

## **Creighton DEU Student Progression Guide: Mental Health**

Students should demonstrate consistent progression toward competence in goals and behaviors described below.

### **UNIT A, B, & C**

#### **Day 1**

Student orients with SNI by shadowing for charting, general unit routine, and medication administration

Student should be assigned 1 patient to become familiar with charting by observing the SNI and navigating EPIC, assessments, and manage while orienting.

Student will attend groups, be encouraged to be out on the unit for communication with other patients.

Attend interdisciplinary discharge care rounds if applicable

Expectation is that students will have orientation and unit tour prior to starting first day

Orientation should also include overview of roles of faculty and roles of SNIs

Faculty will ask question to SNIs: *How can CF be most helpful on the first day/week?*

Goal: Assimilation, orientation to the unit and workflow; relationship development with SNI, getting comfortable on the unit and talking to patients, become familiar with navigating charts.

#### **Day 2**

Student should be assigned 1 patient: preferably the same patient as previous day if applicable.

Attend interdisciplinary discharge care rounds if applicable

Prioritize assessments and tasks for the day. Perform independently if applicable.

Review medications to be administered.

Administer medications under supervision of SNI

Provides handoff report with support from SNI using SBAR format

Goal: Increased independence; learning the flow of unit, patient care routine, time management while performing assessments and medication administration, gaining comfortability within the unit and communicating with patients, and familiarity with assessments as applicable within the setting.

Clinical reasoning: Faculty and SNI provide some prompting in linking clinical manifestations with associated pathophysiology and plan of care; readily able to prioritize patient needs with some cueing, open discuss of patient medications, discuss potential nursing diagnosis with student.

<b>Day 3</b>	<p>Student should be assigned 1 patient, 2 if SNI allows</p> <p>Independent assessments (as appropriate);  Prioritize assessments and tasks for the day.  Review medications to be administered.  Administer meds/supplies with supervision  Participate in interdisciplinary discharge care rounds by giving report on assigned patients  Provides handoff report with minimal support from SNI using SBAR format</p> <p><u>Goal:</u> Knowledgeable of unit routine, workflow, patient care routine; readily engages in patient care; anticipates patient needs, performs follow-up assessments as needed; responds to abnormal findings appropriately with minimal cueing; communicating openly with patients utilizing therapeutic communication techniques.</p> <p><u>Clinical reasoning:</u> Faculty and SNI provide minimal prompting in linking clinical manifestations with associated pathophysiology and plan of care; readily able to prioritize patient needs with minimal cueing.</p>
<b>Day 4</b>	<p>Student should be assigned 1 patient, 2 if SNI allows</p> <p>Independent assessments (as appropriate);  Prioritize assessments and tasks for the day.  Review medications to be administered.  Administer meds/supplies with supervision  Participate in interdisciplinary discharge care rounds by giving report on assigned patients  Provides handoff report with minimal support from SNI using SBAR format</p> <p><u>Goal:</u> Knowledgeable of unit routine, workflow, patient care routine; readily engages in patient care; anticipates patient needs, performs follow-up assessments as needed; responds to abnormal findings appropriately with minimal cueing; communicating openly with patients utilizing therapeutic communication techniques.</p> <p><u>Clinical reasoning:</u> Faculty and SNI provide minimal prompting in linking clinical manifestations with associated pathophysiology and plan of care; readily able to prioritize patient needs with minimal cueing.</p>
<b>Day 5</b>	<p>Student should be assigned 1 patient, 2 if SNI allows</p> <p>Independent assessments (as appropriate);  Prioritize assessments and tasks for the day.  Review medications to be administered.  Administer meds/supplies with supervision  Participate in interdisciplinary discharge care rounds by giving report on assigned patients  Provides handoff report with minimal support from SNI using SBAR format</p> <p><u>Goal:</u> Knowledgeable of unit routine, workflow, patient care routine; readily engages in patient care; anticipates patient needs, performs follow-up assessments as needed; responds to abnormal findings appropriately with minimal cueing; communicating openly with patients utilizing therapeutic communication techniques.</p> <p><u>Clinical reasoning:</u> Faculty and SNI provide minimal prompting in linking clinical manifestations with associated pathophysiology and plan of care; readily able to prioritize patient needs with minimal cueing.</p>

Special Care Unit	
<b>Day 1</b>	<p>Student orients with SNI for general unit routine.</p> <p>Student should be assigned 1 patient to become familiar with charting by observing the SNI during assessment and learning the difference in charting.</p> <p>Independent assessments (as appropriate);            Prioritize assessments and tasks for the day.            Review medications to be administered;            Administer meds/supplies with supervision            Participate in interdisciplinary discharge care rounds by giving report on assigned patients            Provides handoff report with minimal support from SNI using SBAR format</p> <p>Student will attend groups, be encouraged to be out on the unit for communication with other patients.</p> <p><u>Goal:</u> Knowledgeable of unit routine, workflow, patient care routine; readily engages in patient care as allowed; anticipates patient needs, performs follow-up assessments as needed; responds to abnormal findings appropriately with minimal cueing; becomes familiar with different terminology;</p> <p><u>Clinical reasoning:</u> Faculty and SNI provide prompting in linking clinical manifestations with associated pathophysiology and plan of care; readily able to prioritize patient needs with cueing.</p>
<b>Day 2</b>	<p>Student should be assigned 1 patient (same as previous day if applicable).</p> <p>Independent assessments (as appropriate);            Prioritize assessments and tasks for the day.            Review medications to be administered;            Administer meds/supplies with supervision            Participate in interdisciplinary discharge care rounds by giving report on assigned patients            Provides handoff report with minimal support from SNI using SBAR format</p> <p><u>Goal:</u> Knowledgeable of unit routine, workflow, patient care routine; readily engages in patient care; anticipates patient needs, performs follow-up assessments as needed; responds to abnormal findings appropriately with minimal cueing</p> <p><u>Clinical reasoning:</u> Faculty and SNI provide minimal prompting in linking clinical manifestations with associated pathophysiology and plan of care; readily able to prioritize patient needs with minimal cueing.</p>
Assessment Center – House Supervisor Observational Role	
<b>Day 1</b>	<p>Student orients with Staff nurse for general unit routine and basics of what is expected.</p> <p>Student will observe the nurse charting, assessments if applicable, and assist with vitals.</p> <p><u>Goal:</u> Knowledgeable of unit routine, workflow, initial assessments, how to relay information to the physician, determine the patient's need for inpatient, understand the importance of outpatient assistance. Understand the variety of the roles of nursing staff, how to manage staffing needs, utilizing resources, and managing acuity of units while working off staff strengths.</p>

Creighton Dedicated Education Unit (DEU) Student Progression Guide: Mental Health

(CF= clinical faculty; SNI=staff nurse instructor)

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