

Please complete assignment numbers 1, 2, 11, 12 below and bring to Clinical Orientation.. Some of these must be handed in to ECH during orientation. Note: for Fall 2016 there are new forms for Confidentiality and Student Orientation to ECH which will be provided.

Complete number 14 and hand a copy to your clinical instructor before, or by the beginning of the clinical day on Wednesday. Keep a copy in clinical as a reminder for yourself. Other assignment items are due per the clinical instructor's direction. Please type these assignments and be thorough and complete with your work.

PRE-ORIENTATION ASSIGNMENTS:

Read and study the Greensheet and the clinical syllabus including becoming familiar with the clinical assignments and what is expected. Note that there is also a 3 page handout listing theory and clinical assignments for the course that is on the website. Asking clarification questions during orientation is fine, but do not come "cold" to orientation.

Write out/complete the assignments. Turn in at the beginning of clinical orientation.

- 1/ Read carefully and thoroughly, the ECH Confidentiality statement located in your clinical syllabus. Sign the form after you have read it carefully and before you come to orientation -- unless you have questions you need to ask first about your responsibility. This form is not to be taken lightly, and as per the 85AL Clinical Greensheet, any infraction related to confidentiality will be an automatic w/d with penalty because this is now 5th quarter, and expectations increase accordingly. There are additional examples of "breaches" of confidentiality on the Clinical Greensheet. You should also read the short article in your syllabus: ***Legal and Ethical Considerations: Confidentiality*** and write down 3 important points that you feel are particularly of interest. Bring your Confidentiality form with you for me to turn in to ECH. The hospital wants your entire confidentiality form not just the signature page.
- 2/ Read and check off the ECH Nursing Student Orientation Sheet also located in the syllabus. Please sign this sheet and bring it to clinical with any questions about it. The hospital and the Instructor hold you responsible for this list so again don't mindlessly check these items off even though it is a review for most of you.
- 3/ Read all of Chapter 1, "Mental Health and Mental Illness" (pp. 1-17) in the Varcarolis text. This is an important introduction to psychiatric mental health nursing and it will help you understand what you will be doing in the course and why. Pay close attention to the sections that describe psychiatric nursing including Box 1-5, "Phenomena of Concern for Psychiatric Mental Health Nurses". Also study and know, the meaning of DSM-5 and ICD-9-CM on pages 10 to 12.
- 4/ From Chapter 1, select and write down 3 key points listed on page 21 that you find the most impressive to you in preparing for this course. Read the Critical Thinking questions on page 17 and write down your answers in response to all of the questions about the case. After you have written your own answers ***go to the Varcarolis text website and compare your own answers to those given by Varcarolis and write down how your answers for each might be improved or changed.*** Finally, answer the five Chapter

Review questions on page 22. and write down the answers. **Go the Varc. text website to check your answers. Please don't skip over any of the CT or Ch. Review questions.**

- 5/ Read all of Chapter 33: Therapeutic Groups before orientation. You will be spending most of your clinical time in various kinds of groups, therefore, it is very important to terminology such as “universality” and the communication techniques used during group such as “summarization”.
- 6/ After reading Chapter 33 do the following assignment: Imagine that you have been asked to lead a group (see types of groups on page 612 to 614 and select the type of group you would like to do). Pick a topic or name for your group (e.g. diabetes, COPD, Stroke, asthma, post myocardial infarction, medication ed., stress management etc. etc.) and write out a plan for your chosen group using the information that is listed on page 613 in Box 33.3 “Template for Med Ed Group Protocol, and tailor the information to your chosen group. Note that there are 7 items in the Template that you should respond to.
- 7/ For Chapter 33: Read the “**Key Points to Remember**” (page 617) and choose and write down 2 key points that you find interesting and why.
- 8/ For Chapter 33: Write down the interventions for the monopolizing group member, the complaining group member, the member who rejects help, the demoralizing member and the silent member.
- 9/ For Chapter 33: Read the critical thinking question (p.617) and answer a and b, writing down your answers. Then check the Varcarolis online student resource for this chapter and compare your answer and write down how you would improve your answer.
- 10/ For Chapter 33: Answer the 5 Chapter Review questions and check your answers on the Varcarolis online student resource. Write down the answers.
- 11/ Your Knowledge of Clinical Assignments: Read the Clinical Greensheet and the handout on Clinical Assignments and write or type out a list of what clinical assignments will be required during the course. Pay special attention to what is required for documentation for nursing diagnoses and nursing evaluation narrative notes for each nsg dx and **how many nsg dx's are required weekly**, etc.
- 12/ Course Objectives: Read and know the Course Objectives as listed in the 85AL syllabus. Write them down using your own words. Note that the course objectives follow the Nursing Process steps with the addition of learning the theory of each topic/dx studied and “Know Thyself” (nurse's self understanding and response).
- 13/ Orthostatic Blood Pressure: Review the physiology and the purpose and steps related to taking a patient's orthostatic blood pressure so you will not do the procedure incorrectly. Note that the bp cuff is not removed in between measurements. Review some common causes (e.g. meds) of orthostatic hypotension and the nursing assessment (e.g. dehydration and what to ask or tell the patient e.g. to assess fluid intake and suggest increasing fluids). Some of you will be taking an orth.static bp by orientation day, so this is important. Know that if a patient complains of dizziness you should check the sitting/standing bp, or in some cases on the inpatient unit, the lying/sitting/standing bp is

done. **Write down the reference(s) (properly referenced) that you used to review the physiology of orthostatic bp and how to do the procedure. Write a one page summary of your understanding of the physiology, the main causes, and the assessment/ nsg interventions for orthostatic hypotension and the correct procedure for measuring orthostatic blood pressure. When would you know to automatically assess orthostatic bp? Remember that the pulse and respirations are always taken whenever you do a bp.**

- 14/ Your Understanding and Agreement to Report to Instructor: Type in your own words your understanding that you must report to Rebecca (or substitute Instructor) anything in clinical that happens that is out of the “norm”, e.g. vital signs, any problem pointed out to you by staff, any miscommunication or “difficult” communication with anyone, certainly any potential risk of harm to self or others by any patient or other person, any potential for a breach in confidentiality by self or any student, any change in your patient’s status, if your patient is absent one day (outpt programs) or is transferred or discharged notify the Instructor right away, if your patient assignment is changed for any reason notify the instructor and so on. Type and sign your “Understanding and Agreement to Report” on a separate sheet of paper from your other work, as I will keep those separately and turn everything else back to you. Also please sign and date your statement of your understanding to report. Please turn this sheet in separately from other paperwork. Keep a copy for yourself to remind yourself

Thank you for your attention to this prep work it has been shown to contribute greatly to student success in the course!