

CLASS OUTLINE -- WEEK THREE

- 9:30 a.m. Exam I
- 10:00 a.m. Lecture Notes: Depression and Suicide
- 11:30 a.m. break
- 12:00 p.m. Case Study / Nursing Application: *Major Depression*
- 1:00 p.m. Review of Exam I
- 1:15 p.m. Adjourn

Announcements:

1. Student Clinical Evaluations: Student Clinical Evaluations are due to be turned in to the clinical instructor by Wed. morning of Week Five for the first six week course and by Wed. morning of Week 4 for the second six week course. You must have written notes for each phase of the Nursing Process (Assessment, etc.) and for each curriculum “thread”, (Pharmacology, etc.) to show examples of what you have done to meet the learning objectives. Please review your Clinical Evaluation Tool weekly and make written notations.
2. Important Study Note: Chapter 3: Psychobiology of Mental Disorders (please read and study this chapter individually or with study groups—it is mainly memorization, which is actually very important to do to create your knowledge base.. Use your Ch. 3 Lecture Outline while reading this chapter; make your own notes as you study. Bring up any questions on this chapter in class or clinical. Be sure to learn about the sympathetic nervous system and other important brain functions.
3. Exam I: “Covers” of the Required Readings for Weeks One through Two. Many of these chapters, esp. in Week One, are introductory or review chapters that should be read for understanding of the nursing process and memorization of therapeutic communication within the nurse-patient relationship, the concepts of stress and anxiety etc.. .

4. What's on the test? The exam questions are similar to those in the text and text website.. However, please be aware that exams are supposed to test only a *sampling* of a larger “body of knowledge” for which the student is responsible. Exams are *not* supposed to test on a finite list of specifics presented as a “review” the week before the test. Try using the guidelines you are given below, to review the material you should be reading and studying each week, and you should do well on the test. Start now to prepare yourself for success in this course as well as for the NCLEX by learning how to study and actually learn the content. The NCLEX has lots of psychosocial questions on it, so prepare by learning now instead of depending on a less effective “crash course”.
5. Exam I Review: Study for the exam by: Learning the terminology and the theories about the etiology of each disorder. Learn common responses/attitudes of the nurse (nurse's self-understanding). Then study the nursing process for each disorder, starting with assessment and ending with evaluation. Pay particular attention to the nursing interventions. Know major concepts and terms of all the assigned chapters. Use your lecture notes outline as a review/study guide for major concepts, and your Varcarolis text which is well outlined with key concepts highlighted. Practice with the questions at the end of each chapter as well as those on the Varcarolis website. Be able to answer questions at the “application” level of testing, not just the “knowledge level”. This means know the basic knowledge (facts) but be able to apply them to nurse-patient situations (application level).
6. EXAMS -- Important Medication Information to Study: “Know” the following medications (i.e. per the course medication assessment form for clinical and your drug books that include nsg implications—also consult your Varc. Text for drug information): Thorazine, Haldol, Zyprexa, Artane, Benadryl. Know whether the antipsychotics are the Typical (older generation, conventional, traditional, standard) or Atypical (newer generation, non-traditional, non-conventional, non-standard) and what distinguishes one group from the other in drug action and S/E profile. Also know the antidepressants and any other drugs on your study list (listed in “*Week One Class Outline*”).

Also re the Exams: *There is a time to study, a time to discuss, and a time to ask questions, and there is a time to be tested, but they are not the same time -- please remember NOT to come up and ask questions during the exam. The question is usually something the instructor can't answer anyway, without giving away the answer (unfair to other students). Also, other students complain that whispering up front interferes with their own concentration. This also includes asking for the definition of any words, so please don't ask. Exam time is the time to do your best on a question based on reading the question carefully, but not reading too much “into” a question. Also know whether you are a person who should go back and change an answer or not. In general, it is best not to change an answer, unless you are certain you have made some mistake that definitely warrants changing an answer. DO check your work and use all the time allotted. There is no glory in being the first one out of the room!* Make sure you erase the scantron well if you change anything. All of the foregoing is part of taking an exam responsibly. **DO NOT USE WRINKLED SCANTRONS.** Wrinkled scantrons will not go through the machine!

Additional Assignments / Notes / Announcements

1. **ATTENDANCE AT SUPPORT GROUPS AND 12 STEP (AA) MEETINGS:** Please **note again:** Generally, no more than two students at a time should attend these groups. There are many groups from which to choose. Students should not sit together in the group and should be respectful of other attendees and not disrupt/distract and should not leave groups early. Please don't take notes or talk to the other student during the group. Remember that we are all human beings with strengths as well as weaknesses and there really is no "them and us". Think of yourself as *part of the group* you attend rather than as an aloof observer.
2. **Critical Thinking Class Points:** These 10 points will be assigned for: class participation in discussing critical thinking questions that are presented in the case study presentations, and by completing any critical thinking written exercises or other assignments. **This quarter this includes three Critical Thinking or "Response Papers": Suicide, Family Violence and Cultural Aspects of Mental Disorders.**
4. **Clinical Course Reminder:** Be sure to always have your **Bloodborne Pathogen info** on your clipboard in all clinical settings. **THIS IS VERY IMPORTANT.** Also have your **Clinical Evaluation Tool** with you and check it weekly, making notes on it as to what you are doing to meet the objectives. At ECH you must also have copies of your health status.
5. **Theory Course Objectives:** The course objectives are based on learning the following: (1) Theory of psychiatric disorders studied, (2) Self-understanding of the Nurse, and (3) Application of the steps of the Nursing Process (assessment through evaluation). The "structure"/organization of the course is the **NURSING PROCESS**. Please ask for clarification NOW if you have any questions about the course objectives and/or how to meet the objectives. Studying for exams is also best done by following the steps of the nursing process as applied to each psychiatric diagnosis plus memorizing/learning causes of disease, terminology, and medication treatment.

Regarding the Video Lab: If you are a visual learner, or if you wish to study more on any of the topics, please check the videos that are available in Marge's lab. The videos on Domestic Violence, Anxiety Disorders and Eating Disorders are highly recommended because we have less class time toward the end.