



Point Loma Nazarene University
 School of Nursing
 NSG 451: Nursing of the Communities: Mental Health
 3 Units

Spring 2015

Meeting days: Tuesday or Thursday

Clinical Professors:

Kris Lambert PhD RN Associate Professor
 Larry Rankin PhD RN NEA-BC Professor

Meeting times:

Sharp Mesa Vista: 0630-1330
 Bayview Clubhouse: 0730-1430

Phone:

Dr. Lambert:

Office: (619) 849-2937
 Home: 858-527-0475
 Cell: 858-344-6286
 858-344-6286 (cell)

Dr. Rankin

Office: 619-849-2647
 Cell: 951-200-0559
 Terri Fitzpatrick- Cell – (858) 442-8971

Meeting location:

Tuesday and Thursday:
 Sharp Mesa Vista Hospital @0630
 Thursday:
 Bayview Club House @ 0700

E-mail:

Dr. Lambert: KrisLambert@pointloma.edu
 Dr. Rankin: LarryRankin@pointloma.edu

Placement: Senior Level

Office location and hours:

*Office hours by appointment, as posted.

Final Exam: Not Applicable

Additional info: Dress Code/Badge Strictly Enforced

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

SON Vision Statement

The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one's shoes in service of others.

Take off your sandals for the place you are standing is holy ground. Exodus 3:5 NIV

Hope

Connection

Empowerment

Self-Responsibility

A Meaningful Life

SON Mission Statement

The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.

So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist. After that, He poured water into a basin and began to wash His disciple's feet, drying them with a towel that was wrapped around Him. John 13: 4-5 NIV

Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. John 13: 14-15 NIV

Administrative Information

Catalog Description: Nursing of Communities: Mental Health Clinical Practicum

Application of a unique clinical process based upon a critical synthesis of concepts from nursing and social sciences. Emphasis is on delivering care to communities and groups with a focus on wellness and mental health promotion. Students apply theory in both inpatient and community agencies. *Graded: Credit/No Credit. Concurrent: NSG 450.*

Credits	Placement	Hours	Total Clinical Hours
3	Senior	Clinical: 0630-1330*	Activities 1 hrs. TBD
			132 Direct Clinical Hours (minimum)

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 14 weeks.

Specific details about how the class meets the credit hour requirement can be provided upon request.

*Bayview Clinical start time: 0700-1400.

Note: Clinical times reflect direct clinical care and post-conference sessions with students and professor.

Clinical hours include: 1) Weekly rotation in primary facility, b) field trips, c) attendance at community support groups and d) community activities.

Clinical Sites

Sharp Mesa Vista Hospital

7850 Vista Hill Ave.
San Diego, CA 92123
858-278-4110

Bayview Hospital and Clubhouse

330 Moss Street
Chula Vista, CA 91911
619-426-6311

Section	Meets	Location	Professor
NSG 451-1	Tuesday 0630	Sharp Mesa Vista	Dr. Lambert
NSG 451-2	Thursday 0700	Bayview Hospital	Dr. Rankin
NSG 451-3	Thursday 0630	Sharp Mesa Vista	Dr. Lambert

Hope

Connection

Empowerment

Self-Responsibility

A Meaningful Life

Required Textbooks

American Psychological Association (2001). *Publication manual of the American Psychological Association* (6th ed.). Washington D.C.: American Psychological Association.

***Copeland, M. (2011). *Wellness Recovery Action Plan*®. West Dummerston, VT: Peach Press. (Can be purchased through WRAPandRecoveryBooks.com).**

Jones, J., Fitzpatrick, J., & Rogers, V. (Eds.). (2012). *Psychiatric Mental Health Nursing: An Interpersonal Approach*. New York, NY: Springer Publishing.

Wissman, J. (Ed.) (2007). *Mental health nursing: RN edition 7.0*. Leawood, KS: ATI
Note: ATI Mental Health Nursing will be handed out during the first week of class.

Program Values and Course Learning Outcomes

Upon completion of NSG 451 the student will meet the following outcomes:

Inquiring Faithfully

1. Compare and contrast current clinical practice with best practices using a holistic, patient centered framework for individuals served in the behavioral health setting, citing recommendations for improved patient collaboration and outcomes (PLO 1.2; BRN Essentials 1.3, 2.1, 2.6, 2.8, 2.9, 3.1, 3.2, 3.4-3.9, 4.6-4.9, 6.2, 7.5, 9.1, 9.9).
2. Establish strengths-based, patient centered individualized interdisciplinary plan of care for patients living with behavioral health challenges across the continuum of care.
3. Provide patients with evidence based care using principles and practices of the nursing process, the recovery model and patient focused care.
4. Engage in realistic, consistent self-care practices that endorses health and wellness for patients and self.

Following Faithfully

1. Provides patient centered care within the boundaries designated by regulatory agencies, the American Psychiatric Nurses Association and the ethical standards of a Christian nurse.
2. Engages in professional practice that promotes nursing excellence.
3. Establishes a precedent of life long curiosity and learning.

Communicating Faithfully

1. Utilize therapeutic communication techniques with patients in care settings.
2. Adopt person-first language in all written and verbal communication with colleagues, clients, and their friends and families. Apply the concepts of boundary management when engaging in an interpersonal relationship.
3. Discuss the implications of healthcare policy on issues of access, equity, affordability and social justice in mental health care delivery.

Leading Faithfully

1. Treat clients, peers and families with compassion, respect, decency and kindness.
2. Engage in enlightened leadership ensuring the cohesion of the team, the quality of work and the support of the participants.
3. Demonstrate one's individual responsibility to be informed about issues, to educate one's colleagues and the public about those issues, to collaborate with those who can offer solutions to identified problems, and to effect change in nursing practice that delivers better outcomes.

Caring Faithfully

1. Collaborate with community based service agencies to advocate for individuals with mental health issues and their family members to reduce stigma and provide meaningful connections.
4. Participate in service opportunities in the community setting to raise awareness of the needs of individuals with mental illness and support efforts to affect change through research.
5. Demonstrate culturally sensitive and congruent care to different patient populations.

Professor/Student Commitment, Expectations and Learning Strategies

As your professor, I am committed to providing you with a rich and diverse clinical learning experience. My goal is to offer each one of you the chance to learn, grow and apply the nursing process in the care of individuals with mental illness and substance abuse issues through the integration of theory and practice. We will accomplish this through weekly written clinical assignments, therapeutic interactions with patients, their families and the treatment team, and participation in a community walk to bring awareness to the needs of individuals with mental illness. I am also committed to ensuring you have a safe and productive clinical experience. I will round each day; meeting with you individually or in groups to support you in developing your personal professional practice.

My expectation is that you will arrive on time, prepared to care for patients. I expect you to turn in any assignments due during pre/post conference. I expect you to attend unit report at the start of each clinical day, followed by a brief meeting with the charge nurse to go over potential patient care assignments and unit needs. I expect you to engage with patients on the unit; looking for opportunities to assist patients in achieving their goals while practicing your developing therapeutic interaction skills. I expect you to seek out opportunities to provide patient education while serving as an advocate and member of the therapeutic milieu for patients in your care. I expect you to actively participate in your own learning and engage in self care during this clinical experience.

Learning Strategies

Rounding	Observation	Debrief	Case Conference
Case Study	One Minute Preceptor	Discussion	Topic Presentation

Hope

Connection

Empowerment

Self-Responsibility

A Meaningful Life

Attendance and Participation

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the undergrad student catalog.

Incomplete and Late Assignments

All assignments are to be submitted as specified by faculty, including assignments posted in Canvas.

Academic Dishonesty

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

Academic Accommodations

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the undergrad student catalog.

Use of Technology

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. The use of technology during class will be determined at the discretion of the faculty.

FERPA Policy

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the undergrad student catalog.

Examination Policy

Examinations may be deferred due only to illness or because of other equally valid conditions over which the student has no control". Extenuating circumstances will be determined by the faculty of record. Successful completion of this class requires taking the **FINAL examination on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

Leadership Requirement

Attendance of at least one SON meeting is required on an annual basis for each student.

Evaluation Method

Grading

Grading is *pass/fail* and consists of a mid-semester and end of semester self/faculty evaluation. Students must meet a minimum of 75% of the standards listed on the [Clinical Evaluation Form](#) to receive "Credit".

Evaluation will be based on:

- Meet a minimum of 75% of the standards listed on the [Clinical Evaluation Form](#).
- Punctual, reliable attendance at clinical site on assigned clinical day.
- Direct observation and verbal feedback of clinical skills including student nurse/patient interaction, group participation, treatment team participation, medication administration, documentation in EMR.
- Completion of written clinical assignments.
- Participation in post-conference discussion and activities.
- Development and presentation of teaching activity at clinical sites
 - Tuesday Group: Student Directed High Risk Scenario (Rare Event Training)
 - Thursday Group at Sharp Mesa Vista: Student Directed High Risk Scenario (Rare Event Training).
 - Thursday Group at Bayview: Festival of Health (Mid-City Church of the Nazarene/HPC Mental Health Project)

Live Text® Portfolio Requirements:

At the conclusion of each course, students are expected to complete/update a LiveText® portfolio including self-evaluation of outcomes using the BSN Growth Portfolio template. The portfolio provides evidence supporting professional development and attainment of PLNU SON BSN graduate outcomes. For this course, the following assignment(s) are required to be submitted in LiveText®.

- **Signature Assignment***
- **All Guided Reflective Assignments**

For this course, suggested forms of evidence include:

Daily Four	Impact of Illness	Medication Concept Map
Community Based Experience	Process Recording	Rare Event Handout

Course Content Outline

Clinical Assignments

Inpatient Units (8) at Sharp Mesa Vista

Outpatient Clubhouse at Bayview

Community Experience: Mental Health Court, Family Justice Center, NAMI Walk, Social Justice Film Festival, Festival of Health, Anonymous Meeting.

Inpatient Units Sharp Mesa Vista

Assignment: Students will:

- be assigned to a specific unit and will remain on that unit for 1-2 clinical days.
- experience the role of a mental health nurse on an open unit, locked unit, clubhouse and potentially assist with PET Assessments and ECT.
- act as a member of the nursing team by attending report, and providing direct and indirect patient care (medication administration is not a part of this clinical experience).
- access to patient record and receive a Cerner temporary password for behavioral health.
- select a patient, review the medical record (Cerner EMR) and initiate/engage in a therapeutic alliance and subsequent therapeutic relationship and dialogue with chosen patient.
- participate in unit report, treatment team meetings, educational and therapeutic groups, individual therapy, procedures, court hearings, etc.
- assist nursing staff with maintenance of the milieu.
- observe and participate in the care of a patient receiving ECT (Thursday groups only).
- develop and facilitate a High Risk (Rare Event) Training Scenario for nursing staff.
- document patient assessments, goals and interventions utilizing the EMR (Cerner) system when appropriate.
- complete daily assignments as assigned by the professor.

Bayview Intensive Outpatient and Clubhouse Experience (Thursday only)

Assignment: Students will:

- attend specific programs for each clinical day.
- access to clinical records (records are minimal at this site).
- facilitate and participate in all activities at the Clubhouse and attend groups within the Intensive Outpatient Program (IOP) at Bayview.
- interact with clients (IOP) and members (Clubhouse) working to establishing a therapeutic alliance.
- facilitate the exercise group and WRAP® Educational Group at Bayview.
- attend and participate in treatment team meetings, educational and therapeutic groups, chores and lunch time activities.
- complete daily assignments as assigned by the professor.

Community Based Experiences

Out of the Darkness Walk 2014

Assignment: As part of your clinical hours, each student will participate in the annual Out of the Darkness Walk Participation includes:

- Registering for the walk
- Setting up for the walk

Hope

Connection

Empowerment

Self-Responsibility

A Meaningful Life

- Participating as a walker
- Assisting at the First Aid

An Assignment has been created to remind you of the registration dates and the dates of the walk.

Rationale: The American Foundation for Suicide Prevention is a grassroots organization and focuses on eliminating the loss of life from suicide by: delivering innovative prevention programs, educating the public about risk factors and warning signs, raising funds for suicide research and programs, and reaching out to those individuals who have lost someone to suicide.

Participation in a community sponsored event permits the student to serve the community and build a collaborative environment to raise attention to the prevalence of depression and other mental disorders and eliminate the loss of life by suicide.

Date: Saturday, October 18, 2014

Time: Meet at 0830. Walk starts at 0900

Where: Liberty Station

Register by: October 1, 2014. Go

to: <https://securewalks.nami.org/registant/LoginRegister.aspx?eventid=133012&langpref=en-CA&Referrer=http%3a%2f%2fnamiwalks.org%2fcontent%2fhome>

Or google: NAMI San Diego Walks.

Register, then sign up with PLNU Nursing.

- **Mental Health Court for the City of San Diego**

Assignment: Students will have the opportunity to attend mental health court in downtown San Diego and observe how the legal system interacts with individuals with mental illness in need of a greater level of care. [A written questionnaire](#) will be completed summarizing the experience and insights gained as a result of this opportunity.

Rationale: This experience is observational in nature and is meant to expose students to a broader range of psychosocial nursing issues; encouraging an understanding of social, environmental, economic, legal and cultural issues as they affect peoples' lives outside of the inpatient setting.

Field Trip Date: October 21 and October 23, 2014

Arrive at Courthouse at 0830

Submit to: Clinical Instructor

- **Community Support Group**

Assignment: Throughout the semester, students are required to attend a minimum of (3) therapeutic/support/educational groups as a participant observer. Two of these observations may take place at the clinical site. One of these observations **must** be a community-based support group; AA, NA, CA, OA, etc. Attendance at each group will be documented on the [Group Observation Grid](#) located on Canvas under *Assignments*.

Rationale: This assignment allows students to observe self-help/recovery focused groups in a community setting; allowing students to experience the importance of support and community in the recovery process.

Due: Last clinical day.

Written Assignments:

All forms needed for this course are posted on *Canvas under "Course Documents"*

Journal (weekly)

Assignment: After each clinical day, the student will spend a few moments reflecting on the clinical experience

Hope

Connection

Empowerment

Self-Responsibility

A Meaningful Life

and make a journal entry describing the analysis of that experience. The journal entry ***should not be*** an account of the day; but rather an analysis of personal thoughts, feelings and actions related to the clinical experience. Students may also exert their creativity and self-expression by composing a poem, drawing a picture or sharing a story that embodies that insights gained.

Rationale: Journal writing allows the student to actively engage in their own learning. When a student takes the opportunity to clarify and reflect on their observations and experiences, they are able to develop and learn from their practice and while continuing to develop the therapeutic use of self.

Due date: Each pre-conference meeting (Dr. Lambert) or Canvas (Dr. Rankin)

Process Recording

Assignment: The therapeutic relationship is the cornerstone of mental health nursing. Paramount in this relationship is the ability to engage in therapeutic, goal oriented dialogue with your assigned patient. Select a patient and spend 10-30 minutes engaged in a goal oriented discussion. Document the discussion on the [Process Recording Form](#) (Canvas). See NSG 450 Syllabus for further details ([Guidelines](#) and [Rubric](#))

Rationale: A process recording is a systematic method of collecting, interpreting, analyzing, and synthesizing data collected during a nurse-client interaction. The major purpose of doing a process recording is to critically analyze communication and its effects on behavior to modify subsequent behavior, resulting in improved quality of therapeutic communication and psychiatric nursing care. Process recording are not meant to be perfect, but they are meant to be critically analyzed and used as a learning tool.

Due: Friday, November 7, 2014.

Submit to: Clinical instructor via Canvas.

Medication Concept Map

Required: ECT Medications and Psychotropic Medications on List.

Assignment: Students will be provided with a list of psychotropic medications to be covered this semester.

[Concepts maps](#) are required for all ECT medications prior to working in the ECT Treatment Room.

Concept maps for remaining medications are due weekly. Students are required to learn pharmacokinetic principles, classification, etc. of all medications on the Psychotropic Medication List. Students should be prepared to discuss covered medications during lecture session, during clinical hours and in post-conference sessions.

Rationale: Psychopharmacology is an established standard in the treatment of neurobiological illnesses and compliments other evidence-based therapies such as cognitive behavioral therapy, psychosocial, interpersonal, psychodynamic and, complementary and alternative interventions.

Though medication administration will not be a part of this clinical experience, students are required to study specific psychopharmacological agents in detail (see List of Psychotropic Medications on Canvas). It is part of a nurse's professional practice to know the principles of psychopharmacology including pharmacokinetics and pharmacodynamics of specific psychotropic medications administered to individuals in their care.

Be prepared to discuss current medications during post conference.

Due: Required ECT meds due prior to ECT Treatment Room Experience. All other medications due on day of clinical assignment.

Submit to: Clinical Instructor

Daily Four and Impact of Illness

Assignments: During the first two weeks of the clinical rotation, students are required to complete two written assignments during clinical hours: Daily Four and Impact of Illness.

Rationale: The Daily Four and Impact of Illness are designed to assist students in:

- Prioritizing the care provided to patients.
- Learning about the EMR system (Cerner at Sharp Healthcare)

Hope

Connection

Empowerment

Self-Responsibility

A Meaningful Life

- Identifying specific target behaviors.
- Assessing target behaviors.
- Anticipating potential complications.
- Defining patient outcomes.
- Classifying diagnostic categories using the DSM-IV-TR classification criteria.
- Determining how the patient's illness has impacted the family.
- Identifying potential community resources in preparation for patient's return to the community.

Due: At the end of the clinical day during the first two weeks of clinical experience.

Submit to: Clinical Instructor

Presentations/Grand Rounds

Student Directed High Risk Scenario

Tuesday and Thursday Clinical Groups at Sharp Mesa Vista

Assignment: Students will develop, simulate and evaluate a high risk mental health clinical scenario for peers and nursing staff at Sharp Mesa Vista Hospital. This activity is designed to help students develop cognitive, affective, and behavioral skills to intervene effectively in high risk, psychiatric mental health emergencies. See *Student Directed High Risk Scenario Assignment* located in Canvas under Assignments for details.

Rationale: Psychiatric mental health emergencies also referred to: “rare events” are difficult to prepare for as the skills required are not used on a regular basis. Researchers have explored the differences between educational programs focused on becoming “competent” versus being “ready.” This activity hopes to ensure “readiness” by asking students to develop and participate in clinical scenarios students would normally not have the opportunity to be actively involved in. This exercise promotes self-directed learning that requires clinical judgment, critical reasoning, and evidence based practice, teamwork, communication and leadership skills.

Topic Due: October 16, 2014

Write Up/Handout Due: November 12

Rare Event Activity Due: Tuesday Group: November 18 and Thursday Group: November 20, 2014.

Wellness Action Recovery Plan (WRAP®) Educational Group

Thursday Clinical Group at Bayview Only

Assignment: This semester, in addition to the morning exercise groups, students will facilitate a WRAP® group for members. See *Wellness Action Recovery Plan (WRAP®) Educational Group* for details located under Canvas Assignments.

Rationale: The Clubhouse at Bayview offers students the unique opportunity to observe the full mental health continuum of care. The Clubhouse exists to promote wellness, connectedness and productivity for individuals with mental illness. PLNU students have become active participants in this setting by facilitating groups to promote mental/physical health and wellness. The WRAP® Program offers a system developed by MaryEllen Copeland (2011) for people with a variety of physical and emotional difficulties. It is designed to help these individuals:

- develop a list of personal activities for everyday well being
 - track triggering events and early warning signs
 - prepare personal responses for when they are not feeling good or experiencing symptoms
 - create a plan of care if individual becomes unable to care for themselves.
- **Topic Due: October 16, 2014**
 - **Write Up/Handout Due: November 12**
 - **WRAP Activity Due: Thursday Group: November 20, 2014.**

Grand Rounds: Rare Event Training/RAP Program Presentations

See NSG 450 Theory syllabus and course documents on (Canvas) for details.

Due date: Grand Rounds: December 9, 2014.

Clinical Guidelines

Dress Code:

- Sharp Mesa Vista has a strict dress code that includes professional, comfortable street clothes. Items not permitted include: jeans or denim fabrics, capri pants, shorts or short skirts, bare midriffs, tank tops, t-shirts, sleeveless tops, or low cut tops. Minimal jewelry. A maximum of (2) piercings to each ear. No other piercings should be visible. No sandals or open toed shoes.

Name Badge

- Must be worn at all times. You will be sent home if you forget your badge.
- If lanyard worn, must be break-away.
- Last names: Cover your last name on all adult units.
- First names: Cover your first name on the child/adolescent unit.

Illness or Emergencies

- All missed clinical hours must be made up.
- If you need to miss a clinical day due to sickness or emergency, please call the professor by 0630 on the assigned clinical day at one of the number's provided.
- An alternative make-up day or assignments will be determined at the discretion of your clinical instructor.

Electronic Devices

- At this time, phones, PDA's, i Touch, iPad's etc. are not permitted in patient care areas.
- Please place all phones on silent or vibrate and store.

Personal Items

- Personal items should be kept to a minimum as the storage space is extremely limited.
- Notebooks are permitted.
- OK to bring a snack/lunch for post conference.
- Please keep handbags, back packs, etc. in your car.

Confidentiality

- Strict confidentiality regarding patient information is vital. HIPPA is in effect.
- Please do not discuss patients or patient care issues in patient care areas.
- DO NOT discuss patient issues in classes on campus or in social media venues.
- Please do not acknowledge the patient's presence in the hospital (visitors, phone, etc.) without first consulting with the charge nurse.

Communication with Clinical Professor during Clinical Hours

- Instructor will make rounds during the clinical day.
- Instructor will be available via cell phone during clinical hours. You may call or text at any time.
- Be sure to communicate any patient care concerns with unit nursing staff and clinical instructor as they

arise. Be proactive.

Clinical Expectations

You are expected to engage in the following activities each clinical day including:

- attend report,
- choose a patient (with the assistance of unit staff)
- set daily goals,
- establish and engage in a therapeutic alliance with patients.
- provide direct patient care including vital signs, meals, ADL's, safety assessment, etc.
- attend treatment team meetings, group therapy and educational meetings,
- observe the administration of medication and patient teaching opportunities
- assist with assessments, admission, transfer and discharge processes,
- provide patient education,
- interact within the interdisciplinary team.

You are expected to become self-directed learners in charge of your own learning experience.

Seek out potential learning opportunities.

Ask questions.

Be inquisitive.

Discover best practices.

Be prepared and open to new experiences.

Discover your strengths.

Challenge yourself.

Be authentic and genuine.

Use the nursing process.

Be present.

Be collaborative.

Learn to prioritize and delegate.

Practice newly learned skills.

Integrate course information.

Practice compassion.

Teach new skills.

Give choices.

Offer resources.

Provide hope.

Special Note:

Faculty reserves the right to make necessary schedule changes to this syllabus as the semester progresses. Every attempt will be made to minimize the inconvenience to the student in the event of a change to the syllabus. Students will be notified of changes via Canvas announcement section, with accompanying email notification, in a timely manner.

POINT LOMA NAZARENE UNIVERSITY
School of Nursing

SENIOR CLINICAL EVALUATION
NSG 451: Nursing of the Communities: Mental Health
2014-2015

Student Name: _____

Instructor Name: _____

Semester/Year: _____ Clinical Facility: _____

Directions:

Student Self-Evaluation:

Use blue or black ink.

At the end of your clinical practicum, please rate your clinical performance in each category.

Utilize the narrative portion following each category to clarify or provide further evidence of your learning.

Provide a narrative summary at the end of the evaluation.

Instructor Evaluation:

Use RED ink.

Student will be evaluated based on the faculty member's clinical observation, student self-evaluation and completion of assignments.

Faculty member will rate the student's clinical performance utilizing the identified learning outcome criteria and place a checkmark in the appropriate box and provide a narrative summary and attach to the student self-evaluation.

Student must meet standards with a minimum of 75% to pass the course.

- | | | | |
|---|-------|----|------------|
| 1. Adhered to the ANA Standards of Practice | YES | NO | |
| 2. Completed 100% of clinical time | YES | NO | |
| 3. Make-up time completed/arranged
Number of hours missed/made-up_ | YES | NO | N/A |
| | _____ | | |
| 4. Portfolio Reviewed by Clinical Instructor | YES | NO | |
| 5. Competency List Reviewed | YES | NO | |
| 6. Leadership/Service Component:
Activity _____ | YES | NO | Date _____ |

Hope

Connection

Empowerment

Self-Responsibility

A Meaningful Life

Inquiring Faithfully	Meets Expected Standards	Needs Improvement to Meet Expected Standards
1. Compare and contrast current clinical practice with best practices using a holistic, patient centered framework for individuals served in the behavioral health setting, citing recommendations for improved patient collaboration and outcomes		
2. Establish strengths-based, patient centered individualized interdisciplinary plan of care for patients living with behavioral health challenges across the continuum of care.		
3. Provide patients with evidence based care using principles and practices of the nursing process, the recovery model and patient focused care.		
4. Engage in realistic, consistent self-care practices that endorses health and wellness for patients and self.		
STUDENT COMMENTS		

Following Faithfully	Meets Expected Standards	Needs Improvement to Meet Expected Standards
1. Provides patient centered care within the boundaries designated by regulatory agencies, the American Psychiatric Nurses Association and the ethical standards of a Christian nurse.		
2. Engage in profession practice that promotes nursing excellence.		
3. Establishes a precedent of life long curiosity and learning.		
STUDENT COMMENTS		

Communicating Faithfully	Meets Expected Standards	Needs Improvement to Meet Expected Standards
1. Utilize therapeutic communication techniques with patients in care settings.		
2. Adopt person-first language in all written and verbal communication with colleagues, clients, and their friends and families.		
3. Apply the concepts of boundary management when engaging in an interpersonal relationship.		
4. Discuss the implications of healthcare policy on issues of access, equity, affordability and social justice in mental health care delivery.		
STUDENT COMMENTS		

Leading Faithfully	Meets Expected Standards	Needs Improvement to Meet Expected Standards
1. Treat clients, peers and families with compassion, respect, decency and kindness.		
2. Engage in enlightened leadership ensuring the cohesion of the team, the quality of work and the support of the participants.		
3. Demonstrate one's individual responsibility to be informed about issues, to educate one's colleagues and the public about those issues, to collaborate with those who can offer solutions to identify problems, and to effect change in nursing practice that delivers better outcomes.		
STUDENT COMMENTS		

Caring Faithfully	Meets Expected Standards	Needs Improvement to Meet Expected Standards
1. Collaborate with community based service agencies to advocate for individuals with mental health issues and their family members to reduce stigma and provide meaningful connections.		
2. Participate in service opportunities in the community setting to raise awareness of the needs of individuals with mental illness and support efforts to affect change through research.		
3. Demonstrate culturally sensitive and congruent care to different patient populations.		
STUDENT COMMENTS		

Critical Behaviors Which Immediately Result in Probation of Possible Failure of Course:
<ol style="list-style-type: none"> 1. Falsifying a patient record. 2. Blatant disregard of patient confidentiality 3. Denying responsibility for one’s own deviation from standard of practice. 4. Engaging in actions that place a patient in jeopardy. 5. Engaging in actions that place a student or colleague in jeopardy 6. Engaging in abusive behavior toward patients. 7. Ignoring the need for essential information prior to intervening. 8. Inability to maintain standards of professional practice (dress code, conduct, communication, etc.)

Narrative Summary: Student’s Self-Evaluation
Strengths
Areas of Growth/Future Goals

Narrative Summary: Clinical Instructor's Evaluation

Strengths

Areas of Growth/Future Goals

Final Grade:

Credit _____ **No Credit** _____

Incomplete _____ **Reason** _____

Student Signature: _____

Date _____

Instructor Signature: _____

Date _____

