

ORIGINATOR'S SECTION:	
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016
2. Current Course abbreviation and Number: NURS 535C	

RECEIVED

MAR 28 2016

BY: _____

TYPE OF CHANGE(S). Check all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input checked="" type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input checked="" type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input checked="" type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section– both current and new – is required only for items checked () above.

NEW INFORMATION:

CURRENT INFORMATION:

3. Title: Advanced Field Study: Management of Mental Health Clients and Families across the Life Span- II	Course abbreviation and Number: Title: <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i> Advanced Field Study: Mental Health Management of Groups and Families with Mental Health Needs Across the Lifespan
4. Abbreviated Title for Banner <i>(no more than 25 characters):</i> Man MH Clients II NP	Abbreviated Title for PeopleSoft: <i>(no more than 25 characters, including spaces)</i> Adv Field MH Groups Famil
5. Number of Units:	Number of Units:
6. Catalog Description: This clinical practicum allows for the immersion of the Psychiatric Family Nurse Practitioner in the role of the advanced practice nurse in a variety of community settings. Using foundations of theory, research, and other evidence based practice principles students will address the complex needs of individuals, groups, and families with psychiatric disorders. The emphasis will be on the application of sound clinical decision making and diagnostic reasoning skills. Students will be mentored by an experienced Psychiatric Nurse Practitioner in the activities expected in the role. The minimum requirement for this practicum is 180 hours.	Catalog Description: <i>(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)</i> Clinical practicum focuses on the role of the advanced practice psychiatric mental health nurse in assessment, diagnosis and treatment planning for groups and families across the lifespan. Emphasis is placed on the role as a member of the interdisciplinary team. Incorporates psychotherapeutic modalities used with groups and families with mental health needs. The minimum requirement for this practicum is 180 hours. <i>Prerequisite NURS 533C Corequisite NURS 534B</i>

7. Mode of Instruction* (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture			Lecture		
Activity			Activity		
Lab			Lab		

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:

NEW INFORMATION:

<p>8. Grading Method:*</p> <input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP))	<p>Grading Method:*</p> <input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP))
<p>9. If the NP or CP grading system was selected, please explain the need for this grade option.</p>	
<p>10. Course Requires Consent for Enrollment?_</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair	<p>Course Requires Consent for Enrollment?_</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair
<p>11. Course Can be Taken for Credit More than Once?</p> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)	<p>Course Can be Taken for Credit More than Once?</p> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)
<p>12. Is Course Cross Listed: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course</p>	<p>Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.</p>
<p>13. Prerequisite(s): <i>NURS 502, 503A, 504, 506</i></p>	<p>Prerequisite(s): <i>NURS 533C</i></p>
<p>14. Corequisite(s): <i>Enroll Req: NURS 534B.</i></p>	<p>Corequisite(s): <i>NURS 534B</i></p>
<p>15. Documentation attached: <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline</p>	

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? Yes No
 If yes, please specify:
 This is a required course in the MSN concentration – Advanced Practice Nurse- Psychiatric Mental Health Nurse Practitioner Track and Post-Certificate program

17. Does this course change impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Check "yes" if the course is cross-listed. Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline	Signature	Date	Support	Oppose
Discipline	Signature	Date	Support	Oppose

18. Reason(s) for changing this course:
 The course was updated to be in alignment with the new curricular standards from the National Organization of Nurse Practitioner Faculties (2013) and the ANCC National credentialing exam.

SIGNATURES : (COLLEGE LEVEL) :

<i>Lydea Greiner / MC Romig</i>	<i>3/16/16</i>
1. Originator (Please Print)	Date
<i>Denise M. Boren</i>	<i>3/16/16</i>
2. Program Director/Chair	Date
<i>[Signature]</i>	<i>3/17/16</i>
3. College Curriculum Committee	Date
<i>[Signature]</i>	<i>3/17/16</i>

(UNIVERSITY LEVEL)

5. UCC Committee Chair	Date
6. Vice President for Academic Affairs (or Designee)	Date
7. President (or Designee)	Date

CURRENT INFORMATION:

4. College Dean (or Designee)

Date

NEW INFORMATION:

COURSE SYLLABUS
CSUSM School of Nursing

**NURS 535C: Advanced Field Study: Mental Health Management of Groups and Families with
Mental Health Needs Across the Lifespan**

Faculty:

Professor:

Phone:

Email:

Office Hrs: By appointment

Course Units: 4 Units

Course Day and Time: TBD

Course Location: TBD

Course Description:

Clinical practicum focuses on the role of the advanced practice psychiatric mental health nurse in assessment, diagnosis and treatment planning for groups and families across the lifespan. Emphasis is placed on the role as a member of the interdisciplinary team. Incorporates psychotherapeutic modalities used with groups and families with mental health needs. The minimum requirement for this practicum is 180 hours.

Prerequisite: NURS 533C Corequisite: NURS 534B

Course Objectives:

<u>Student Objectives:</u>	<u>Graduate PSLOs:</u>
Upon successful completion the student will be able to: <ol style="list-style-type: none">1. Collaborate with the multidisciplinary team and clients to develop culturally-sensitive evidence-based treatment plans for groups and families.2. Incorporate families and community resources in treatment planning for individuals.3. Use theory and current evidence to discuss group and family treatment options.4. Implement group and family psychotherapeutic interventions.5. Evaluate effectiveness of interventions.	<ol style="list-style-type: none">1. Apply theoretical and empirical knowledge at the advanced level.2. Conduct and critically analyze research to apply sound clinical decision-making.3. Recognize team dynamics and develop care management plans.4. Evaluate health care professional collaboration to improve and formulate health care delivery systems.5. Recognize diversity and provide culturally sensitive care.

University and Program Policies (those marked with an * are required elements of the syllabus)

Please note this syllabus is subject to change by faculty.

***University Credit Hour:**

Students are expected to spend a minimum of two hours outside of the classroom for each unit of credit engaged in learning. This course is a 4 unit course requiring 8 hours per week of outside classroom on assigned learning activities for the course.

***Special Assistance:**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, and by email sent to dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with faculty during office hours in order to ensure confidentiality.

***Social Media:**

The CSUSM SON Social Media Policy (available in the Student Handbook and posted in the Cougar Course) and will be followed by all students.

***Attendance Policy:**

All students are expected to attend each scheduled class meeting. If you will be absent for any reason you must contact the instructor via cell phone and e-mail with as much advance notice as possible. The format of this course is interactive and the absence of any student will impact the experience for all.

***Late Work:**

Work that is submitted after the posted due-date will not be accepted unless otherwise stipulated below.

***Civility and CSUSM Community Values:**

CSUSM strives to be a community where students demonstrate respect, for oneself, and for others. Treatment of others with dignity, and behaviors which promote a physically and psychologically safe, secure, and supportive climate is expected of all students. Enabling all community members to engage as full and active participants where the free flow of ideas is encouraged and affirmed.

***University Writing Requirement:**

Written assignments in this course fulfill the 2500 word requirement and must follow APA guidelines. Please refer to the required 6th edition of the APA Publication Manual.

***Student Academic Honesty Policy:**

Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University. For more information, refer to the full Academic

Honesty Policy at http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

***Confidentiality:**

Students will maintain confidentiality on all personal and sensitive information obtained in this course. This includes, but is not limited to, avoiding discussions that would allow others to identify the subject of the information and removing names from course papers/class assignments. To discuss patient information in a student forum you may use initials or a name that is not the patient's. Failure to protect the privacy of others is a violation of the Health Information Protection and Privacy Act (HIPPA).

***Core Competencies:**

The National Organization of Nurse Practitioner Faculties (NONPF) and the American Association of Colleges of Nursing (AACN) developed the nine core competencies for all nurse practitioners and population focused competencies for psychiatric mental health nurse practitioners and other nurse practitioners. The Competencies can be found in the CSUSM Graduate Student Handbook. Appendices are incorporated in the specific objectives and expected learning outcomes in all courses and in the program. Students are responsible for reviewing the competencies at the beginning of each semester as part of their ongoing self evaluation during their course of study.

***Course Expectations:**

Responsibilities of Clinical Faculty

1. Ensure that the preceptor has received and understands the Graduate Preceptor Guidelines Handbook, Graduate Program Preceptor Profile, course syllabus, and the Preceptor Clinical Evaluation Form.
2. Arrange meetings with the preceptor, student and faculty during the semester for evaluation purposes
3. Provide immediate consultation and/or support of the preceptor when needed or when problems are reported
4. Communicate with the student's preceptor to assess student progress a minimum of two visits/semester. These visits are on-site and should include time with the student for self-assessment.
5. Collect mid-term and final Preceptor Evaluation of Student Performance from each student.
6. Use clinical objectives as outlined on the syllabus and Faculty Evaluation of Student Performance to document the students' progress and specify satisfactory/unsatisfactory completion of clinical competencies.
7. Collaborate with the student to complete the Student Evaluation of Preceptor form at the end of the semester.
8. Provide contact information to preceptor.

Responsibilities of the Preceptor

1. The preceptor will provide a setting in which the student will function in the role of an advanced practice nurse and gain experience in clinical practice
2. The preceptor will function as a role model to provide clinical teaching and supervision for the student in the assessment, diagnosis, and treatment of patients.
3. The preceptor will adhere to institutional policies regarding co-signing of all records and orders written by the nurse practitioner student.
4. The preceptor will agree to meet twice each semester with the clinical faculty to discuss student's progress and learning needs
5. The preceptor will complete the Preceptor Evaluation of Student Performance at mid-term and at the end of the semester.
6. The preceptor will notify the clinical faculty immediately when the student's performance is unsatisfactory or in question.

Responsibilities of the Student

1. The student will read the Graduate Preceptor Guidelines Handbook.
2. The student will establish a mutually agreeable schedule for clinical time with the preceptor. He/she will come to the clinical experience prepared to perform in accordance with the assigned learning activities in accordance with the course.
3. The student will follow policies and procedures established in the practicum site and will keep the preceptor informed about cases and learning activities.
4. The student will function under the Nurse Practice Act statutes and regulations for expanded nursing roles. Students of California State University San Marcos School of Nursing are covered by the Student Blanket Medical Liability Insurance. Students are required to have current RN liability insurance; documentation must be on file with the School of Nursing staff.
5. The student will participate in regularly scheduled conferences with the preceptor and faculty to discuss progress, problems, and learning needs.
6. The Student will maintain accurate records of clinical time and experiences on the N-Track Clinical Log systems.
7. The Student will complete the Student Site Evaluation which is sent out electronically at the end of each semester, and Student Preceptor Evaluation.

***Grading**

The grade for this clinical practicum will be assigned on the basis of the Faculty Evaluation of Student Performance, participation in weekly supervision, and written assignments. There are two parts to the course grade: patient care activities, and written & oral reports that demonstrate theoretical-clinical synthesis. The student must successfully meet expectations on the Faculty Evaluation of Student Performance AND complete the written assignments with a grade of C or better in order to pass this course.

Students will receive a written mid-term evaluation from both his/her preceptor and clinical faculty. If the student has not achieved the behavioral objectives, a learning plan will be developed to assist the student in meeting the objectives by the end of the semester.

Failure to meet the objectives, at the level indicated on the Faculty Evaluation of Student Performance will result in a failing grade for this course, regardless of the grades on the written assignments.

Please note that in order to “meet expectations” for the clinical portion of this course (i.e., pass), students must achieve student expectations in a minimum of 80% of the items on the evaluation by the end of the clinical experience AND demonstrate safe, competent practice throughout the entire clinical experience. Five objectives on the clinical evaluation specifically address safe, competent practice. Students who do not provide safe, competent care will not pass this course and will receive a grade of “F”, regardless of the grade on the written work. To be considered a safe, competent practitioner a student must:

1. Seek appropriate assistance from preceptor prior to implementing proposed treatment plans.
2. Demonstrate safe practice consistent with clinical agency policies and evidence-based practice guidelines.
3. Maintain accurate and verifiable documentation including clinical hours.
4. Identify the influence of his/her own behaviors, beliefs, and values on the provider/client interaction.
5. Demonstrate awareness of own behaviors, beliefs, and values (countertransference) during interactions with clients.

Course Expectations:

Written Assignments

All written assignments are to be submitted typed in 12-point font (Ariel or New Times Roman) and double spaced. Students are required to follow the writing and citation directions found in the most recent edition of the American Psychological Association Publication Manual. All papers are due by date and time posted in

the syllabus. If an emergency situation should occur, contact the instructor to arrange for an alternate date to submit the assignment that is due.

Journals (5 points each)

The purpose of keeping a journal is to provide the learner with opportunities to identify one's perceptions, experiences, understanding and questions regarding the advanced practice role in a clinical setting. Journaling allows the student to analyze and document subjective and objective experiences as she/he develops expertise in the advanced practice role. (Course objective #1)

Students are expected to apply relevant course material including theories, research and applicable best practice principles from classroom reading and discussions as they reflect on their clinical experiences and professional growth. Journaling allows the writer to identify and reflect on his or her own strengths and challenges in the practice of nursing. For this assignment, students are requested to link each journal entry to a course objective. For some journals, specific course objectives or other writing prompts may be assigned. It will be difficult to complete each journal assignment in less than 3 double-spaced pages.

Each journal entry will consist of five parts which are outlined below. The majority of the journal should be devoted to items #3 and #4.

1. The relevant course objective as stated in the objective (no additional narrative required)
2. A description of the clinical experience that occurred (1 page limit)
3. **The student's personal reactions to the individuals or groups involved (e.g., client, family, clinicians) and setting. (i.e., What thoughts and feelings were generated in the interaction?)**
4. **An analysis of the effectiveness of the student's response (i.e., How did you respond and what might you have done differently? How did your personal reactions influence the interaction?)**
5. The relationship between the event, the student's actions, and the course objective, including a self-appraisal of student's progress toward meeting the objective.

Standardized Patient Encounter (40 points):

The purpose of this assignment is to demonstrate the student's ability to function in the advanced practice role as evidenced by conducting a focused assessment and developing an appropriate treatment plan that includes pharmacologic and non-pharmacologic interventions, and health promotion. (Course objectives # 1, 2, 4, 6)

1. Each student will be provided with an opportunity to interact with and assess a "standardized patient" during the course of the semester during one of the scheduled class times. (Tentative date: March 4) Students will be provided a copy of the client's initial outpatient assessment and the discharge summary from her recent hospitalization. The student will complete a focused follow-up assessment and will develop a plan of care. The write up (follow up note) will include:
 - a. Focused assessment including all areas appropriate for presenting problem
 - b. Recommended pharmacologic treatment including drug name, dose, rationale for use, and appropriate patient education
 - c. Recommended psychotherapeutic interventions including health promotion strategies, with appropriate patient education
 - d. Self-evaluation of the SP encounter (rubric provided)
 - e. Each component is worth 25% of the grade.

Group Process Paper (35 points)

The purpose of this assignment is to demonstrate the student's ability to apply principles of group therapy to the care of individuals, families, and groups across the lifespan. (Course Objective #1)

Using 4-5 meetings of a weekly therapeutic group in the clinical setting, each student will write a 1700 word paper describing the evolution of the group through the “stages” of group process. (See Trotzer, chapter 4 for discussion of this topic).

Process Recording (20 points)

The purpose of this assignment is to demonstrate the student’s ability to apply principles from a variety of care models to the delivery of advanced practice nursing care. (Course Objectives #3 and #5). The process recording template and rubric are attached to the syllabus. Please note that 40% of the grade for each process recording is derived from the analysis of the NP student/patient interaction. It is far less important that you “say everything right” than that you are able to analyze the communication and identify the impact of your own thoughts, feelings, and attitudes on the communication and what you might have said/done differently.

Each student will complete one process recordings, which must be completed during a one-on-one session with a client (preferably not a psychiatric evaluation or follow up for medication management). The process recording may be read by students and faculty during supervision to provide feedback. Each student will bring one printed copy for each class member; all identifying information including age, initials, and site must be removed from the printed document. At the conclusion of the class the printed documents will be shredded before being discarded.

Standard Grading Scale:

Letter Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	< 60

Assignment	Due Dates	Points
Student Journals	Week 4, 8, 12	15
Standardized Patient Encounter	TBD	40
Group Process Paper	Week 10	35
Process Recording	Week 6	20
Total Points		100

Required Textbooks:

American Nurses’ Association. (2014). *Psychiatric-Mental health nursing: Scope and standards of practice*. (2nd ed.). ISBN-13: 978-1558105553

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th Ed.). Arlington VA: American Psychiatric Association. IBSN - 978-0890425558

Patterson, J., Williams, L., Edwards, T.M., Graut-Grounds, C., Chamow, L., & Sprenkle, D.H. (2009). *Essential skills in family therapy: From the first interview to Termination*. New York: Guilford Press. ISBN-13: 9781606233054

Trotzer, J. (2006). *The counselor and the group: Integrating theory, training and practice*. (4th edition). Taylor Francis. ISBN-13 9780415951975

Supervision Guidelines and Expectations

N 535C and N 5359

Fall 2015

Each student will have 10 hours of supervision provided by CSUSM faculty.

- Group supervision will be provided in five two-hour sessions throughout the course of the semester.
 - The dates of these sessions are: January 28, February 11, March 4, March 25, and April 15.
 - Time: 5 – 7pm. Location: County Hospital, Rosecranz St., San Diego. Supervision is mandatory and all students are expected to arrange their schedules to be at these five sessions.
- Individual visits with students and preceptors will occur at midterm and at the end of the semester.
- **IT IS THE RESPONSIBILITY OF THE STUDENT TO ARRANGE FOR THESE VISITS WITH THEIR PRECEPTOR AND FACULTY**
 - Mid-term meetings should be scheduled between February 22 and March 7.
 - Final meetings should be scheduled between April 19 and May 8.
- Supervision is not optional.
- Students will be expected to arrive for supervision prepared to participate actively in a discussion focused on patient-student interaction. The purpose of supervision is to identify facilitators and barriers to effective practice as an advanced practice nurse. Students will be expected to complete the assigned work to contribute meaningfully to the discussion.
- Supervision is not a time to discuss logistical problems, scheduling difficulties, etc. Those issues should be discussed with the faculty member individually.
- Supervision is a time to discuss successes and challenges and to solicit and accept constructive feedback from student colleagues.
- Discussion will include case discussion based on journals and process recordings.
- Supervision is a safe environment where students may discuss freely—the content of discussions in supervision is not to be shared with each other outside of supervision, with other colleagues, family, etc.
- Additional individual supervision may be scheduled at the discretion of the faculty or request by the student. Additional supervision hours (over 10) may not be counted toward clinical hours.

PROCESS RECORDING RUBRIC AND TEMPLATE
N533C, N535C and N539C
Spring 2015

PURPOSE

The process recording is a *verbatim*, written account of an interaction between a client and student. Through the reconstruction of the interaction, **the student is provided with an opportunity to retrospectively examine and analyze his/her facilitative communication skills and therapeutic use of self and the client's contribution to the interaction.** The student analyzes what is said (the content) and the flow of the interaction (the process). This analysis can help the student to increase awareness of his/her own feelings, values, attitudes, expectations, assumptions and beliefs, and how they influenced the interaction with the client. This analysis also helps the student to distinguish between his/her own thoughts and feelings, and to gain insight about how each influences his/her perception of the client, the clients' situation, and the effectiveness of the client's coping mechanisms. The process recording also provides the student with an opportunity to retrospectively examine and analyze a client's behavior. Through this analysis, inconsistencies or consistencies between what the client says and does can be identified and used to help the client gain insight about his/her problems and function more effectively.

DIRECTIONS

Ideally this assignment will be completed based on an interaction with a client in a one-to-one session or in a psychiatric evaluation/assessment. Focus on the psychosocial rather than physical aspects of the client's situation. A physical problem may be identified and described, but the major portion of the interaction for this process recording needs to address the client's thoughts, beliefs, perceptions, and feelings.

Use the attached format to document the interaction. The process recording should represent your interaction with a client for a one-on-one session or a psychiatric evaluation as designated on the syllabus. When documenting the interaction, set up the columns so that the reader can see the flow by staggering what is documented in the "student" and "client" columns. If you have gaps in your memory or cannot recall the exact flow of the interaction, indicate this in the "Analysis" column and examine why you think you might have "forgotten" (for example: "I wonder if illegitimacy is really very offensive to me?").

The process recording provides an excellent opportunity to get feedback from your peers and your faculty about your interaction with a client; therefore, **it may be most helpful if you choose an interaction that was difficult or problematic** (for example, you were stuck, speechless, overwhelmed). Openness about problems encountered during the interaction facilitates the reader's ability to give you meaningful and helpful feedback that will enhance both your communication skills and therapeutic use of self. The process recording also provides you an opportunity to go back and examine what you said and to identify a more facilitative response.

Bring one hard copy of the process recording for each participant to supervision meetings as indicated on the syllabus.

PROCESS RECORDING RUBRIC

Student Name _____

Patient's Gender: Male ___ Female _____ Patient's Age Range: _____

Date of Interaction _____

In Student Said Column:

Document, in the "student said" column, **verbatim** statements (what you said as closely as you can remember) during the interaction. Include your non-verbal behaviors.

15 points _____

In Client Said Column:

Document, in the "client said" column, **verbatim** statements (what the client said as closely as you can recall) during the interaction. Include any nonverbal behavior; identify if the communication represents a symptom.

15 points _____

In Student Thought/Student Felt Column:

Separate out your thoughts and feelings and indicate by a **T** for **Thought** or **F** for **Feeling** at the end of each communication (yours and the client's).

Document the cognitive responses (what you thought) during the interaction (T). Document your affective response (your feelings and emotions such as anxiety, sadness) in response to what occurred during the interaction (F).

30 points _____

In Analysis Column:

Assess the overall flow/process of the interaction:

1. Identify your responses to the client that were ineffective or non-therapeutic, as well as alternative responses that may have facilitated the interaction with the client.
2. Identify any relationships you find between your thoughts/feelings and your subsequent responses.
3. Identify your values, beliefs, attitudes, expectations and assumptions, and how they influenced your perceptions and responses to the client.
4. Identify and label the barriers to facilitating the relationship with this client.
5. Identify discrepancies between client's verbal and nonverbal behavior (e.g. inconsistencies between what the client was saying and doing).
6. Identify client resistances to disclosing and examining potential or existing problems (e.g. verbal and nonverbal behaviors that indicate resistance to dealing with existing or potential problems).
7. Identify discrepancies between the client's perception of potential or existing problems and the reality of these problems.

40 points _____

Total Points: _____

Process Recording Template (and example)

<u>Student Said</u>	<u>Client Said</u>	<u>Student Thought/Felt</u>	<u>Analysis</u>
“Good morning Mr. Smith”		F: Anxious, scared, uncertain. T: Not sure I can do this.	My anxiety may have been obvious.
	“Uh, huh” No eye contact, looking over my shoulder. Follows me slowly toward the office.	F: Same T: Going to be hard to engage him.	No eye contact is really hard for me. Feels like a barrier that I can’t overcome. Do I give up before I start?
As we sit down, I make sure the computer is on the right screen and say “So I’d like to begin with a few questions...what brings you here today?”		F/T Same	Reflecting on this, perhaps I should have started with a gentler introduction, explained who I was, what we would do today. I was so nervous I realize now I just plunged right in. “So today is your first appointment with me. We will be together for about 45 minutes and during that time I will try to get an understanding of what is going on with you. Do you have anything you would like to begin with?”
	“It’s all in my chart. You can read it.”		