

Station 1**Lab Safety and Safety Assessments**

This lab assignment includes maintaining patient confidentiality and conducting safety assessments. It is important to understand and respect the privacy of patients in all interactions, while also identifying potential safety risks and taking necessary actions. Students must identify key safety protocols for labs and explain the concept and purpose of safety assessments in healthcare settings.

Duration: 2 hours

Activity

The instructor will outline safety protocols relevant to the day's lab activities. Participants receive a confidentiality briefing, introduction to safety equipment on-site, and instruction on lab checklists. Students will perform basic tasks associated with hygiene and personal safety, including hand washing and donning disposable gloves.

Instructor Notes

Discuss facility-specific confidentiality and safety protocols, teaching participants how to apply them. After completion, assess participants' understanding and readiness to apply the protocols. Emphasize the importance of adhering to the protocols during the facility tour and in general practice.

Procedure

- Arrange a designated area to discuss and display safety procedures for the lab.
- Ensure that the necessary equipment to perform safety instruction is on-site. This includes disposable gloves, a working sink with antimicrobial soap and hand sanitizer, a sharps/biohazard container, and a waste container.
- Guide students through each of the following scenarios and activities.

Confidentiality in Patient Care

Utilize the scenarios below to discuss various breaches of patient confidentiality and proper handling and prevention strategies. Reflect on the ethical implications and the importance of maintaining trust in healthcare settings.

Scenario 1: Accidental Disclosure

A Mental Health Worker, Alex, accidentally mentions a patient's mental health condition in a public area within earshot of others. The patient, Mr. Jenkins, overhears and is upset about his privacy being breached. Alex must address the situation while considering the implications of this confidentiality breach.

Scenario 2: Social Media Dilemma

Emily, a Mental Health Worker, notices that a colleague has posted about a challenging day at work on social media, subtly referencing a patient's unique case. The post doesn't name the patient but includes enough details that could lead to identification. Emily must decide how to handle this situation.

Scenario 3: Family Inquiry

A patient's spouse calls the facility asking for information about their partner's treatment progress. The Mental Health Worker, Brian, knows the patient has not consented to share information with their spouse. Brian needs to navigate this request while upholding the patient's confidentiality.

Scenario 4: Curious Co-Worker

A Mental Health Worker, Sarah, is approached by a curious co-worker asking for details about a high-profile patient's condition and treatment. Sarah must handle the co-worker's inquiries while maintaining professional ethics and patient confidentiality.

Scenario 5: Lost Documentation

During a busy day, a Mental Health Worker, Michael, misplaces a file containing sensitive patient information. He later finds it in a common area, potentially exposed to unauthorized personnel. Michael must address the potential confidentiality breach and take steps to prevent future incidents.

Hand Washing

Ensure students can do each of the following:

- Demonstrate the proper procedure for washing hands when entering or exiting a room.
- Explain when students should use hand sanitizer and when a full hand washing protocol is required.

Disposable Glove Use

Ensure students can do each of the following:

- Demonstrate the procedure for donning and removing disposable gloves. Include information on appropriate sizing.
- Explain the necessity for glove use in a medical setting. Caution students on the risk of pathogen exposure when in contact with biological fluids.

Sharps/Biohazard Containers

Ensure students can do each of the following:

- Identify the biohazard symbol and the typical locations of biohazard bags.
- Discuss what types of items may be disposed of in the trash vs. items that must be placed in biohazard containers.

Safety Assessment

To conclude this session, direct students to demonstrate their competency in the key safety procedures and protocols below:

- The student will identify key concepts of patient confidentiality.
- The student will perform a hand-washing procedure.
- The student will don and remove a pair of disposable gloves.
- The student will identify biohazardous materials and appropriate waste containers.

Station 2

Patient Introduction Session

This lab assignment includes collaborating with a multidisciplinary healthcare team, practicing cultural sensitivity, and maintaining a therapeutic environment that promotes mental well-being for all patients. Students need to recognize the concepts of a therapeutic environment and the roles within a healthcare team.

Duration: 2 hours

Activity

Participants will practice introducing themselves to a patient, including their background and purpose of their visit. Scenarios will be used to emphasize situations that a mental health worker may commonly encounter.

Instructor Notes

During the lab performance, conduct an ice-breaker activity and facilitate a discussion on therapeutic environments and collaborative healthcare. Focus on participant engagement in the discussion and give scenarios that students may encounter. At the end, summarize insights and transition to the next session.

Procedure

- Direct students to divide into pairs or groups, depending on the number of participants.
- Assign each student a specific role: mental health worker or patient. Emphasize that students will alternate between these roles to gain a comprehensive understanding of both sides of the interaction.
- Guide students through the following scenarios, emphasizing the importance of effective communication, cultural sensitivity, and maintaining a therapeutic environment. After each scenario, lead a discussion on the approaches taken, alternative strategies, and the importance of cultural sensitivity in patient care.

Scenarios

Scenario 1: Language Barrier in Therapy

Mrs. Nguyen, a Vietnamese-speaking patient, struggles to communicate effectively with her English-speaking Mental Health Worker. Misunderstandings arise, leading to the patient's frustration. The worker must navigate this situation while respecting Mrs. Nguyen's cultural background.

Scenario 2: Dietary Preferences

Mr. Ahmed, a Muslim patient, is served a meal that includes pork, which he cannot eat due to religious reasons. He remains silent about his distress. The Mental Health Worker notices this and must decide how to address the dietary conflict respectfully.

Scenario 3: Traditional Healing Practices

Mr. Thomas, a Native American patient, prefers traditional healing practices and feels these are not being considered in his treatment plan. He expresses a desire to incorporate elements of his heritage into his therapy. The Mental Health Worker faces the challenge of integrating these preferences with standard treatment approaches.

Scenario 4: Festival Celebration for a Hindu Patient

During the Diwali festival, a Hindu patient, Priya, feels isolated as her cultural celebration is not acknowledged in the facility. The Mental Health Worker considers how to facilitate an inclusive environment that acknowledges and respects cultural festivals.

Scenario 5: Gender Roles and Expectations

Aisha Patel, from a background with strict gender roles, is uncomfortable receiving care from male staff. The male Mental Health Worker assigned to her encounter's resistance during routine care. He must navigate this situation, respecting Aisha's cultural background and comfort.

Station 3

Basic Patient Care

This lab assignment teaches students to provide basic patient care, maintain patient hygiene, assess patient needs, conduct safety assessments, and maintain a therapeutic environment. Students will tour a facility to identify key areas and common safety risks, and practice using a safety assessment checklist. The assessment will include discussing safety concerns and hypothetical scenarios, emphasizing the importance of safety awareness in daily operations and the role of Mental Health Workers in maintaining a therapeutic environment.

Duration: 2 hours

Activity

The student will learn techniques to assist patients with daily living activities such as feeding, dressing, and mobilizing. They will help patients maintain good hygiene habits and assess the needs of patients under their care. Students will learn to assess potential safety risks in a patient's environment and take necessary actions to ensure patient safety, contributing to a calm, safe, therapeutic environment that promotes mental well-being.

Instructor Notes

Prepare for a tour of a facility, including planning the route, preparing anecdotal stories, developing hypothetical safety issues, and having safety assessment checklists and a route map of the facility. Instructors should have equipment necessary to conduct the lab, such as safety utensils, mannequins, clothing, mobility devices, bath bags, and other hygiene equipment.

Procedure

- Direct students to engage in various hands-on activities designed to teach them how to provide basic patient care effectively.
- Emphasize the role of Mental Health Workers in ensuring patient safety and maintaining a therapeutic environment and follow the steps below to guide students through practicing these essential care techniques.

Facility Tour

Lead students through a facility tour, pointing out equipment and environments they may encounter in real settings. Highlight and describe any environmental hazards, explaining how to recognize and respond to these risks. Encourage students to ask questions and think about how each area might impact patient care.

- Students will tour a facility (real or simulated), that has equipment like what they may encounter in a real setting.
- Demonstrate and/or describe environmental hazards that patients may encounter.

Feeding and Dressing

Demonstrate the appropriate methods for feeding and dressing a patient using a mannequin or volunteer. Discuss the importance of patient dignity, preferences, and safety considerations during these activities. Allow students to practice these skills, providing guidance and feedback to ensure understanding and competency.

- Demonstrate the appropriate methods for feeding a patient, using a mannequin or volunteer.
- Demonstrate how to dress and undress a patient, using a mannequin.

Mobilizing

Educate students on the risks and dangers associated with patient falls. Demonstrate various techniques to prevent falls and assist with ambulatory movement. Show how to use and adjust common ambulatory aids like walkers and canes. Supervise students as they practice these techniques, ensuring they understand and apply them correctly.

- Explain risks and dangers associated with falls. Demonstrate techniques to prevent falls in an assisted ambulatory movement.
- Demonstrate techniques to move patients that are semi-ambulatory and/or non-ambulatory.
- Demonstrate the use of ambulatory aids, such as walkers and canes.

Hygiene

Use a mannequin to simulate hygiene care, including teeth brushing and bathing. Discuss the steps involved, the importance of maintaining patient hygiene, and strategies for performing these tasks respectfully and effectively. Observe students as they simulate these tasks, offering tips and corrections as needed.

- Simulate the use of hygiene equipment on a mannequin, such as teeth brushing.
- Demonstrate the appropriate methods of bathing on a mannequin.

Safety Assessment

Discuss common issues and potential risks encountered when assisting patients. Provide students with an example checklist to assess the patient's environment and well-being. Guide them through using the checklist in a simulated environment, encouraging them to identify and address potential safety concerns. Review their assessments, discussing any missed issues and reinforcing best practices.

- Describe potential issues that workers may encounter when assisting patients.
- Provide an example checklist for students to assess the patient's environment and well-being.

Station 4

Vital Signs

This lab teaches students how to monitor patients' vital signs, identify the importance and process of monitoring them, as well as the different tools and methods for measuring vital signs. Included are instructions on teaching students how to properly use equipment, importance of accurate vital signs, examples of vital sign variations, tips on communicating vital sign info, and safety considerations when taking vital signs.

Duration: 2 hours

Activity

Students will learn how to monitor patients' vital signs, emphasizing the importance and process of accurate vital sign measurement, and introducing different tools and methods for taking vital signs. It covers equipment usage, vital sign variations, communication of vital sign information, and safety considerations.

Instructor Notes

Prior to the assessment, an instructor prepares the equipment and materials for measuring vital signs. During lab performance, participants are guided through hands-on practice in taking vital signs, using the equipment on each other or practice mannequins. Once all students have completed the task, proficiency with the equipment and the accuracy of the recorded vital signs are evaluated. The significance of vital sign monitoring in patient care is summarized.

Procedure

- Direct students to actively participate in learning and practicing each vital sign assessment method.
- After demonstrating each technique, ensure students have the opportunity to practice these skills on each other under your supervision.
- Emphasize the importance of accuracy and understanding the implications of the readings for comprehensive patient care.

Patient Heart Rate

Demonstrate how to measure blood pressure. Allow students to practice on each other, ensuring they understand how to use the equipment and interpret the numbers as a general measure of health. Discuss why monitoring blood pressure is important for patient care.

- Demonstrate how to obtain a patient's heart rate using palpation of the radial and/or other arteries. Explain how to obtain the minute heart rate.
- Assess students by having them check each other's pulse and document the results.

Patient Blood Pressure

Demonstrate how to measure blood pressure. Allow students to practice on each other, ensuring they understand how to use the equipment and interpret the numbers as a general measure of health. Discuss why monitoring blood pressure is important for patient care.

- Demonstrate the procedure for obtaining a blood pressure reading using a sphygmomanometer. Explain the importance of understanding normal and abnormal blood pressure readings, systolic and diastolic blood pressures.
- Assess students by having them check each other's blood pressure and document the results.

Pulse Oximetry

Show students how to check oxygen levels using a simple, non-invasive device. Guide them as they practice on each other, focusing on proper placement and reading of the device. Explain in general terms that this measurement gives an indication of the patient's oxygen supply, which is vital for overall health and well-being.

- Demonstrate the procedure for obtaining an oxygen saturation level using an oximeter.
- Assess students by having them check each other's oxygen saturation levels and document the results.

Station 5**Ethical Practices**

This lab is designed to encourage students to confront ethical dilemmas head-on. Through group discussions, participants will have the opportunity to analyze various scenarios and strategies. The instructor will share their perspective, emphasizing effective strategies and best practices. Students will then engage in a mock documentation exercise, where they will apply their insights and capture the complexities of ethical and safety considerations.

Duration: 2 hours

Activity

Students will encounter ethical scenarios, exploring and analyzing dilemmas and solutions. Group discussions are conducted, and participants reflect on various strategies and outcomes. The instructor shares their perspective, highlighting best practices and effective strategies. Participants then apply their insights in a mock documentation exercise, capturing the complexities and nuances of ethical and safety considerations.

Instructor Notes

To ensure that mental health professionals are prepared for ethical and safety dilemmas, instructors create open-ended scenarios. These scenarios should highlight common situations encountered in mental health settings. Additionally, instructors should provide printouts of scenarios, documentation forms, and resources on ethical guidelines and safety protocols.

Procedure

- Guide students through a discussion to analyze and respond to ethical scenarios commonly encountered in mental health settings.

- Encourage open discussion and reflection on the appropriate course of action in each situation, emphasizing the importance of ethical decision-making and best practices in mental health care.
- Use the scenarios below to facilitate a deep understanding of ethical principles and documentation practices.

Ethical Scenarios

Scenario 1: Informed Consent Challenge

A new patient, Mr. Lopez, is brought in for treatment, but he seems confused and disoriented. A Mental Health Worker, Lisa, must obtain his informed consent for treatment. Lisa faces the ethical dilemma of deciding how to proceed with consent when the patient's capacity to understand is in question.

Scenario 2: Suspected Abuse

During a routine session, a Mental Health Worker, John, notices unexplained bruises on his patient, Emma. She seems hesitant to talk about them. John must decide how to approach the situation ethically, balancing the need to respect patient privacy with the potential of abuse.

Scenario 3: Refusal of Medication

A patient, Ms. Clark, consistently refuses to take her prescribed medication, citing personal beliefs. Her Mental Health Worker, Sam, is concerned about her well-being without the medication. Sam must make an ethical decision on how to respect her autonomy while ensuring her health needs are met.

Scenario 4: Reporting a Colleague

A Mental Health Worker, Karen, observes a colleague behaving in a manner that seems unprofessional and potentially harmful to a patient. She is torn between reporting the behavior, which might have serious consequences for her colleague, and the ethical obligation to ensure patient safety.

Scenario 5: Handling Sensitive Information

During a therapy session, a patient, Mr. Gordon, reveals information about a past criminal activity that he was never charged for. His Mental Health Worker, Derek, struggles with the ethical implications of this confession and whether it necessitates reporting or maintaining confidentiality.

Station 6

Medication Management

In a mental health setting, Mental Health Workers assist with medication schedules and the implementation of treatment plans prescribed by mental health professionals. Students are required to identify the general process of medication management and the supportive role of Mental Health Workers in medication management.

Duration: 2 hours

Activity

Students will learn skills related to medication administration, including discussing the process and preparing to document administration accurately. They will receive a tour of the medication management area, explain the setup, process, and safety protocols, and demonstrate the use of medication administration records (MARs) and the role of Mental Health Workers in supporting nurses.

Instructor Notes

An instructor will prepare to demonstrate the medication management process, highlighting the Mental Health Workers' role. They will use mock medication carts or stations and sample medication administration records (MAR) or similar documentation tools.

Procedure

- This station will guide students through various activities surrounding medication, including a tour of the medication station, protocols for medication delivery, and various scenarios that reflect common issues in medication management.
- Follow each of the directions below.

Medication Management

- Provide students with a tour of a medication station and/or portable medical dispensary.
- Discuss the importance of medication safety, including security practices and labeling.

Medication Delivery

- Explain the role of Mental Health Workers in supporting nurses and medication delivery.
- Discuss the limitations and requirements of Mental Health Workers in medication delivery.

Medication Administration Records

- Explain the use of medication administration records in patient care, showing an example record.

Crisis Scenarios Involving Medication Management

Use the scenarios below to direct a discussion regarding common issues surrounding medication management.

- Scenario 1: Adverse Reaction to Medication

A patient, Clara, exhibits sudden and severe allergic reactions after taking new medication. Mental Health Worker, Alex, must quickly identify the signs of the allergic reaction and respond promptly, ensuring Clara's immediate safety and coordinating with medical staff for emergency care.

- Scenario 2: Refusal to Take Critical Medication

Bob, a patient with a history of bipolar disorder, refuses to take his mood-stabilizing medication, leading to a rapid escalation in his behavior. Mental Health Worker, Mia, faces the task of de-escalating the situation and persuading Bob of the importance of adhering to his medication regimen without infringing on his autonomy.

Scenario 3: Miscommunication Leading to Medication Confusion

Omar, a Mental Health Worker, discovers a mix-up in communication regarding the medication of a patient, Mark. Due to this confusion, Mark believes he has missed his medication and becomes increasingly anxious, fearing a relapse in his symptoms. Omar must address Mark's concerns, clarify the situation, and ensure that proper communication protocols are followed in the future to prevent such misunderstandings.

Scenario 4: Patient Experiences Medication-Induced Psychosis

Sarah, a Mental Health Worker, is working with a patient, Lisa, who begins exhibiting signs of psychosis, likely induced by a recent change in her medication. Sarah must provide immediate support to Lisa and coordinate with healthcare professionals for a medication review.

Scenario 5: Overmedication in Elderly Patient

An elderly patient, Mr. Thompson, shows symptoms of overmedication, such as disorientation and impaired motor skills, which pose a risk of falls and other injuries. Mental Health Worker, Janet, must assess the situation, provide immediate care to Mr. Thompson, and liaise with medical staff to review his medication plan.

Station 7

Crisis Intervention

Students will learn how to manage crisis situations by utilizing de-escalation techniques and emergency protocols, as well as how to monitor patient behavior to identify potential crises. The focus will also be on the importance of documentation in crisis situations, emphasizing accuracy and ethical standards.

Duration: 2 Hours

Activity

Participants will read and reflect on open-ended crisis scenarios, guided by an instructor to explore and analyze response strategies. The process of documenting scenarios will be explained, with a focus on accurate details and ethical standards. During the lab performance, interactive group discussions will be conducted, encouraging participants to reflect on potential responses and effective crisis management strategies. A mock documentation exercise will be used, where participants will apply crisis intervention principles and ethical considerations to document their proposed responses to the scenarios.

Instructor Notes

Printouts of these scenarios, documentation forms related to the scenarios, and guidelines on crisis intervention techniques are essential materials needed to ensure that your students are fully equipped to handle any situation that may arise.

Procedure

Utilize the scenarios below to discuss various issues surrounding crisis intervention. Reflect on possible solutions and their implications.

Managing Complex Patient Interactions Scenarios

Scenario 1: Agitation Due to Medication Side Effects

A patient, Elaine, experiences severe agitation and restlessness, side effects from her new medication. Mental Health Worker, Steve, needs to manage her increasing discomfort and anxiety while deciding the best course of action, considering whether to consult with medical staff about the medication concerns.

Scenario 2: Confrontation with Delusional Patient

Gary, a patient with delusional thoughts, becomes confrontational, accusing Mental Health Worker, Rachel, of being part of a conspiracy against him. Rachel must navigate this challenging interaction, working to calm Gary without reinforcing his delusions, all while maintaining a safe and respectful environment.

Scenario 3: Patient Refusing Essential Treatment

A Mental Health Worker, Omar, encounters a patient, Helen, who adamantly refuses her essential psychiatric treatment, citing distrust in the medication. Omar faces the challenge of engaging with Helen to understand her concerns while emphasizing the importance of her treatment plan.

Scenario 4: Dealing with a Patient's Severe Anxiety Attack

During a routine check, Mental Health Worker, Anna, finds a patient, Tim, in the midst of a severe anxiety attack, overwhelmed by panic and fear. Anna must provide immediate support to help Tim regain control, using techniques to manage his anxiety while ensuring his overall well-being.

Scenario 5: Aggressive Behavior in a High-Risk Patient

A high-risk patient, Marco, known for his unpredictable and sometimes aggressive behavior, suddenly becomes belligerent and starts shouting at staff and other patients. Mental Health Worker, Kevin, must de-escalate the situation, ensuring safety for all, while trying to understand and address Marco's immediate needs.

Station 8

Therapeutic Environment

In this lab, students will learn about managing patient environments. To maintain a therapeutic environment that promotes compassion and dignity, create a welcoming space with elements of nature, respect clients' privacy, use respectful language, actively listen, and offer empathy, establish a collaborative relationship, be mindful of cultural differences, maintain professionalism, and continuously evaluate and improve the environment.

Duration: 2 hours

Activity

In this lab session, students will learn about managing patient environments. The goal is to create an environment that is both compassionate and dignified. To achieve this goal, it is important to use elements of nature to create a welcoming environment, respect privacy, use respectful language, actively listen, be empathetic, and establish collaborative relationships.

Instructor Notes

Instructors should be prepared to discuss methods to manage the patient environment. This includes techniques on creating a safe space, correct language, active listening, and collaboration. They will explain concepts associated with cultural differences and mental health management.

Set Up the Environment

Arrange the classroom or lab to simulate a patient environment with different zones for each scenario. Provide materials like plants, comfortable seating, soft lighting, or artwork for the welcoming space activity. Ensure role-play scripts and discussion guides are readily available.

Procedure

- This station will be broken into three separate but related activities: Creating a Welcoming Space, Respect and Communication Exercise, and Cultural Sensitivity and Empathy.
- Follow the directions below.

Creating a Welcoming Space

- Prepare the space with various items that students can use to transform an area into a more therapeutic environment. Introduce the Sterile Room scenario below, emphasizing the impact of physical surroundings on patient well-being. Guide students through the redesign process, encouraging them to consider Anna's preferences and the general impact of environmental changes on mood and recovery. Facilitate a discussion post-activity to reflect on the choices made and their effectiveness.
- After reviewing the scenario below, direct students to rearrange the area. Then, lead a discussion on the impact of each change and how it might improve Anna's experience. Have students present their redesigned space and justify their choices based on Anna's needs and preferences.

Scenario 1: The Sterile Room

A patient named Anna expresses that the sterile, white walls and harsh lighting of her room make her feel uneasy and anxious. Students are tasked to transform Anna's room using provided elements to make it more comforting and therapeutic. They will consider Anna's personal preferences and how changes might affect her mood and recovery.

Respect and Communication Exercise

- Organize a role-play or discussion to simulate a conversation between a Mental Health Worker and a concerned family member, emphasizing the importance of maintaining confidentiality while providing compassionate support. Provide brief context on confidentiality laws and communication ethics beforehand. After the role-play, lead a discussion on the techniques used, their effectiveness, and areas for improvement.
- Students will take turns being the Mental Health Worker and the family member, practicing respectful and confidential communication. After the role-play, discuss as a

group the importance of confidentiality and techniques for effective, compassionate communication.

Scenario 2: Privacy Matters

A concerned family member named David calls asking for information about his brother's treatment. Students must role-play the Mental Health Worker's response, ensuring they respect the patient's privacy while handling the family member's concerns compassionately and professionally. They need to navigate the conversation, ensuring confidentiality and empathy.

Cultural Sensitivity and Empathy:

- Conduct a role-play or discussion focused on understanding and respecting cultural dietary needs, starting with a brief introduction about cultural competence in healthcare. Following the role-play or discussion, guide a debrief focusing on the strategies employed, their appropriateness, and application in real-world settings.
- Students will brainstorm and role-play solutions for accommodating Mr. Ahmed's dietary needs. They will discuss how to approach the conversation with sensitivity and respect, ensuring Mr. Ahmed feels heard and his needs are met. After the role-play, facilitate a discussion about cultural sensitivity in healthcare and strategies for providing inclusive care.

Scenario 3: Understanding Cultural Dietary Needs

Mr. Ahmed, a Muslim patient, is served a meal that includes pork, which he cannot eat due to religious reasons. The students must navigate the situation, ensuring respect for Mr. Ahmed's cultural and religious needs while discussing alternative meal arrangements with the staff.