



A POLYTECHNIC INSTITUTION

School of Health Sciences
Program: Bachelor of Technology in Nursing
Option:

NURS 3038
Mental Health Nursing Practicum

Start Date: January, 2006

End Date: May, 2006

Total Scheduled Hours: 144 **Total Weeks:** 8
Hours/Week: 13 – Hospital Practicum
2 – Community Practicum

Term/Level: 3 **Course Credits:** 5.5
Seminar: 1 **Breaks:** 2

Prerequisites

Course No.	Course Name
NURS 2000	Applied Nursing Science 2
NURS 2030	Nursing Practicum 2
NURS 1050	Interpersonal Communication 1
PSYC 1101	Introduction to Psychology 1 or Sociology 1 [credit]
BHSC 2203	Physiology and Pathophysiology
Current CPR Certification	

NURS 3038 is a Prerequisite for:

Course No.	Course Name
NURS 4032	Nursing Practicum 4

NURS 3038 is a Corequisite for:

Course No.	Course Name
NURS 3036	Mental Health Issues in Nursing Practice

■ **Course Description**

NURS 3038 is a practicum course focusing on nursing care of clients who are experiencing changes in mental health and who require hospitalization and follow-up care and/or support in the community. Emphasis is placed on developing knowledge, skills, and attitudes relevant to the provision of holistic care of clients in all nursing contexts. The scope of practice includes recognition and consideration of client health needs in hospital and during continuing care. Context of practice: Adult acute in-patient psychiatric nursing units and a variety of community mental health services.

■ **Detailed Course Description**

The goal of NURS 3038 is to prepare a well-rounded student who will apply knowledge and understanding of mental health to the care of adolescents, adults, and elderly clients. The course will emphasize individual and family mental health as a key dimension of optimal health. Students will learn to assist clients to select choices that will support positive changes in their affect, cognition, and behavior (National Nursing Competency Project, 1997 and CRNBC, Competencies Required of the New Graduate, 2000).

■ **Evaluation**

- *Satisfactory/Unsatisfactory* standing based on student and instructor evaluation of course outcomes.
- Successful completion of a reflective journal.
- Assignment: Mental Health Care in the Community — Project and Presentation.
- Completion and review of Professional Learning Plan with instructor, Week 1, Week 4, and Week 8.
- All course components must be completed to achieve a passing grade.

■ Course Learning Outcomes/Competencies

Upon successful completion, the student will meet the course outcomes and related Standards of Practice determined by the CRNBC.

Standard #1: Responsibility and Accountability

Maintains standards of nursing practice and professional behavior determined by the CRNBC and the practice setting

Course Outcomes

- *Provides professional caring based on knowledge and skills.*
- *Implements technical skills competently with increasing confidence.*

Clinical Practice Indicators

- 1.1 Follows BCIT and practicum agency policies and procedures.
- 1.2 Demonstrates responsibility for own learning and actions.
- 1.3 Demonstrates accountability for attaining and maintaining a safe and ethical level of nursing practice.
- 1.4 Consistently arrives to mental health practicum experiences on time.
- 1.5 Consistently hands in all mental health practicum assignments on time.
- 1.6 Administers medications safely.
- 1.7 Performs other technical nursing skills safely.

Standard #2: Specialized Body of Knowledge

Bases practice on nursing science and on related content from other sciences and humanities

Course Outcomes

- *Provides professional caring based on knowledge and skills.*
- *Pursues shared meaning by communicating effectively with people.*
- *Uses systemic inquiry.*

Clinical Practice Indicators

- 2.1 Prepares (researches) for all assigned patients during the mental health practicum experiences.
- 2.2 Builds on knowledge of the continuum of mental health care, health promotion, and rehabilitation (with assistance).
- 2.3 Builds on knowledge of mental health to care for clients and/or client situations.
- 2.4 Builds on competency to care for clients with mental health issues.

■ **Course Learning Outcomes/Competencies (cont'd.)**

- 2.5 Builds on use of interpersonal communication theory when interacting with patients and members of the health care team.
- 2.6 Critically assesses, analyzes, and draws conclusions regarding client issues and other mental health practicum situations by:
- fully knowing the client and/or situation.
 - analyzing situations from a variety of theoretical perspectives.

Standard #3: Competent Application of Knowledge

Determines client status and responses to actual/potential health problems, plans interventions, performs planned interventions, and evaluates client outcomes

Course Outcomes

- *Provides professional caring based on knowledge and skills.*
- *Pursues shared meaning by communicating effectively with people.*
- *Uses systemic inquiry.*
- *Uses creative leadership skills to manage changing patient situations.*
- *Implements technical skills competently with increasing confidence.*

Clinical Practice Indicators

- 3.1 Demonstrates observational and interpersonal attitudes and skills when caring for individual(s) with mental health issues by:
- identifying and implementing knowledge based mental health care.
 - doing complete, focused, and ongoing mental status assessments of clients.
 - recognizing changes in client mental status and the need for alternative interventions.
 - collecting relevant health history data or when doing a formal mental health history.
 - doing suicide assessments and intervening to increase client safety.
 - assessing for effects and side effects of psychotropic medications.
 - assessing for and intervening with expressions of anxiety.
 - assessing for and intervening with expressions of anger/aggression (with assistance).
 - assessing for and intervening with selected psychosocial disorders.
- 3.2 Pursues shared meaning by communicating effectively with individuals (clients, health care professionals, families) in the mental health setting by:
- developing confidence interacting with people concerning mental health issues.
 - demonstrating interpersonal attitudes that facilitate positive connections with people.
 - recording in a clear, concise, relevant, legal, and timely way.
- 3.3 Uses systemic inquiry to make clinical judgments and/or decisions.
- 3.4 Uses creative leadership to manage changing patient situations by:
- developing independence, self-awareness, assertiveness, and initiative in the provision of nursing care.
 - setting priorities when planning and giving nursing care.
 - utilizing non-structured time in a purposeful, goal-directed way.

■ **Course Learning Outcomes/Competencies (cont'd.)**

- 3.5 Consistently administers medications from a knowledge base.
- 3.6 Implements required assessments prior to administration of medications and assesses for effects and side effects.
- 3.7 Educates clients regarding their medications.

Standard #4: Code of Ethics
Adheres to the ethical standards of the nursing profession

Course Outcomes

- *Provides professional caring based on knowledge and skills.*
- *Pursues shared meaning by communicating effectively with people.*

Clinical Practice Indicators

- 4.1 Develops and uses a variety of interpersonal skills and attitudes that respond in a positive, ethical, and helpful way to client issues and/or situations.
- 4.2 Maintains strict confidentiality of clients and client information.
- 4.3 Adheres to the CNA Code of Ethics.

Standard #5: Provision of Service to the Public
Provides nursing services and collaborates with other members of the health care team in providing health care service

Course Outcomes

- *Pursues shared meaning by communicating effectively with people.*
- *Develops collaborative partnerships with members of the health care team.*

Clinical Practice Indicators

- 5.1 Communicates effectively by reporting and consulting with appropriate health care team members about patient care.
- 5.2 Develops collaborative, professional, and respectful relationships with peers, instructor, and other members of the health team.
- 5.3 Participates and supports referrals for continuing and/or alternate care (with assistance) or provides patients with information about community resources.

■ **Course Learning Outcomes/Competencies (cont'd.)**

Standard #6: Self-Regulation

Assumes primary responsibility for maintaining competence, fitness to practice, and acquiring evidence-based knowledge and skills for professional nursing practice

Course Outcomes

- *Uses systemic inquiry.*
- *Monitors own practice, determines learning needs, and independently acts upon identified learning needs.*

Clinical Practice Indicators

- 6.1 Uses systematic inquiry to:
- reflect and examine own beliefs and values about mental health issues that may influence conclusions and nursing care.
 - reflect and increase understanding of practicum experiences and mental health issues.
- 6.2 Monitors own practice by:
- accurately evaluating own nursing practice/learning needs.
 - developing and implementing learning strategies in a learning plan.
 - seeking out and responding positively to feedback.
 - monitoring personal health.

■ **Process Threads Relevant to Course**

Professionalism: Students further develop an understanding of the professional nurse's role. They further develop a nursing knowledge base that is required for safe practice and analyze contextual influences. With assistance, students consider theoretical perspectives relevant to understanding individual, family, and mental health issues. They begin the process of assessing and intervening including effects of psychotropic medications, expressions of anxiety, anger/aggression, and selected psychosocial disorders. They begin to analyze data and develop care plans. They pursue shared meaning with individuals and families to establish partnership. They begin to consider the impact of mental health and illness on the individual/family and the influence of family interactions on mental health and illness. Students evaluate their care and incorporate a code of ethics consistent with professional practice. They perform mental status exams and suicide assessments and promptly recognize and respond to changing mental health status with patients. They identify determinants of health that place individuals and families at risk for mental health problems. Their experience with community mental health services broadens their understanding of the continuum of mental health care. With assistance, they incorporate health promotion, illness prevention, and rehabilitation into care planning.

Communication: Students dialogue with colleagues and teachers in the process of learning. They establish relationships with patients based on shared meaning and partnership with increasing independence. Students use therapeutic communication to assist patients to achieve mental health. With assistance, students document and report patient assessments including mental status and nursing care. They develop confidence interacting with people concerning mental health issues, and identify interpersonal processes that promote mental health in clients and families. Students teach using principles of teaching and learning.

■ **Process Threads Relevant to Course (cont'd.)**

Systematic Inquiry: Students are increasingly independent with critical thinking and use a variety of sources of knowing to guide care. They use a variety of theoretical perspectives to guide their practice. They are encouraged to discuss new understanding of mental health and their application to patients. Students anticipate alternate perspectives of nursing practice and explore their relevance and relationship to care.

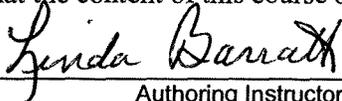
Professional Growth: Students take responsibility for their learning and for preparing information that is accurate and relevant. They reflect on their beliefs and values about mental health and illness. They consult with a variety of health professionals in hospital and community. They reflect on their experiences, recognize their limitations, and seek assistance. They value discussions of own performance. They share knowledge and experiences with colleagues and take responsibility for the debriefing sessions. Also, they are responsible and accountable for their actions and are becoming committed to professional growth.

Creative Leadership: Students appreciate the role of nurses in the health care system and understand their various components in their context of practice. They work to establish collaborative partnerships with colleagues. Self-direction and dialogue are essential to these partnerships. With assistance, students develop increased confidence, assertiveness, and initiative in the provision of nursing care. They gain knowledge of and are actively involved with the continuum of care for specific patients. Students manage changing patient situations with assistance. They participate in and support appropriate referrals for continuing and/or alternate care. Therefore, they are beginning to understand nursing leadership within this context of practice.

Technical Skills: Students are safe with technical skills and with assistance and show increasing confidence in their ability to modify skills to fit the context of practice. They review agency policy regarding skills.

■ **Verification**

I verify that the content of this course outline is current.



Authoring Instructor

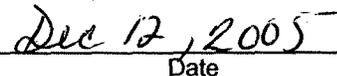


Date

I verify that this course outline has been reviewed.



Program Head/Chief Instructor

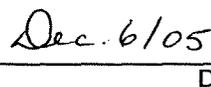


Date

I verify that this course outline complies with BCIT policy.



Dean/Associate Dean



Date

Note: Should changes be required to the content of this course outline, students will be given reasonable notice.

■ **Instructor(s)**

Linda Barratt (course leader)	Office Location: SE12-418	Office Phone: Information will be
Kathy Quee	Office Hrs.: as per instructor	E-mail Address: provided by instructor
Adrianna D'Ilio		
Michelle Penny		

■ **Learning Resources**

Required:

Videbeck, S.L. (2003). *Psychiatric Mental Health Nursing* (3rd ed.). Philadelphia: Lippincott.

A Health Assessment textbook.

A Pharmacology handbook.

A Laboratory Test and Diagnostic Procedure manual.

A Medical-Surgical Nursing textbook.

Recommended:

Gorman, L., Sultan, D., & Raines, M. (2002). *Davis' Manual of Psychosocial Nursing for General Patient Care* (2nd ed.). Philadelphia: F.A. Davis.

Ralph, I. (2003). *Psychotropic Agents: A Handbook for Mental Health Workers* (13th ed.). IGR Publications.

Schultz, J.M., & Videbeck, S.L. (2005). *Lippincott's Manual of Psychiatric Nursing Care Plans* (7th ed.). Philadelphia: Lippincott.

Prerequisite Work:

Students are expected to complete the **Mental Status Examination Self-Study Learning Guide** prior to the Mental Health practicum experience.

■ Information for Students

(Information below can be adapted and supplemented as necessary.)

The following statements are in accordance with the BCIT Student Regulations Policy 5002. To review the full policy, please refer to: <http://www.bcit.ca/~presoff/5002.pdf>.

Attendance/Illness:

In case of illness or other unavoidable cause of absence, the student must communicate as soon as possible with his/her instructor or Program Head or Chief Instructor, indicating the reason for the absence. Prolonged illness of three or more consecutive days must have a BCIT medical certificate sent to the department. Excessive absence may result in failure or immediate withdrawal from the course or program.

Academic Misconduct:

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances are prohibited and will be handled in accordance with the 'Violations of Standards of Conduct' section of Policy 5002.

Attempts:

Students must successfully complete a course within a maximum of three attempts at the course. Students with two attempts in a single course will be allowed to repeat the course only upon special written permission from the Associate Dean. Students who have not successfully completed a course within three attempts will not be eligible to graduate from their respective program.

Assignments:

Late assignments, lab reports, or projects will **not** be accepted for marking. Assignments must be done on an individual basis unless otherwise specified by the instructor.

Makeup Tests, Exams, or Quizzes:

There will be **no** makeup tests, exams, or quizzes. If you miss a test, exam, or quiz, you will receive zero marks. Exceptions may be made for **documented** medical reasons or extenuating circumstances. In such a case, it is the responsibility of the student to inform the instructor **immediately**.

Course Outline Changes:

The material or schedule specified in this course outline may be changed by the instructor. If changes are required, they will be announced in class.

Change of Practicum Group

Instructors reserve the right to make changes to practicum placements during the first week of the practicum experience.

Practicum hours may include days and evenings.

Conduct and Attendance

- Students will adhere to all aspects of the BCIT Policy for attendance (www.bcit.ca/~presoff/5201.htm#Policy).

NB: When absenteeism for NURS 3038 is over 10% (14.4 hours), the student will receive a letter from the instructor noting the absences and the student will be required to meet with the Program Head.

■ Information for Students (cont'd.)

- Students are expected to conduct themselves appropriately during all institute-related activities on and off campus (refer to BCIT policy www.bcit.ca/~presoff/5251.htm#Policy).

Expectations

1. Students are responsible for identifying learning goals and consulting with the instructor to discuss how to meet these goals.
2. A learning partnership is essential for successful completion of this course. Both student and instructor will communicate openly, will demonstrate respect in the relationship, and will work to establish and maintain a collaborative relationship. This can be achieved by:
 - discussing course outcomes to achieve shared understanding of them.
 - discussing progress towards meeting the achievement of course objectives.
 - conferring regularly throughout the course.
3. Students will attend a one-hour weekly practicum debriefing session. Students and the instructor have a joint responsibility to see that these sessions are meaningful. They will decide when the session will be scheduled each week and how the session will be structured.

Student Evaluation

Regular dialogue between instructor and students serves to promote learning and achievement of the course outcomes. Students are encouraged to make regular individual appointments with their instructors to discuss their progress toward meeting the course outcomes. All reflective journals and assignments must be completed to achieve a satisfactory standing in the course outcomes. At the end of the course the student must show evidence that the course outcomes have been met. The student and instructor will contribute to the final evaluation summary of outcome achievement. The instructor ultimately has the responsibility to recommend a Satisfactory or Unsatisfactory standing in this course.

Course Evaluation

Students have the right and the responsibility to evaluate the course. Ongoing feedback will be obtained from students who are currently in the course so that students' needs and course outcomes can be facilitated in a reasonable manner. At the end of term a written review is aimed at modifying the course for subsequent students.

Participation

1. Students will research patient information prior to the practicum experience. Students will be given their patient assignment at BCIT or over the phone the day before their clinical experience. Research is required before the clinical experience so that students have an understanding of the reason for hospitalization, type of illness, necessary assessments to be conducted, and the nursing care the patient(s) might require. **A written working plan of care is expected for each assigned patient and for each practicum day.** The practicum experience will occur on Wednesdays and Thursdays or Thursdays and Fridays. An additional two hours per week practicum experience focusing on mental health care in the community will be conducted independently by the student. This experience will include research of and visits to community agencies and programs and/or to individuals who provide mental health care in the community. The practicum assignment titled *Mental Health Care in the Community* will form part of the student's practicum experience.

■ Information for Students (cont'd.)

2. Safe nursing care is required. The instructor has the responsibility to assist students to provide safe and competent care for the patients. Students are expected to take responsibility for errors and to document them according to agency and BCIT policy. Students whose care is unsafe may be removed from the practicum setting. (See BCIT Nursing Program Student Guidelines, Policies, and Procedures.)

■ Assignment Details

Practicum Assignments and Details

There are three assignments that must be completed during the Mental Health practicum. They are:

1. Reflective Journal
2. Presentation of Mental Health Care in the Community
3. Professional Learning Plan (weeks 1, 4, and 8)
4. Self-Evaluation

Assignment Details: Reflective Journal

1. Students will keep a weekly journal during this course.
2. The instructor will discuss journal writing guidelines for this course during orientation week. The student's journal will be confidential between the student and the teacher. Sharing of any part of the student's or the instructor's writing will only occur when written permission has been given to do so.

Assignment Details: Professional Learning Plan

The purpose of this assignment is to promote student responsibility and accountability for own learning and professional growth. This assignment includes a two-part process. Part 1 involves ongoing self-evaluation of student progress toward meeting outcomes and sub-outcomes of the course. Part 1 is completed weekly and is handed in with the journals. The instructor will provide you with written and/or verbal feedback. Part 2 includes completion of a learning plan. This involves clear identification of learning needs and development of strategies toward meeting these needs. Ongoing monitoring and evaluation (making judgments) of progress is expected. Students will review the learning plan with their instructor at the beginning of the rotation, midterm, and at the final evaluation. Identified learning needs at the final evaluation will be carried over and communicated to the instructor for the subsequent practicum experience. The forms will be provided by your instructor.

Assignment Details: Mental Health Care in the Community

Purpose of this Assignment

The purpose of this assignment is:

- to assist students to gain meaningful knowledge of mental health care available in the community. This may include continuing care for individuals experiencing a chronic or specific mental health problem and/or services and programs geared towards the promotion and prevention of mental health.

How to do this Assignment

1. This assignment is to be completed independently by each student during **non-scheduled hours** (not during hospital practicum). Unscheduled hours are indicated on the Level 3 Class Schedule.

■ **Assignment Details (cont'd.)**

2. This assignment is divided into four parts:
 - A. planning
 - B. visit and data gathering
 - C. a presentation to practicum group, and
 - D. summary of findings to instructor.

All phases or parts of the assignment must be completed to achieve a satisfactory standing.

3. This assignment requires that students assume responsibility for setting up and attending an actual community experience. Students will be responsible for making initial contacts, identifying goals, roles, and expectations to agency personnel. Students will present themselves to agencies in a professional manner following the "Guidelines for Appearance and Deportment During Community Experience" included in this course outline.
4. This assignment requires that each student in the practicum group select a different community service and/or agency so that all students learn/gain a broad knowledge base of mental health care available in the community. Each student will present their findings to their practicum group.
5. This assignment requires ongoing consultation with the instructor. It is recommended that students seek direction from their instructors when contacting agencies so that requests are realistic, workable, and timely.

Planning (Weeks 1 and 2)

During the campus orientation, each student will be assisted to select an agency to visit as part of their community experience. Students may select an agency included in the community agency list provided or one of their choice with the approval of the instructor in charge of the course. A final list of placements will be posted on the bulletin board during Week 1 of the mental health practicum rotation. Once the list is posted students will make contact with their selected agency and set up a time for their visit. The initial contact and arrangements for the visit will be completed during Weeks 2 and 3 of the Mental Health rotation.

The student will then inform their practicum instructor of their arrangements in writing. This memo will include the name of the agency, date, time of visit, and person he/she will meet with.

Visit and Data Gathering (Weeks 3, 4, 5, or 6)

This phase includes the student's **actual** experience to a community mental health agency (approximately 2-4 hours in the agency) and the collection of information.

The student will collect the following information:

- names of agency, program, etc. being studied.
- length of time spent at the agency.
- theoretical basis of care being provided and/or goals of programs.
- goals and objectives of client(s) programs, services, etc., and how these are achieved.
- who provides the services you are studying. Identify names, titles, and qualifications (if appropriate).
- how to access mental health care provided by program/agency, etc.

■ **Assignment Details (cont'd.)**

- how and where does the mental health service you are studying fit into the overall services of a region and/or the province.
- your personal experience (thoughts and feelings) about the type of mental health care you studied.
- pamphlets, literature, etc. may be included as part of your presentation but not make up the whole of your presentation.

Following the community experience the student will organize the information collected for a 15–20 minute presentation and a two-page summary of findings to hand in to the instructor.

Presentation and Summary of Findings

During Week 7 each student in the practicum group will discuss their community mental health experience in a 10–15 minute presentation at a 2–4 hour scheduled seminar. You will be advised of the date, time, and place of the seminar by your practicum instructor. The two-page typed summary of your experience findings will be handed in to the instructor following the presentations.

Evaluation

The instructor will determine the final grade (satisfactory/unsatisfactory) for this assignment. To obtain a satisfactory grade, the student will have completed all parts of the assignment which include the plan, actual visit(s) to specific agency/program, adequate data collection, presentation of data collected (must include all areas outlined above), and a two-page, typed summary of findings. A satisfactory grade in this assignment is required to pass the course.

Guidelines for Appearance, Deportment, and Student Safety During Community Experiences

Clothing

1. Casual, comfortable, and appropriate clothes are to be worn during community experiences. Some inappropriate clothes are jeans, overalls, shorts, walking shorts, cargo pants, lululemon clothes, or tight clinging pants, short or tight skirts, halter tops, sleeveless tops, sheer or lace blouses, low cut and clinging tops, or t-shirts with slogans or jokes printed on them. Exposed midriffs are not acceptable.

Appropriate clothes are clothes that:

- do not leave your role, actions, or intentions open to misinterpretation.
 - enable you to participate fully in activities
 - demonstrate healthy role modeling for clients
 - are not provocative or confusing to clients or health care members
 - project a professional image.
2. Your BCIT name pin must be worn.

Deportment

1. You must phone the agency you will visit **before** you make an appearance.
2. Identify yourself and your school clearly to contacts and agency personnel.
3. Clearly state your goals for the visit. It is suggested that you use the Assignment details: Mental Health Care in the Community (in this course outline) when making contacts and setting up your visits. It is also suggested that you bring your course outline to show agency staff what the assignment is about. Give the agency a few dates when you can attend. Do not expect to be seen the same day or next day of your call.
4. You are expected to be courteous with and respectful to all agency staff and clients you will meet (see BCIT policy for student conduct www.bcit.ca/~presoff/5251.htm#Policy).
5. You are expected to keep all information concerning agency clients confidential.
6. **You are expected to write a handwritten thank you note to the agency and/or contact person once you have completed the experiences.**

Safety

1. Conduct all community experiences during daylight hours.
2. If your agency is in an area of the city unfamiliar to you, plan your route carefully before you leave.
3. Take a classmate with you if you are apprehensive about going to an agency by yourself.
4. If at any time you feel unsafe during your visit, leave the agency and contact your instructor to debrief.

Schedule

GROUP 1

Week of Number	Outcome/Material Covered	Assignment	Due Date
Week 1	Orientation to hospital practicum	1. Mental Status Examination Self-Study Guide 2. Begin work on "Mental Health Care in the Community" assignment 3. Journal* 4. Review of Professional Learning Plan*	January 12
Week 2	Hospital and community practicum	1. Journal and Self-Evaluation* 2. Continue work on "Mental Health Care in the Community" assignment	
Week 3	Hospital and community practicum	1. Journal and Self-Evaluation* 2. Submit information to clinical instructor regarding plans for "Mental Health Care in the Community" experience	January 27
Week 4	Hospital and community practicum	1. Journal and Self-Evaluation* 2. Review of Professional Learning Plan*	
Week 5	Hospital and community practicum	1. Journal and Self-Evaluation*	
Week 6	Hospital and community practicum	1. Journal and Self-Evaluation*	
Week 7	Hospital and community practicum	1. Journal* 2. Self-Evaluation and Professional Learning Plan* 3. Meet with practicum group to present data collected for the "Mental Health Care in the Community" (2 Hours)	TBA by your practicum instructor
Week 8	Hospital practicum	Final Self-Evaluation and discussion of Professional Learning Plan	March 3

* Journals and self-evaluations are to be submitted weekly on day agreed upon by each clinical group instructor.

Schedule

GROUP 2

Week off/ Number	Outcome/Material Covered	Assignment	Due Date
Week 1	Orientation to hospital practicum	1. Mental Status Examination Self-Study Guide 2. Begin work on "Mental Health Care in the Community" assignment 3. Journal* 4. Review of Professional Learning Plan*	March 9
Week 2	Hospital and community practicum	1. Journal and Self-Evaluation* 2. Continue work on "Mental Health Care in the Community" assignment	
Week 3	Hospital and community practicum	1. Journal and Self-Evaluation* 2. Submit information to clinical instructor regarding plans for "Mental Health Care in the Community" experience	March 31
Week 4	Hospital and community practicum	1. Journal and Self-Evaluation* 2. Review of Professional Learning Plan*	
Week 5	Hospital and community practicum	1. Journal and Self-Evaluation*	
Week 6	Hospital and community practicum	1. Journal and Self-Evaluation*	
Week 7	Hospital and community practicum	1. Journal and Self-Evaluation* 2. Self-Evaluation and Professional Learning Plan* 3. Meet with practicum group to present data collected for the "Mental Health Care in the Community" (2 Hours)	TBA by your practicum instructor
Week 8	Hospital practicum	Final Self-Evaluation and discussion of Professional Learning Plan	May 5

* Journals and self-evaluations are to be submitted weekly on day agreed upon by each clinical group instructor.

