

ODESSA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM
SYLLABUS RNSG 2213
FALL 2011

COURSE TITLE: MENTAL HEALTH NURSING

CREDIT: 2 HOURS (2 CONTACT HOURS; 16 WEEK COURSE)

PLACEMENT: SECOND SEMESTER OF NURSING PROGRAM

PRE-REQUISITES: CONSENT OF DEPARTMENT

CO-REQUISITES: RNSG 2161; RNSG 1443; RNSG 1361; BCIS 1305; PSYC 2314

LICENSING/CERTIFICATION AGENCY: TEXAS BOARD OF NURSING (BON)

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COURSE DESCRIPTION: Principles and concepts of mental health, psychopathology, and treatment modalities related to the nursing care of clients and their families. The integration of evidenced based practice is stressed. (SCANS 1, 2, 4, 5, 6, 9, 10, 11).

LEARNING OUTCOMES: Uses therapeutic communication; utilizes critical thinking skills and a systematic problem-solving process as a framework for providing care to clients and families experiencing mental health problems; and explains the roles of the professional nurse in caring for clients and families experiencing mental health problems.

COURSE OBJECTIVES: Course objectives utilize the framework of the Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs. Upon completion the student will be able to (PO = Corresponding Program Outcomes).

As Provider of Care:

1. Apply the five steps of a systematic process (for care and discharge planning), which includes assessment, analysis, planning, implementation and evaluation in utilizing, evidenced based practice, critical thinking, and decision making processes for the client with a mental health alteration. (PO 1, 2, 3, 4)
2. Interpret characteristics, concepts and processes related to clients, including psychosocial growth and development, pathophysiology, and psychopathology, ethical reasoning, and cultural and spiritual beliefs and practices related to mental and physical health and illness. (PO 1, 2, 3)
3. Relate medical and psychiatric diagnoses, pharmacology (especially of psychoactive drugs), milieu management, and other therapies and treatment to assist client in meeting health care needs. (PO 3, 5)

4. Follow principles of establishing caring nurse-client relationships, including evaluating therapeutic communication skills. (PO 3)
5. Practice collaborative aspects of the relationship between the nursing plan of care, the therapeutic regimen, the plan of interdisciplinary health care team members, research and cost factors. (PO 2, 3, 4, 7, 8, 9)
6. Apply research from nursing literature pertinent to planning and implementing nursing care for clients and families experiencing mental health alterations. (PO 7)

As Coordinator of Care:

7. Recognize political, economic, and societal forces affecting the mental health of individuals and families. (PO 9, 10)
8. Share observations with members of the interdisciplinary health care team relevant to the care, learning needs, and discharge planning for clients with alterations in mental health. (PO 4,5,9)
9. Explore community resources that promote optimal client and family adaptation to internal and external stressors (PO 10)

As Member of a Profession:

10. Act as an advocate to promote the provision of quality health care for psychiatric clients and their families regarding health care. (PO 13)

TEACHING/LEARNING METHODS:

Lecture, discussion, technological instructional modalities, reading assignments, peer interactions, group activities, role playing, writing assignments, and guest speakers may be utilized.

EVALUATION AND GRADING: No assignments or tests are optional. Components of student evaluation include the following:

ATI 10%	
Unit Exams (7)	65%
Final Exam (Comprehensive)	25%
Total	100%*

*Students who achieve Proficiency Level II on ATI-Testing will receive an extra 5% calculated from the ATI Proctored exam which will be added to the final to exam score.

Videos

I'm Still Here - The Truth About Schizophrenia The Healthy Aging Brain
Mental Health Nursing in the General Hospital Communicating
Journey Through the Shadows Broken Vows Safeguarding God's Children
Understanding and Communicating with a Person Who is Hallucinating

Grading Scale: The grading scale for RNSG 2213 is consistent with that of the Nursing Program:

90 – 100 =	A
80 – 89 =	B

75 – 79	=	C
60 – 74.99	=	D
59 and below	=	F

A course final grade below 75, “C”, does not meet criteria for progression. Students must meet all course requirements, or a grade of D or F will be assigned according to the above scale. Grades below 75 will not be rounded up. The co-requisite clinical course (RNSG 2161) must be passed in order to receive a passing grade in RNSG 2213.

TOPICAL OUTLINE:

Unit I: Current Theories and Practice

- A. Foundations of Psychiatric Mental-Health Nursing
- B. Neurobiologic Theories and Psychopharmacology
- C. Psychosocial Theories and Therapy
- D. Treatment Settings and Therapeutic Programs

Unit II: Building the Nurse-Client Relationship

- A. Therapeutic Relationships
- B. Therapeutic Communication
- C. Client’s Response to Illness
- D. Assessment
- E. Legal and Ethical Issues

Unit III: Current Social and Emotional Concerns

- A. Anger, Hostility and Aggression
- B. Abuse and Violence
- C. Grief and Loss
- d. Anxiety, Anxiety Disorders and Stress Related Illness

Unit IV: Nursing Practice for Psychiatric Disorders

- A. Schizophrenia
- B. Mood Disorders
- C. Personality Disorders
- D. Substance Abuse
- E. Eating Disorders
- F. Somatoform Disorders
- G. Child and Adolescent Disorders
- H. Cognitive Disorders

UNIT OBJECTIVES: (CO=Corresponding Course Objective)

Unit I (CO #1-9)

1. Articulate how self-awareness can be an effective tool in mental health nursing.
2. Distinguish between mental health and mental illness.

3. Identify factors that influence the development of mental health.
4. Identify examples of ego defense mechanisms; including the purpose, that each serves.
5. Define psychiatric mental-health nursing.
6. Articulate historical trends and the current state of psychiatric-mental health services.
7. Discuss the relationships among culture, ethnicity, and human behavior.
8. Identify how ethnocentrism and stereotyping can affect nursing care.
9. Compare and contrast different cultural beliefs about mental illness.
10. Articulate the purpose and usage of DSM-IV-TR in the psychiatric-mental health setting.
11. Compare the criteria for voluntary and involuntary admission to a psychiatric facility.
12. Identify the types of community mental health services that are available to psychiatric clients.
13. Explain the rationale for the administration, adverse effects, and expected therapeutic effects of each category of psychotropic medication.
14. Demonstrate an understanding of the importance of client and family education regarding psychotropic drugs.
15. Apply current theory to behavioral changes for each category of psychotropic medications.
16. Demonstrate an understanding of the importance of client and family education regarding psychotropic drugs.

Unit II (CO #1-9)

1. Articulate the purpose of a comprehensive psychiatric nursing assessment.
2. Recognize how disturbances in communication exhibited by a client can impair the assessment process.
3. Differentiate hallucinations, illusions, and delusions.
4. Apply communication principles to examples presented.
5. Distinguish the factors that influence communication.
6. Describe the importance of assessing nonverbal communication.
7. Articulate the relationship between comfort zones and effective communication skills.
8. Identify factors that contribute to ineffective communication.
9. Formulate a list of therapeutic communication techniques.
10. Demonstrate an understanding of the importance of confidentiality in the clinical setting.
11. Explain the phases of a therapeutic nurse-client relationship.
12. Define *milieu therapy*.
13. Define legal, ethical considerations as applied to psychiatric mental health nursing.
14. Discuss the role of the psychiatric-mental health nurse in the therapeutic milieu or environment.
15. Describe the components of the therapeutic milieu or environment.
16. Explain the rationale for the use of seclusion and restraints and the legal implications.
17. Explain the principles of individual psychotherapy.
18. Describe examples of behavior therapy techniques.
19. Identify clients who would benefit from participation in occupational, educational, art, music, or recreational therapy.
20. Recognize the advantages of group therapy.
21. Compare and contrast characteristics of functional and dysfunctional families.
22. Compare and contrast the goals of couple and family therapy.

23. Identify the indications for using ECT, electroconvulsive therapy.
24. Explain the nursing care of a person undergoing ECT.
25. Describe the purpose of suicide precautions, no-suicide contracts, and seclusion and restraints in the clinical setting.

Unit III. (CO #1-9)

- a. Articulate the difference between anxiety and fear.
- b. Compare the different levels of anxiety.
- c. Identify the clinical symptoms of panic disorder, agoraphobia, social phobia, specific phobia, generalized anxiety disorder, an obsessive-compulsive disorder.
- d. Distinguish between post-traumatic stress disorder and acute stress disorder.
- e. Integrate an understanding of cultural differences when assessing clients for clinical symptoms of an anxiety disorder.
- f. Describe the role of the nurse providing care for a client with an anxiety disorder.
- g. Compare and contrast the clinical symptoms of somatization and conversion disorders.
- h. Distinguish between dissociative amnesia and dissociative fugue.
- i. Develop a list of interventions to reduce stress.
- j. Define the term personality.
- k. Discuss the importance of a working knowledge of personality growth and development in the mental health setting.
- l. Differentiate characteristics within the subcategories of personality disorders.
- m. Identify factors that may contribute to the development of behavioral disturbances in a client with paranoid personality disorder.
- n. Identify the characteristics of schizoid personality disorder.
- o. Articulate outcomes to reduce behavioral disturbances in a client with the diagnosis of borderline personality disorder.
- p. Reflect on nonproductive reactions a nurse may exhibit when working with clients who exhibit clinical symptoms of antisocial personality disorder.
- q. Formulate nursing interventions for a client who exhibits clinical symptoms of an amnesia disorder.
- r. Differentiate the terms anorexia nervosa, bulimia nervosa, and obesity.
- s. Explain why obesity is not categorized as an eating disorder.
- t. Discuss the following theories of eating disorders: genetic or biochemical, psychological or psychodynamic; and family systems.
- u. Discuss the following theories of obesity: genetic or biologic, and behavioral.
- v. Describe the clinical symptoms shared by clients with anorexia nervosa and clients with bulimia nervosa.
- w. Articulate the rationale for medical evaluation and hospitalization of a client with an eating disorder or the diagnosis of obesity.
- x. Identify the medical complications of anorexia nervosa, bulimia nervosa, and obesity

Unit III (CO #1-9)

Unit IV (C-0 1-9)

Compare current theories contributing to the understanding of the development of schizophrenia.

1. Differentiate the subtypes of schizophrenia.
2. Differentiate the positive, negative, and disorganized symptoms of schizophrenia.
3. Discuss psychopharmacology as it relates to the treatment of schizophrenia.
4. Discuss nursing diagnoses and interventions appropriate for the client with schizophrenia.
5. Distinguish the clinical symptoms of delirium, dementia, and amnesia disorders.
6. Describe the onset and the course of dementia from early to late stages.
7. Articulate the importance of identifying a client's cultural and educational background during the assessment process.
8. Explain the following theories of addiction: biologic, genetic, behaviorial, learning, sociocultural, psychodynamic, and the disease concept of alcoholism.
9. Articulate the difference between alcohol dependence and alcohol abuse.
10. Differentiate the following terms: addiction, psychological dependence, tolerance, and physiologic dependence.
11. Recognize the more common physiologic effects of alcoholism.
12. Identify the common medical problems associated with illicit abuse of substances (drugs).
13. State the rationale for the use of substance-abuse screening tools during the initial assessment of a client with a substance-related disorder.
14. Describe the treatment measures, including nursing interventions, for a client with a substance-related disorder.
15. Formulate a list of nursing interventions for a client with clinical symptoms of acute substance intoxication.
16. Differentiate the terms sex, sexual acts, and sexuality.
17. Define the term *dual diagnosis*.
18. Explain at least causative factors related to domestic violence.
19. Discuss the dynamics of intimate partner or spousal abuse.
20. Differentiate among sexual harassment, sexual assault, rape, and statutory rape.
21. Articulate the dynamics of rape-trauma syndrome.
22. Explain ways in which elderly persons are abused.
23. Construct a profile of an individual who may become violent in the work setting.
24. Describe the emotional and behaviorial reactions of women, men and the elderly who have been victims of physical abuse or domestic violence.
25. Describe the characteristics of a crisis.
26. Recognize the phases of a crisis.
27. Define *crisis intervention*.
28. Interpret the goals of crisis intervention.
29. Verbalize the role of the psychiatric-mental health nurse in crisis intervention.
30. Explain the theories of mood disorders
31. Recognize the primary risk factors for developing mood disorders.
32. Differentiate among the clinical symptoms of major depressive disorder, dysthymic disorder, bipolar I disorder, and bipolar II disorder.
33. Articulate the rationale for each of the modes of treatment for mood disorders
34. Formulate a teaching plan for an individual exhibiting clinical symptoms of major depressive disorder, including instruction regarding medications.

35. State examples of verbal, behavioral, and situational suicidal clues
36. Distinguish among suicidal ideation, intent, threat, gesture, and attempt.
37. Explain the theories related to grief and loss.
38. Develop a plan of care for the individual experiencing grief.

REQUIRED TEXTBOOKS:

Videbeck, Sheila L. PhD., RN (2010) *Psychiatric Mental Health Nursing: 5th Edition* Wolters Kluwer/Lippincott Williams & Wilkins

Nursing Drug Book, utilized earlier in the Program

Diagnostic and Laboratory Manual, utilized earlier in the Program

Other Required Resources

Williams, M. (2010) RNSG 2213 *Learning Materials Packet*. Unpublished manuscript.
Odessa College Department of Nursing: Odessa, Texas

COURSE POLICIES:

1. Students are expected to be active learners. The student is responsible for reading assigned chapters and other identified course related material. Students will participate in group activities and class discussions. Daily grades will be derived from quizzes, class presentations and other activities. Pop Quizzes are given at 9:01 am. Individuals who are late and who have not called in instructor will receive a grade of "0" on the test.
2. If cheating is suspected during an exam, the instructor is to be informed immediately. The reporting party will be expected to document the specific complaint and identify the student(s) involved. A hearing will be held immediately following the exam time to address the issues and concerns.
3. It is the responsibility of the student to obtain any material presented when the student is absent.
4. Examinations are to be completed as scheduled. The student may be asked to provide proof of illness if an examination is missed. Make-up exams are allowed only when the instructor has been notified ahead of time about the absence unless in extreme emergency exists. Exams are available for review for one week. Office hours are on Wednesdays before and after class.
5. If a unit exam is missed, it must be made up within a reasonable period of time as directed by the instructor. Make-up exams may be essay, fill in the blank, or any other format at the discretion of the instructor. It is the responsibility of the student to arrange a make-up date with the instructor.
6. Professionalism is expected of students in the classroom at all times.
7. Cell phones and pagers must be placed on the silent mode during class. The instructor has the right to ask that cell phones be placed out of the students reach and in a designated area during testing.
8. The ATI testing center has provided assistance for all students. Students are expected to avail themselves of this assistance and to utilize the disc in Videbeck for study.
9. In all events away from campus, students will conduct themselves with proper decorum as it reflects on the Associate Degree Nursing Program at Odessa College.
10. Exam questions are selected by the instructor and come from two test pools; the ATI and the Videbeck test pool banks. Supplemental DVD's are available in the Murray Fly LRC to help you.