/oct/treatmnt.html - Defusing Assaultive Behavior • http://mentalhealth.samhsa.gov/publications/allpubs/0EL99-0004/default.asp Stigma 	<p>Week #1: 08/18 – 08/22</p> <p><u>Clinical Focus:</u></p> <ul style="list-style-type: none"> --Orientation to Facility --Review Clinical Assignments --Review Medication Administration Practice Test --Discuss your role as an RN Student <p style="text-align: center;"><u>Lab Focus:</u></p> <ul style="list-style-type: none"> ----Discuss your Anticipated Experience in the Psychiatric Setting; identifying the disorders --CD Rom: Psychiatric Mania / Ego Defense Mechanism
<p><u>Aug. 22, Monday-Lecture #2</u></p> <ul style="list-style-type: none"> •Psychosocial/Cultural Assessment •Nursing Process 	<p>*Varcarolis: Chapters 6 & 8</p> <ul style="list-style-type: none"> • <u>Spirituality and Mental Health Clients</u>. O'Reilly, ML. <i>Journal of Psychosocial Nursing</i> 2004, Vol. 42, No. 7, 44-53. ** Check CSM Library for this issue 	


ALL readings are REQUIRED

* Indicates primary text book readings

- Indicates supplemental readings found in the library packet and/or online

LECTURE	READINGS (*REQUIRED)	CLINICAL/LAB FOCUS
<p><u>Aug. 25, Thursday: Lecture #3</u></p> <ul style="list-style-type: none"> • Therapeutic Communication and Conflict Resolution • Medication Administration Test 	<p>*Varcarolis: Chapters 9 and 10</p> <ul style="list-style-type: none"> • <u>Enhancing Communication with Older Adults: Overcoming Elderspeak</u>. Talerico, Karen. <i>Journal of Psychosocial Nursing</i> 2005. Vol. 43, No. 5, 12-16. • <u>Identifying and Resolving Conflicts</u>. In Wywialowski, E. <i>Managing Client Care (2003) Third Edition</i>. 	<p>Week #2: 08/25-08/29</p> <p>Clinical Focus:</p> <p>--During the clinical day take an opportunity to review a chart and the components. <i>Pay particular attention to the nursing documentation.</i></p> <p>--Discuss use of your clinical work sheets and psychiatric assessment tool</p> <p>--Reveal findings in post conference</p>
<p><u>Aug.29, Monday: Lecture #4</u></p> <ul style="list-style-type: none"> • Theory; application to practice • Therapy; psychosocial, biological and adjunct • Review the Major Pharmacological Concepts of Major Psychotropic Drugs <p>Medication Test #2 (if needed) after theory</p>	<p>*Varcarolis: Chapters 2,3 & 34</p> <p>*Review appendix D</p> <p>* Lilley: Chapter 15</p> <ul style="list-style-type: none"> • www.nimh.nih.gov/...medications/complete-index.shtml <p>See today's outline for further work on pharmaceutical agents</p>	<p>Lab Focus</p> <p>--Psychosocial Assessment Video</p> <p>--Practice interviewing technique</p> <p>--Begin role play practice</p>
<p><u>Sep. 1 Thursday: Lecture #5</u></p> <ul style="list-style-type: none"> • Ethical and Legal Issues in Psychiatric Nursing <p>Medication Test #3 (if needed) after theory</p>	<p>*Varcarolis: Chapter 7</p> <ul style="list-style-type: none"> • <u>Professional Boundaries: A Matter of Therapeutic Integrity</u>. Peternej-Taylor, Cindy. <i>Journal of Psychosocial Nursing</i> 2002, Vol. 40, No. 4, 22-29. • http://www.naphs.org/news/guidingprinc.html • http://www.stanford.edu/group/psylawseminar/Tarasoff.Greene.htm - Tarasoff Info. • http://pediatrics.aappublications.org/cgi/content/full/99/3/497 - restraining a child • http://www.psychlaws.org/LegalResources/CaseLaws/case8.htm - Riese v. St. Mary's Hospital 	<p>Week #3: 09/01 - 09/08</p> <p>Clinical Focus:</p> <p>--Practice unit documentation</p> <p>--Collect info: Review the typical anxiolytics administered on the unit – discuss this in post conference</p> <p>--Review the various legal holds applied to the involuntary psychiatric patient</p> <p>--Review expectations for process recordings</p> <p style="text-align: center;"><i>Continued on next page</i></p>

<p>September 8, Thursday: Lecture #6</p>  <ul style="list-style-type: none"> Looking at the continuum Anxiety Disorders Crisis Intervention <p>TEST #1</p> 	<p>*Varcarolis: Chapters 12, 22 & 23</p> <ul style="list-style-type: none"> http://psychcentral.com/quizzes/anxiety.htm Anxiety Screening Tool – Are you anxious??? Just for Fun!! ## http://phobialist.com/reverse.html More Fun http://www.cop.ufl.edu/safezone/doty/dotyhome/wellness/HolRah.htm Try this to evaluate your own risk of coming down with a stress related illness ... More Fun <u>Treating Generalized Anxiety Disorder: Nurse's Crucial Role.</u> <i>Journal of Psychosocial Nursing 2003, Vol. 41, No. 12 20-28.</i> <p>## Online readings with Fun = will not be tested on</p>	<p>- May begin Case Presentations</p> <p>Lab Focus</p> <p>- continue practicing therapeutic communication; focus on the anxious patient/patient in crisis – guess the patient's level of anxiety, discuss interventions</p>
<p>Sept. 12, Monday: Lecture #7</p> <ul style="list-style-type: none"> Mood Disorders Suicide <p>BX Group - Anxiolytics</p>	<p>* Varcarolis: Chapters: 13, 14 & 24</p> <ul style="list-style-type: none"> <u>Healing Broken Hearts.</u> Forster, Antoinette. <i>Journal of Psychosocial Nursing 2003, Vol. 41, No. 6, 44-49.</i> http://sfgate.com/cgi-bin/article.cgi?f=/c/a/2002/07/07/LV44762.DTL - Bipolar; first person account 	<p>Week #4: 09/12– 09/15</p> <p>Clinical Focus:</p> <ul style="list-style-type: none"> Share experiences related to elders with mental illness Review agency protocol for patients experiencing suicidal ideations Identify interventions to maintain safety when patients are a threat to themselves or others Case Presentations PR #1 DUE WED (9/14 Tue/Wed groups) SAT (9/10 Fri/Sat group) Credit Only
<p>Sept. 15, Thursday: Lecture #8</p> <ul style="list-style-type: none"> The Elderly & Mental Illness Cognitive Disorders <p>AX Group - Antidepressants</p> <p>CX Group - Mood Stabilizers</p>	<p>*Varcarolis: Chapters 17 and 29</p> <ul style="list-style-type: none"> http://alzheimers.about.com/cs/treatmentoptions/a/reminiscence.htm?once=true& -reminiscence therapy http://www.nia.nih.gov/Alzheimers/Publications/medication/sfs.htm - Alzheimer's Meds 	<p>- PR #1 DUE WED (9/14 Tue/Wed groups) SAT (9/10 Fri/Sat group) Credit Only</p> <p>Lab Focus</p> <p>- continue practicing therapeutic communication; focus on the patient experiencing mood disorder</p> <p>- <i>Suicide: Video and discussion</i></p>
<p>Sept. 19, Monday: Lecture #9</p> <ul style="list-style-type: none"> Schizophrenia Escalating Behavior <p>DX Group - Antipsychotics</p>	<p>* Varcarolis: Chapters 15 and 25</p> <ul style="list-style-type: none"> http://www.mentalhealth.com/story/p52-sc03.html Schizophrenia, first person account 	<p>Week #5: 9/19-9/22</p> <p>Clinical Focus:</p> <p>--Identify communication techniques staff use to present reality to patients experiencing hallucinations.</p>
<p>Sept. 22, Thursday: Lecture #10</p> <ul style="list-style-type: none"> Personality Disorders 	<p>*Varcarolis: Chapt. 19</p> <ul style="list-style-type: none"> http://similarminds.com/ - Variety of personality tests (traits and disorders) Fun stuff 	<p>- Review the agency protocol on restraint and seclusion</p> <p>- Continue with Case Presentations</p> <p>Lab Focus</p> <p>--Continue practicing therapeutic communication;</p>

		focus on the patient experiencing aggression or hostility. Role play reality testing with the patient experiencing hallucinations or delusions
<u>Sept. 26, Monday Lecture #11</u> • Violence: Why do we hurt each other?? • TEST II	*Varcarolis: Chapters: 25, 26 & 27 • http://www.cdc.gov/ncipc/pub-res/YVFactSheet.pdf Youth Violence	Week #6: 09/26-09/29 Clinical Focus: -- Case Presentations --Review protocol for alerting agencies regarding physical abuse.
<u>Sept. 29, Thursday: Lecture #12</u>  • Childhood & Adolescent Emotional Disorders - Guest Speakers	*Varcarolis: Chapter: 28 • http://www.nimh.nih.gov/health/topics/child-and-adolescent-mental-health/antidepressant-medications-for-children-and-adolescents-information-for-parents-and-caregivers.shtml - Children/depression/SSRIs • http://www.aacap.org/cs/root/facts_for_families/teen_suicide - Adolescent Suicide (and look at the other diagnoses)	Lab Focus: --Medication Jeopardy - BRING YOUR MED BOOKS!!
<u>Oct. 3, Monday: Lecture #13</u> • Eating Disorders	*Varcarolis: Chapter: 17 • http://mentalhealth.about.com/cs/eat/a/bingeeat_p.htm - About Binge eating	Week #7: 10/03 – 10/06 Clinical Focus: -- Discuss feelings regarding children & adolescents with mental disorders --Case Presentation -- PR #2 Due – Points (Wed - 10/05, Sat - 10/01)
<u>Oct. 6, Thursday: Lecture #14</u> • Substance Related Disorders <u>EX GROUP – Illegal Substances</u> <u>FX GROUP – Prescription Meds</u>	*Varcarolis: Chapter: 18 * Lilley: Chapter 8 • http://www.rn.ca.gov/diversion/whatisdiv.shtm - CA BRN diversion program	Lab Focus --N232 skills

<p>Oct. 10, Monday: Lecture #15</p> <ul style="list-style-type: none"> • Community & Home Mental Health Nursing • Making the Transition; Mental Health in the Medical/Surgical Setting • Research 	<p>*Varcarolis: Chapters: 5 & 30</p> <ul style="list-style-type: none"> • http://www.aann.org/ce/pdf/Dec05Boyd.pdf Research in nursing <p><u>BRING A COPY OF A NURSING RESEARCH ARTICLE</u></p>	<p>Week #8: 10/10 – 10/13</p> <p><u>Clinical Focus:</u></p> <ul style="list-style-type: none"> --Wrap up Case Presentations --Discuss Dual Diagnosis and complexities of care --Closure with clinical agencies <p style="text-align: right;"><u>Lab Focus:</u></p> <ul style="list-style-type: none"> --N232 skills
<p><u>Final Exam Oct. 13, Thursday</u></p>	<p>Good Luck in Nursing 232!!!</p>	

Important Assignments/Tests to Remember!

<p>♣ Medication Administration Test:</p>	<p>8/25 (subsequent tests, if needed will be arranged)</p>
<p>♣ PR #1</p>	<p>Week #4 See Study Guide– to clinical instructor</p>
<p>♣ PR #2</p>	<p>Week #7 See Study Guide – to clinical instructor</p>
<p>♣ Competency</p>	<p>TBA</p>
<p>♣ Case - poster presentation</p>	<p>Due to clinical instructor (By arrangement)</p>
<p>♣ Clinical Worksheets * one elder/spiritual assessment</p>	<p>Total of 2 are due to clinical instructor</p>
<p>♣ Group Activity</p>	<p>Due to clinical instructor</p>
<p>♣ Service Learning Journal</p>	<p>Due to clinical instructor</p>
<p>♣ Clinical Group 10 minute Power Point Presentation</p>	<p>Presented in Theory – see designated dates in guide</p>
<p>♣ Off Site Teaching Assignment</p>	<p>TBA</p>



Test:	Date:
#1	Thursday, September 8 th
#2	Monday, Sept. 26 ^h
Final	Thurs, October 13 ^h

