Additional/Alternate Learning Experiences

Community Based Activity: Drug Court

Napa County Mental Health: Adult Services Emergency Response

Cinema Portrayal of Mental Health

Napa County Jail and Napa Juvenile Justice Alternative Clinical Experience
1. Attend Drug Court at Napa County Court House 1125 3rd Street. Please call for date and time. You will pass through a metal detector as you enter the courthouse. Cell phones must be turned off.

2. Do not wear your Napa Valley College ID badge or a uniform.

3. Describe the demographics and charges of all clients presented in the court session you observed.

4. Identify legal charges and consequences for drug use in this session.

5. Compare and contrast the legal, social, and mental health consequences for drug abuse.

6. Critique the interaction in the court session you observed. Did you find it to be a useful intervention likely to produce change? Justify your answer with specific rationale.

7. Describe differences in interaction style, focus and support you observed from that of a traditional health care setting for individuals with chemical dependence.

8. Explain the impact of drug abuse on the individual, family, and community.

9. Write a 2-3 page paper documenting your experience and responding to learning objectives #3-8 and turn in to your clinical instructor to receive credit for this alternative clinical experience.
Napa County Mental Health: Adult Services
Emergency Response

Contact Phone #: 707-253-4711
Location: 2344 Old Sonoma Rd., Building D, Napa
Time: 8:30 a.m. to 2:30 p.m. unless otherwise arranged by clinical instructor
Dress code: Wear neat, professional street clothes and your school name badge.
Please do not wear jeans, t-shirts in this setting.
Preparation: Review/read Chapter 22.

Learning Objectives:
1. Observe and describe the functions of RN staff in crisis intervention.
2. Identify how the RN staff uses the various parts of the nursing process with clients during crisis assessment and intervention.
3. Describe the assessment process of clients using concepts from crisis intervention theory’s balancing factors as presented in lecture and your text.
4. Evaluate the assessment and documentation performed by crisis intervention staff. How is it different or similar to your observations in inpatient settings?
5. Identify the type of crisis, contributing factors, interventions and outcomes for each client observed during your clinical day.

Written work:
1. Briefly describe your general observations and feelings about this community experience.
2. Write a 3-5 page paper (double-spaced, typed) describing how you met each of the learning objectives.
3. Satisfactory completion and written work will be completed and turned in by the date assigned by your clinical instructor.

If you have further questions or concerns, contact your clinical instructor.
Learning Activities
Watch a movie from the list below. After watching the movie you will need to write a 2-3 page paper including the following information:

1. The title of the movie
2. The name of the client from the movie
3. According to the movie, the chief complaint of the client, in their own words, and from the description of others
4. Discuss what questions you might ask while taking a psychosocial history of the client including:
   a. A history of the client’s past and presenting illness
   b. Their past psychiatric history, its treatment and treatment outcomes
   c. Their current psychosocial history
   d. Past significant medical history
5. Describe client behaviors during the movie you observed
6. What would be an appropriate diagnosis according to the DSM-IV-TR
7. What are the defining characteristics for that diagnosis
8. Discuss any additional diagnoses that might be supported by the DSM-IV-TR, include the supporting criteria
9. Discuss the treatment plan/nursing plan that you would implement with the expected outcomes and interventions
10. A brief summary of how you thought mental illness was portrayed in the movie
11. This paper must be typed.
Movies Illuminating Concepts Covered in N144

1. Foundations: Roles and Functions. **MOVIE One Flew Over the Cuckoos Nest**

2. Thought Disorders. **MOVIE A Beautiful Mind**

3. Mood Disorders. **MOVIES Mr. Jones – Ordinary People**

4. Anxiety and Stress Related Disorders. **MOVIE As Good as it Gets**

5. Substance Abuse Disorders. **MOVIE 28 Days**

6. Personality Disorders. **MOVIE Girl, Interrupted**

7. Cognitive Disorders. **MOVIE Iris**

Movies Illuminating Ethical Complexities in Mental Health

1. **Antwone Fisher** illuminates the therapist's need for flexibility regarding treatment decisions, the value of inviting a patient to a family dinner or calling a patient "son."

2. **Good Will Hunting** stimulates a rather heated discussion on the ethical complexities of the use of language, physical touch, getting in one's face, sessions outside the office and many other therapeutic boundaries.

3. **Gross Point Blank** demonstrates how important it is to inform clients about limits of confidentiality as early as is feasible in the therapeutic relationship. It also reminds us that sometimes clients can easily instill fear in us, therapists. The myth of the therapist's omnipotence is challenged.

4. **Deconstructing Harry** hilariously illuminates for us the potential hazards of the home office.

5. **Dressed to Kill** invites us to explore the complexities of gift giving and how gifts, which are formulated as a planned intervention, can be ethically appropriate and therapeutically valuable.

6. **What About Bob?** Reminds us how important it is to set boundaries with an overbearing and highly intrusive (but funny) client. The movie shows us how to try to deal with our anger, and to being intruded upon, in the best possible ways.

7. **Ordinary People** invites us to consider how decisions about the therapist's physical proximity to his client can support a treatment goal.

8. **Prince of Tides** teaches us about the ethics of sexual relationships with a client's brother.

9. **Basic Instinct** illustrates the fact that some clients, in some situations, can gain significant power over their therapist with whom they have sexual relationships.
10. **Prime** demonstrates the surprises and messes that are often unavoidable in our practices. It proves that dual relationships do not occur only in rural communities and how risk-benefit analysis and consultation can help navigate complicated and unexpected clinical situations.

11. **Frances** exemplifies how the inappropriate use of language can lead to a boundary violation.

12. **K-Pax** illuminates the importance of consultation and collateral information in understanding the client. It also demonstrates how physically restraining a client may be necessary to protect the client from him/herself or others.

13. **Stay** brings up the question of sexual relationships with former clients. It shows how long after termination it is appropriate to get involved and the kind of situation one should never, sexually, get involved in with former clients.

**Examples of how Cinema Therapy can be used therapeutically. Therapeutic themes and relevant movies:**

1. Addictions: Leaving Las Vegas (1995) demonstrates how addiction can ruin a life when untreated. Postcards From the Edge (1990) and 28 Days (2000) demonstrate how addictions can be successfully overcome, even though the recovery process is challenging.

2. Trauma: Clients can get in touch with and successfully process unresolved trauma through such movies as Affliction (1997) and Mystic River (2003).

3. Depression: Movies, such as About Schmidt (2002), can serve as a psycho-educational tool in cognitive work with depression.


5. Abuse: Nuts, A Thousand Acres, The Prince of Tides


10. Authentic Self: Harold and Maude, Nell, My Life.


13. Communication, Couples, Family Issues: A Walk on the Moon (communication, adolescents, affair), The Story of Us (conflict and negotiation, commitment), Philadelphia


19. Following inner guidance and dream, intuition: Constant Gardner, Field of Dreams, Motorcycle Diaries, The Piano
20. Grief, Death & Transformation: Frida, In America, Dad, Shadowlands, Mr. Holland's Opus, SLC Punk, Sophie's Choice.
22. Inner Guidance: Field of Dreams, Places in the Heart, Star Wars
24. Mental Illness - Myth or Fiction: One flew over the Cuckoo's Nest, Don Juan De Marco, King of Hearts.
25. OCD: As Good as it Gets, Matchstick Man, Breaking the Waves.
27. Relationships: My Big Fat Greek Wedding, When Harry Met Sally, Two Family House, Closer.
31. Other serious Mental Disorders: The Hours, Fatal Attraction, House of Cards.
32. Sacrifice: It's a Wonderful Life, Sophie's Choice.
33. Self-Esteem: My Big Fat Greek Wedding, Gattaca, The Other Sister.
34. Separation & Divorce: Under the Tuscan Sun, The Story of Us, Kramer vs. Kramer.
35. Sexual Abuse: Mystic River, A Thousand Acres, Dolores Clairborne.
38. Spirituality and Spiritual Awareness: Jonathan Livingston Seagull, It's a Wonderful Life, Powder, City of Angels.
# Rubric for Cinema Portrayal of Mental Health

<table>
<thead>
<tr>
<th></th>
<th>Commendable</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>Title Page</td>
<td>The title page includes school name and department, title of movie and course number, student name, instructors name, and submission date</td>
<td>Missing information such as school name and department, title of movie and course number, student name, instructors name, and submission date</td>
</tr>
<tr>
<td>Identification of Character</td>
<td>Named character and diagnosis correctly</td>
<td>Fails to name the character with the mental illness and the diagnosis.</td>
</tr>
<tr>
<td>Description of the Movie</td>
<td>The description of the movie succinctly and accurately summarizes the movie and characters</td>
<td>Fails to describe, unclearly or inaccurately describes the movie and/or the characters</td>
</tr>
<tr>
<td>Characters Chief Complaint</td>
<td>The characters chief complaint is concise, exact, and clearly described in “own words” and from the description of others.</td>
<td>Fails to describe the characters chief complaint.</td>
</tr>
<tr>
<td>Description of Characters Behaviors</td>
<td>Succinctly and accurately describes the clients behaviors portrayed during the move that validates the diagnosis.</td>
<td>No description provided or evidence of understanding of the clients behaviors during the movie</td>
</tr>
<tr>
<td>Defining Characteristics for the Diagnosis</td>
<td>Succinctly and accurately describes the defining characteristics for the DSM-IV-TR diagnosis with clear, concise rationale</td>
<td>Fails to describe the defining characteristics for the DSM-IV-TR diagnosis and no rationale.</td>
</tr>
<tr>
<td>Summary</td>
<td>Writes an accurate summary of how mental illness was portrayed in the movie</td>
<td>Fails to writes a summary of how you thought mental illness was portrayed in the movie</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>Free of grammatical or punctuation errors</td>
<td>More than 5 spelling, grammatical, or punctuation errors were identified</td>
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Napa County Jail and Napa Juvenile Justice Alternative Clinical Experience

Program Manager: Dave (Phone: 253-4387)
Napa County Jail address: 1125 3rd Street, Napa CA (Main Door on Coombs St.)
Napa Juvenile Justice address: 212 Walnut Street, Napa, CA

Student Role
The student nurse will observe under the supervision of a registered, the assessment of patient/inmate condition, the receiving and executing of physician orders, administration of assessments and medications, recording in charts, review various documentations and processes, and takes other action as appropriate.

Dress Code
Lab coats with street clothes (no jeans) or student nursing uniform. Please refer to Napa State Hospital dress code for other dress requirements. Leave purse/valuables at home or in car.

Overview
Vulnerabilities created by limited personal freedom
These populations are society’s concern and require a combination of social systems interfacing with health care and the law to provide solutions. (Lynch) For decades, individual nurses have been performing services in a variety of settings that are now referred to as forensic nursing. The International Association of Forensic Nurses (IAFN) defines Forensic Nursing as “the application of nursing science to public or legal proceedings; the application of the forensic aspects of health care combined with the bio-psycho-social education of the registered nurse in the scientific investigation and treatment of trauma and/or death of victims and perpetrators of abuse, violence, criminal activity and traumatic accidents.” (IAFN, 2002) Since the early 1990’s, a more formal recognition of these nursing roles has emerged, along with a growing recognition that violence, long seen as a sociolocial problem, is a public health problem as well.

Objectives
At the completion of this experience, nursing students will be able to:
1. Observe the nursing services of an assigned area, which includes the Jail, or other assigned area.
2. Provide holistic care for the bio-psycho-social needs of patients/inmates.
3. Work collaboratively with agents/agencies that utilize forensic nursing services.
4. Identify opportunities for role development in the forensic nursing.
5. Identify interpersonal and psychomotor skills needed to serve a selected patient/inmate population.
6. Describe the views and needs of patients/inmates in forensic settings, including those from all ethnic and minority groups.
7. Describe differences in interaction style, focus and support you observed from that of a traditional health care setting.

Write a 2-3 page paper (typed, 12 font, double-spaced) with documenting your experience and responding to learning objectives #1-7 and turn in to your clinical instructor to receive credit for this alternative clinical experience.