

SAN DIEGO CITY COLLEGE  
NURSING EDUCATION 203  
PSYCHOSOCIAL AND GERONTOLOGICAL NURSING

**CLINICAL PERFORMANCE OBJECTIVES: PSYCHOSOCIAL**

Upon completion of this unit of study and when assigned a client, the learner will utilize effective critical thinking skills in each clinical situation and function as a:

**PROVIDER OF CARE** by demonstrating the following competencies:

**1.0 Assessment:**

- 1.1 Perform a comprehensive nursing assessment based on the client's ability to maintain physiologic and psychosocial integrity utilizing the:
  - 1.1.1 Basic Needs Assessment Tool
  - 1.1.2 Psychiatric Interview
  - 1.1.3 Mental Status Examination
  - 1.1.4 Client/Family Interview
- 1.2 Apply theoretical concepts to the clinical situation by identifying:
  - 1.2.1 unmet needs
  - 1.2.2 defense mechanisms
  - 1.2.3 family dynamics and resultant effects
  - 1.2.4 knowledge deficits
- 1.3 Identify client behaviors which:
  - 1.3.1 assist in meeting needs
  - 1.3.2 interfere with meeting needs
- 1.4 Identify behavioral patterns, stressors and their effects
- 1.5 Identify changes in health status that affect the client's ability to meet needs
- 1.6 Assess significant factors which affect the client's ability to meet the needs of love, belonging, and self-esteem

**2.0 Diagnosis:**

- 2.1 Identify actual and at risk client problems from an assessment of unmet needs
- 2.2 Select a nursing diagnosis from the accepted North American Nursing Diagnosis Association (NANDA) list, on the basis of analysis and interpretation of data
- 2.3 Identify potential complications associated with the client's medical diagnosis(es)

**3.0 Planning:**

- 3.1 Participate with the client, family, significant others and members of the health care team to plan outcomes and interventions in commonly occurring dysfunction such as:
  - 3.1.1 maturational or situational crisis
  - 3.1.2 stress/anxiety behaviors or reaction
  - 3.1.3 affective disorder
  - 3.1.4 schizophrenia
  - 3.1.5 substance abuse

- 3.2 Develop a written plan of care that incorporates data related to the client's physiological, psychological, sociocultural, spiritual and biophysical unmet needs and strengths
  - 3.2.1 formulate individualized client outcomes which are realistic, measurable and contain a target date
  - 3.2.2 select interventions based on knowledge of anatomy and physiology, pathophysiology, growth and development, pharmacology, nutrition, social/behavioral sciences, and nursing theory
- 3.3 Establish priorities for care based on recognition of the client's unmet needs and nursing diagnoses
- 3.4 Select appropriate methods of instruction utilizing standardized or student-designed teaching plans

#### **4.0 Implementation:**

- 4.1 Implement the plan of care according to priority of outcomes in response to client needs
- 4.2 Adjust priorities for nursing interventions as a client's situation changes
- 4.3 Provide procedurally safe care by performing assigned skills according to written module/campus lab presentation guidelines, utilizing medical/surgical asepsis and universal precautions
- 4.4 Provide legally safe care:
  - 4.4.1 follow agency directed policies and procedures
  - 4.4.2 function within the legal scope of a nursing student
  - 4.4.3 share pertinent client data with appropriate agency staff and instructor
  - 4.4.4 provide client with accurate information
- 4.5 Perform efficient care in an organized and timely manner
- 4.6 Implement established, routine nursing interventions with related health teaching for a client with a **psychiatric/mental health dysfunction**: therapeutic interactions, implementation of the therapeutic regime, administration of psychotropic medications, strategies to enhance feelings of self-esteem, love and belonging, instructions in home health regime, participation in multidisciplinary approach to care, and child, adolescent and gerontologic adaptations
- 4.7 Provide for physical and psychological safety of the client
- 4.8 Promote a climate conducive to maintenance or restoration of the client's ability to carry out activities of daily living
  - 4.8.1 participate in activities including groups, classes, and recreational therapy
  - 4.8.2 accept client at level of functioning
- 4.9 Develop a therapeutic relationship that assists the client, family or significant others to cope with and resolve problems:
  - 4.9.1 utilize appropriate non-verbal skills, effective listening skills, expression of feelings which are honest and respectful, and appropriate self-disclosure
  - 4.9.2 implement interventions that are appropriate to each of the phases of a therapeutic relationship
- 4.10 Implement three client/nurse formulated strategies per week to assist the client in achieving outcomes
- 4.11 Perform dependent nursing functions as outlined in the agency's Kardex/Physician Orders

- 4.12 Utilize facilitative communication techniques in client, family, significant other, and health team member interactions, focusing on:
  - 4.12.1 the therapeutic relationship with client/family/ significant other
  - 4.12.2 a purposeful interview to assess physiological and psychosocial needs
  - 4.12.3 preventive health maintenance information
  - 4.12.4 restorative and rehabilitative information
  - 4.12.5 collaborative team relationships
- 4.13 Implement health teaching related to prevention of illness, maintenance of wellness, restoration and rehabilitation, following standardized educational plans (textbooks, hospital or community agency) as well as independently designed teaching plans
- 4.14 Report and document client behaviors and pertinent diagnostic values which reflect a significant change in client's status
- 4.15 Maintain a supportive environment which fosters a client's independence
- 4.16 Promote the rehabilitation potential of the client
- 4.17 Provide for continuity of care in the management of chronic health care needs
- 4.18 Initiate multidisciplinary referrals on the basis of identified client needs and availability of health resources

**5.0 Evaluation:**

- 5.1 Compare and evaluate the client's behavioral outcomes with expected outcomes
- 5.2 Evaluate teaching by noting changes in the client's behavior
- 5.3 Evaluate the client's response to medications and procedures to ascertain effectiveness and untoward effects
- 5.4 Modify the client's plan of care based on continuous evaluation of the client's behavior

**MANAGER OF CARE** by demonstrating the following competencies:

- 1.0 Support the client's right to make decisions regarding care
- 2.0 Interact with members of the health care team in a collegial manner, including verbal, nonverbal, written, and technological means
- 3.0 Inform staff in a timely manner of significant changes in client's status and review pertinent data with them upon completion of client care
- 4.0 Assess appropriateness/safety of defined treatment plan and discuss the plan, including scientific rationale, with the instructor
- 5.0 Utilize appropriate channels of communication to accomplish goals related to delivery of client care, including participation in client care conferences
- 6.0 Serve as a client advocate
- 7.0 Seek assistance from the instructor and other members of the health care team when the situation encountered is beyond the learner's knowledge and experience
- 8.0 Practice in a cost-effective manner
- 9.0 Follow agency's policies and procedures during codes, drills and other emergencies
- 10.0 Document information accurately on all agency forms

**MEMBER WITHIN A DISCIPLINE** by demonstrating the following competencies:

- 1.0 Describe the nursing role as practiced in:
  - 1.1 Therapeutic group process
  - 1.2 Behavior modification therapy
  - 1.3 Family therapy
- 2.0 Demonstrate professional responsibility by:
  - 2.1 Preparing for clinical assignment with independent research of client data:
    - 2.1.1 define the client's psychiatric/mental health diagnosis according to the criteria listed in the Diagnostic & Statistical Manual of Mental Disorders (DSM-IV)
    - 2.1.2 explain physiology/dynamics related to the psychiatric/mental health dysfunction
    - 2.1.3 briefly list nursing assessment data relevant to psychiatric/mental health dysfunction
    - 2.1.4 explain nursing implications related to the client's medication regime and prescribed diet
    - 2.1.5 select a minimum of three nursing diagnoses which are commonly related to the psychiatric/mental health dysfunction
    - 2.1.6 formulate an anticipated plan of care based on data obtained from the instructor and pre-clinical research
    - 2.1.7 review all nursing procedures to be implemented
  - 2.2 Verifying planned actions:
    - 2.2.1 review the anticipated plan of care/assignment with the instructor during pre-conference
    - 2.2.2 obtain a clarification report from appropriate nursing staff member before initiating client care
  - 2.3 Following appropriate protocol with procedures/skills:
    - 2.3.1 review physician orders and assess appropriateness and safety of orders for individual client and discuss with instructor
  - 2.3.2 check with instructor prior to performing any procedure
    - 2.3.3 review written module/campus lab presentation guidelines
    - 2.3.4 review agency policies and procedures
    - 2.3.5 state scientific rationale for the procedure/skill
    - 2.3.6 perform the procedure in a safe, organized manner
    - 2.3.7 evaluate and document outcome of procedure
  - 2.4 Applying the nursing process to each clinical situation:
    - 2.4.1 identify one actual nursing diagnosis, one short term outcome and three interventions and share this data during pre-conference or with the instructor on an individual basis
    - 2.4.2 evaluate if client outcomes have been achieved and share this data during post-conference or with the instructor on an individual basis
- 3.0 Demonstrate an awareness of self by:
  - 3.1 Examining own ideas, feeling, and behaviors. Areas to explore and share in conferences, or privately with the instructor may include:
    - 3.1.1 a learning objective for the day
    - 3.1.2 personal reactions to clinical experiences
    - 3.1.3 insights, new ideas, theories

- 3.1.4 an ethical dilemma
- 3.1.5 application of concepts presented in class or from research
- 3.1.6 interactions and experiences with health care providers
- 3.2 Recognizing and accepting learning potentials and limitations
- 3.3 Evaluating own performance in the anecdotal note, by the end of each clinical week
- 4.0 Incorporate ethical/legal standards of nursing practice when providing client care
- 5.0 Maintain confidentiality of information
- 6.0 Support peers and agency personnel in the delivery of client care
- 7.0 Use resources for continuous learning and development
- 8.0 Use constructive criticism and suggestions for improving nursing practice
- 9.0 Demonstrate personal responsibility by:
  - 9.1 Arriving at the assigned clinical facility on time
  - 9.2 Informing both school and agency of absence or tardiness prior to the designated arrival time
  - 9.3 Adhering to the defined school and agency dress code, including appropriate identification
  - 9.4 Submitting all written assignments on time and in correct format. Assignments may include, but are not limited to:
    - 9.4.1 Case studies
    - 9.4.2 Process recordings
    - 9.4.3 Client assessments
    - 9.4.4 Research topics
    - 9.4.5 Structured journals
  - 9.5 Participating in pre-conferences and post-conferences, including:
    - 9.5.1 appropriate sharing of information
    - 9.5.2 showing respect for other contributors by being attentive, listening and sharing available time
- 10.0 Demonstrate the application of theoretical knowledge to the clinical situation through the use of written assignments. Assignments may include, but are not limited to:
  - 10.1 Basic needs assessment
  - 10.2 Client care plan
  - 10.3 Client case study
  - 10.4 Process recording
  - 10.5 Research topic
  - 10.6 Structured journal
- 11.0 Demonstrate truthfulness and honesty throughout the nursing program in:
  - 11.1 Interactions with others
  - 11.2 Documentation
  - 11.3 Performance of required skills (medications, treatments)