

ODESSA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM
SYLLABUS RNSG 2213
Transition Summer 2012

COURSE TITLE:	Mental Health
CREDIT:	2 HOURS (32 CONTACT HOURS, 4WEEK COURSE)
PLACEMENT:	SECOND SEMESTER OF THE NURSING PROGRAM
PREREQUISITES:	CONSENT OF DEPARTMENT
CO-REQUISITES:	RNSG 2161

RNSG 2161 is a co-requisite course. In order to pass RNSG 2213, the student must also pass clinical RNSG 2161. RNSG 2161 must be passed in order to pass RNSG 2213.

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

FACULTY Jeanette Frantz, RN, Office number 335-6670. Cell: 432-288-8323 Office CT213

COURSE DESCRIPTION: This course teaches the principles and concepts of mental health, psychopathology, and treatment modalities related to the nursing care of patient's and their families. The course uses nursing process framework and emphasized assessment, therapeutic communication, neurobiologic theory, and pharmacology throughout. Interventions focus on all aspects of patient care, patient and family education and community resources, as well as their practical application in the clinical setting. Also included are the cultural aspects of mental health nursing.

END OF COURSE OUTCOMES: Utilize critical thinking skills and a systematic problem-solving process as a framework for providing care for adults and families with common mental health disorders. Describe the role of the professional nurse as it applies to mental health nursing. Be aware of their own attitudes and view regarding mental health and mental health disorders.

COURSE OBJECTIVES: Course objectives utilize the framework of Differentiated Entry Level Competencies for Graduates of Texas Nursing Programs. At the completion of the course, according to the corresponding program outcome (PO), the student should be able to:

As Member of the Profession:

1. Participate in activities that promote the development and practice of professional nursing (PO 3).
2. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning (PO 4)

As a Provider of Patient-Centered Care:

1. Use clinical reasoning and knowledge based on the associate degree nursing program of study and evidence-based practice outcomes as a basis for decision making in nursing practice (PO 5).
2. Identify the physical and mental status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the associate degree nursing program of study (PO 6).
3. Evaluate data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team (PO 7).

As a Patient Safety Advocate:

1. Comply with mandatory reporting requirements of the Texas Nursing Practice Act (PO 13).
2. Act as an advocate to promote the provision of quality health care for psychiatric patients and their families regarding health care (PO 13)

As a Member of the Health Care Team:

1. Describe resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality (PO 19).

TEACHING/LEARNING METHODS: The following methods may be incorporated into 2213: lecture/discussion, technological instructional modalities, role playing, assigned readings, peer interaction, small group discussions, written assignments, oral reports, and multimedia instructional programs.

EVALUATION AND GRADING: The grading policy for the Associate Degree Nursing Program will be followed. There will be six unit exams consisting of no more than 60 questions. The final exam will consist of approximately 100 questions. Questions may be multiple choice, matching or fill in the blank. **No assignments/exams are optional.** All work must be submitted in order to earn a grade in this course unless the student has arranged with the instructor to receive a grade of incomplete (I) or withdrawal (W). Students will earn grades in RNSG 2213 according to the following grade distribution:

Weighting of Grades:

Unit Exams (6)	60%
Concept Map	5%
ATI proctored	10%
<u>Final Exam</u>	<u>25%</u>
TOTAL	100%

Grading Scale

- A 90-100
- B 80-89
- C 75-79
- D 60-74.99
- F 59 or below

A final grade of C or higher must be attained in order to pass RNSG 2213. Grades are carried to two decimal places until the final grade that is rounded to the appropriate whole number. No grades will be rounded up to 75 to pass. (Example: 74.99 = grade of D.)

A.T.I. Policy

Students in Semesters one (1), two (2), and three (3) will take Practice Exams 1 and 2 relevant to each course. Students may take each practice exam twice (and only twice for a grade). The highest grade on each of the Practice Exams will be counted for your grade.

Proctored exams will be given near the end of each semester in semesters one (1), two (2), and three (3) and Management. All students are required to remediate. If a student scores an 80 or higher, the student will receive a 100%. If a student receives a 75-79 on the exam, the student will receive an 80% and with successful remediation will receive the extra 20%. If a student receives a 70-74 on the exam, the student will receive 60% and with successful remediation will receive 20% . A student who falls below 60 will receive 20% for successful remediation.

UNIT OUTLINE:

- Unit I Current Theories and Practice
- Unit II Building the Patient-Nurse Relationship
- Unit III Current Social and Emotional Concerns
- Unit IV Nursing Practice for Psychiatric Disorders

UNIT OBJECTIVES:

Unit I

Learning Objectives: At the end of this unit, the student will be able to:

1. Describe characteristics of mental health and mental illness.
2. Discuss the purpose and use of the American Psychiatric Associations; Diagnostic and Statistical Manual of Mental Disorders 4th edition.
3. Identify important historical landmarks in psychiatric care.
4. Discuss current trends in the treatment of people with mental illness.
5. Discuss the American Nurses Association standards of practice for psychiatric-mental health nursing.
6. Describe common student concerns about psychiatric nursing..
7. Discuss structures, processes, and functions of the brain.
8. Describe the current neurobiologic research and theories that are the basis for current

- psychopharmacologic treatment of mental disorders.
9. Discuss the nurse's role in educating patients and families about current neurobiologic theories and medication management.
 10. Discuss the categories of drugs used to treat mental illness and their mechanisms of action, side effects, and special nursing considerations.
 11. Discuss common barriers to maintaining the medication regimen.
 12. Develop a teaching plan for clients and families for implementation of the prescribed therapeutic regimen.
 13. Explain the basic beliefs and approaches of the following psychosocial theories: psychoanalytic, developmental, interpersonal, humanistic, behavioral, existential, and crisis intervention.
 14. Describe the following psychosocial treatment modalities; individual psychotherapy, group psychotherapy, family theory, behavior modification, systematic desensitization, token economy, self-help groups, support groups, education groups, cognitive therapy, milieu therapy, and psychiatric rehabilitation.
 15. Identify the psychosocial theory on which each treatment strategy is based.
 16. Identify how several of the theoretical perspectives have influenced current nursing practice.
 17. Discuss traditional treatment settings.
 18. Describe different types of residential treatment settings and the services they provide.
 19. Identify barriers to effective treatment for homeless people with mental illness.
 20. Discuss the issues related to people with mental illness in the criminal justice system.
 21. Describe the roles of different members of a multidisciplinary mental health-care team.
 22. Identify the different roles of the nurse in varied treatment settings and programs.

Unit II

Learning Objectives: At the end of this unit, the student will be able to:

1. Describe how the nurse uses the necessary components involved in building and enhancing the nurse-patient relationship (trust, genuine interest, empathy, acceptance, and positive regard).
2. Explain the importance of values, beliefs, and attitudes in the development of the nurse-patient relationship.
3. Describe the importance of self-awareness and therapeutic use of self in the nurse-patient relationship.
4. Identify self-awareness issues that can enhance or hinder the nurse-patient relationship.
5. Define Carper's four patterns of knowing and give examples of each.
6. Describe the difference between social, intimate, and therapeutic relationships.
7. Describe and implement the phases of the nurse-patient relationship as outlined by Hildegard Peplau.
8. Explain the negative behaviors that can hinder or diminish the nurse-patient relationship.
9. Explain the various possible roles of the nurse (teacher, caregiver, advocate, and parent surrogate) in the nurse-patient relationship.
10. Describe the goals of therapeutic communication.
11. Identify therapeutic and nontherapeutic verbal communication skills.

12. Discuss nonverbal communication skills such as facial expression, body language, vocal cues, eye contact, and understanding of levels of meaning.
13. Discuss boundaries in therapeutic communication with respect to distance and use of touch.
14. Distinguish between concrete and abstract messages.
15. Given a hypothetical situation, select an effective therapeutic response to the patient.
16. Discuss the influences of age, growth, and development on a patient's response to illness.
17. Identify the roles that physical health and biologic makeup play in a patient's emotional responses.
18. Explain the importance of personal characteristics such as self-efficacy, hardiness, resilience, resourcefulness, and spirituality, in a patient's response to stressors.
19. Describe various cultural beliefs and practices that can affect mental health or illness.
20. Explain the nurse's role in assessing and working with patient's of different cultural backgrounds.
21. Identify the categories used to assess the patient's mental health status.
22. Formulate questions to obtain information in each category.
23. Describe the patients functioning in terms of self-concept, roles and relationships.
24. Obtain and organize psychosocial assessment data to use as a basis for planning nursing care.
25. Examine one's own feelings and any discomfort discussing suicide, homicide, or self-harm behaviors with a patient.

Unit III

Learning Objectives: At the end of this unit, the student will be able to:

Assessment of Integumentary Function

1. Describe the rights of the patient in the psychiatric setting.
2. Discuss the legal and ethical issues related to seclusion and restraint.
3. Describe the components of malpractice.
4. Identify pertinent ethical issues in the practice of psychiatric nursing.
5. Discuss the meaning of standard of care.
6. Describe the most common types of torts in the mental health setting.
7. Discuss anger, hostility and aggression.
8. Describe psychiatric disorders that may be associated with an increased risk for hostility and physical aggression in patients.
9. Describe the signs and symptoms, and behaviors associated with the five phases of aggression.
10. Discuss appropriate nursing interventions for the client during the five phases of aggression.
11. Describe important issues for nurses to be aware of when working with angry, hostile or aggressive patient's
12. Discuss the characteristics, risk factors, and family dynamics of abusive and violent behavior.
13. Examine the incidence of and trends in domestic violence, child and elder abuse, and rape.
14. Describe responses to abuse, specifically posttraumatic stress disorder and dissociative identity disorder.

15. Apply the nursing process to the care of patients who have survived abuse and violence.
16. Provide education to patients, families, and communities to promote prevention and early intervention of abuse and violence.
17. Identify the types of losses for which people may grieve.
18. Discuss various theories related to understanding the grief process.
19. Describe the five dimensions of grieving.
20. Discuss universal and culturally specific mourning rituals.
21. Discuss disenfranchised grief.
22. Identify factors that increase a person's susceptibility to complications related to grieving.
23. Discuss factors that are critical to integrating loss into life.
24. Apply the nursing process to facilitate grieving for patient's and families.

Unit IV

Learning Objectives: At the end of this unit, the student will be able to:

1. Describe anxiety as a response to stress.
2. Describe the levels of anxiety with behavioral changes related to each level.
3. Discuss the use of defense mechanisms by people with anxiety disorders.
4. Describe the current theories regarding the etiologies of major anxiety disorders.
5. Evaluate the effectiveness of treatment including medications for clients with anxiety disorders.
6. Apply the nursing process to the care of clients with anxiety and anxiety disorders.
7. Provide teaching to patients, families, caregivers, and communities to increase understanding of anxiety and stress-related disorders.
8. Examine your feelings, beliefs and attitudes regarding patients with anxiety disorders.
9. Discuss v various theories of the etiology of schizophrenia.
10. Describe the positive and negative symptoms of schizophrenia.
11. Describe a functional and mental status assessment for a client with schizophrenia.
12. Apply the nursing process to the care of a patient with schizophrenia.
13. Evaluate the effectiveness of antipsychotic medications for patients with schizophrenia.
14. Provide teaching to patients, families, caregivers, and community members to increase knowledge and understanding of schizophrenia.
15. Describe the supportive and rehabilitative needs of patients with schizophrenia who live in the community.
16. Evaluate your own feelings, beliefs, and attitudes regarding patients with schizophrenia.
17. Discuss etiologic theories of depression and bipolar disorder.
18. Describe the risk factors for and characteristics of mood disorders.
19. Provide education to patients, families, caregivers and community members,
20. Identify populations at risk for suicide.
21. Apply the nursing process to the care of suicidal patient.
22. Evaluate your feelings, beliefs, and attitudes regarding mood disorders and suicide.
23. Describe personality disorders in terms of the patient's difficulty in perceiving, relating to and thinking about self, others, and the environment.
24. Apply the nursing process to the care of patients with personality disorders.

25. Provide education to patients, families and community members to increase their knowledge and understanding of personality disorders.
26. Evaluate personal feelings, attitudes, and responses to patients with personality disorders.
27. Explain the trends in substance abuse and discuss the need for related prevention programs.
28. Discuss the characteristics, risk factors, and family dynamics prevalent with substance abuse.
29. Describe the principles of a 12-step treatment approach for substance abuse.
30. Apply the nursing process to the care of patients with substance abuse.
31. Provide education to patients, families and community members to increase knowledge and understanding of substance use and abuse.
32. Discuss the nurse's role in dealing with the chemically impaired professional.
33. Evaluate your feelings, attitudes, and responses to patients and families with substance use and abuse.
34. Compare and contrast the symptoms of anorexia nervosa and bulimia.
35. Discuss various etiologic theories of eating disorders.
36. Identify effective treatment for patients with eating disorders.
37. Apply the nursing process to the care of patients with eating disorders.
38. Provide teaching to patients, families, and community members to increase knowledge and understanding of eating disorders.
39. Evaluate your feelings, beliefs, and attitudes about patients with eating disorders.
40. Explain what is meant by "psychosomatic illness".
41. Describe somatoform disorders and identify their three central features.
42. Discuss the etiologic theories related to somatoform disorders.
43. Discuss the characteristics and dynamics of specific somatoform disorders.
44. Distinguish somatoform disorders from factitious disorders and malingering.
45. Apply the nursing process to the care of patients with somatoform disorders.
46. Provide education to patients', families, and community members to increase the knowledge and understanding of somatoform disorders.
47. Evaluate your feelings, beliefs, and attitudes regarding patients with somatoform disorders.
48. Discuss the characteristics, risk factors and family dynamics of psychiatric disorders of childhood and adolescence.
49. Apply the nursing process to the care of children and adolescents with psychiatric disorder and their families.
50. Provide education to patients, families, teachers, caregivers, and community members for young patients with psychiatric disorders.
51. Discuss the nurse's role as an advocate for children and adolescents.
52. Evaluate your feelings, beliefs, and attitudes about patients with psychiatric disorders and their parents and caregivers.
53. Describe the characteristics of and risk factors for cognitive disorders.
54. Distinguish between delirium and dementia in terms of symptoms, course, treatment, and prognosis.
55. Apply the nursing process to the care of patients with cognitive disorders.
56. Identify methods for meeting the needs of people who provide care to patients with dementia.

57. Provide education to patients, families, caregivers, and community members to increase knowledge and understanding cognitive disorders.
58. Evaluate your feelings beliefs and attitudes regarding patients with cognitive disorders.

Videbeck, S. L. (2008) *Psychiatric-Mental health nursing*. (5th ed.) Philadelphia, Wolters Kluwer/Lippincott Williams & Wilkins.

REQUIRED TEXTBOOKS:

Mosby's Medical, Nursing, & Allied Health Dictionary (8th ed.). (2009). St. Louis: C.V. Mosby. (Another current, comparable nursing and medical dictionary may be substituted.)

Pagana, K.D. & Pagana, T.J. (2010). *Mosby's manual of diagnostic & laboratory tests* (4th ed.). St. Louis: C.V. Mosby.

Videbeck, Sheila, L. (2008) *Psychiatric-Mental health nursing* (5th ed.) Philadelphia : Wolters Kluwer/Lippincott Williams & Wilkins.

COURSE POLICIES

ALL STUDENTS ARE EXPECTED TO:

1. Adhere to requirements delineated in the Nursing Student Handbook.
2. Achieve a grade of 75 in RNSG 2213. Pass clinical 2161.
3. Apply skills and theory taught in the classroom to practice in the clinical lab or community clinical.
4. Refer to the course calendar for class schedule and units to be studied. Utilize unit objectives for study. These objectives are *statements of the minimum competencies* to be achieved. Read and study references and learn unfamiliar terms *prior* to class.
5. The student is responsible for any material covered through audio-visual media, class presentation, independent study, required readings, and guest speakers. In the case of contradictory information, and *unless otherwise directed*, the course textbooks are the authority to be used.
6. Reviews to prepare for examinations are offered according to preferences of the course instructor responsible for the block of content. Attendance at exam reviews is highly encouraged, but not required.
7. It is expected that students are present on exam day. Prior arrangements must be made with the instructor to make up any missed exam. Make up exams will be scheduled at the instructor's convenience and must be within one week of the scheduled exam. They may utilize a different format, such as essay exams and cover the same material as the corresponding unit exam. Exam format is at the discretion of the instructor.
8. Cell phones and beepers are distracting to students and the instructors when they ring during class. These should be avoided while in class. Cell phones and beepers **should not** be brought to class.

Attendance Policy:

Students are expected to regularly attend classes. Each session is one class. The student is

responsible for the course material presented during any absence from class. Instructors will keep records of absences. Excessive absences will contribute to a failing grade. Students are encouraged to be on time for each class. The door to the classroom will be closed 5 minutes after the appointed time class is to start. If the classroom door is closed when the student arrives, he/she should knock on the door to enter.

**Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please contact Becky Rivera-Weiss in the Office of Disability Services at 432-335-6861 to request assistance and accommodations.

Plagiarism

1. the verbatim copying or imitation of the language, ideas, or thoughts of another author and representing them as one's own original work.
2. the material so appropriated. Also **plagiary**. — **plagiarist**, *n.* — **plagiaristic**, *adj.*

All higher education requires citation for all resources. For this class, in written assignment, the person writing must cite or give the resources where they found the answers or material for their papers or discussions. (The above definition was taken from the link below.)

<http://www.thefreedictionary.com/plagiarism>

