

**ODESSA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM**  
**Clinical Transition/Mental Health Section**  
**Summer 2011**

**COURSE TITLE:** CLINICAL-MENTAL HEALTH- Transition

**CREDIT:** 1 HOUR (48 CONTACT HOURS)

**PLACEMENT:** Summer of the Transition Program

**PRE-REQUISITES:** CONSENT OF DEPARTMENT

**CO-REQUISITES:** RNSG 2213

**LICENSING/CERTIFICATION AGENCY:** TEXAS BOARD OF NURSING (BON)

**FACULTY:** Course Coordinator:  
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**COURSE DESCRIPTION:** A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. (SCANS 1,2,4,5,6,9,10,11)

**LEARNING OUTCOMES:** As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupational and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

**COURSE OBJECTIVES:** Course objectives utilize the framework of the Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs. At the completion of the course, the student will be able to: (PO=Corresponding Program Outcome)

As Provider of Care:

1. Utilize the appropriate data collection tools to holistically assess clients with alterations in mental health. (PO 1)
2. Apply knowledge of ethical/legal principles and professional standards of care in providing holistic care to clients with alterations in mental health. (PO 3)
3. Use therapeutic communication to promote adaptation in clients with alterations in mental health. (PO 3)

4. Discover and report responses to medications, treatments, and procedures and communicate the same to other health care professionals concisely and accurately. (PO5)

As Coordinator of Care:

5. Share observations with members of the interdisciplinary health care team relevant to the care, learning needs, and discharge planning for clients with alterations in mental health. (PO 4, 5, 9)
6. Explore community resources that promote optimal client and family adaptation to internal and external stressors. (PO 10)

As Member of a Profession:

7. Maintain confidentiality of client information. (This is especially important for clients receiving mental health services.) (PO 12)
8. Examine the advocacy role of the nurse and interdisciplinary team members in providing quality client care. (PO 13)
9. Explore one's own subjective feelings, attitudes, and behaviors toward clients with alterations in mental health. (PO 13, 14)

**TEACHING/LEARNING METHODS:** Learning will occur as a result of clinical hours spent in direct client care; practicing therapeutic communication techniques and providing written process recordings of communication techniques utilized; visiting various community agencies offering services appropriate for clients experiencing internal and external stressors; and developing plans of care based on a holistic assessment of a client with a mental health alteration. Some community mental health agencies cannot allow student participation on site, i.e., Rape Crisis/Children's Advocacy; therefore this course may utilize guest speakers from selected agencies. Other assignments related to the clinical experience may be utilized. The student is expected to be an active participant in pre and post conference and classroom discussions. Internet assignments, ATI, videos, and group work may all be utilized to enhance the student's learning experience.

**EVALUATION AND GRADING:** Clinical course grades are Pass (PA) or Fail (F). Clinical objectives and the clinical evaluation forms provide the objective measure of the student's performance. These forms, which provide the grading criteria for this course, are included at the back of the syllabus. The student is encouraged to speak to the instructor about clinical progress at any time during the course. Students who are not prepared will be sent home and receive a "0" for the day.

Instructor observation of care delivered to clients, input from agency staff or preceptors, written care plans, assigned written work, and other requirements are included in the assessment of clinical performance. Information about written assignments and grading criteria will be provided. *Written assignments pertinent to the clinical course must be passed with a grade of 75 or higher in order to pass the clinical course.*

Students must pass the corequisite courses RNSG 2213 in order to receive credit in both courses. Failure in either course constitutes a failure in the corequisite course.

Process Recordings, clinical logs, reports of community experiences including Equine Therapy for Disabled Children, AA, Al-Anon, Nursing Diagnoses for populations represented by speakers, Movie Report: A Beautiful Mind, Manor Park Packet which includes Spiritual and Religious Assessments, MiniMentalStatusExam (MMSE), Geriatric Depression Scale and Hamilton Anxiety Scale are to be submitted on time and must receive a grade of 75 % to be deemed Satisfactory.

RNSG 2161 also requires students to develop a holistic plan of care based on an accurate assessment of a client experiencing a mental health alteration. The assessment and care plan must be for a patient at Behavioral Centers of America or Allegiance Specialty Hospital. The student must pass the assignment with a grade of 75 or greater in order to pass the course. Patient scenarios will also be utilized to develop a plan of care. Scenarios may be assigned to individual students or to groups of students. Goals must be measurable and directly relate to the Nursing Diagnosis. All Nursing Diagnoses must be from Appendix B in Videbeck: NANDA 2009=2011.

Clinical evaluation will reflect the student's ability to meet clinical objectives and to implement classroom theory. Any identified weakness will need to be strengthened by the end of the course. As the course progresses, the instructor may rate clinical objectives as **Needs Improvement (NI)**.

**Satisfactory** ratings of clinical objectives signify at least minimal accomplishment of tasks as stated or required. The student is consistent in performing nursing responsibilities. A satisfactory rating on all objectives on the summative (final) evaluation is necessary for the student to earn a pass (PA) in clinical courses.

**Unsatisfactory** ratings on clinical objectives signify unacceptable performance in one or more areas. The student displays one or more of the following:

- 1) unsafe practice by the lack of application of principles of safety and asepsis;
- 2) failure to accomplish task(s);
- 3) disregard for the client and /or family in administering care;
- 4) inability to identify or correct errors;
- 5) inability to transfer theory knowledge to clinical practice; and/or
- 6) inconsistent clinical behavior in the performance of nursing responsibilities.

The clinical evaluation tool denotes non-critical and critical elements. A critical element is defined as a behavior to be met during each clinical experience. Critical elements are distinguished on the evaluation form by the use of "\*\*\*".

In cases of clinical failure, the student will be apprised of the failure as soon as reasonably possible. If clinical failure occurs before the end of the semester, the student has the option of continuing in the didactic course although a passing grade cannot be issued in the didactic course since the clinical course was failed. If the student questions the decision, he/she may refer to the grievance policy.

The student should refer to the Nursing Student Handbook for further information on clinical requirements and grading policies.

**CLINICAL EXPERIENCES:**

The hospital-based clinical experiences are at Behavioral Centers of America and Allegiance Specialty Hospital in Midland, Texas. Community agencies are utilized, with the student having opportunities for self-selection of sites they wish to visit. Students are responsible for their own transportation. The clinical guideline is provided in the Learning Materials Packet.

**COURSE SCHEDULE:**

Students will receive a clinical calendar shortly after the beginning of the course. Some clinical experiences are scheduled by the instructor; other experiences will be arranged by each student.

**Course Clinical Requirements:**

28 hours	Behavioral Centers of America
8 hours	Allegiance, Behavioral Centers of America or Big Spring State
4 hour	AA Meeting/ Al-Anon Meeting
2 hours Movie	Shutter Island or A Beautiful Mind or other approved movie
6 hours	Community Experiences: FairHaven, Parish Nursing, Equine Therapies, Family Coalition, Hospice, Restoration of Families, NAMI, Abel Center, Mission Center Adult Day Service, Council on Alcoholism-Tobacco Prevention, Palmer Drug Abuse Program, Hope House, West Texas Opportunities, Rock House
<b>48 hours Total</b>	
<b><i>TOTAL Required Clinical Hours for all students: 48</i></b>	

**REQUIRED TEXT BOOKS:**

Videbeck, Sheila 5<sup>th</sup> Edition. *Psychiatric Mental Health Nursing*  
Wolters-Klewer/Lippincott Williams and Wilkins

Other Required Resources

Williams, MH. (2010) *RNSG Mental Health Learning Materials Packet*. Unpublished manuscript. Odessa College Department of Nursing: Odessa, Texas

Reference books purchased in previous courses, such as the dictionary, various nursing process books, drug handbook, and laboratory-diagnostic test reference. The medical surgical text will also be used when learning about physical health conditions in the patient with mental alterations. Student Handbook.

## COURSE POLICIES:

1. Failure to complete assignments may require an additional clinical day or assignment in order to fulfill the course objectives. This may necessitate a grade of “I” incomplete in the course.
2. All clinical is mandatory. This includes self scheduled clinical.
3. Maintain professional integrity at all times.
4. Call the clinical instructor *one hour* before clinical if you must be absent.
5. Clinical written work reflects your clinical experiences. Superficial work will be returned to you for improvements. Ask questions if you need assistance. Do complete and thorough work the first time! Use attachment to email directed to instructor for Care Plans, Process Recordings and reports of community experiences, including AA & Al-Anon. The movie report and the comprehensive care plan are to be sent electronically as well.
6. If a student continues to present poor written work, a failing grade will be earned in clinical.
7. The comprehensive care plan must be done on a patient at BCA. Clear the selection with the staff and clinical instructor.
8. Students must be on time, dressed appropriately and prepared for clinical experiences. You will be sent home if the dress code is violated, if excessively tardy, or if unprepared for the clinical experience. The dress code is explained in the clinical guideline in the LMP. Uniforms must be clean and wrinkle free.
9. Dress for community agencies is casual professional. Blue uniforms at BCA, and ASH.
10. Only the instructor can cancel a scheduled clinical day. If weather or other factors arise that require cancellation of a clinical day, the instructor will contact you prior to the start of the clinical day. A phone tree should be established to facilitate efficiency in letting students know about schedule changes. If you feel that bad weather (such as fire, snow or ice) would cause a road safety hazard for you and the instructor has not cancelled clinical, call the instructor to inform her/him of your situation. Safety first. We do not want students taking risks on unsafe roadways. Listen to the radio and TV if weather is bad. If OC cancels or postpones class, this applies to you, too.
11. When attending clinical experiences in settings where your instructor is not present, you are responsible for knowing where you are going, the required time you need to be there, and the required dress code if it differs from casual professional.
12. Remember that the patients in Mental Health Care are very ill. Wear loose clothing that covers you well. No low cut tops. Wear sox or hose to every clinical. No short shorts or short skirts.

\*\*\*Refer to your LMP for the following which are due June 22 by email.

AA Report Al-Anon Report Movie Report. Comprehensive care plan is due by email on June 22. Students are encouraged to utilize attachments to email in *Word* wherever possible. Almost all reports can be typed and attached. Do not worry if the form doesn't look like the one in the

LMP as long as it contains all the information. The college computer lab is open for your use most of the time.

Students are encouraged to utilize email for submitting questions to the instructor. Utilize the cell phone for emergencies.

When you are in Big Spring, Midland and at Terminal, please be sure your caregivers have the instructor's cell phone number in case of emergency. I will find you and get you on your way home. When you are in Community Experiences such as AA, Al-Anon, Fair Haven, NAMI, Hospice and others, please place your phone in *silent mode*.

Pages 7,8,9,and 10 would have been utilized for the calendar. Pleas scroll down to pages 11 and 12 for the clinical Grading Sheet.









**CLINICAL EVALUATION RNSG 2161  
CLINICAL- MENTAL HEALTH (FALL 2011)**

<b>Role of the Nurse:</b>	<b>Mid-rotation</b>	<b>Final</b>
<b>Student's Name:</b>		
<b>As Provider of Care:</b>		
1. Utilizes the nursing process and critical thinking in clinical decision making. a. Identify mental health/illness signs/symptoms. b. Cluster and analyzes health data and distinguishes nursing diagnoses c. Distinguish measurable goals. d. Organize client problems. e. Prepares nursing interventions. f. Identify goal attainment.		
**2. Provides safe, effective, individualized nursing care correlating developmental theory. a. Collect and documents data, all sources. b. Utilize milieu to facilitate safety. c. Practice therapeutic communication techniques. d. Monitor for signs and symptoms of distress, agitation. e. Present a caring and empathetic approach to client care. f. Maintain personal and professional boundaries		
3. Demonstrate sensitivity to client's culture, ethnicity & individual characteristics across the continuum of care. a. Identify people who might follow other cultural norms than themselves. b. Invite exchange of cultural information re: norms, health care related services and needs		
4. Relate knowledge of psychiatric medications to client care.		
5. Interact with clients, significant others and peers using therapeutic communication skills. a. Select clients appropriate for learning level and clinical objectives, seeking input from agency staff. b. Recognize verbal and nonverbal communication cues. c. Identify speech patterns associated with mental illness. d. Utilize therapeutic communication techniques and document in process recording assignments.		
6. Applies sound nutritional practices related to health. a. Teach diet related needs. b. Distinguishes knowledge of client's specific dietary restrictions.		
<b>As Coordinator of Care:</b>		
7. Develops appropriate teaching / discharge plans incorporating community resources, as appropriate. a. Identifies appropriate community agencies for follow-up care and prevention of complications or relapse. b. Assists with community referrals for mental health care.		

<b>Student's Name:</b>	<b>Role of the Nurse:</b>	<b>Mid-rotation</b>	<b>Final</b>
	c. Modify strategies for health promotion and disease prevention appropriate for individual client's resources. d. Accept responsibility for nursing care and act as client advocate.		
	8. Interact in a collegial manner with clients, families, and other health care providers in the implementation of the client's health care needs, in a cost effective manner.		
	<b>As Member of a Profession:</b>		
	9. Incorporate the policies and standards of the NPA, O.C., and affiliating agencies into clinical practice. <ul style="list-style-type: none"> <li>a. Accept constructive suggestions.</li> <li>b. Avail self of learning opportunities.</li> <li>c. Establish priorities for care with interdisciplinary team, focusing on safety concerns.**</li> <li>d. Interact on a professional level.</li> <li>e. Complete assignments on time.</li> <li>f. Follow agency policies.**</li> <li>g. Protect client confidentiality.**</li> </ul>		
	Promote the profession of nursing in a manner which reflects positively on self and nursing. <ul style="list-style-type: none"> <li>a. Function as a safe, competent provider of nursing care.</li> <li>b. Practice under evidenced-based modalities at a beginning level of competency.</li> <li>c. Qualify nursing actions according to scope of practice.</li> </ul>		

**Key: \*\*Critical Elements must be met each clinical day.**

Performance criteria are graded as:

Satisfactory – S

N.O.-no opportunity available

Unsatisfactory – U

Needs Improvement – NI (Mid-rotation only)

The final grade for the clinical course is Pass (PA) or Fail (F). All criteria must be passed to receive a course grade of Pass (PA).

Mid-Rotation Evaluation:

Student

Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

Final Evaluation/Course Grade:      \_\_\_\_\_ Pass      \_\_\_\_\_ Fail  
 Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

Comments: