

CLASS OUTLINE -- WEEK ONE

9:30 am Discussion/Lecture: Review of Important Concepts from Chapters 5, 9, 10, 11. Please follow your Lecture Outlines in the “Lecture Notes” in the Syllabus.

- Ch. 4: Psych MH Care in Acute Care Settings
- Ch. 8: Nursing Process and Standards of Care
- Ch. 9: Therapeutic Relationships
- Ch. 10: Communication and the Clinical Interview

Note: Read each chapter and fill out your “Lecture Notes Outline” for each chapter BEFORE CLASS.

11:30 am **Break** (approximate time) Best to bring your lunch if in Kirsch Bldg.

12 noon Course Overview: **Objectives/Greensheet/Required Readings/Registration**

- Accountability Statement (in syllabus, need to review quarterly)
- Assignment for the Case Study Presentation: Follow the nursing process in presenting your case. Be sure to Include a critical thinking aspect of the case.
- Greensheet
- Course Objectives (**Theory/Concepts follow the Nursing Process**)

12:30 pm Lecture/Discussion:

Legal Issues: Trust, boundaries, confidentiality.

Psychosocial Assessment

- Orem Self-Care Requisites (review pages in the workbook)
- Mental status (*handouts in workbook. Video – Is recommended. Title is “Mental Status Exam”(In Marge’s lab and a Videoguide is in your Workbook)*)
- Other recommended/required videos are in Marge’s lab.

1:15 pm Adjourn

Homework: Due by Friday Week 2 or as otherwise stated: All work can be completed early for those who would like a “head start”

- **Required Video: (by Friday of Week 2) “I’m Still Here”.**
- Student Success Questionnaire **NOTE:** best time to meet me is **after class.**
- Know Thyself Exercise – located in the Workbook
- “Silence” Exercise – Be sure to read the text and reflect what you learn there.
- Read **“Mental Health Patient’s Rights”** booklet (get a copy in clinical).
- Read the Accountability Statement in your Theory Syllabus
- Read the (clinical) Greensheet thoroughly and **turn in your own understanding of need to report "out of the ordinary" or "untoward" events to your clinical instructor by next Tuesday.**
- Read laws related to 72 hour "holds", hearings and "certs" in Wk 1 of the Workbook. In Psych. areas keep this in clinical for reference (may also be on exams).
- Read "Saying Goodbye to Clients" in the workbook (will be on Exam I).
- Review/study the “Mental Status Exam” handout in the Workbook. Please make sure you review how to assess abstract thinking (vs. concrete thinking).

Assignments / Notes / Announcements

1. **Weekly Class Schedule:** The class outline is only a rough guide of how the class period will be used. Student preferences and student input are welcome. **There will be required chapters that will not be “covered” at all or may receive very little attention (unless of course, there are questions from the class).** This does not mean that the material is unimportant! **It is the student’s responsibility to read and study the required readings and to ask for clarification of any material not understood** (either during theory, in clinical, or during office hours or by special appointment).
2. **NO FOOD OR BEVERAGES IN CLASSROOMS:** College and Bio-Health Division strict orders are that we are not allowed to eat or drink **(except for water)** in the classroom.
3. **Clinical Evaluation Tools:** Keep these on your clipboard during clinical and write in the comment section **weekly** describing in a few notes what you have done to meet the clinical objectives in each category. **You will be asked to report on your progress by your clinical instructor**
5. **Support Groups and 12 Step (AA) Meetings:** NO MORE THAN TWO STUDENTS AT A TIME SHOULD ATTEND THESE GROUPS. THERE ARE PLENTY OF GROUPS TO GO AROUND! STUDENTS SHOULD NOT SIT NEXT TO EACH OTHER IN THE GROUP AND THEY SHOULD BE RESPECTFUL OF OTHER ATTENDEES AND NOT DISRUPT AND SHOULD NOT LEAVE GROUPS EARLY. DO NOT TAKE NOTES OR TALK TO EACH OTHER DURING THE GROUP. Remember that we are all human beings, each with strengths and weaknesses and there really is no “them and us” (e.g. “*those*” or “*these*” people who use drugs). Think of yourself as being **a part of the group** you attend and relate to it in some way, rather than just as an objective observer.
6. **Suggested study for the Week 2 class on Schizophrenia:** There are three videos in the nsg skills lab that outline in logical order the signs and symptoms of this disease process including factors that cause the disease. Videoguides are in your Workbook for your use as optional study-guides.
7. **Guidelines for Case Study Group Presentations:** Turn in a typed outline of your presentation on the day of your presentation. Please have handouts of the case study for the whole class. Involve the class and generate some discussion as part of your presentation by presenting a well thought out *critical thinking question*. Your plan is up to your own creativity. You may use role-play, skits, panels, etc. You may use video clips or other visual/auditory media or props. However please do not use games or bring candy/food for “prizes”. The basic theory chapters should be read by everyone in the class, **prior to class**. Rebecca will review the theory for each topic. The Nursing Application is done by the student group. Timing is approximate, but Case Studies should be about 30 to 45 minutes and include your Case Study, Assess., Nsg.Dx, Goals, Interventions, Nurse's subjective response, Evaluation/Discussion and a **critical thinking component**/. For Case Studies, use a case from clinical class, the textbook, design your own original case—either from your own clinical experience or make it a composite of cases. Use the case studies in the text as guidelines of what to present. Please be patient and flexible if we need to postpone yours (rare) until a subsequent class or do it earlier. It is hard to tell how long everything will take. Also in the event of professional class speakers, holidays, etc. that could cause us to adjust a bit. **Case Study Presentations on real patients are confidential; avoid using info of a specific nature that could identify a specific patient within our class only to maintain confidentiality.**
8. **HAVE YOU CHECKED OUT THE EVOLVE TEXT WEBSITE YET?** It has some study questions for exams and other study aids. Many students report the site is helpful, esp. for HESI..

9. **Word to the Wise:** Keep up with your reading and read ahead as much as possible. Some chapters are very “heavy” (e.g. **Chemical Dependency, Psychobiology**) and you may need to take more time than usual to study these chapters. Be prepared for class and the lectures and presentations will be more worthwhile and make reviewing for exams much easier. Psychiatric nursing requires reading and thinking about the material, in addition to memorizing terminology and facts. **Be sure to learn nursing implications for meds you are responsible for learning as these will be on exams.**
10. **Use your Class Workbook:** It has a few self-study exercises. and suggestions for study.
11. **Videos in Marge’s Lab:** There are many good videos in the lab that are relevant to this course including some brand new ones. See the Psychiatric Nursing shelf in the lab and ask Marge for assistance. Videos will count toward class points.
12. **Reaction/Response Papers/Other:** Required one page response papers are due on these topics: Mental Health Care/Attitudes (due Week 2) this is a “free form” response on anything you would like to share about your own cultural background or your own personal experience related to mental health/illness; Suicide (due Week 3) a response question is located in the *Workbook*; Complete the Nursing Management of Alcohol Withdrawal—A Self Learning Module *located in your Workbook* (due Week 4); and Family Violence (due Week 5) a response question is located in your *Workbook*. **Please type all of the response papers and do a spell check.**
These are for part of the 50 class points.

IMPORTANT STUDY ALERT AND MEDICATION INFORMATION:

“Know” these medications and study them for the exams: (“Knowing” means that for each medication, know the drug category, indications, drug action, main side effects, toxic effects, patient teaching information, other nursing implications including e.g. blood levels and maintenance doses for Lithium). You do not need to memorize the dosages of the medications. A medication not on this list *could* appear on an exam, but if you study and learn these you will most likely learn all that will be on the exams. Take advantage of your opportunity to improve your exam scores by learning this drug-related information.

Exam I: (TBA most likely will be Week 2 on first week’s readings.))

Thorazine, Haldol, Zyprexa, Seroquel, Artane, Benadryl, Welbutrin, Prozac, Nardil

Exam II: (Date is Friday of Week 4)

Welbutrin, Prozac, Effexor, Luvox, Nardil

Exam III: HESI Comprehensive EXAM (Date is Friday of Week 6 and TBA week for the second half of the qtr)

Lithium, Depakote, Haldol, Thorazine, Risperdal, Ativan, Valium, Librium, Klonopin, BuSpar, Inderal, Anafranil, Buprenex

Know the medical treatment of alcohol withdrawal syndrome using benzodiazepines.