## Expectations for students during their West Pines clinical experience

*We welcome student clinical rotations at West Pines and hope your experiences here will be positive. Here are several things to review during your orientation. The following are important expectations and instructions. Your instructor and the West Pines clinical educator will review them with you.*

- Students at West Pines are expected to demonstrate professional behavior and appearance at all times. Clothing is business casual or education institution-specific attire. Blue jeans or other colored jeans, low-cut shirts, tummy-exposing wear, and facial piercings are unacceptable during the clinical experience. Shoes with high heels are also to be avoided.

- Students will not pass medications, perform invasive procedures or medical treatments during their clinical rotation here. Students will not perform room safety checks or hourly round and will not be directly involved in any seclusion or restraint episode; however, they may be of assistance by answering the phone and taking a message, or supporting other patients while the staff is engaged in the emergent event. Students will maintain a safe distance, will not enter the seclusion room or intervene in any behavioral or other emergency during their psychiatric nursing clinical experience.

- Space is limited and the nurse's station can become congested quickly. Students are asked to find alternative sites for review of the EHR. The shift specialty coordinator (SSC) and your instructor can help you to find an appropriate area to review patient information.

- Students are encouraged to engage with patients by applying active listening skills (see attached) and offering and initiating therapeutic diversional activities to patients in keeping with their curriculum and clinical preparation. Students can also help with encouraging patients to attend group activities and meals. All of the above activities are important and helpful in the milieu. You are likely to learn a great deal simply by interacting therapeutically with patients. If patients appear to be responding negatively to any environmental stimuli, trigger or intervention, the student will move to a safe space and discuss the patient responses and behaviors with your instructor and/or staff. The unit nurses are skilled milieu managers and will have ideas to relieve patient anxiety and de-escalate the patient and milieu. Students will never put themselves in harm's way or take behavioral risks.

- The primary nurse, case managers and therapists will provide the student with milieu management recommendations. Do not hesitate to ask for help or advice from any staff member. With the instructor and staff members' assistance, students will review the basic principles of fall risk prevention, suicide and elopement precautions, belonging restrictions, reporting of patient symptoms and personal safety.

- In order to observe a group, interdisciplinary team meeting, RN patient intake, MD history & physical examination or case management interview of a patient, please obtain permission by

asking the relevant clinician at the start of the day so that this may be arranged. The SSC can introduce you to these clinicians and assist with planning. Behavioral health care is interprofessional with many opportunities for collaboration and treatment planning. We strongly recommend that you ask to observe these care activities in synchrony with your student group in order to rotate through and share a variety of experiences to enhance your learning. It's important to speak up to inform the SSC and clinician of your interest in these opportunities.

- A basic understanding of the signs and symptoms of behavioral escalation and risk is important to prevent escalation in mood and behavior. Take note of any risk factors during report and discuss any planned interventions with staff first. Understanding how to self-regulate and maintaining self-awareness of non-verbal behaviors such as stance, safe proximity, eye contact, as well as the common emergency codes, what they mean, and how to respond will inform your student experience. Brief, supplemental materials are attached to review during your reflections with your instructor.

- Confidentiality (1a & b) is extremely important and our treatment population is protected with unique legal, regulatory and ethical guidelines (3) which you can review with your instructor. You will be working with a very vulnerable treatment population with higher than average occurrence rates of past trauma (2) and socioeconomic and emotional challenges. Thought and mood disorders, altered mental status (5), substance use disorder, a trauma history and existing behavioral triggers (4) contribute to heightened emotional and behavioral reactivity and patterned, defensive responses. Also, one in five patients in our treatment population have one or more chronic illnesses, so take the time to review each patient's comorbid conditions to understand why this is an important treatment consideration for our complex population. Over half of our treatment population has suffered significant childhood and adult trauma which has an impact on neurological and emotional reactivity which often results in patterned, ineffective responses and behaviors formed over time to assure a sense of personal safety. Many patient behaviors are related to this objective.

- As a symptom of psychiatric illness, some patients may display social behaviors that could feel threatening to your personal boundaries. As a student, you will use care to never disclose personal identifiable information and to maintain safe interpersonal and physical boundaries while remaining therapeutically engaged. All professional caregivers have a fiduciary responsibility to remain neutral, calm and to support our patients in the most professional way possible. If you are unsure how to respond to a patient and feel uncomfortable; respectfully and immediately excuse yourself and return to the unit staff or your instructor for guidance. Review and rehearse the information on active listening skills in order to enhance your therapeutic interventions with our patients and to remain appropriately, therapeutically engaged. These interpersonal skills will serve you well throughout your career.

- Cell phone use on the clinical unit is strictly prohibited while "on stage" in the clinical areas. Silence ring and text tones. Absolutely no pictures will be taken in the clinical or community areas of the hospital or West Pines hospital grounds.

- Students at West Pines are expected to park in the off-site parking lot, which is south of West Pines and on the west side of the Lutheran Parkway. Please see the lavender areas on the map.

- Food in the cafeteria is for sale: the cost is $4.00 for Breakfast, $7.00 for lunch and dinner, or $4.00 for the soup & salad bar only. If several students are planning to eat a hot meal from the cafeteria, please have the instructor call the Cafeteria at extension 24098 ahead of time to let them know as they may need to prepare more food. Enjoy coffee, tea or ice water from the cafeteria, everything else in the cafeteria must be purchased.

*These guidelines were developed to ensure a safe and rewarding educational opportunity for every student at West Pines. Please provide the West Pines clinical educator and your instructor with feedback on your experience. Specialization in psychiatric services has many rewards that our clinicians find professionally gratifying with ongoing and expanding opportunities for professional development and skill building. We hope you find your clinical experience a meaningful and effective learning experience!*

Ref. & resources:

1a. "Mental health legislation is necessary for protecting the rights of people with mental disorders, who are a vulnerable section of society. They face stigma, discrimination and marginalization in all societies, and this increases the likelihood that their human rights will be violated." WORLD HEALTH ORGANIZATION (2015). MENTAL HEALTH LEGISLATION & HUMAN RIGHTS.

1B. Health Insurance Portability & Accountability Act (HIPPA): Privacy rules under HIPPA are more stringent and protective for the behavioral health or Substance Use Disorder (SUD) patient.
https://www.hhs.gov/sites/default/files/ocr/privacy/hipaa/understanding/coveredentities/provider_ffg.pdf
http://www.hhs.gov/ocr/hipaa/

2. https://www.cdc.gov/violenceprevention/acestudy/about_ace.html Adverse Childhood Experiences (ACEs) are common. Almost two-thirds of study participants reported at least one ACE, and more than one in five reported three or more ACEs.

The ACE score, a total sum of the different categories of ACEs reported by participants, is used to assess cumulative childhood stress. Study findings repeatedly reveal a graded dose-response relationship between ACEs and negative health and well-being outcomes across the life course. As the number of ACEs increases so does the risk for the following*:

- Alcoholism and alcohol abuse
- Chronic obstructive pulmonary disease
- Depression
- Fetal death
- Health-related quality of life
- Illicit drug use
- Ischemic heart disease
- Liver disease
- Poor work performance
- Financial stress
- Risk for intimate partner violence
- Multiple sexual partners

- Sexually transmitted diseases
- Smoking
- Suicide attempts
- Unintended pregnancies
- Early initiation of smoking
- Early initiation of sexual activity
- Adolescent pregnancy
- Risk for sexual violence
- Poor academic achievement

*This list is not exhaustive.

ACE Measurement tool:

*https://acestoohigh.com/got-your-ace-score/*

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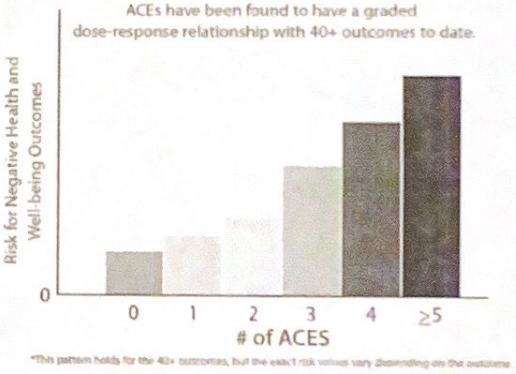
## ACES can have lasting effects on….

Health (obesity, diabetes, depression, suicide attempts, STDs, heart disease, cancer, stroke, COPD, broken bones)

Behaviors (smoking, alcoholism, drug use)

Life Potential (graduation rates, academic achievement, lost time from work)




3. Standards guiding Behavioral Health ethical & legal practice

- Federal & State statutes
- Colorado State Board of Nursing
- Colorado Dept. of Human Services: Code of Colorado Regulations
- Case Law
- Centers for Medicare & Medicaid Services (CMS)
- The Joint Commission
- Health Insurance Portability & Accountability Act (HIPPA)
- Psychiatric-Mental Health Nursing: Scope & Standards of Practice

**CONDITIONS OF PARTICIPATION (COPS)**

- Pt. will be informed of rights
- Freedom from inappropriate use of seclusion or restraint
- Emphasizes person-centered, coordinated Care
- Interdisciplinary team meets the medical, physical, psychological, emotional & therapeutic needs of the patient
- 1 hour face-to-face comprehensive assessment for patients in seclusion or restraints

**Code of Colorado Regulations: OBH**

- Assures skillful, humane, respectful care that preserves the patient's personal dignity, safety and the safety of others
- Encourages the use of voluntary vs. coercive measures to maintain patient & other's safety
- Encourages family participation
- Utilizes a recovery model, enhancing the resilience of patients
- Assures care delivered in the least-restrictive setting
- Duty to inform those at risk of credible harm
- No limit is placed on a person's right to seek voluntary treatment

**Scope & Standards of Practice (Nursing)**

- Emphasizes the recovery model
- Emphasis on consumer participation
- Focus on prevention
- Focus on screening & early intervention
- Focus on protective factors and environments
- Directly addresses challenges of providing behavioral health care to prevent fragmentation and enhance care coordination

4

## Triggers

What can we do to modify the impact of triggers?

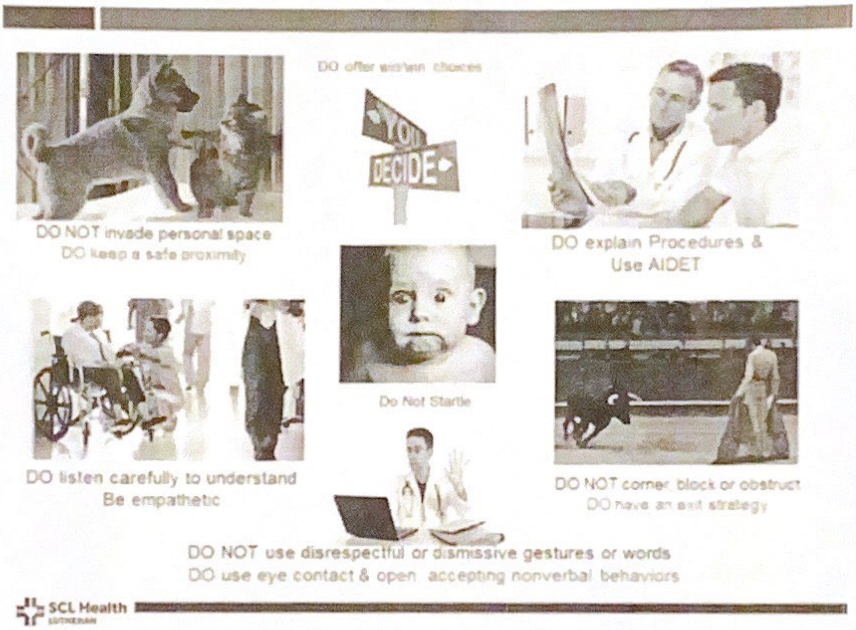
- **Ask** what they are.
- **Document** the trigger(s) & report to the team during hand-offs.
- **Partner** with the patient to write a Behavioral Plan (BP) to develop agreements between the patient and clinical team to help the patient to cope with activating events & to prevent triggering them
- **Provide calming** activities that the patient describes on the BP
- **Thank** the patient for problem-solving and making agreements with the treatment team.

- A trigger is an activating **event, word or behavior** that we can modify if we know what it is.
- A trigger may be **any stimulus** and is unique to the person experiencing it

- We will never know what words, events or behaviors trigger the patient if we don't ask what they are.
- Share this information with the team at report and in the care and behavioral plan.
- Work out the best approach (within boundaries) with the patient to prevent the activation of triggers.
- Provide the calming activities that the patient has described on the Behavioral Plan.
- Follow-up and thank the patient or visitor for adhering to the plan.
- Be truthful, consistent and reliable in your own agreements with the patient and make sure your team does as well by keeping them informed.

SCL Health

Look at these do's and don'ts regarding common triggering events:




5. **AMS CAUSES:**
   - Intoxication
   - Acute substance withdrawal
   - Dementia
   - Delirium
   - Psychosis
   - Other physiologic conditions and metabolic imbalances
   -

**INTERPERSONAL COMMUNICATION: AMS**

**ACUTE ALCOHOL INTOXICATION:**
- Don't argue, remain cordial
- Repeat yourself as many times as it takes to be understood
- Use distraction
- Keep your message simple & directive

**DELIRIUM & DEMENTIA:**
- Use simple, 1-step directions
- 1 person speaks
- Wait for a response
- Slow down
- Ask permission before touching or doing any care activity
- Approach slowly
- Use caring, supportive language
- Smile
- Assess response

**SPECIAL CONSIDERATIONS: AMS**
- Clustering of care activities is usually NOT helpful with AMS
- Be sensitive to the patient's responses to light, touch, sound, the presence of other people, your voice tone & proximity
- Reduce sources of overstimulation
- Stay out of the strike zone & anticipate risks
- Smile & slow down

**USE *AIDET* TO RELIEVE PATIENT ANXIETY & CULTIVATE TRUST:**

A = ACKNOWLEDGE THE PATIENT BY NAME
I = INTRODUCE YOURSELF & ROLE
D= DURATION (HOW LONG WILL THIS TAKE?)
E= EXPLAIN THE PROCEDURE, NEXT STEPS
T= THANK THE PATIENT FOR PARTICIPATING IN THEIR CARE WITH YOU

## Therapeutic Communication Definitions

**Review:** All communication (verbal, non-verbal) techniques prior to beginning IPR. This will make it easier for you to log the communication and recognize strengths and weaknesses of your communication process.
**Communication:** Transaction between sender and receiver
**Non-verbal:** Physical appearance/dress, body movement & posture, touch, facial expressions, eye movements, vocal cues

## Therapeutic Communication Techniques

**Silence:** give time to collect thoughts, consider other concerns
**Accepting:** conveys attitude of reception and regard
**Giving Recognition:** acknowledge and indicate awareness (commend strengths)
**Offering Self:** making oneself available on unconditional basis (increases self-worth)
**Broad Openings:** allows patient initiative to introduce topic of concern (patient role)
**Offer General Leads:** offers patient the encouragement to continue
**Placing the Event in Time or Sequence:** clarifies event in time perspective
**Making Observations:** verbalizing what is observed or perceived (patient behavior)
**Encouraging Perception Description:** ask patient to verbalize what perceived hallucination
**Encourage Comparison:** ask patient to compare similarity and difference-reoccur/change
**Restate:** repeat main idea of what patient said (patient can clarify or continue on)
**Reflect:** questions and feelings referred back to patient to recognize/accept own view
**Focusing:** taking notice of a single idea or word (don't use if patient is anxious)
**Exploring:** delve further into subject (helpful if patient tends to be superficial in communication)
**Seek Clarification/Validation:** strive to explain the vague or incomprehensible
**Present Reality:** when patient has misperception, nurse indicates perception of situation
**Voicing Doubt:** expressing uncertainty of reality of patient's perception (delusions)
**Verbalizing the Implied:** put into words what patient has implied or said indirectly
**Attempt to Translate Words into Feelings:** find clues to feelings expressed indirectly
**Formulate Plan of Action:** when patient has a plan of action for stressful situation, it may prevent anger or anxiety form escalating into unmanageable level
**Active Listening:** sit facing patient, open posture, lean forward, eye contact, relax
**Feedback:** descriptive of behavior, specific rather than general, directed toward what can be changed, impart information not advice, well-timed (early after behavior)

## Non-Therapeutic Communication Techniques (Blocks)

- Agreeing/disagreeing
- Belittling Feelings
- Defending
- Giving approval/disapproval
- Giving advice
- Giving reassurance
- Indicating Existence of an External Power
- Interpreting
- Introducing an Unrelated Topic
- Probing
- Rejecting
- Requesting an Explanation
- Stereotype Comments
- Using Denial

# MENTAL STATUS EXAMINATION

The mental status examination is a process wherein a clinician systematically examines an individual's mental functioning. Each area of function is considered separately.

## Appearance

This category covers the physical aspects of the individuals. Include: Physical appearance, height, and weight, how patient is dressed and groomed, dominant attitude during interview, such as degree of poise or comfort, degree of anxiety, and how anxiety is expressed.

## Behavior

How does the patient move and the position in which the patient holds body? Note abnormal tics, movement disorders, and degree of movement.

## Speech

Separate speech from content of thought. Note volume, rate, and flow of speech (fast, slow, halting, extremely loud). Include mannerisms, accent, stress or lack of it, hesitations, stuttering. Use descriptive words like garrulous, monotonous, loud, or emotional.

## Mood/Affect

Affect is the outward show of emotion. Can vary thru depression, elation, anger, and normality, but if the overall sense from the examination is depressed, depressed is the word to describe the mood. Mood is the general pervasive emotional state as reported by patient. Range describes if the patient shows a full or even expanded range or if the affect is blunted or restricted. Include cultural considerations. Consider appropriateness of affect – is the emotion consistent with the topic being discussed. A patient with inappropriate affect may cry when talking about a parking ticket and show little or no emotion when discussing the death of a loved one.

## Thought

Thought is divided into process (the way a patient thinks) and content (what the patient thinks).

**Process**: The rate of thoughts, how they flow and are connected. A formal thought disorder comprises processes such as pressured thoughts, (excessively rapid), flight of ideas, thought blocking (speech is halted), disconnected thoughts (loosening of association, derailment), tangentiality, circumstantial thoughts (over inclusive and slow to get to the point), word salad (nonsensical responses), punning (talking in riddles), poverty of speech (limited content).

**Content**: Includes those things discussed in the interview and the patient's beliefs. May have preoccupying thoughts – ideas of reference, obsessions, ruminations, or phobias. The patient may have delusions of control, thought insertion, broadcast, or delusions – persecutory, grandiose, religious, reference, somatic, morbid jealousy. For example, a depressed patient may have delusions of hopelessness, helplessness, or worthlessness.

## Perceptions

Covers sensory areas and describes distortions such as illusions, delusions, or hallucinations. Describe the nature of the experience in detail. Auditory hallucinations (hearing voices) are more common in schizophrenics, visual disturbances are more common in organic problems. In addition, there are gustatory, olfactory, tactile, somatic, and kinesthetic hallucinations.

Ask "do you hear voices when no one else is around?" "Do you see things such as ghosts, spirits, or angels?" Ask if the voices are commanding the patient to do anything, particularly homicidal or suicidal acts. Hallucinations can be in the form of a running commentary. If the voices command a patient to do something,

does the patient obey the instructions or ignore them. Sometimes hallucinations are not well-formed voices or objects – patients may hear bells ringing, knocking at the door, banging sounds in his ears, or see vague things like halos or colors which are difficult to describe.

Note how patients cope with the hallucinations and whether they are pleasant, unpleasant, or terrifying. Comment on the hallucinatory behavior, such as patient looking back repeatedly, gesturing, or engaged in self-talk. To determine if the patient is having delusions, ask do you feel you have some special power or abilities? Does the radio or TV give them special messages? Does the patient have thoughts that other people think are strange?

Obsessions and compulsions: Is the patient afraid of dirt/germs? Does patient wash his hands frequently or wash hands repeatedly?

Phobias: Does the patient have any fear, such as animals, heights, snakes, crowds, etc.

Preoccupations: Ask about ideas about the patient's body: Patient may believe he or she is changing or has changed, that his elimination functions, sexual functions, or digestive functions work in different or bizarre ways.

**Cognition**

Look at areas of abstract thought which declines or is absent in several conditions such as schizophrenia or dementia, level of general education and intelligence, degree of concentration.

**Consciousness**

Level of conscious state is assessed whether it is steady, fluctuating, cloudy or clear.
Rating: 1=coma 2=stuporous 3=lethargic/evidence of drowsiness 4=alert.

**Orientation**

Ask if the patient knows the time and date, place, patient (who the patient is), and the situation the patient is in.

**Memory**

Memory is tested by looking for immediate recall. Give the patient 3 unrelated words (yellow, fox, Chicago) and ask patient to repeat them. In 5 minutes ask the patient to repeat them again. Do not tell the patient that you will ask them to repeat them in 5 minutes. (You might want to write them down, so you remember.)

Recent recall: What did the patient eat two meals ago?

Remote memory: When and where was the patient born? Where did patient go to high school?

Confabulation: Patients may do this if they cannot remember – if this occurs, just note it. You might have to check information with outside sources for verification. You can test for confabulation by asking if the patient has seen you before – the patient who confabulates may fabricate details of a meeting which did not take place.

**Concentration and Attention**

May be impaired for a variety of reasons: cognitive disorder, anxiety, depression, internal stimuli. Ask the patient to subtract 7 from 100 and keep subtracting 7 from the answer (serial 7s). Average time to complete is 90 seconds. Note the patient's response to the task: irritability, frequent hesitation, or questioning. Four or more errors is considered marginal; 7 or more indicates a poor performance. If the patient cannot begin the task, start at 50 and subtract 3s. If patient is unable to do that, have patient count backward from 10. Patient is not to use paper to complete the task.

**Others**

Dreams: Are there dreams, how often, how vivid, any repetitive dreams, nightmares? What is the content of dreams?

Déjà vu: Sensation of having been in situations like the present one.

Presence of suicidal/homicidal thoughts. Must inquire about specific plans, suicide notes, impulse control. If positive, will patient contract for safety?

Ask if patient has any thoughts of wanting to hurt anyone, wishing someone were dead? If yes, ask about specific plans.

**Intellectual Functioning**

**General knowledge:**

- Who is the President, name 5 last presidents?
- What is happening in the world? (war, economy).
- Name 5 major US cities.
- If you go to McDonalds and buy 2 hamburgers for 70 cents each and pay $2, how much change will you get back?
- Or how much is a quarter, dime, nickel, and penny?

**Math calculations:**

-Ask basic math problems: 4+6 or 13-8.
-Complex: Add 14+17.

**Ability to abstract:**

Determine similarities-

- How are an orange and a pear alike? Good answer = fruit, Poor answer = round.
- How are a fly and a tree alike? Good answer = alive, Poor answer = nothing
- How are a train and car alike? Good answer = modes of transportation, Poor answer = both have wheels

Proverbs-

- Ask "what does it mean to say: Don't count your chickens before they are hatched?" Good answer = Do not plan on future gains before they happen. Poor answer = chickens are little.

**Judgment and Insight**

Evaluate judgment with patient's response to: "What would you do if you were in a crowded theatre and smelled smoke?" "What would you do if you found an addressed, stamped envelope lying in the street?"

Insight: How does the patient perceive his present problem? "How did things come to be this way?

# Mental Health Nursing Assessment Definitions

## Emotions

### Mood

| | |
|---|---|
| Anxious | Feelings of fear or apprehension; can result from a tension caused by conflicting ideas or motivations. |
| Depressed | Feeling profound and persistent sadness |
| Despairing | Feelings of loss of all hope |
| Elated | Feeling ecstatically happy |
| Euphoric | Feeling intense excitement or happiness |
| Fearful | Feeling afraid |
| Guilty | Feeling culpable or responsible for a specified wrongdoing |
| Irritable | Feeling easily annoyed or angered |
| Labile | Feelings characterized by emotions that are easily aroused or freely expressed, and that tend to alter quickly and spontaneously; emotionally unstable. |
| Sad | Feeling depressed |

### Affect

| | |
|---|---|
| Appropriate | When an individual reacts with the proper and expected emotion for the situation. |
| Blunted | Occurs when an individual's emotions or expressions are less reactive to stimuli than average. |
| Broad | Also known as full affect, describes the typical affect expected of the average person. An individual exhibiting broad affect shows the emotion that they are feeling. |
| Congruence with mood | Is the consistency between a person's emotional state with the broader situations and circumstances being experienced by the persons at that time |
| Flat | Occurs when an individual has a complete lack of expression, feeling, or emotion, regardless of the level of stimuli. |
| Inappropriate | Display of reactions that do not match the situation that you are in or possibly even your internal state. |
| Incongruence | Occurs when the individual's reactions or emotional state appear to be in conflict with the situation. |

| | |
|---|---|
| Labile | Occurs when a person's expressions shift unpredictably, frequently, and excessively. |
| Restricted | Also known as constricted affect, describes a small reduction in affect. An individual experiencing restricted affect may have dulled feelings or emotions but will still be relatively close to broad affect. |

**Thought Processes**

| | **Form of thought** |
|---|---|
| Able to concentrate | Being able to focus on a single thought or task. |
| Associative looseness | Characterized by a lack of connection between ideas. Associative looseness often results in vague and confusing speech, in which the individual will frequently jump from one idea to an unrelated one. |
| Attention span | Ability to attend to a stimulus or object over a period of time. This ability is also known as sustained attention or vigilance. |
| Circumstantiality | convoluted and non-direct thinking or speech that digresses from the main point of a conversation. |
| Clang associations: | Is a reflection of disorganized thought processes. Instead of a person's thinking and speech being directed based on meaning, in clang association, a person's thinking and speech is driven by the sound of words. |
| Concrete thinking: | Is reasoning that's based on what you can see, hear, feel, and experience in the here and now. It's sometimes called literal thinking, because it's reasoning that focuses on physical objects, immediate experiences, and exact interpretations. |
| Echolalia | Is a psychiatric disorder that makes someone meaninglessly repeat what another person says. |
| Flight of ideas: | Occurs when someone talks quickly and erratically, jumping rapidly between ideas and thoughts. Flight of ideas is not a medical condition in itself. It is a symptom that may occur as part of mania, psychosis, and some neurodevelopmental conditions. |
| Mutism | is a severe anxiety disorder where a person is unable to speak in certain social situations |
| Neologisms | Is the creation of words which only have meaning to the person who uses them. |
| Perseveration | Is the repetition of a particular response (such as a word, phrase, or gesture) regardless of the absence or cessation of a stimulus |
| Poverty of Speech | Is when there is reduced spontaneity and productivity of thought as evidenced by speech that is vague or full of simple or meaningless repetitions or stereotyped phrases. |
| Tangentiality | Is the train of thought of the speaker wanders and shows a lack of focus, |

| | |
|---|---|
| | never returning to the initial topic of the conversation. |
| Thought Blocking | Is a sudden cessation in the middle of a sentence at which point a patient cannot recover what has been said |
| Word salad | Are random words or phrases linked together in an often-unintelligible manner. |

**Content of thought**

| | |
|---|---|
| Compulsions | Are repetitive stereotyped behaviors that the patient feels impelled to perform ritualistically, even though he or she recognizes the irrationality and absurdity of the behaviors. Although no pleasure is derived from performing the act, there is a temporary sense of relief of tension when it is completed. These are usually associated with obsessions. |
| Control | is a person's ability or perception of their ability to affect themselves, others, their conditions, their environment, or some other circumstance. Control over oneself or others can extend to the regulation of emotions, thoughts, actions, impulses, memory, attention, or experiences. |
| Delusions | false fixed beliefs that have no rational basis in reality, being deemed unacceptable by the patient's culture |
| Grandiose | Is a false or unusual belief about one's greatness. |
| Homicidal Ideas | Is a thought pattern characterized by the desire to kill another person or persons, along with a mental plan for a method of doing it. |
| Ideas of Influence | The patient may believe that somehow, they caused an unrelated event to happen |
| Ideas of Reference | are erroneous beliefs that an unrelated event in fact pertains to an individual. |
| Magical thinking | The belief that one's ideas, thoughts, actions, words, or use of symbols can influence the course of events in the material world. |
| Nihilistic | Is the belief that all values are baseless and that nothing can be known or communicated. |
| Obsessions | are repetitive, unwelcome, irrational thoughts that impose themselves on the patient's consciousness over which he or she has no apparent control. |
| Paranoia/suspiciousness: | Are intense anxious or fearful feelings and thoughts often related to persecution, threat, or conspiracy |
| Persecutory | Patient believes, erroneously, that another person or group of persons it trying to do harm to the patient. |
| Phobias | Is an overwhelming and debilitating fear of an object, place, situation, feeling or animal. |
| Poverty of content: | Is a person talks a lot but does not say anything substantive, or says much more than is necessary to convey a message. |

| | |
|---|---|
| Reference | false beliefs that random or irrelevant occurrences in the world directly relate to a person. |
| Religiosity | Is when a patient experiences intense religious beliefs or episodes that interfere with normal functioning |
| Somatic | Is when a person feels extreme, exaggerated anxiety about physical symptoms. |
| Suicidal Ideas | having thoughts, ideas, or ruminations about the possibility of ending one's own life. |

**Perceptual Disturbances**

**Hallucinations**

| | |
|---|---|
| Auditory | Are the sensory perceptions of hearing noises without an external stimulus. |
| Gustatory | Are tastes that are often strange or unpleasant. Gustatory hallucinations are often metallic taste. |
| Olfactory | Are false perception of odors, which are usually unpleasant or repulsive, such as poison gas or decaying flesh. |
| Tactile | Are an abnormal or false sensation of touch or perception of movement on the skin or inside the body |
| Visual | Is the visual perception in the absence of any external stimulus. |

**Illusions**

| | |
|---|---|
| Depersonalization | Are a patients' feelings that he or she is not himself, that he or she is strange, or that there is something different about himself that he or she cannot account for |
| Derealization | Is a patients' feeling that the environment is somehow different or strange, but patient cannot account for these changes. |

**Sensory and Cognitive Ability**

**Memory**

| | |
|---|---|
| Capacity for abstract thought | The ability to understand concepts that are real, such as freedom or vulnerability, but which are not directly tied to concrete physical objects and experiences. |
| Confabulation | Filling in memory lapses by guessing or making up events. |

| | |
|---|---|
| Recent | Is the temporary storage of information that is used in managing cognitive tasks, like learning, reasoning, and comprehension. |
| Remote | Refers to memory for the distant past, measured on the order of years or even decades. |

# Interaction Process Recording (IPR) Instructions

The purpose of the Interactive Process Recording (IPR) is to demonstrate the student's skills in understanding and refining therapeutic interactions as part of the nurse-patient relationship if noticed. The analysis of interactions with the patient promotes the student's ability to use the key therapeutic tool, the use of self, to facilitate growth in the nurse-patient relationship. The IPR assists the student to recognize personal feelings, actions, and interactions throughout the orientation, working, and termination phases of the relationship and to identify areas needing improvement.

**Dialogue/Analysis**

1. Place all verbal statements and nonverbal communications in the appropriate columns. Statements by the student and patient are to be recorded verbatim
2. Student analysis column
   a. Enter the type of therapeutic technique used e.g., Silence, and whether it was Therapeutic (T) or Non-therapeutic (N).
   b. Student rationale – "to allow the patient more time to think about the death of his mother" – and your thoughts about the patient's response. For example: *Patient seemed close to tears and I felt uncomfortable that I may have made the patient cry. I did well not talking – I wanted to say something like I felt sad when my grandmother died, but I didn't – I allowed patient the time patient needed to process his feelings.*
   c. If applicable, write alternative statement(s) and for each (N) response.
3. Patient analysis column
   a. Analysis of patient's thoughts, feelings, and response.
   b. Anxiety level – rate none, mild, moderate, severe, or panic. May also use 0, +1, +2, +3, +4.
   c. Labile defense mechanisms. If none, state none seen.

**General Suggestions**

1. Be direct in asking the patient to talk with you. Nurse counseling is a legitimate role and nurses should be comfortable with it.
2. Use **who, what**, **where, and when** to follow up patient statements as appropriate.
3. Avoid use of **why and how** statements.
4. Avoid jargon, euphemisms, slang, and figures of speech; may be misunderstood.
5. Do not over-sympathize with the patient about problems
6. When the patient uses psychiatric terms, ask what they mean by them.
7. Avoid close-ended questions.
8. Do not tell the patient how to feel.
9. Do not spend time discussing a patient's diagnosis.
10. Do not give advice.
11. If the patient talks about things patient would not do, ask what patient would do or did.
12. Do not defend the staff or hospital.
13. Do not share information about yourself, students, or staff. Divert the questions by saying "This is your time to talk about you."
14. If your patient is crying or emotional at the end of a session, stay with them. Ask if they are feeling OK and if they have someone to talk to. Do not just leave them.
15. If concerning statements were made by patient, always report what patient told you to staff before leaving the unit.

# Clinical Institute Withdrawal Assessment of Alcohol Scale, Revised (CIWA-Ar)

**Patient:_____ Date: _____ Time: _____** (24 hour clock, midnight = 00:00)

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**Pulse or heart rate, taken for one minute:_____ Blood pressure:_____**

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**NAUSEA AND VOMITING** -- Ask "Do you feel sick to your stomach? Have you vomited?" Observation.
0 no nausea and no vomiting
1 mild nausea with no vomiting
2
3
4 intermittent nausea with dry heaves
5
6
7 constant nausea, frequent dry heaves and vomiting

**TACTILE DISTURBANCES** -- Ask "Have you any itching, pins and needles sensations, any burning, any numbness, or do you feel bugs crawling on or under your skin?" Observation.
0 none
1 very mild itching, pins and needles, burning or numbness
2 mild itching, pins and needles, burning or numbness
3 moderate itching, pins and needles, burning or numbness
4 moderately severe hallucinations
5 severe hallucinations
6 extremely severe hallucinations
7 continuous hallucinations

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**TREMOR** -- Arms extended and fingers spread apart. Observation.
0 no tremor
1 not visible, but can be felt fingertip to fingertip
2
3
4 moderate, with patient's arms extended
5
6
7 severe, even with arms not extended

**AUDITORY DISTURBANCES** -- Ask "Are you more aware of sounds around you? Are they harsh? Do they frighten you? Are you hearing anything that is disturbing to you? Are you hearing things you know are not there?" Observation.
0 not present
1 very mild harshness or ability to frighten
2 mild harshness or ability to frighten
3 moderate harshness or ability to frighten
4 moderately severe hallucinations
5 severe hallucinations
6 extremely severe hallucinations
7 continuous hallucinations

---

**PAROXYSMAL SWEATS** -- Observation.
0 no sweat visible
1 barely perceptible sweating, palms moist
2
3
4 beads of sweat obvious on forehead
5
6
7 drenching sweats

**VISUAL DISTURBANCES** -- Ask "Does the light appear to be too bright? Is its color different? Does it hurt your eyes? Are you seeing anything that is disturbing to you? Are you seeing things you know are not there?" Observation.
0 not present
1 very mild sensitivity
2 mild sensitivity
3 moderate sensitivity
4 moderately severe hallucinations
5 severe hallucinations
6 extremely severe hallucinations
7 continuous hallucinations

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**ANXIETY** -- Ask "Do you feel nervous?" Observation.
0 no anxiety, at ease
1 mild anxious
2
3
4 moderately anxious, or guarded, so anxiety is inferred
5
6
7 equivalent to acute panic states as seen in severe delirium or acute schizophrenic reactions

**HEADACHE, FULLNESS IN HEAD** -- Ask "Does your head feel different? Does it feel like there is a band around your head?" Do not rate for dizziness or lightheadedness. Otherwise, rate severity.
0 not present
1 very mild
2 mild
3 moderate
4 moderately severe
5 severe
6 very severe
7 extremely severe

**AGITATION** -- Observation.
0 normal activity
1 somewhat more than normal activity
2
3
4 moderately fidgety and restless
5
6
7 paces back and forth during most of the interview, or constantly thrashes about

**ORIENTATION AND CLOUDING OF SENSORIUM** -- Ask "What day is this? Where are you? Who am I?"
0 oriented and can do serial additions
1 cannot do serial additions or is uncertain about date
2 disoriented for date by no more than 2 calendar days
3 disoriented for date by more than 2 calendar days
4 disoriented for place/or person

Total **CIWA-Ar** Score _____
Rater's Initials _____
Maximum Possible Score 67

 This assessment for monitoring withdrawal symptoms requires approximately 5 minutes to administer. The maximum score is 67 (see instrument). Patients scoring less than 10 do not usually need additional medication for withdrawal.

Sullivan, J.T.; Sykora, K.; Schneiderman, J.; Naranjo, C.A.; and Sellers, E.M. Assessment of alcohol withdrawal: The revised Clinical Institute Withdrawal Assessment for Alcohol scale (**CIWA-Ar**). *British Journal of Addiction* 84:1353-1357, 1989.

# Clinical Opiate Withdrawal Scale (COWS)

**Flow-sheet for measuring symptoms for opiate withdrawals over a period of time.**

For each item, write in the number that best describes the patient's signs or symptom. Rate on just the apparent relationship to opiate withdrawal. For example, if heart rate is increased because the patient was jogging just prior to assessment, the increase pulse rate would not add to the score.

Patient's Name:_____ Date: _____

Enter scores at time zero, 30min after first dose, 2 h after first dose, etc.

Times: _____ _____ _____ _____

| | | | | |
|---|---|---|---|---|
| **Resting Pulse Rate**: (record beats per minute)<br>*Measured after patient is sitting or lying for one minute*<br>0 pulse rate 80 or below<br>1 pulse rate 81-100<br>2 pulse rate 101-120<br>4 pulse rate greater than 120 | | | | |
| **Sweating:** *over past ½ hour not accounted for by room temperature or patient activity.*<br>0 no report of chills or flushing<br>1 subjective report of chills or flushing<br>2 flushed or observable moistness on face<br>3 beads of sweat on brow or face<br>4 sweat streaming off face | | | | |
| **Restlessness** *Observation during assessmen*t<br>0 able to sit still<br>1 reports difficulty sitting still, but is able to do so<br>3 frequent shifting or extraneous movements of legs/arms<br>5 Unable to sit still for more than a few seconds | | | | |
| **Pupil size**<br>0 pupils pinned or normal size for room light<br>1 pupils possibly larger than normal for room light<br>2 pupils moderately dilated<br>5 pupils so dilated that only the rim of the iris is visible | | | | |
| **Bone or Joint aches** *If patient was having pain previously, only the additional component attributed to opiates withdrawal is scored*<br>0 not present<br>1 mild diffuse discomfort<br>2 patient reports severe diffuse aching of joints/ muscles<br>4 patient is rubbing joints or muscles and is unable to sit still because of discomfort | | | | |
| **Runny nose or tearing** *Not accounted for by cold symptoms or allergies*<br>0 not present<br>1 nasal stuffiness or unusually moist eyes<br>2 nose running or tearing<br>4 nose constantly running or tears streaming down cheeks | | | | |

| | | | | |
|---|---|---|---|---|
| **GI Upset**: *over last ½ hour*<br>0 no GI symptoms<br>1 stomach cramps<br>2 nausea or loose stool<br>3 vomiting or diarrhea<br>5 Multiple episodes of diarrhea or vomiting | | | | |
| **Tremor** *observation of outstretched hands*<br>0 No tremor<br>1 tremor can be felt, but not observed<br>2 slight tremor observable<br>4 gross tremor or muscle twitching | | | | |
| **Yawning** *Observation during assessment*<br>0 no yawning<br>1 yawning once or twice during assessment<br>2 yawning three or more times during assessment<br>4 yawning several times/minute | | | | |
| **Anxiety or Irritability**<br>0 none<br>1 patient reports increasing irritability or anxiousness<br>2 patient obviously irritable anxious<br>4 patient so irritable or anxious that participation in the assessment is difficult | | | | |
| **Gooseflesh skin**<br>0 skin is smooth<br>3 piloerrection of skin can be felt or hairs standing up on arms<br>5 prominent piloerrection | | | | |
| **Total scores**<br><br>**with observer's initials** | | | | |

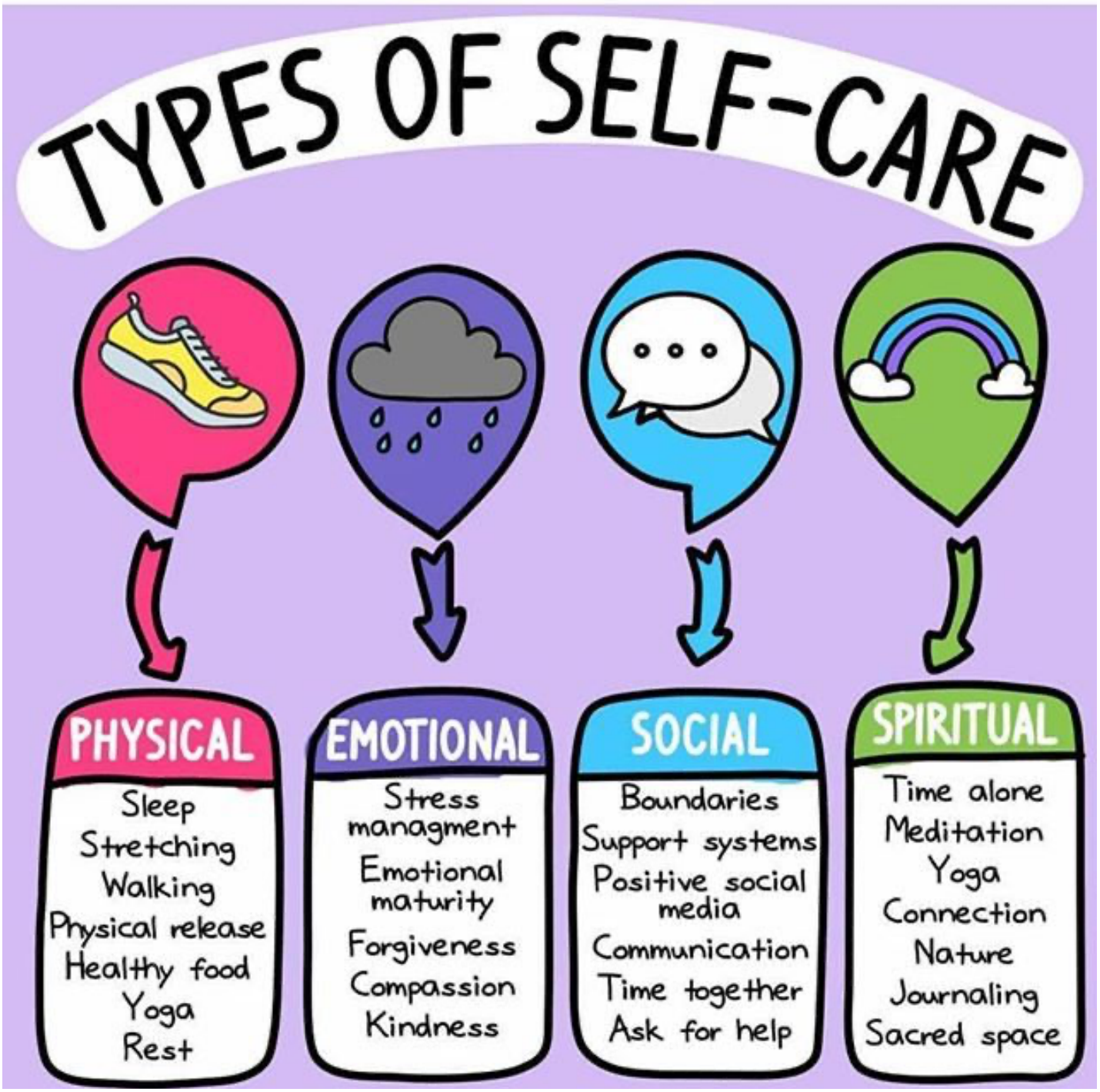
**Score:**
**5-12 = mild;**
**13-24 = moderate;**
**25-36 = moderately severe;**
**more than 36 = severe withdrawal**

# Balancing Act

It is not always easy to keep calm and appear perfectly composed. Emotional conversations and events happen daily: unexpected comments that might derail you, frustrating colleagues, new learning environments, new preceptors, and less-than-welcoming healthcare staff on your assigned units.

Working through these experiences can be challenging. Learning how to pause and gain the clarity you need to respond in ways that reassure you — both in the moment and after it has passed – will support you in working through these experiences. Should you find yourself suddenly in an uncomfortable situation, try one or more of these strategies to regain your calm.

- Take deep breaths.
    - In fight-or-flight mode, your breathing becomes irregular, fast, short, and shallow. Changing your breathing pattern is your first line of defense.
    - Slowing down and deepening your breath will stimulate your vagus nerve and help to push you back into a more relaxed state of mind.
    - Lengthen your exhales and focus on breathing from your belly. Try inhaling for a count of four and exhaling for a count of eight. Deep abdominal breathing slows down your heartbeat, stabilizes your blood pressure, and encourages full oxygen exchange, which is critical to the brain's ability to function.
    - By stimulating the parasympathetic nervous system through this exercise, you can bring your prefrontal cortex back online, enabling you to think and respond sensibly.
- Distract yourself.
    - When you are in the heat of intense emotion, distraction is a helpful way to regulate your negative feelings, as it is less cognitively effortful than other techniques.
    - Distraction is anything you can do to temporarily direct your attention away from your strong emotion.
    - Focus on another sensation in your body, such as your weight pressing into your seat, wiggling each toe individually, or lightly rubbing your fingertips together to see if you can feel the ridges of your fingerprints. You can also try scanning your environment and looking for specific items— perhaps all the red objects in the room — to focus your mind on something else.
- Use your words.
    - Research shows that putting your feelings into words, or emotional labeling, can quickly reduce their grip on you and lessen your physiological distress. When you feel an emotional rush, ask yourself, "What are two or three words that describe how I feel right now?"
    - For example, suppose you are feeling overwhelmed. You might say to yourself, "I feel anxious/frustrated/worried/scared." Neuroimaging studies have shown that the act of thinking in words about your emotional state activates your prefrontal cortex and diminishes the response of your amygdala.
    - The goal of emotional labeling is not to deeply explore and fully process your feelings. It is about quickly pulling yourself away from the ledge.
- Be ready with a script.
    - The above strategies will help you break free from an amygdala hijack and increase the activation of your prefrontal cortex. But there may also be times when you will need to respond immediately and not have a private moment to collect yourself.
        - To prepare for these situations, come up with a couple of go-to lines that will allow you to respond quickly and buy more time. For example, you could say:
            - "That is interesting. Can you tell me how you came to that conclusion/reflection/insight?
            - "Thanks; I would like to think about that more before responding."
    - These lines might help you circumvent the situation's emotional impact and deflect attention away from you in vulnerable moments.
- Process your feelings.
    - Suppressing emotions and pretending not to be upset is a common strategy. Except, it has numerous harmful consequences over time, including adverse health effects, increased negative emotions, fewer close relationships, and lower well-being overall.
    - After the moment has passed, when you have more time to reflect thoughtfully, please process your feelings more fully. Talk to your friends and family, or reach out to your preceptor. Contact a counselor, psychologist, or psychiatrist if you need more assistance. Just be sure to find a healthy way to process your feelings.




Your mental health is just as important as your physical health!
Be sure to take care of yourself.