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| **Course Name:** | Psychiatric / Mental Health Nursing |
| **Course Number:** | NURS 204 |
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| **Academic Program:** | Associate of Science in Nursing |
| **Campus:** | Los Angeles |





**Section A:**

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| **Instructor’s Name** | Solomon Tan, MSN/Ed., RN, PHN  Sharlynn Bekkedahl, MN, RN |
| **I. Instructor’s Contact Information, Course Pre and Co-Requisites** | |
| **Phone Number:** | (818) 299-5500  (626) 318-4533 Cell |
| **E-mail:** | [stan@westcoastuniversity.edu](mailto:stan@westcoastuniversity.edu)  [Sbekkedahl@westcoastuniversity.edu](mailto:Sbekkedahl@westcoastuniversity.edu) |
| **Office location:** | Los Angeles Campus |
| **Office hours:** | Wednesdays 12:00 PM to 2:30 PM |
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| **Course Prerequisites** | NURS 201, 211L, 202, 212L, or the equivalent |
| **Course Co-requisites** | NURS 214L |

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| **II. Mission and Outcomes** | |
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| **University Mission** | At West Coast University, we embrace a student-centric learning partnership that leads to professional success. We deliver transformational education within a culture of integrity and personal accountability. We design market-responsive programs through collaboration between faculty and industry professionals. We continuously pursue more effective and innovative ways through which students develop the competencies and confidence required in a complex and changing world. |
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| **College of Nursing Mission** | The mission of the College of Nursing is to provide evidence-based and innovative nursing education to culturally diverse learners; preparing nurses to provide quality and compassionate care that is responsive to the needs of the community and the global society. |
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| **College of Nursing Philosophy** | The philosophy of the College of Nursing is the education of nurses who become lifelong learners and critical thinkers.   The philosophy reflects beliefs that education is a continuous process, occurring in phases throughout an individual’s lifetime |
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| **Program Learning Outcomes** | 1. Synthesize knowledge derived from liberal arts and sciences with a conceptual framework as a basis for professional nursing practice. 2. Utilize nursing process in health promotion, restoration, and disease and illness prevention. 3. Apply evidence-based practice in providing therapeutic nursing interventions for patients and families in a wide variety of health care, and community setting. 4. Apply critical thinking skills in providing culturally sensitive and developmentally appropriate nursing care to patients who are experiencing simple and/or complex health problems in a variety of settings. 5. Provide health care education to individuals, families, and aggregates. 6. Develop measurable goals that demonstrate the willingness to become a life-long learner in building expertise as a member of the nursing profession. 7. Utilize effective communication to interact with patients, families, and the interdisciplinary health team. 8. Assume responsibility for the delegation and supervision of the delivery of nursing care to subordinates based on the subordinate’s legal scope of practice and ability. 9. Demonstrate application of the AACN 9 Essentials. 10. Be eligible to apply for the registered nursing licensing examination in order to be employed as a registered nurse in a variety of settings. |

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| **III. Course Information** | |
| **Term:** | 7 |
| **Class Meeting Dates:** | February 4, 2011 through April 1, 2011 |
| **Class Meeting Times:** | Fridays 1:00 AM to 4:30 PM |
| **Class Meeting Location:** | Room 126 |
| **Class Credit Hours** | 2 semester credits/3.34 contact hours per week/30 hours per term |
| **Class Credit Length** | 9 weeks |
| **Class Required Texts, Learning Resources** | Boyd, D., Hinds, M., Hyland, J., and Saccoman, E. (Eds.). (2008). *Evolve reach comprehensive review for the NCLEX-RN examination* (2nd ed.). St. Louis, MO: Mosby Elsevier.  Kneisl, C., Wilson, H., and Trigoboff, E. (2009). *Contemporary psychiatric-mental health nursing* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.    Wissmann, J. (Ed.). (2007). *Mental health nursing RN edition 7.0: Content mastery series review module*. Stilwell, KS: Assessment Technologies Institute, LLC. [www.atitesting.com](http://www.atitesting.com)  Evolve Online Learning Center. Case Studies and Practice Tests evolve.elsevier.com |
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| **Class *Recommended* Texts, Learning Resources** | Publication Manual of the American Psychological Association (Sixth Edition  2009). Washington DC: American Psychological Association.  Antai-Otong, D. (2006). Anxiety disorders. *Nursing 2006, 36*(3), 48-49.  Anxiety Disorders Association of America. (2010). January monthly feature:  Anxiety and Depression. Retrieved January 2010 from  <http://www.adaa.org>.  Autism Society of America. (2010). About Autism. Retrieved  January 13, 2010 from [www.autism-society.org](http://www.autism-society.org).  Beebe, L.H. (2007). Beyond the prescription pad: Psychosocial treatments for individuals with schizophrenia. *Journal of Psychosocial Nursing and Mental Health Services, 45*(3), 35-43.  Bhui, K., Shanahan, L., and Harding, G. (2006). Homelessness and mental illness: A literature review and a qualitative study of the perception of the adequacy of care. *International Journal of Social Psychiatry, 53*(2),152‑165.  Forchuk, C., Nelson, G., and Kingston-Macclure, S., Turner, K., and Dill, S. (2006). From psychiatric ward to the streets and shelters. *Journal of psychiatric Mental Health Nursing, 13*(3), 301-308.  Hartford Institute for Geriatric Nursing (2010). Assessment Tools: Try this and how to try this resource. Issue 3 Mental Status Assessment of Older Adults: the Mini-Cog and video. Retrieved January 14, 2010, from <http://hartfordign.org/trythis>. |
| **Class *Recommended* Texts, Learning Resources**  **(continued)** | Hickshorn, K.A. (2004). Reducing seclusion and restraints use in mental health settings: Core strategies for prevention. *Journal* *of psychosocialnursing and mental health services, 49(*9).22-33.  Langley, G.C. and Klopper, H. (2005). Trust as foundation for the therapeutic intervention for patients with borderline personality disorder. *Journal of Psychiatric and Mental Health Nursing. 12*, 23-32.  McGuinness, T. (2006).Methamphetamine abuse. *American Journal of Nursing, 106*(12), 54-59.  Medina, K.L. Shear, Plk., and Schafer, J. (2006) Memory functioning in polysubstance dependent women. *Drug and Alcohol Dependence, 84*(3), 248‑255  National Alliance of Mental Illness (2010). Mental Illnesses, Support and Programs. Retrieved January 14, 2010, from <http://www.nami.org> |
| **Course Catalog Description** | This course provides knowledge for psychiatric nursing of adults and groups within a self-care framework. Related community experiences and pharmacology of psychotropic drugs are included |
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| **Course Learning Outcomes** | Upon completion of the course, the student will be able to:   1. Describe the ethical role of the nurse in the holistic care of the client who is mentally ill, including concepts of: client safety, confidentiality, advocacy, and education of legal rights, informed consent, patient’s rights and advanced directives. 2. Demonstrate the applications of theoretical concepts to the practice of psychiatric/mental health nursing that identifies biological, psychological, social science, nutrition, pharmacology and diagnostic findings. 3. Illustrate application of psychiatric nursing concepts to clients and their families utilizing the nursing process and Gordon' Functional Health Pattern and identify methods of promoting wellness. 4. Identify the etiology of growth and development across lifespan and methods of detection of developmental disabilities, mental illness, mental retardation, and child psychiatric disturbances. 5. Identify psychiatric nursing role functions and scope of practice of a psychiatric/mental health nurse with clients/families within the interdisciplinary psychiatric health team. 6. Analyze group and leadership dynamics and issues of multidisciplinary collaboration, and evaluate the effectiveness of group interactions. |
| **Course Learning Outcomes (continued)** | 1. Demonstrate knowledge of culturally sensitive management of clients with diverse psychiatric diagnoses, as related to continuity of care psychopharmacological, somatic treatments, and other therapies including milieu, electroconvulsive therapy, individual, group, etc. 2. Demonstrate the utilization of information technology resources and describe the use of evidence based nursing practice in the care of the mentally ill clients by defining reliability and validity of research information. 3. Identify professional characteristics and examine professional role of a psychiatric/ mental health nurse as a clinician, teacher, leader, and advocate. |
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| **Teaching Strategies** | Teaching strategies: lectures, discussions, case studies, videos/DVD and Qwizdom. Students will be encouraged to participate in classroom discussions, so proper time devoted to course preparation will be necessary to actively participate. |

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| **IV. Evaluation Methods, Grading** | |
| **Formative Assessment of Student Learning:**   * Will not count more than 80% of final grade | **Formative Assessment**   |  |  |  | | --- | --- | --- | | **Assignment/Assessment Activity** | **Due Date** | **Points** | | ATI part A / B and HESI (unproctored) |  | 5 | | Evolve Case Studies |  | 5 | | Participation |  | 10 | | Examinations |  | 60 |   **Summative Assessment:**   |  |  |  | | --- | --- | --- | | Computerized Examination |  | 20 |   Student must attain a score of at least 76% out of the 80% examination-oriented part of the total course grade. In other words, if the total number of points available in a given class is 100, then a minimum of 80 of those points are earned by taking examinations, and a student must earn at least 61 points of the 80 points (76%) out of those exam questions in order to pass the course. Assuming the student attains the minimum 76% (61 points), then the 20% non-examination activities (20 points) are added to calculate the final course grade. *Note – A student can attain 76% of the combined examinations and still fail the course if not attaining enough points from non-examination assignments.* |
| **Summative Assessment of Student Learning:**   * Will not count more than 20% of final grade |
| **Participation:**   * Student Participation will not account for more than 10% of the final grade. |

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| **V. Policies and Procedures** | |
| **West Coast University Grading Scale** (reflective of final course grade. See associated policy in Catalog) | |  |  |  |  | | --- | --- | --- | --- | | **Grade** | **Points** | **WCU Numerical Scale**  **for non program specific courses** | **Nursing and Dental Hygiene**  **Specific Numerical Score** | | A | 4 | 90-100 | 91-100 | | B | 3 | 80-89 | 84-90 | | C | 2 | 70-79 | 76-83 | | D | 1 | 60-69 | 64-75 | | F | 0 | 59 and below | 63 and below | | TC | N/A | Transfer Credit | Transfer Credit | | W | N/A | Withdrawal | Withdrawal | | I | N/A | Incomplete | Incomplete | | CR | N/A | Credit | Credit granted for 75% or higher on a challenge exam or Credit awarded for NURS 199 |   ***\**Minimum passing grade for all nursing classes is a 76%.** |
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| **West Coast University Attendance Policy** | Satisfactory attendance in courses is a requirement of the university and linked with student success. The percentage of attendance is calculated on the basis of the clock hours identified and varies by the type of course or major. For example, 30% of a three credit lecture course is 13.5 hours. Absences in excess of 30% of any course will result in a grade of “F” and the student will be required to repeat the course. Nursing students may not be absent for more than 20% of a NURS lab or clinical course identified as “L”. Dental hygiene students may not be absent for more than 20% of **any** DHYG course whether theory or clinical.  If any student is absent from the University for more than 14 consecutive calendar days, excluding holidays, and no contact has been made during that period, the student will be withdrawn from the University.  Students must provide the Academic Dean or Dean of Nursing with written documentation verifying the required military leave and length of time requested. |
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| **Course Completion Requirements** | Students are expected to participate in class. Participation includes being present in the class, participation in discussions, and active engagement in the lecture/learning activities.  Students must achieve a passing grade of C or better, submit all required assignments, complete all required quizzes and examinations, and meet the standards of the University attendance policy.  Unscheduled quizzes may be given periodically throughout the term. The quizzes may include previously covered content and/or content to be covered during the current day’s class session.  Unless designated as a group project by the instructor, all student papers and assignments must be completed by the individual student and represent the student’s own original work. Group projects are designated as such so that all other assignments are individual assignments and are to be completed by the student and NOT as a group assignment.  Each student is responsible for his or her own learning which includes all aspects of the work required for a class. In order to maintain security and confidentiality, student assignments must be submitted directly to the instructor via the method(s) approved by the instructor. Do not fax papers to the campus. Do not e-mail papers to instructors without **written permission** from the instructor. |
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| **West Coast University Make-up Work Policy** | In order to meet course outcomes students may be required to make up all assignments and work missed as a result of absences. The faculty may assign additional make-up work to be completed for each absence. Hours of make-up work cannot be accepted as hours of class attendance.  Students are required to be present when an examination is given.  If unexpectedly absent for a documented emergency situation (i.e. death in the immediate family), it is the student’s responsibility to arrange for a make-up date by contacting the faculty member within 48 hours of the original assessment date. The make-up work must be completed within five (5) school days of the originally assigned date.  Students who do not take the exam on the scheduled make-up date or who do not contact the instructor within 48 hours will receive a zero score for that assessment activity.  The highest score possible on a make-up examination is 76% (e.g., if a student obtained a perfect score (100%) in the make-up examination, the grade will still be recorded as 76%).  Lack of preparation at the scheduled exam time is not an acceptable excuse for not taking an examination or quiz. |
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| **Classroom Policies** | * Students are expected to dress professionally during class time, as they will in their future roles and positions. * No children are allowed in class or unattended on campus. * Personal use of cell phones, Blackberries or any other electronic devises in the classroom during class time is not permitted. Unauthorized use may lead to faculty member confiscation of the device for the remainder of the class. Consistent breaches of this policy will be addressed by the University as a student conduct issue. * Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' abilities to learn and the instructor’s abilities to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem. Consistent breaches of this policy will be addressed as a student conduct issue. |
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| **Academic Integrity Policy** | Academic honesty, integrity, and ethics are required of all members of the West Coast University community. Students are expected to conduct themselves in a manner reflecting the ideals, values, and educational aims of the University at all times. Academic integrity and honorable behavior are essential parts of the professionalism that will be required well beyond graduation from WCU. They are the foundation for ethical behavior in the workplace.  A student who acts in an unethical or unprofessional manner on an assignment will receive a grade of zero for that assignment. A second incident of unethical or unprofessional behavior may result in administrative termination from the university.  In its commitment to academic honesty and accurate assessment of student work, West Coast University uses a plagiarism-detection web-service to help prevent plagiarism. Consequently, instructors reserve the right to submit student assignments to the website to check for similarities between student submissions and the internet, various research databases, and the web-site’s database of previous student submissions.  Students may be required to electronically submit their work to the instructor or to the website, and by taking WCU courses, students agree that all assignments are subject to plagiarism detection processes and Academic Honesty policies  Assignments submitted to the website by the student or instructor will become part of the service’s database and will be used for plagiarism prevention and detection. Student papers, however, will remain the intellectual property of the authors.  Any submitted papers that are not the student’s original work will be considered plagiarism, in violation of the Academic Honor Code. For clarification of plagiarism, please refer to the WCU Catalog, Dean or Instructor. |
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| **Academic Dishonesty** | The University considers plagiarism and falsification of documents, including documents submitted to the University for other than academic work, a serious matter that may result in a failure in the class or dismissal from the program. All student work is to be submitted to faculty and represent the student’s original work. All students are required to follow the American Psychological Association (APA) writing guidelines. All sources used as references must be properly identified  Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students and the university, policies on academic integrity will be strictly enforced. Familiarize yourself with the Academic Integrity guidelines and the Academic Honor Code in WCU catalog and program handbooks. |
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| **Testing and Examination Policy** | The university testing policy stipulates that no phones or other electronic devices, food or drink, papers, hats or backpacks can be taken into the examination area. In specific courses the faculty may have additional requirements. Talking during testing or sharing of information regarding the test questions is not allowed. Please review the policy for the complete list of testing requirements and the Academic Honor Code.  Once the exam results are available, the students will be offered a test review. The student will be provided with a test copy (not applicable to HESI, ATI exams), answer sheet, and a copy of his or her Scranton, which must all be returned unchanged upon completion of review. No written or oral notes can be taken when a student reviews his or her exam. The school encourages students to review their test results as soon as the exam is completed. HESI (or ATI) exam results are available for review on line through the Elsevier (or ATI) website usually within 24 hours of completing the exam. Students are encouraged to use this information to tailor their remediation in areas of weakness as identified by subjects missed on the HESI or ATI exam. The HESI and ATI testing policy require that you may not share any of the testing information with anyone at any time. Please read it carefully as this is a legal document you are signing and will be legally held accountable to uphold, when taking these examinations. See Testing policy and Academic Honor Code in WCU catalog and/or Nursing Student Handbook. |
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| **Reasonable Accommodations** | Any student requesting accommodations based on a verified disability is required to register with the Director of Student Services each semester. A letter or clinical evaluation form from a learning specialist showing proof of a learning disability and what accommodations are required to assist the student, is required to be on file with the Director of Student Services. A letter of verification for approved accommodations can be obtained from that office. Please be sure the letter is delivered to your instructors at the beginning of each term so they may appropriately assist you. |
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| **Changes to the Course Schedule** | Any changes to the course schedule as outlined in this syllabus will be discussed with students attending the class prior to implementation. |
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| **Additional Program or Accreditation Requirements** | **AACN Essentials for Baccalaureate Education for Professional Nursing Practice**  The purpose of this section of the syllabus is to guide the student in understanding how the AACN 9 Essentials are incorporated into their education and to provide guidance to them in developing their individual portfolios.  The Essentials that are met in NURS 204 Psychiatric / Mental Health Nursing: Promoting Wellness in Mentally Ill Clients include the following:  The Essentials that are met in NURS 204 Promoting Wellness in the Mentally Ill Client include the following:  Essential I, Liberal Education for Baccalaureate Generalist Nursing Practice   * Outcome 1 – Integrate theories and concepts from liberal education into nursing practice.   + Students will give a presentation on defense mechanisms   Essential III, Scholarship for Evidence-based Practice   * Outcome 2 – Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.   + Utilize evidence-based practice in the care of the mentally ill client.   Essential V, Healthcare Policy, Finance, and Regulatory Environments   * Outcome 12 – Advocate for consumers and the nursing profession.   + Analyze the politics of mental health care in the current legal and healthcare environment, and discuss the role of the nurse as a client advocate in this environment. |
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| **Section B**: Course Outline | | | | | | | |  |
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| **Week/**  **Date** | **Class Objectives** | | | **Content Outline** | **Specific Course Activity** | | **Student Assignments** | |
| **1** | **Introduction to Psychiatric Mental Health Nursing (Roles, and Scope of Practice)**   1. Discuss the nursing theory, concepts and principles that have shaped psychiatric-mental health nursing today. 2. Explain how self-knowledge and self-reflection are important to a psychiatric-mental health nurse. 3. Discuss how definitions of mental disorder have shifted throughout history. 4. Discuss the qualities that enable psychiatric mental health nurses to practice the use of self artfully in a therapeutic relationship. 5. Discuss the importance of empathy in psychiatric mental health nursing. 6. Discuss how accountability for communication and collaboration contributes to effective psychiatric mental health nursing. 7. Discuss the responsibilities of psychiatric mental health nurses in relations to participation in professional nursing organizations. 8. Identify the standards that guide the delivery of contemporary psychiatric mental health nursing. 9. Compare and contrast the differences and similarities among the roles of the psychiatric-mental health nurse and other members of the mental health team. | | | Introduction to Psychiatric Mental Health Nursing (Roles, and Scope of Practice)  Philosophy and Theories for Interdisciplinary Psychiatric Care  Creating a Therapeutic Environment in a Psychiatric Setting and Nursing Care for the Homeless  Legal and Ethical Aspects of Psychiatric/Mental Health Nursing Practice  Therapeutic Communication and Interpersonal Relations in Nursing | Lecture  Video: “Mental Health Issues in the Acute Care Setting” | | Read Chapter 1, 2, 5, 10, 12, 13, and 29  Review Syllabus and Term Assignments | |
| **Week/**  **Date** | **Class Objectives** | | | **Content Outline** | **Specific Course Activity** | | **Student Assignments** | |
| **1**  **(cont)** | 1. Describe how the role of the psychiatric-mental health nurse changed over the years from that of custodian to a multifaceted role. 2. Describe factors that influence the success or failure of collaboration among the health care team, clients, and significant others.   **Philosophy and Theories for Interdisciplinary Psychiatric Care:**   1. Discuss the concepts of human interactionsim and psychobiology as they relate to psychiatric mental health nursing. 2. Identify the major principles of humanism. 3. Analyze the assumptions and key ideas among the medical psychobiologic, psychoanalytic, behaviorist, social interpersonal and nursing theories. 4. Discuss implications each theory has for psychiatric mental health nursing. 5. Describe the application of these interdisciplinary principles to professional practice.   **Creating a Therapeutic Environment:**   1. Identify hospital-based and community-based settings where psychiatric mental health nurses practice. 2. Discuss specific challenges psychiatric home health and case manager’s face. 3. Describe how managed mental health care influences psychiatric care. | | |  |  | |  | |
| **Week/**  **Date** | **Class Objectives** | | | **Content Outline** | **Specific Course Activity** | | **Student Assignments** | |
| **1**  **(cont)** | 1. Differentiate case management from other types of nursing care. 2. Incorporate therapeutic environment principles in a plan of care for psychiatric clients. 3. Describe how psychiatric mental health nurses create and manage therapeutic environments. 4. Describe the role of the psychiatric nurse in relation to a client with impaired activities of daily living. 5. Identify severely and persistently mentally ill clients and what adaptations are required for their care, including self care principles. 6. Discuss homelessness and nursing intervention. 7. Discuss health needs of homeless clients. 8. Differentiate the roles of the various health care providers on a mental health unit and describe how these providers contribute to the maintenance of a therapeutic environment.   **Legal and Ethical Aspects of Nursing Practice:**   1. Relate bioethics principles to the practice of psychiatric mental health nursing. 2. Discuss ethical guidelines that should be applied in reconciling psychiatric ethical dilemmas. | | |  |  | |  | |
| **Week/**  **Date** | **Class Objectives** | | | **Content Outline** | **Specific Course Activity** | | **Student Assignments** | |
| **1 (cont)** | 1. Identify the responsibilities psychiatric mental health nurses have in protecting the rights of mental health clients. 2. Describe possible acts that could make psychiatric mental health nurses legally liable. 3. Describe circumstances when psychiatric mental health nurses should act as advocates for mental health clients. 4. List the legal reasons for the application of restraints. 5. Differentiate the roles of the various health care providers on a mental health unit and describe how these providers contribute to the maintenance of a therapeutic environment. 6. Describe how to maintain the safety of a client in restraints. 7. Determine how to incorporate legal and ethical guidelines in professional practice. 8. Describe the role of the nurse in protecting client’s confidentiality in regard to electronic records. 9. Define the Short-Doyle Act in relation to state funding for mental health. 10. Describe the 5150 process for involuntary clients in the state of California according to the Lanterman-Petris-Short Act. | | |  |  | |  | |
| **Week/**  **Date** | **Class Objectives** | | | **Content Outline** | **Specific Course Activity** | | **Student Assignments** | |
| **1 (cont)** | 1. Compare and contrast admission and release procedures for voluntary admission and involuntary commitment (5150, 5250, Consecutive 14 day hold, 30 day hold, 180 day hold and Writ of Habeau Corpus). 2. Describe criteria for LPS conservatorship. 3. Identify purpose of Probable Cause Hearings (PCH) and Riese Petition– medication capacity hearing.   **Therapeutic Communication:**   1. Identify factors that influence the process of human communication. 2. Compare and contrast nonverbal and verbal communication. 3. Discuss theories of human communication as they relate to humanistic, psychiatric mental health nursing. 4. Describe concepts of facilitative communication that are essential part of a therapeutic interpersonal relationship. 5. Explain culturally competent communication strategies. 6. Describe effective communication skills and how they can be used throughout the nursing process. 7. Describe the use of conflict resolution when dealing with aggressive clients. 8. Discuss how the skills discussed in psychiatric mental health nursing foster relating and communicating in any health care setting. | | |  |  | |  | |
| **Week/**  **Date** | **Class Objectives** | | | **Content Outline** | **Specific Course Activity** | | **Student Assignments** | |
| **1 (cont)** | **Interpersonal Relations in Nursing:**   1. Explain the common shared characteristics and phenomena of one-to-one relationships. 2. Identify client abilities and behaviors that are most often associated with growth-producing outcomes. 3. Analyze the following special concerns as they relate to psychiatric-mental health nurses: critical distance, self-disclosure, gift giving, the use of touch, and values. 4. Explain the three phases of the therapeutic nurse-client relationship and the main objectives and tasks of each phase. 5. Apply the nursing process to the three phases of the nurse-client relationship. | |  | | |  | |  |
| **2** | **Nursing Process: Application with Psychiatric / Mental Health Clients:**   1. Relate the American Nurses Association Standards of Psychiatric Mental Health Nursing Care to the nursing process. 2. Use the American Nurse Association standardized language of NANDA to provide and document care for clients with psychiatric diagnoses. 3. Identify measurement criteria used to determine that the care provided to psychiatric clients meets each of the Standards. | | Application of the Nursing Process in Psychiatric / Mental Health Nursing  Nursing Care for Clients with Schizophrenia and Other Psychotic Disorders  Cultural, Ethnic, and Spiritual Consideration  Group and Family Intervention  Cognitive and Behavioral Intervention | | | Lecture    Video: Schizophrenia – Understanding the Disorder | | Read Chapter 11, 16, 9, 30, 6, 7and 32  Evolve Case  Studies:  Schizophrenia  and Psychosis |
| **Week/**  **Date** | **Class Objectives** | | **Content Outline** | | | **Specific Course Activity** | | **Student Assignments** |
| **2** | 1. Discuss the importance of a common vocabulary that describes psychiatric mental health nursing care. 2. Describe how to use psychiatric mental health nursing standards and the nursing process in professional practice. 3. Identify when assessment takes place. 4. Describe the steps a psychiatric mental health nurse would take to conduct a psychiatric history, a mental status exam and physical assessment. 5. Define terms used in a psychiatric history and a mental status exam. 6. Differentiate among a physiologic assessment, neurological assessment, psychological testing and psychosocial assessment. 7. Describe the DSM-IV-TR multiaxial system. 8. Determine how to apply assessment principles in professional practice. 9. Identify the different circumstances in which a psychiatric mental health nurse would use the mental status exam and the mini-mental status exam. 10. Formulate a quality assurance program for a set of psychiatric nursing interventions. | | Psychobiology and Psychopharmacology – Antipsychotics | | |  | |  |
| **Week/**  **Date** | **Class Objectives** | | **Content Outline** | | | **Specific Course Activity** | | **Student Assignments** |
| **2 (cont)** | **Group and Family Interventions:**   1. Describe group development and group therapy. 2. Describe creating and maintaining a therapeutic group. 3. Explain the purpose therapeutic groups fulfill. 4. Identify the steps psychiatric mental health nurses would take to apply the process of here-and-now activation to a therapeutic group. 5. Compare and contrast the different types of therapeutic groups. 6. Describe families in terms of their relationships, associations, and connections. 7. Identify strategies psychiatric mental health nurses use to assess and intervene with families.   8 Analyze group and family processes in personal life and professional practice that will promote and maintain an individual’s mental health.  **Cognitive and Behavioral Intervention:**   1. Compare and contrast cognitive therapy to behavioral therapy. 2. List examples of humans expressing themselves in cognitive and behavioral ways. 3. Relate conditioning and association to human learning. | |  | | |  | |  |
| **Week/**  **Date** | **Class Objectives** | **Content Outline** | | | | **Specific Course Activity** | | **Student Assignments** |
| **2 (cont)** | 1. Describe therapeutic interventions a psychiatric mental health nurse would use in a cognitive behavioral framework. 2. Identify which diagnostic group would benefit from cognitive behavioral-based case management. 3. Design a behavioral contract using the nursing process to promote a change in health-related behaviors. 4. Describe how to incorporate cognitive and behavioral interventions in professional practice.   **Psychobiology:**   1. Describe how neuroanatomic structures affect thought, behavior, memory understanding of consequences, and emotions. 2. Identify neurotransmitter alterations that occur in major psychiatric disorders. 3. Describe the contributions genetics have made to the understanding of mental disorders. 4. Describe how endocrine and immune systems affect mood and behavior. 5. Discuss possible implications the psychobiologic theories may have on psychiatric mental health nursing. 6. Discuss the importance of teaching clients/families about the biological aspects of psychiatric disorders. |  | | | |  | |  |
| **Week/**  **Date** | **Class Objectives** | **Content Outline** | | | | **Specific Course Activity** | | **Student Assignments** |
| **2 (cont)** | 1. Describe how to apply psychobiology principles in professional practice.   **Psychopharmacology:**   1. Define psychopharmacology. 2. Describe the positive and negative impacts of   psychiatric medications on behavior.   1. Discuss factors that affect the extent to which clients will comply with prescribed medication treatment regimens. 2. Describe major side effects associated with broad categories of psychotropic medications, and formulate nursing interventions to address them. 3. Identify personal feelings and attitudes that may exist is these medications must be taken for an indefinite period of time. 4. Describe how to incorporate psychopharmacology principles in professional practice when administering psychotropic medications. |  | | | |  | |  |
| **3** | **Mood Disorders:**   1. Compare and contrast the similarities and differences between major depressive disorder and bipolar disorder 2. Describe the various theories that contribute to the understanding of mood disorders. 3. Describe the process for conducting a nursing assessment on a client with a mood disorder. | Nursing Management of Mood Disorders:  a. Major depressive disorder  b. Bipolar disorder  c. Dysthymic disorder,  d. Bereavement and  dysfunctional grieving  e. Adjustment disorder  Self-injurious Behavior and Suicide Prevention | | | | Lecture  Video: Mood Disorder – Depressive Disorder Part 1 and 2  Video: ECT | | Read Chapter 17, 23, 24, 34 and 35  Evolve Case  Study: Major  Depressive Disorder  Evolve Practice Quiz |
| **Week/**  **Date** | **Class Objectives** | **Content Outline** | | | | **Specific Course Activity** | | **Student Assignments** |
| **3 (cont)** | 1. Describe the psychiatric mental health nurse’s role in the appropriate nursing therapies for clients with mood disorders. 2. Apply the nursing process to clients with mood disorders. 3. Describe case management, community-base care, and home care for clients with mood disorders. 4. Discuss the process of bereavement and dysfunctional grieving 5. Discuss understanding of suicide prevention and safety promotion in the plan of care for clients with mood disorders. 6. Discuss client and family education about biologic treatment for mood disorders such medications and electroconvulsive therapy 7. Discuss personal feelings, values, and attitudes toward clients with mood disorders that may provide challenges to professional practice. 8. Discuss psychopharmacology in mood disorders.   **Self-injurious behavior and suicide prevention:**   1. Identify social, demographic, and clinical variables that influence suicide or self-destructive behaviors. 2. Identify the components of lethality assessment. | Nursing Care for Elders with Mental Illness and Nursing Interventions for Elder Abuse  Crises Intervention  Intervening Violence in the Psychiatric Setting | | | | Video: Domestic Violence “Portrait of Abuse Part 1 & 2 | | ***Section 1 Exam*** |
| **Week/**  **Date** | **Class Objectives** | **Content Outline** | | | | **Specific Course Activity** | | **Student Assignments** |
| **3 (cont)** | 1. Describe the crucial components of basic suicide precautions and maximum suicide precautions. 2. Discuss strategies that are helpful for survivors of suicide. 3. Apply the nursing process to care for clients with suicide and self-destructive behaviors. 4. Discuss case management, community-based care, and home care for clients with suicidal and self-destructive behavior. 5. Identify personal feelings and attitudes that may cause anxiety in professional practice when working with suicidal or other self-destructive clients.   **Nursing care for elders with mental illness and nursing interventions for elder abuse:**   1. Discuss the age-related projections that will impact future mental health services for elders. 2. Describe the best-known biopsychosocial theories of aging and the major ideas associated with each one. 3. Identify the key components of a biopsychosocial assessment of an older client. |  | | | |  | |  |
| **Week/**  **Date** | **Class Objectives** | **Content Outline** | | | | **Specific Course Activity** | | **Student Assignments** |
| **3 (cont)** | 1. Differentiate normal physical and psychosocial changes that accompany aging from mental disorders that afflict elders. 2. Describe community support programs such as adult day care, restorative programs, and assisted living to elders and their families. 3. Apply the nursing process to care of elders. 4. Discuss case management, community-based care and home care for elders. 5. Analyze personal biases, feelings and attitudes that may be experienced in professional practice when caring for elders who suffer from mental disorders.   **Intervening in Violence in Psychiatric Setting:**   1. Discuss theoretical perspective that is useful in understanding violence. 2. Determine the presence of behavioral and verbal cues that indicate impending violence 3. Identify risk factors that contribute to violent behavior 4. Discuss nursing measures to de-escalate potentially violent behavior within the context of the principle of least restrictiveness. 5. Discuss a variety of nonpharmacological nursing strategies for intervening with violent clients |  | | | |  | |  |
| **Week/**  **Date** | **Class Objectives** | **Content Outline** | | | | **Specific Course Activity** | | **Student Assignments** |
| **3 (cont)** | 1. Analyze personal feelings and attitude that may affect professional practice when caring for clients with aggressive behaviors.   **Crises Intervention:**   1. Discuss types of maturational and situational crises a person can experience 2. Trace the sequence of a crisis and determine its significance for the nursing care of a client in crisis. 3. Incorporate an understanding of the origins of a crisis, risk factors, and balancing factors during the assessment phase of crisis management. 4. Identify three possible crisis intervention modalities for a person in crisis 5. Incorporate the ABCs of crisis intervention modalities for a client in crisis. 6. Discuss psychoeducation for clients and families who are disaster victims.   **Persons at Risks for Abuse or Violence:**   1. Describe the biopsychosocial causes of rape, intrafamily physical abuse, and intrafamily sexual abuse. 2. Discuss the short-term and long-term effects on victim of rape and intrafamily violence. 3. Identify those at greatest risk for intrafamily physical and sexual abuse. |  | | | |  | |  |
| **Week/**  **Date** | **Class Objectives** | **Content Outline** | | | | **Specific Course Activity** | | **Student Assignments** |
| **3 (cont)** | 1. Identify the principles common to most treatment plans for victims of violence. 2. Explain reasons for spiritual recovery and its importance for persons who have been victims of violence. 3. Identify specific actions you could take to advocate for the reduction of family violence. 4. Discuss personal feelings and attitudes that may affect professional practice when caring for victims of rape or violence. |  | | | |  | |  |
| **4** | **Stress, anxiety, and coping:**   1. Describe the effects of stress and anxiety on an individual. 2. Discuss the sources of stress and anxiety. 3. Describe everyday methods to cope with stress and anxiety. 4. Identify common medical conditions that have an onset or a course influenced by psychological and behavioral factors. 5. Discuss the nursing process for clients with anxiety 6. Describe how to incorporate nursing strategies in professional practice that help stressed and anxious clients cope. 7. Compare and contrast the common defense-oriented behaviors (defense mechanisms) people use to cope with stress and anxiety. | Stress, Anxiety, and Coping  Nursing Care of Clients with Anxiety Disorders and Dissociative Disorders  Nursing Care for Clients with Somatoform and Factitious Disorder    Psychopharmacology – Anxiolytics | | | | Lecture  Video: Anxiety Disorder – Obsessive-Compulsive Disorder | | Read Chapter 8, 18, and19,  Evolve Case Study: Depression |
| **Week/**  **Date** | **Class Objectives** | **Content Outline** | | | | **Specific Course Activity** | | **Student Assignments** |
| **4 (cont)** | 1. Implement nursing intervention strategies specific to each defense-oriented behavior listed.   **Anxiety Disorder and Dissociative Disorders:**   1. Identify theories in understanding anxiety disorders and dissociative disorders 2. Identify the concepts of anxiety and how it relates to anxiety disorders and dissociative disorders 3. Compare and contrast both the common themes and distinctive characteristics of anxiety disorders with dissociative disorders. 4. Identify the disorders for anxiety, the disorders for somatoform, and the disorders for dissociative. 5. Explain the concept of anxiety as it relates to anxiety disorders, somatoform disorders and dissociative disorders. 6. Apply the nursing process to clients with anxiety, somatoform, and dissociative disorders. 7. Describe case management, community-based care, and home care for clients with anxiety, somatoform, and dissociative disorders. 8. Incorporate an understanding of how dissociation serves as a defense mechanism for some individuals experiencing trauma into the care of clients with dissociative disorders |  | | | |  | |  |
| **Week/**  **Date** | **Class Objectives** | **Content Outline** | | | | **Specific Course Activity** | | **Student Assignments** |
| **4 (cont)** | 1. Discuss the importance of education for clients and their families about pharmacologic and nonpharmacologic measures for anxiety disorders and dissociative disorders 2. Identify the possible personal challenges in caring for clients with anxiety disorders and dissociative disorders.   **Somatoform and Factitious Disorder:**   1. Compare and contrast the biopsychosocial characteristics of various somatoform disorders. 2. Discuss theories that aid in the understanding of somatoform disorders. 3. Distinguis between somatoform disorder, factitious disorders, and malingering. 4. Review the importance of performing a thorough and comprehensive assessment of clients with somatoform disorders. 5. Discuss personal challenges to professional practice when caring for clients with somatoform disorders. |  | | | |  | |  |
| **5** | **Substance use disorders:**   1. Describe the major theories for substance-related disorders. 2. Identify client groups at risk for substance-related disorders. 3. Describe the physical, psychological, and withdrawal effects of major categories of abused substances. | Nursing Care for Clients with Substance Related Disorders –  Nursing Care for Clients with Cognitive Disorders: Delirium, Dementia, and Amnestic Disorders  Pharmacology in Substance use disorder | | | | Lecture | | Read Chapter 15, 14 and 31  Evolve Case Study: Alcoholism  Evolve Practice Exam |
| **Week/**  **Date** | **Class Objectives** | **Content Outline** | | | | **Specific Course Activity** | | **Student Assignments** |
| **5 (cont)** | 1. Identify treatment approaches for the major categories of abused substances. 2. Apply the nursing process to clients with substance related-disorders. 3. Identify assessment tools used for clients with substance-related disorders. 4. Identify short-term and long-term nursing strategies for clients with substance-related disorders. 5. Describe case management, community-based care, and home care for clients with substance-related disorders. 6. Identify personal outcome criteria for clients who have substance-related disorders. 7. Discuss personal feelings and attitudes about clients with substance-related disorders that may affect professional practice. 8. Discuss ways that the mental health and substance abuse treatment systems may fail to meet the needs of clients with coexisting psychiatric and substance use disorders. 9. Identify interventions that are most likely to be effective in working with clients who have coexisting psychiatric and substance use disorders. 10. Identify how alcohol or drug use can complicate the course of psychiatric disorders. |  | | | |  | | ***Section 2 Exam*** |
| **Week/**  **Date** | **Class Objectives** | **Content Outline** | | | | **Specific Course Activity** | | **Student Assignments** |
| **5 (cont)** | 1. Apply the nursing process to care for clients with coexisting psychiatric and substance use disorders in an emergency setting or an inpatient setting. 2. Discuss case management, community-based care, and home care for clients with coexisting psychiatric and substance use disorders. 3. Identify what can be done in professional practice to maintain a positive and hopeful attitude when caring for clients with coexisting psychiatric and substance use disorders.   **Cognitive Disorders (Delirium, dementia, and amnestic disorders):**   1. Explain the biophysiosocial theories for delirium, dementia, amnesic disorder and other cognitive disorders. 2. Differentiate among the various types of cognitive disorders. 3. Identify the specific DSM-IV-TR diagnostic criteria for cognitive disorders. 4. Apply the nursing process to clients with cognitive disorders. 5. Describe relevant subjective and objective data for clients with cognitive disorders. 6. Identify nursing strategies to promote optimal functioning in clients with cognitive disorders. |  | | | |  | |  |
| **Week/**  **Date** | **Class Objectives** | **Content Outline** | | | | **Specific Course Activity** | | **Student Assignments** |
| **5 (cont)** | 1. Describe case management, community based care, and home care for clients with dementia. 2. Describe relevant subjective and objective data for clients with cognitive disorders. 3. Identify nursing strategies to promote optimal functioning in clients with cognitive disorders. 4. List 3 interventions use to facilitate situational role change. 5. Describe case management, community based care, and home care for clients with dementia. 6. Name strategies to provide a support system for caregivers of clients with dementia. 7. Describe personal feelings and attitudes that would cause the most difficulty in professional practice when caring for clients with cognitive disorders. |  | | | |  | |  |
| **6** | **Personality Disorders:**   1. Differential personality traits and style from personality disorders 2. Identify the characteristics common to all three clusters or major categories of personality disorders. 3. Compare biopsychosocial characteristics of various personality disorders | Nursing care of clients with personality disorders: Cluster A, Cluster B and Cluster C | | | | Lecture  Video: Personality Disorder – Cluster B | | Read Chapter 22, and 21  Evolve Case Study: Alzheimer’s Disease |
| **Week/**  **Date** | **Class Objectives** | **Content Outline** | | | | **Specific Course Activity** | | **Student Assignments** |
| **6 (cont)** | 1. Identify the developmental psychobiological characteristics that distinguish Cluster A, Cluster B, Cluster C personality disorders from one another. 2. Apply the nursing process to the care of clients with personality disorder. 3. Apply the nursing process to the care of clients with personality disorders. 4. Discus case management, community-based care, and home care for personality disorders. 5. Focus nursing intervention on a client’s specific and unique response to the disorder. 6. Identify the possible effects of the nurse’s positive and negative emotional response to clients who have personality disorder.   **Eating Disorder:**   1. Identify the various types of eating disorders. 2. Discuss biopsychosocial theories that aid in the understanding of eating disorders. 3. Discuss how psychological and social pressures can influence the course of eating disorders. 4. Identify steps for assessing individual and family problems of clients with eating disorders. 5. Apply the nursing process for clients with eating disorders. | Nursing care of clients with eating disorder: Anorexia Nervosa, Bulemia Nervosa and Binge-eating disorder  Psychopharmacology | | | | Video: “What’s Eating You” | |  |
| **Week/**  **Date** | **Class Objectives** | **Content Outline** | | | | **Specific Course Activity** | | **Student Assignments** |
| **6 (cont)** | 1. Describe the psychiatric mental health nurse’s role and appropriate nursing interventions for clients with eating disorders and their families. 2. Describe case management, community based care, and home care for clients with eating disorders. 3. Discuss possible feelings of frustration while caring for clients with eating disorders. 4. Examine personal feelings and attitudes that may affect professional practice when care for clients with eating disorders. |  | | | |  | |  |
| **7** | **Children:**   1. Analyze the similarities and differences between generalist and specialist roles in child/adolescent psychiatric mental health nursing. 2. Identify key ideas in the biopsychosocial theories that aid in understanding the development of childhood psychiatric disorders. 3. Describe the signs and symptoms associated with each of the common childhood psychiatric disorders. 4. Identify key elements in an assessment of a child with a mental health problem. 5. Describe approaches that are available to child psychiatric mental health nurses when diagnosing and treating children. | Nursing Care of Children, and Adolescence with Mental Illness  Psychiatric / Mental Health Care in Clients with HIV/AIDS  Complementary and Alternative Healing in Psychiatric and Mental Health  Psychopharmacology in Children and Adolescence | | | |  | | Chapter 26, 27, 25, 33 and 32  Evolve Case  Study:  Attention  Deficit Hyperactivity Disorder |
| **Week/**  **Date** | **Class Objectives** | **Content Outline** | | | | **Specific Course Activity** | | **Student Assignments** |
| **7 (cont)** | 1. Apply the nursing process to the care of children with psychiatric disorders. 2. Discuss case management, community-based care, and home care for children with psychiatric disorders 3. Analyze personal feelings and attitudes toward children that may affect professional practice when caring for children with psychiatric disorders.   **Adolescents:**   1. Describe the biopsychosocial theories for adolescents. 2. Describe roles the psychiatric mental health nurse may use when working with adolescents in an outpatient or inpatient setting. 3. Identify the relevance of biological and developmental data in the assessment of adolescents. 4. Describe the importance of a humanistic interactionist perspective in a comprehensive assessment of adolescent problems. 5. List examples of an adolescent acting out a life script. 6. Construct a client contract for use with an adolescent in treatment. 7. List examples of an adolescent acting out a life script. 8. Construct a client contract for use with an adolescent in treatment. |  | | | |  | |  |
| **Week/**  **Date** | **Class Objectives** | **Content Outline** | | | | **Specific Course Activity** | | **Student Assignments** |
| **7 (cont)** | 1. Apply the nursing process to care for adolescent clients with mental illness. 2. Discuss case management, community-based care, and home care for adolescents. 3. Analyze personal feelings and attitudes, occurrences, or unresolved issues about adolescence that may affect professional practice when caring for adolescents.   **Psychiatric / Mental Health care in client with HIV/AIDS:**   1. Identify psychiatric populations that are at risk for acquired immune deficiency syndrome (AIDS). 2. Describe the biopsychosocial impact of human immunodeficiency HIV infection. 3. Describe modifications psychiatric mental health nurses would make when providing direct care to people with HIV disease in psychiatric settings. 4. Discuss risk-reduction education and counseling strategies regarding sexual behavior and substance abuse that would be helpful in working with psychiatric mental health clients and people in the community. 5. Identify strategies that psychiatric mental health nurses can use to support caregivers of people with HIV and AIDS and individuals experiencing AIDS-related bereavements. |  | | | |  | |  |
| **Week/**  **Date** | **Class Objectives** | **Content Outline** | | | | **Specific Course Activity** | | **Student Assignments** |
| **7 (cont)** | 1. Analyze personal feelings and attitudes that may exist in professional practice when caring for mentally disordered persons with HIV/AIDS.   **Complementary and Alternative Healing in Psychiatric and Mental Health:**   1. Describe the therapeutic uses for each of the complementary and alternative medicine (CAM) techniques. 2. Describe characteristics and functions of the various CAM techniques. 3. Apply CAM strategies for care of clients in any health care or community setting. 4. Explain CAM techniques to clients and their families for integration into a plan of care to promote, maintain, and restore emotional well being. 5. Identify cautions a psychiatric mental health nurse would give to clients and their families about CAM approaches. 6. Use CAM strategies to enhance personal functioning and professional practice. |  | | | |  | |  |
| **8** | Psychiatric / Mental Health Review  Test taking strategies | Course Review  Final Exam Review | | | |  | | ATI A & B Practice Exam  ***Section 3 Exam*** |
| **Week/**  **Date** | **Class Objectives** | **Content Outline** | | | | **Specific Course Activity** | | **Student Assignments** |
| **9** | Final Exam Evaluation |  | | | |  | | ***Accumulative***  ***Computerized***  ***Exam*** |