



Mental Health vClinical Teaching Strategies

1. Put 10 patients in the day room at a time. Their levels of acuity, stress, and interventions needed change every time they are in there, so they can be in the day room a while and still see different clients with different issues. Because these may change, faculty are encouraged to frame their discussion relative to levels of stress for THAT diagnosis. For example, a high level of stress will be different for clients with schizophrenia versus depression. This is where you can have students do a plan of care for clients.
2. Have students do medication teaching sheets for the medications and the teaching involved.
3. Have students look up alternate medications to the ones listed for their client. What are the pros and cons for each medication?
4. Have students care for two clients with the same psychiatric diagnosis and have students compare and contrast their plan of care.
5. Have students create a process recording of a communication with their client. As they develop potential client communications, they can then construct appropriate therapeutic communication strategies.



6. Incorporate your traditional clinical paperwork into their vClinical experiences.
7. Ask students to present a full discussion of one of the clients in post-conference, researching treatment approaches, complementary/alternative therapies, and current trends/controversies.
8. Ask students to analyze potential conflicts and management strategies of the clients that are in the day room. What approaches will be needed to manage two escalated clients in the day room at the same time?
9. Ask students to download the sheet on levels of stress and interventions. Have students individualize it for each of the clients/diagnoses for whom they provide care.
10. Plan longer post-conferences. Use YouTube® or other resources to compare clients in the vClinical to those in the videos/instructors' experiences/etc.