



HEALTHCARE SCIENCE

COURSE: 25.561 Nursing Essentials

UNIT: 24.1 Mental Health & Social Service Needs



INTRODUCTION

Annotation:

In this unit students will learn about working with residents/patients/clients with mental and social service needs. They will learn how to identify residents/patients/clients that could be at risk for maladaptive behaviors, how to respond appropriately to residents/patients/ clients with adaptive and maladaptive reactions and how to recognize unsafe conditions in a long-term facility to clients with mental health needs.

Grade(s):

<input type="checkbox"/>	9 th
<input type="checkbox"/>	10 th
<input checked="" type="checkbox"/>	11 th
<input checked="" type="checkbox"/>	12 th

Time:

Three 50 minute periods

Author:

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Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

HS-NE- 5:

The student will demonstrate appropriate behaviors meeting mental health and social service needs of resident/patient/client.

- a. Define mental health and explain the interrelatedness of physical and mental health
- b. Identify the signs and symptoms of maladaptive behavior (delirium, confusion, an disorientation) that should be documented and reported.
- c. Demonstrate nursing assistant actions in providing care for residents, patients, clients with adaptive and maladaptive reactions.

HS-NE-1:

The student will apply the academic subject matter required for proficiency as a nursing assistant.

- e. Describe the special needs of residents of patients with disabilities, including physical limitations, mental and emotional conditions, as well as dementias.

GPS Academic Standards:

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Comprehend the needs of maladaptive resident/patients/clients and become aware of conditions that could compromise the resident/patients/client.
- Recognize unsafe conditions in a long-term care facility
- Demonstrate knowledge and skills related to meeting the physical environment for resident/patients/client i.e. wandering in the long-term facility.
- Explain the increase needs of a mental resident/patients/client and risk that could compromise the resident/patients/client.
- Identify one method that meets the financial needs of a resident/patients/client in a long-term facility.
- Identify one disease that has symptoms that includes: confusion, delirium and or disorientation.
- Understand the needs of the developmentally disabled.

Essential Questions:

- What is the role of the nursing assistant for resident/patients/client that wanders around a long-term facility?
- What are some symptoms that could be related to delirium, confusion, and disorientation?
- What are the needs of those who are developmentally disabled?

Knowledge from this Unit:

Skills from this Unit:



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
 - ☒ Quizzes/Tests
 - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Mental and Social Service Needs of the Patient/Resident/Client Test

Assessment(s) Description/Directions:

Follow the directions on the test. The test can be copied and or altered by the teacher. There is an answer sheet following the test.

Attachments for Assessment(s):



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

HS-NE- 5: The student will demonstrate appropriate behaviors meeting mental health and social service needs of resident/patient/client.

- a. Define mental health and explain the interrelatedness of physical and mental health
- b. Identify the signs and symptoms of maladaptive behavior (delirium, confusion, an disorientation) that should be documented and reported.
- c. Demonstrate nursing assistant actions in providing care for residents, patients, clients with adaptive and maladaptive reactions.

HS-NE-1: The student will apply the academic subject matter required for proficiency as a nursing assistant.

- f. Describe the special needs of residents of patients with disabilities, including physical limitations, mental and emotional conditions, as well as dementias.

2. Review Essential Questions.

- What is the role of the nursing assistant for resident/patients/client that wanders around a long-term facility?
- What are some symptoms that could be related to delirium, confusion, and disorientation?
- What are the needs of those who are developmentally disabled?

3. Identify and review the unit vocabulary.

4. Assessment Activity.

- Read information in chapter/unit related to mental and social needs of a patient/resident/client.
- Lecture – outline have student take notes, the outline can be used as a transparency, handout or altered into a multimedia presentation.
- Discuss various scenarios that would relate to mental needs and safety compromise of a patient/resident/client.
- Assign and explain the skit and handout the guidelines and rubric. Students will rate themselves. Allow 30 minutes to design and develop skit. Select a time limit that is appropriate for the class to present the skit. Write the time line on the board.
- Perform the skits

- Review for test
- Have students take the test and grade using the answer sheet

Extension:

Have student visit the website: <http://nursingassistantcentral.com> and read and write a brief report about a disease that relates to symptoms with delirium, confusion, and or disorientation.

Attachments for Learning Experiences:**Notes & Reflections:**

Teachers/Instructors may use materials and exchange formats as needed for their classroom.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Role Playing the Appropriate response for a disoriented resident/patients/client

Culminating Unit Performance Task Description/Directions/Differentiated

Divide students into small groups of 3. Have students develop a skit that would demonstrate a disoriented, confused and or delirious resident/patients/client. One student will be the resident/patients/client, another student will be the nursing assistant and the remaining student will write the skit as the group develops the lines. The same student will direct the group and set up the scene for the class.

Attachments for Culminating Performance Task



UNIT RESOURCES

Web Resources:

<http://nursingassistantcentral.com> a great resource for CNA students and active CNA's. This has information about many topics that are directed for the CNA.

Attachment(s):

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		