The Development of an On-Campus Clinical Rotation in Psychiatric / Mental Health for BSN Students

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Quinnipiac
School of Nursing
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Disclosures

Conflict of Interest
• Liana Kappus (INACSL Lead Planner) reports no conflict of interest
• Karen Ragaisis (INACSL Nurse Planner) reports no conflict of interest
• Darlene Rogers (INACSL Nurse Planner) reports no conflict of interest
• Cory Ann Boyd (INACSL Nurse Planner) reports no conflict of interest

Successful Completion
• Attend 100% of session
• Complete online evaluation
Upon completion of this educational activity, participants will be able to:

1. Describe the rationale for designing an on-campus clinical program to replace clinical hours.
2. Describe the component parts of an on campus clinical program to improve student’s self-efficacy in communicating with mentally-ill patients.
3. Describe our comprehensive evaluation plan and lessons learned.
This is Our Story....
KEEP CALM AND STOP ASKING SO MANY QUESTIONS
We piloted.....
We launched....
Program Design: 50% Model

- 32 students
- 4 on-campus faculty
- 2 at-site faculty

**On-Campus**
- 4 groups of 4 students x 4 hours weekly

**At-Site**
- 2 groups of 8 students x 8 hours weekly
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Plotting Academic GPS Coordinates

**QSEN Competency**
- Patient centered care
- Teamwork /collaboration
- Safety /Risk mitigation
- Clinical decision making

**NCLEX Psychosocial Integrity**
- Crisis intervention
- Behavioral interventions
- Substance use disorder
- Family dynamics
- Sensory /perceptual alterations
- Therapeutic communication
- Therapeutic environment
Experiential Concepts

• Safety

• Level of care

• At risk behaviors

• High risk behavior

• Working with families
Academic Concepts

- Anxiety
- Depression
- Mania
- Psychosis
- Mourning
SMARTER Approach

Learners → Critical Requirements

Critical Requirements → Learning Objectives

Learning Objectives → Clinical Context

Clinical Context → Targeted Response

Targeted Response → Critical Trigger Events

Critical Trigger Events → Scenario Script and Measurement Tools

(Rosen, Salas, Silvestri, Wu, & Lazzara, 2008)
OCC Assignment One: Anxiety

Attached Files:
- NUR 401 OCC Assignment Anxiety_Final Copy.docx (44.088 KB)
- NUR 401 Clinical Reasoning Tool Anxiety.docx (27.321 KB)
- NUR 401 Simulation Reflection and Debriefing Worksheet 8.29.16.docx (13.807 KB)
- NUR 401 Simulation SOAPIE note format.docx (13.037 KB)
- NUR 401 Simulation Grading Rubric.docx (14.047 KB)

This assignment is for week of September 12th and September 19th, 2016.
“What do you already know about.....?”
Video Placeholder
Outcomes & Lessons Learned
OUTCOMES

On-Campus Clinical

- Guaranteed exposure to selected experiences
- Developed from simple to complex
- Incorporated theory from classroom
- Allowed practical application of therapeutic nursing skills within context
- Established a safe environment for learning
- Placed students in the role of the nurse
resistance

[reˈzɪstəns]  

NOUN

1. the refusal to accept or comply with something; the attempt to prevent something by action or argument:
“The reflection was super helpful... It was great that the professor is really watching and coaching.”

SENIOR NURSING STUDENT
“We felt like the nurse.”
A WINDOW INTO ON-CAMPUS AND AT-SITE CLINICAL EXPERIENCE
Lessons Learned

- Clinical Faculty Orientation
- Strategies for communication between on campus and at site faculty
- Pre-briefing and Debriefing Scripts
- Student Evaluation
- Expensive
- Live Actors
References


Thank You
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