

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

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INACSL
CONFERENCE,
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ANCC

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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



Learning Outcomes

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....

Isolated
Experiences

Pediatrics:
1 Faculty
Selected students

Pediatrics:
Accelerated
Students





We launched....

SCENE FROM SCENARIO EXPLORING BIPOLAR DISORDER





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

SAMPLE ROTATION

Monday	Tuesday	Wednesday	Thursday	Friday
OCC 12-4pm 4 students				OCC 8-12pm 4 students
OCC 5-9pm 4 students				OCC 8-12pm 4 students
Monday	Tuesday	Wednesday	Thursday	Friday
At Site 8-4pm 8 students				At Site 8-4pm 8 students



SAMPLE OCC SESSION

Time	Topic
30 min	Pre-Briefing
45 min	Scenario 1A / Debrief 1A
30 min	Scenario 1B / Debrief 1B
10 min	Break
20 min	In-class Assignment
20 min	Pre-Briefing
45 min	Scenario 2A / Debrief 2A
30 min	Scenario 2B / Debrief 2B
10 min	Closing





FACILITIES





FACILITIES



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

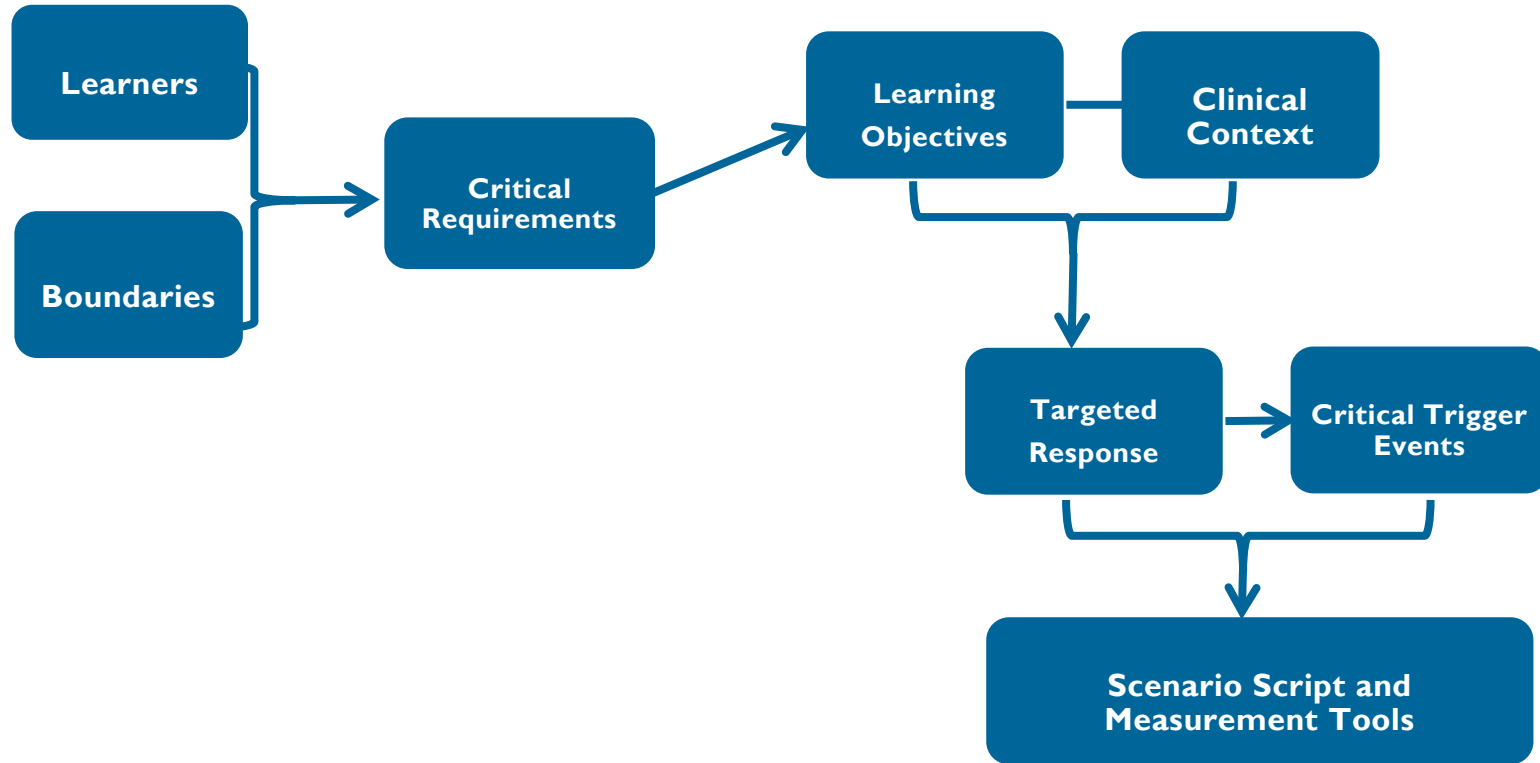


Academic Concepts

- Anxiety
- Depression
- Mania
- Psychosis
- Mourning



SMARTER Approach



(Rosen, Salas, Silvestri, Wu, & Lazzara, 2008)





(Course is unavailable to students) > OCC Assignments

+ [Navigation icons]

▼ NUR401_Resource_Boyd_16FA

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- Faculty Only!
- Syllabus
- On/Off Clinical Schedules
- OCC Assignments
- OCC Tools
- Clinical Groups

OCC Assignments

Build Content

Assessments

Tools



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.

PRE-BRIEFING

**“What do you already know
about.....?”**



Video Placeholder



DEBRIEFING



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*



re·sist·ance

[rəˈzɪstəns] 

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



OCC FALL 2016

“We felt like the nurse.”

SENIOR NURSING STUDENT





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

Hayden, J.K., Smiley, R.A., Alexander, M., Kardong-Edgren, S., Jeffries, P.R. The NCSBN National Simulation Study: A longitudinal, randomized controlled study replacing clinical hours with simulation in prelicensure nursing education. *Journal of Nursing Regulation*. 2014;5:S1–S64

Jack, D., Gerolamo, A. M., Frederick, D., Szajna, A., Muccitelli, J. (2014). Using a trained actor to model mental health nursing care. *Clinical Simulation in Nursing* 10, pp. 515 - 520

Rosen, M.A., Salas, E., Silvestri, S., Wu, T.S., & Lazzara, E.H. (2008). A measurement tool for simulation-based training in emergency medicine: The simulation module for assessment of resident targeted event responses (SMARTER) approach. *Simulation in healthcare: Journal of the Society for Simulation in Healthcare*, 3(3). pp. 170-9.



Thank You

Contact

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