

# CLINICAL ORIENTATION: N85AL

**Time and Place:** Meet at 10 am, Tuesday February 21st , in Meeting Room “F” **in the new hospital building on the ground floor near the cafeteria.** Orientation will last until approximately 3 pm.

**What to Wear:** Wear appropriate (according to nursing handbook) business clothes with your ECH badge visible. Please Note: Low necklines have become an “issue” with some patient complaints about our students and will not be acceptable. Also no fragrances in lotions, etc. are allowed in this clinical.

**What to Bring:** Bring your Clinical Syllabus and your Clinical Greensheet (available on my website: [www.deanza.edu/faculty/sherwood](http://www.deanza.edu/faculty/sherwood)).

## **Assignments for Orientation:**

1. Read and study the Clinical Syllabus and Greensheet carefully (all 8 pages of it). Make a note of any questions you may have. Study “Required Paperwork for Clinical well.
2. Write out in your own words and turn in a statement of your understanding that you will report to the Clinical Instructor immediately (once any urgent safety measures are taken) any untoward events that occur during clinical. The clinical staff should be told first if there is any immediate issue re patient care or safety, then the Instructor should be notified as soon as possible. Any “out of the normal range” vital signs, including pain, labs, or thoughts of harm to self or others or potential concerns for harm or patient worries or concerns should be reported to the Staff and the Instructor. Also, any time the staff corrects you on procedures or protocols you must notify the Instructor, or if any misunderstandings or confusion about any aspect of the clinical day occur you must tell the Instructor.
3. Read very carefully the ECH Confidentiality statement located in your clinical syllabus and sign the sheet. If you have any questions you may wait to sign until you fully understand the agreement on Tuesday. You are held accountable to ECH and to the De Anza Nursing Program for maintaining confidentiality.
4. Review the Nursing Student Orientation Sheet, also located in the syllabus and check off the items. Make a note of any items that are not clear. Sign the sheet if you feel you are oriented to the items listed. You are held accountable for knowing the items on this sheet as a prerequisite for doing clinicals at ECH!
5. Read all of Chapter 1, “Mental Health and Mental Illness” in your Varcarolis text. Pay extra attention to the descriptions of what psychiatric nursing is (pages 14 to 17, including Box 1-5, “Phenomena of Concern for Psychiatric Mental Health Nurses”). Also you should learn what the “DSM-IV-TR” and the “Multiaxial System” are (pages 12-14).
6. For Chapter 1 “Mental Health and Mental Illness”, select and write down 3 key points listed on page 21 that you find most informative to you personally and describe why. Read the Critical Thinking case on page 21 and write down brief responses to the 6 questions. You may collaborate with others in the class if you wish. You may use handwriting but be neat. Please turn in this work during Orientation on Tuesday.

Important Note: You are being given approx. 3 hours of time on your Orientation Day (7am to 10am) to do the above assignments as preparation for Clinical Orientation. Of course you may complete the assignments anytime prior to Orientation Day. Be prepared to answer questions about any of the above material during Orientation in order to demonstrate that you have read and studied the material in the above assignments.

### **Additional Clinical Orientation Information**

Welcome! to 5<sup>th</sup> Quarter, Psychiatric-Mental Health Nursing, also increasingly being called “Behavioral Health”, not “psych”. Your rotations will all be on the Behavioral Health Services (BHS) of El Camino Hospital in Mountain View. The BHS services are near the corner of South Drive and Solace Avenue. The hospital has requested that students park in the garage, so please allow time to walk to BHS from the garage. Wear non-uniform business clothes with your ECH badge and name tag for this clinical. Clothing should be conservative with no low necklines, no jewelry and no scarves, no fragrances.

There are several different rotations, and each student will be in only one of these rotations for the entire 5 or 6 weeks (depending on whether it is the first or second half of the quarter). Our clinical days are Tues/Wed. The hours of one of the rotations (InPt) is from 7 a.m. until 3 p.m. and the OutPatient rotations are from 8:00 or 8:30 a.m. until 4:00 or 4:30 p.m. (approximately) depending on treatment group times. All rotations are 15 hours per week. The Outpt rotations involve a “working lunch” so bringing your lunch is necessary, esp. for OATS and MOMS rotations. You will be given a special syllabus for your rotation.

Due to increasing complexities in making the assignments, we need to assign the rotation to you with only minimal student input, so please prepared to be able to do any of the rotations available to us. Keep in mind that each of the rotations provides an excellent learning experience designed to equally meet the course objectives. All rotations have been very positive experiences and are equally liked by our students. With our current class size of 12 students, we generally have 3 students in PHP, 5 students in InPt, 3 students in OATS, and 1 student in MOMS. Also keep in mind that we are talking about only 10 or 12 (clinical) days of your life so being flexible and working with the system is expected.

#### **InPt Rotation (7am to 3pm):**

This is the acute psychiatric unit with adult patients from their early twenties up to advanced ages into the eighties. Length of stay is typically 5 days but can be up to about two or three weeks, so most student have a new one on one patient every one to two weeks. Student activities including helping with all of the patients, taking lots of vital signs, weighing patients weekly, helping with am care/ADL’s as needed, attending two treatment groups per day, gathering patients and guiding them to their appropriate group activity, closely communicating with an interdisciplinary staff and observing patient behaviors and providing for the general care and safety of all patients. This rotation offers a chance to work with patients who primarily have a diagnosis of Mood Disorder and with some patients who have disorders such as Schizophrenia or Substance Use Disorders. Students in this rotation observe a wide variety of acute symptoms. Students do not administer medications, but they learn the meds and observe for side effects. Working with a dedicated, caring staff who give excellent patient care and who welcome the student as part of the team are reasons students enjoy being in this rotation.

**OutPt Rotation, Older Adult Transitions Program (OATS) (8:15 to 4:30 on Tuesdays and 8:15 to 3pm on Wednesdays )**

This program is an intensive outpatient program for patients with Mood Disorders and other psychiatric diagnoses that require an integrated and dynamic professional team working together on all aspects of the patient's life. The age group starts at 55 years but the average patient is in his or her sixties or seventies. Patients are often those who have lived busy active lives, but now are dealing with the losses caused by death of loved ones, loss of physical abilities, and loss of being able to do previous activities that gave meaning to their lives. The nurturing, supportive environment of OATS along with an expert professional treatment team has resulted in an effective and successful program with visible and lasting results. Students participate by setting up and attending treatment groups, helping group leaders with group activities, managing the medication clinic, taking vital signs and weights, and conducting one on one sessions with individual patients. Students will assess and manage care for the same one to two patients for the entire course, which gives the chance to really get to know patients in case study detail and follow the patient's progress over weeks. This has been a very popular rotation with our De Anza students for many years due to the stimulating learning environment and the chance to follow patients over time. The student's clinical day is very busy, including through the lunch time, so students do a "working lunch" with lunch time being counted as part of the clinical day which makes the clinical day 7 and a half hours instead of the usual 8 hours. Students need to be willing to attend at least one staff meeting on a Thursday morning, preferably the first Thursday of the course if possible.

**OutPt Rotation, Partial Hospitalization Program (PHP) (8:15 am to 3pm on Tuesdays and 9:15 to 4:30 pm on Wednesdays)**

This program is an outpatient psychiatric treatment program for adults who are typically in their twenties through forties. Some have recently been in an acute hospital unit and have been discharged to PHP. Patients typically have a Mood Disorder diagnosis and are dealing with a wide range of personal problems related to family, employment, education, interpersonal relationships, and health concerns. The student attends a variety of treatment groups throughout the day as well as being assigned to one "one on one" patient to assess, develop a care plan and generally be able to "follow" the same patient throughout the course. One on one patients have agreed ahead of time to work with a student. Students also participate by taking vital signs and weights, attending an interdisciplinary team staff meeting each Tuesday, helping group leaders set up groups, and communicating with the team. Students who do best in this rotation have an ability to organize their work more independently and be responsible for initiating communication with the Instructor. This rotation has provided many students with a valuable learning experience for both personal and professional growth.

**MOMS Rotation, OutPatient Mood Disorders Program for Post Partum Depression, (8:15 to 4pm on Tuesdays and 8:15 to 3pm on Wednesdays).**

This is a new rotation for us and there are some special considerations. The MOMS staff requires that the student be female and if possible to have some experience in maternal infant health as a practitioner or from personal experience of having children of her own. A staff member will meet the potential MOMS student on orientation day to discuss the compatibility of the student with the MOMS program. Students should send an email to Rebecca (or substitute Instructor if indicated) describing their interest in being the MOMS student and explaining a little background re their experience that would make them appropriate for the MOMS rotation.