



NURS-505: MENTAL HEALTH NURSING

Effective Term

Fall 2024

BOT Approval Date

01/11/2024

Discipline

NURS - Nursing

Course Number

505

Course Title

Mental Health Nursing

Short Title

Mental Health Nursing

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

2.00

Lab Units

1.50

Total Units

3.50

Hours**Lecture Contact Hours**

32-36

Out of Class Hours Lecture

64-72

Lab Contact Hours

72-81

Out of Class Hours Lab

0.00

Total Contact Hours

104 - 117

Total Out of Class Hours

64 - 72

Total Student Learning Hours

168 - 189

Is this an existing Extensive Lab?

Yes

**Distance Education**

No

Catalog Description

The focus of this course on integration and application of the nursing process as it applies to the nursing care of Mental Health clients using the nursing process to promote psychosocial integrity within the content of the health illness continuum across the life span. Emphasis is on therapeutic interactions and communication, bio-psychosocial, rehabilitation, and therapeutic use of self. Clinical experience will provide opportunities for students to participate in therapeutic activities in a variety of mental health settings.

Requisites**Prerequisite(s)****Prerequisite(s) (must be taken before)**

NURS-503 (with a grade of C or better)
and NURS-571 (with a Pass).

Corequisite(s)**Corequisite(s) (must be taken simultaneously)**

NURS-504.

Codes**TOP Code (CB 03)**

1230.10* - *Registered Nursing

CIP Code

51.3801 - Registered Nursing/Registered Nurse.

Student Accountability Model (SAM) Priority Code (CB 09)

B - Advanced Occupational

Noncredit Category (CB 22)

Y - Credit Course

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Nursing Science/	Or
Nursing (Masters Required)	End

CSU Area(s)**IGETC Area(s)****Learning Objectives****Learning Objectives****Learning Objective**

1a. Demonstrate accountability for making ethical and legal decisions as they relate to the delivery of culturally competent care for patients with mental health problems.

- 1b. Deliver optimal mental health nursing care individualized to the patient's differences in ethnicity, religion, gender, level of education, socio-economic status, presence of disability and sexual orientation.
2. Demonstrate effective communication between patients, staff, and inter-professional team members to provide optimal care.
- 3a. Incorporate current evidence-based practice into standards of care, policies, and nursing practice guidelines for patients with Mental Health disorders across the lifespan.
- 3b. Incorporate current research and participate in continuing education in the specialty of Mental Health to adapt to the nursing role of lifelong learner.
4. Implement quality improvement efforts to optimize safety and outcomes for patients with Mental Health disorders across the lifespan.
- 5a. Identify and appropriately uses resources in the clinical setting to learn additional information re: patient status, legal status, medications, therapeutic treatment plan and outcomes.
- 5b. Provide direct and indirect patient care services that ensure the safety, comfort, personal hygiene, and protection of patients; and the performance of disease prevention and restorative measures for patients with Mental Health disorders.
6. Document patient activity and interventions expediently, accurately, and concisely while protecting confidentiality of protected health information.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Student will develop a comprehensive understanding of common psychiatric disorders affecting mental health patients.
2. Student will utilize the nursing process as it relates to the care of mental health patients and their families.
3. Student will employ therapeutic communication and milieu management for a diverse culture in the clinical setting with mental health patients.
4. Student will incorporate nursing interventions and therapeutic measures that are inclusive, diverse, and culturally individualized to the mental health population.

Program Learning Outcomes

Learning Outcome

1. Provide patient-centered care to diverse populations with various health-related conditions using the nursing process, cultural competence, and compassion based on respect for individual preferences at the entry level registered nurse generalist. (ILO # 1, 2, 5, 7, 8)
2. Effectively facilitate inter-professional relationships by promoting open communication, advocacy, and shared decision-making to enhance knowledge, experience, and health outcomes at the entry level registered nurse generalist. (ILO # 2, 3)
3. Demonstrate accountability as a lifelong learner for the delivery of evidence-based practice when planning holistic care to achieve optimal outcomes for the patient, family, and community at the entry level registered nurse generalist. (ILO # 2, 4, 5, 7, 8)
4. Apply legal, ethical, and regulatory principles to participate in improvement processes including the use of data to design, implement and evaluate outcomes to improve the quality and safety of healthcare systems at the entry level registered nurse generalist. (ILO # 2, 4, 6, 7)
5. Demonstrate commitment, accountability, integrity, critical thinking and discretionary judgment in nursing practice to minimize risk of harm to patients, the healthcare team, and the community at the entry level registered nurse generalist. (ILO # 2, 4, 7, 8)
6. Utilize nursing science, information management, and technology to communicate, organize data, mitigate error, and institute change while protecting patient health information at the entry level registered nurse generalist. (ILO # 2, 3, 4, 6, 7)
7. Function as a member of the inter-professional team and demonstrate leadership qualities such as effective communication, collaboration, delegation and constructive feedback to manage and coordinate care at the entry level registered nurse generalist. (ILO # 2, 3, 4, 8)
8. Address implicit biases and equity gaps that exist in the healthcare environment considering global, national, and local concerns to improve outcomes at the entry level registered nurse generalist. (ILO # 2, 5, 8)

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

Module 1: Introduction to Mental Health Nursing and Legal Issues

Provides an overview of the significant legal, ethical, and professional issues in mental health nursing by utilization of the nursing process. The module contains multiple patient situations to establish relevance in applying the nursing process to clinical practice. (CSLO 1a, 4a,5a).

- Describe psychiatric mental health nursing including role and practice standards.
- Discuss the purpose and use of the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM- 5-TR).
- Compare and contrast the characteristics of mental health and mental illness.
- Describe traditional treatment settings for individuals with mental disabilities.
- Discuss the legal basis for mental health treatment and identify ethical issues in the practice of psychiatric nursing.

Module 2: Assessing Mental Status, Therapeutic Communication, and Treatment Modalities

Provides an overview of therapeutic communications, the use of the mental status exam as a tool for assessing mentally disordered clients and utilization of the nursing process in the mental health setting. This module introduces the nursing student to various modalities including creating a therapeutic milieu and the use of group therapy. (CSLO 1a, 1b, 2a, 3a, 5a,5b,6a).

- Identify basic beliefs, approaches, and theoretical perspectives that have influenced current mental health nursing practice.
- Describe components and goals of the therapeutic communication process.
- Discuss use of the nursing process in the psychiatric setting including assessment, outcome identification, nursing diagnoses, intervention, and evaluation.
- Describe therapeutic modalities in the mental health setting.

Module 3: Neurobiology and Psychopharmacology

Describes psychiatric medications prescribed for mental health disorders. Psychiatric medications are categorized by type, disorders treated by each type, and the action, use and side effects of these medications. Nursing responsibilities are identified when administering psychiatric medications. (CSLO 1a, 1b, 2a, 3a, 3b, 5a).

- Discuss the structures, processes, and functions of the brain.
- Describe the current neurobiological research and theories that are the basis for psychopharmacological treatment of mental disorders.
- Explain the categories of drugs used to treat mental illness and their mechanisms of action, use, side effects, adverse reactions, and special nursing considerations.
- Explain the nursing responsibility related to psychopharmacologic treatment modalities.
- Apply the nursing process to psychopharmacologic management.

Module 4: Anxiety and Related Disorders

Provides definitions of anxiety, levels of anxiety, and identifies the differences in stress, fear, and anxiety. This module provides the nursing student with assessment techniques to identify adaptive and maladaptive coping strategies to manage stress. The nursing process is applied to identify anxiety disorders, the symptoms and nursing interventions for these disorders. (CSLO 1a, 1b, 2a, 3a, 3b,5a,5b,6a).

- Define anxiety and differentiate among stress, fear, and anxiety.
- Recognize adaptive/maladaptive behavioral response to stress, fear, and anxiety.

- Describe responses to trauma and stressors, specifically posttraumatic stress disorder and dissociative identity disorder.
- Identify the major anxiety disorders and recognize the common symptoms associated with each.
- Recognize common psychotropic agents used to manage anxiety disorders.

Module 5: Personality Disorders

Introduces the nursing student to personality disorders and the application of the nursing process to these disorders. Treatment modalities and nursing interventions are identified for patients with personality disorders. The nursing student is also introduced to self-evaluation, personal attitudes often experienced by nurses working with patients with certain personality disorders. (CSLO 1a, 1b, 2a, 3a, 3b, 5a, 5b, 6a).

- Define personality disorders with DSM-5 diagnostic criteria.
- Describe current treatment modalities in managing the care of clients with personality disorders.
- Discuss psychopharmacological treatment in managing the care of clients with personality disorders.

Module 6: Mood Disorders and Disorders of Affect

Describes mood disorders, and the biologic and psychosocial theories of causation of these disorders. Major characteristics are identified for mood disorders including mania and depression. The module assists the student to apply the nursing process in planning care for patients/clients with mood disorders. Nursing students will learn to recognize signs and symptoms of suicidal ideation and nursing interventions to protect suicidal patients/clients from self-harm. (CSLO 1a, 1b, 2b, 3a, 4a, 5a, 5b, 6a).

- Describe biologic and psychosocial theories about etiology of mood disorders.
- Discuss the epidemiology and chronic course of mood disorders.
- Identify the major characteristics of mood disorders.
- Recognize clients at risk for suicide and implement interventions to protect these clients from self-harm.

Module 7: Thought Disorders- Schizophrenia

Describes thought disorders, identified the different categories of DSM-5 TR Schizophrenias. The biologic theories of schizophrenia are explained. Treatment modalities including the use and side effect of anti-psychotic medications is discussed. Therapeutic methods to manage violent and assaultive behaviors are introduced. (CSLO 1a, 1b, 2b, 3a, 4a, 5a, 5b, 6a).

- Define schizophrenia and differentiate distinguishing characteristics.
- Discuss the biologic models of the etiology of schizophrenia.
- Describe the symptoms and the chronic course of this illness.
- Explain the effects and side effects of antipsychotic medications in treating symptoms of schizophrenia.
- Discuss non-pharmacologic treatment modalities that may be beneficial to clients with schizophrenia.
- Discuss therapeutic methods to prevent and manage violence, recognizing legal and ethical components.

Module 8: Disorders of Childhood/Adolescence

Introduces the nursing student to mental health disorders seen in children and adolescents. Treatment modalities and nursing interventions by utilizing the nursing process is covered. Legal aspects of treating minors with mental health disorders is discussed. (CSLO 1a, 1b, 2a, 3a, 4a, 5a, 5b, 6a).

- Identify DSM-5 psychiatric disorders common to childhood and their characteristics and risk factors.
- Identify DSM-5 psychiatric disorders in adolescence and their characteristics.
- Identify treatment modalities for the child or adolescent with psychiatric disorders.
- Explain the effects and side effects of medications in treating symptoms of childhood disorders.

Module 9: Addictive Self/Destructive (Substance Abuse/Eating Disorders)

Assists the nursing student to differentiate between substance abuse and substance dependence. DSM 5 criteria for substance abuse and eating disorders is introduced. Current treatment modalities and nursing interventions by use of the nursing process are defined for both substance abuse and eating disorders. Identification and reporting of a colleague who is exhibiting signs of substance abuse is introduced. (CSLO 1a, 1b, 2a, 3a, 4a, 5a, 5b, 6a).

- Differentiate between substance abuse and substance dependence, using criteria identified in the DSM-5.
- Discuss the nurse's responsibility related to an impaired colleague.
- Discuss the consequences of substance abuse for those who are mentally ill.
- Compare and contrast nursing care given to individuals who have overdosed, are withdrawing from or have major health problems related to substance abuse.
- Apply the nursing process to clients with substance-related disorders.
- Describe the current pharmacologic treatment modalities in managing care of clients with substance related disorders.
- Define major eating disorders and compare the clinical symptoms of anorexia nervosa and bulimia.
- Describe the current treatment modalities in managing the care of clients with eating disorders.

Module 10: Cognitive Disorders- Psycho-geriatrics

Describes the aging population in the United States, mental health disorders in the elderly, and the impact this presents to the mental health system. Alzheimer's disease is discussed. Use of the mental status assessment is introduced as part of the nursing process when assessing and planning nursing care for the elderly person with a mental health disorder. (CSLO 1a, 1b, 2a, 3a, 4a, 5a, 5b).

- Discuss demographics of US aging population and the impact on mental health care.
- Compare and contrast developmental tasks of aging with tasks of younger cohorts.
- Distinguish between normal and abnormal physical and psychosocial process of aging.
- Describe the stigma and other barriers to mental health care experienced by older adults.
- Distinguish between delirium, dementia, and depression in terms of symptoms, course, treatment, and prognosis.
- Discuss various theories of the nature and development of Alzheimer's disease and the most currently accepted theories.
- Apply the nursing process to the patient with Alzheimer's and Parkinson's Disease.

Module 11: Community Based Care- Continuum of Care

Describes community based mental health care. Primary, secondary, and tertiary prevention in community mental health is explored. The nursing student is introduced to the role of the mental health nurse caring for mentally ill persons in the community and the role of the nurse in the community in treating families that experience domestic/family violence. The role of the nurse in assessing, identifying, and seeking help for potential victims of human trafficking, is also discussed. (CSLO 1a, 1b, 2b, 3a, 4a, 5a, 5b, 6a).

- Identify the goals of primary, secondary, and tertiary prevention in community mental health.
- Describe psychiatric disorders that may be associated with an increased risk for anger, hostility, and physical aggression in clients.
- Identify resources for the chronically and/or homeless mentally ill in the community.
- Describe the role of the nurse in the community providing care for persons with chronic mental illness and their families.
- Identify the characteristics, risk factors, and family dynamics of abusive and violent behavior.
- Apply the nursing process to clients with chronic mental illness in the community.
- Discuss the role of the nurse in preventing and dealing with domestic/family violence.
- Discuss the role of the nurse in assessing, identifying red flag indicators, and seeking help for potential victims of human trafficking.

Module 12: Cultural and Spiritual Issues in Patient Care

Describes the concepts of culture, ethnicity, subculture and diversity, and the impact of cultural diversity in mental health care. Spiritual care is also explored in professional nursing. (CSLO 1a, 1b, 2a, 3a).

- Describe the impact of ethnicity and cultural diversity in mental health care.
- Discuss various theories related to understanding the grieving process including disenfranchised grief.
- Explain the nurse's role of spiritual care in assessing and working with clients from diverse backgrounds.

Course Lab Content**Module 1: Introduction to Mental Health Nursing and Legal Issues**

- Differentiate between rewards, challenges, and solutions for the student nurse experience.
- Discuss the legal basis for MH treatment as it relates to the role of the nurse in MH settings.
- Demonstrate proper management of Assaultive Behavior.
- Begin to use self as a therapeutic tool in an interpersonal context through expanding self-awareness.
- Support patients by being empathetic and maintaining a professional and caring attitude.

Module 2: Assessing Mental Status, Therapeutic Communication, and Treatment Modalities

- Discuss personal elements important for therapeutic communication.
- Role-play selected nurse-client situations with peers using therapeutic and non-therapeutic techniques.
- Complete process recordings to evaluate and improve therapeutic communication.
- Perform a mental status assessment on selected client or role play with peer.
- Develop nursing diagnosis with outcomes, appropriate for clients in the mental health environment.

Module 3: Neurobiology and Psychopharmacology

- Recognize commonly prescribed psychotropic medications.
- Observe and evaluate selected client's responses to psychotropic medication regimen.
- Observe and evaluate clients for side effects of psychotropic medications.

- Distinguish between behavioral symptom of mental illness and side effects of psychotropic medications.
- Develop patient and family teaching pamphlet for implementation of specific medication for mental disorders.

Module 4: Anxiety and Related Disorders

- Interact with a client exhibiting signs of anxiety.
- Observe and describe common symptoms of anxiety disorders.
- Identify the level of anxiety observed.
- Identify any coping mechanisms the client might be using to decrease anxiety.
- Identify own behaviors that might increase the client's anxiety.
- Describe nursing interventions that might decrease the client's anxiety.
- Develop plan of care for clients with trauma or stress related disorders.
- Identify adaptive and maladaptive use of defense mechanisms in self and clients.

Module 5: Personality Disorders

- Discuss the various types and characteristics of personality disorders: Cluster A, Cluster B, Cluster C.
- Assess a person diagnosed with a personality disorder for general diagnostic criteria.
- Review chart, interview client, and observe client to collect data on patterns of behaving, which are characteristic of a person with a personality disorder.
- Develop a nursing care plan for a client diagnosed with OCD.

Module 6: Mood Disorders and Disorders of Affect

- Assess a person diagnosed with mood disorder for psychiatric history, on-set of symptoms, history, response to treatment and social support.
- Assess person diagnosed for perceptual cognitive, emotional, behavioral, and social symptoms and for current stressors.
- Analyze & interpret assessment data & infer the appropriate nursing diagnoses.
- Plan care for a suicidal client including rationales for nursing actions.
- Recognize common psychotropic agents used to manage mood disorders.
- Identify common side effects of medications used to treat mood disorders.
- Assess the client for therapeutic effects, side effects, and adverse effects of medications.
- Perform assessment for risk for suicide.

Module 7: Thought Disorders- Schizophrenia

- Document and communicate assessment findings.
- Establish therapeutic relationship with a client diagnosed with schizophrenia or schizo-affective disorder.
- Assess, analyze, and interpret assessment data and infer appropriate nursing diagnosis for client diagnosed with schizophrenia.
- Apply the nursing process to the care of a client diagnosed with schizophrenia or schizo-effective disorder.
- Implement nursing interventions for disturbed sensory, disturbed thought processes, impaired communication, social isolation, defensive coping, and disabled family coping.
- Evaluate identified outcomes having been met.

Module 8: Disorders of Childhood/Adolescence

- Assess, plan, implement interventions and evaluate the effectiveness of those interventions for a child and/or adolescent with ADHD.
- Assess interactions between patient and family members and evaluate whether these interactions are adaptive or maladaptive.
- Plan interventions to increase family function based on assessment findings.
- Apply the nursing process to the child and/or adolescent with psychiatric disorders.

Module 9: Addictive Self/Destructive (Substance Abuse/Eating Disorders)

- Assess a client's use, abuse, or dependence on substances using evidence-based assessment tools.
- Assess effects of alcohol and other drugs on the biological, psycho-social, cultural, cognitive, and spiritual dimensions of clients across the life span.
- Apply the nursing process to a client who has overdosed with or is withdrawing from a depressant, stimulant, opiate, or hallucinogen.
- Implement nursing interventions and evaluations for ineffective denial, disabled family coping, risk for injury, risk for self-directed violence, and risk for other directed violence.
- Refer clients with substance-related disorders to appropriate community resources.

- Attend a support group or education group in the community for clients with substance abuse problems, eating disorders, and their families.
- Apply nursing process to the care of a client with an eating disorder, focusing primarily on the nursing diagnoses: Imbalanced nutrition < body requirements, disturbed body image, ineffective coping. Include rationales for nursing actions.
- Refer clients with eating disorders to appropriate community resources.

Module 10: Cognitive Disorders- Psycho-geriatrics

- Perform and evaluate functional and mental status assessments on healthy and cognitively impaired elders process of aging.
- Develop a care plan for a client with Parkinson's or Alzheimer's disease.
- Observe and participate in an adult daycare program for clients with dementia.
- Discuss quality improvement interventions to enhance access of care for the older adult.
- Demonstrate proper assessment using the Geriatric Depression Scale.
- Group discussion on how diversity, equity, and inclusion affect the older adult.
- Differentiate between different cultures and their values and beliefs regarding the aging client.

Module 11: Community Based Care- Continuum of Care

- Provide education to clients, families, and communities to promote prevention and early intervention of abuse and violence.
- Assess the mental health needs of a homeless mentally ill person in the community.
- Formulate an appropriate referral list of support services for this person self-awareness.
- Formulate a care plan or multidisciplinary treatment plan for a victim of sexual assault.
- Attend an outpatient chemical dependency group such as a 12-step program, harm reduction or health realization group.

Module 12: Cultural and Spiritual Issues in Patient Care

- Assess the cultural and spiritual aspects of each patient assigned.
- Demonstrate knowledge of how to effectively use an interpreter in the health care setting.
- Formulate nursing diagnosis based on assessment of cultural and spiritual needs using the CONFEHER Model.
- Determine appropriate nursing actions for assessed spiritual needs.

Methods of Instruction**Method**

Observation and Demonstration

Integration

Small group demonstrations will be presented by the instructor on how to properly assess mental health patients. Class discussion will be used to analyze and evaluate the critical factors related to the interpretation of assessment findings.

Method

Film/video Viewing and Discussion

Integration

Videos will be utilized to immerse students in the fundamentals of the mental health environments, enabling them to gain a practical understanding of the concepts they learn in theory. These videos will serve as powerful tools to visually engage students and facilitate in-depth analysis and discussion of mental health nursing. Video resources will include Kaplan videos and carefully curated YouTube content, which will complement and enrich our lecture material.

Method

Lecture

Integration

Lectures, PowerPoint presentations, and videos, will be employed to comprehensively cover topics such as patient care techniques, nursing legal issues, nursing ethics, patient safety, milieu management, handling psychiatric emergencies, and fostering cultural, racial, and ethnic diversity awareness within a mental health patient care setting. Additionally, the scope of practice for psychiatric mental health nursing will be a central focus of our educational materials.

Method

Visiting Lecturers

Integration

Guest speakers will be utilized to enhance student understanding of their role as members in the profession of nursing and their expertise in specific areas of mental health nursing.

Method

In-class Exercises

Integration

Active learning activities that enhance the flipped classroom style of teaching/learning to reinforce nursing judgement in the clinical setting, generation of solutions, and setting priorities within the nursing process.

Method

Individual Projects

Integration

Individual presentations for on campus clinical that cover a variety of mental health disorders.

Method

Role Playing/Simulation

Integration

Simulation and Role Play will be employed to enhance students empathy when assessing, and providing nursing care to the patient experiencing distressing voices.

Method

Discussion

Integration

In class discussions and/or discussion groups are used to stimulate critical evaluations on psychiatric legal issues and ethics that pertain to the nursing process of mental health patients and the patient's right to quality healthcare. Additional topics include how to effectively communicate with patients with gender identity issues along with different ethnicity, race, and cultures. Critical thinking skills can be developed by discussion of how to manage patients with disabilities when providing the nursing process.

Method

Reading

Integration

Out of class reading assignments will enhance understanding of concepts and theories when managing patients in a psychiatric hospital environment. Reading assignments will include the required textbook material along with supplemental readings on how to effectively communicate with patients in a respectful and empathetic manner to achieve nursing care goals. Various mental health case studies will be reviewed and analyzed to build nursing judgement, understanding of concepts, and setting priorities. The reading assignments will prepare the student for the classroom discussions to help develop the critical thinking skills necessary for a mental health nurse to provide quality patient care in the mental health setting.

Method

Homework

Integration

Out of class assignments will integrate information from the classroom with information from the textbooks and supplemental materials. Examples are analyzing mental health ethical dilemmas to explore own self-awareness of attitudes, values, and beliefs in reducing stigma related to this marginalized population.

Methods of Evaluation**Method**

Exams/Tests

Integration

Examinations and tests will serve as evaluation tools to gauge students' comprehension of proper patient care skills and their capacity to engage in critical thinking while performing assessments, interventions, and evaluations of patients in a psychiatric hospital setting. Furthermore, these assessments will evaluate students' ability to discern the legal aspects associated with working in a mental health facility and their interactions within the collaborative healthcare team. The examinations will consist of multiple-choice, multiple-answer questions, and case studies to effectively prepare students for the National Council of State Boards of Nursing exam, which also employs a this question format. Grading will be based on the accuracy of responses. Testing (midterm, and final) will accurately measure knowledge of various categories of mental illness and theories of treatment to assess the fulfillment of holistic system needs as defined by QSEN competencies and NAMI guidelines(qsen.org; nami.org) to ensure patient safety.

Method

Oral Presentation

Integration

Clinical presentations are evaluated using a rubric based on national QSEN competencies (qsen.org) to assess successful completion of program learning outcomes for assigned topic.

Method

Papers

Integration

Written assignments will provide students with the opportunity to critically examine contemporary psychiatric mental health topics related to patient care, focusing on issues related to gender, culture, race, or disability. The goal is to identify strategies for achieving more positive and effective outcomes and to explore their practical application in a mental health setting. Written Assignments will assess the students' ability to accurately and safely apply theories and design therapeutic strategies as identified by the seven core concepts of the ADN program and that are pre-approved by the California Board of Registered Nursing (BRN). Papers will be assessed based on the inclusion of pertinent sources, the proper integration of source material, the accurate presentation of others' viewpoints, and the feasibility and impact of the proposed solutions.

Method

Quizzes

Integration

Weekly quizzes of multiple choice style questions are used to evaluate students understanding of concepts related to mental health disorders that will be discussed in lecture. These quizzes reinforce the material read in the students out of class homework assignments.

Method

Class Participation

Integration

Assessment of students' grasp of patient care and mental health theory concepts, including the ability to identify mental health crisis/emergencies, provide safe patient care and milieu management, maintain boundaries, and provide patient-centered care, will primarily hinge on their active participation and their willingness to engage in collaborative group discussions. Assessment is contingent upon student participation.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Explore own attitudes, values, and beliefs related to mental health nursing. Conduct self-reflection to understand this complex issue and propose solutions for self to improve more inclusive and ethical healthcare practices. Write a 4 page paper on the knowledge gained from your self-reflection. Identify an area that needs to be strengthened in yourself through development of a simple self-care plan including a NANDA approved diagnosis, with one goal, two interventions, and an evaluation. For more information, see rubric on canvas.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Before our upcoming class, it is essential that you read the assigned chapters in the required textbook. These readings will provide you with foundational knowledge in patient care and psychopharmacology, which will be the focus of our upcoming sessions. Please prepare to actively participate in classroom discussions about the following key topics:

1. Introduction to Mental Health Nursing and Legal Issues

Understand the principles and practices of mental health nursing including role and practice standards.

Be ready to discuss the significance of legal, ethical, and professional issues in mental health nursing by utilization of the nursing process.

2. Assessing Mental Status, Therapeutic Communication, and Treatment Modalities

Familiarize yourself with therapeutic communication principles while assessing clients mental status and treatment modalities in the mental health setting. Be prepared to share your insights on the use of the nursing process and defense mechanisms in the psychiatric setting.

3. Anxiety and Related Disorders

Learn how to apply the nursing process for planning and implementing care for the mental health client with an anxiety or related disorder. Be ready to engage in discussions and case study regarding stress, fear, and anxiety. Discuss adaptive coping strategies in the management of stress/anxiety.

4. Personality Disorders

Apply the nursing process for planning and implementing care for the mental health client with a personality disorder. Be prepared to discuss real-patient scenarios and dilemmas related to treatment modalities in managing care and nursing interventions in healthcare practice. Discuss common nurse reactions, attitudes, and behaviors in caring for clients with personality disorder.

5. Mood Disorders and Disorders of Affect

Identify the etiology, diagnostic criteria, and apply the nursing process to plan and implement treatment for the client with a mood disorder. Be ready to discuss the biological and psychosocial theories, epidemiology, and major characteristics of mood disorders. Recognize clients at risk for suicide and implement interventions to protect clients from self harm.

6. Thought Disorders/Schizophrenia

Identify etiology, diagnostic criteria using the DSM-5, and apply the nursing process to plan and implement care for the client with a thought disorder. Be ready to discuss biological models, etiology, and chronic course of illness. Apply the nursing process, and explain effects and side effects of antipsychotic medications in treatment for Schizophrenia. Discuss non-pharmacologic treatment modalities and therapeutic methods to prevent and manage violence, recognizing legal and ethical components.

7. Disorders of Childhood/Adolescence

Identify the etiology, diagnostic criteria, and apply the nursing process for a child or adolescent with a mental health disorder. Be ready to discuss characteristics of childhood and adolescent disorders as mentioned in the DSM-5. Discuss application of the nursing process and treatment modalities for these clients.

8. Substance Abuse and Eating Disorders

Identify the etiology, diagnostic criteria, and apply the nursing process to plan and implement treatment for a client with substance abuse or eating disorders. Differentiate between substance abuse and substance dependence. Be ready to discuss major health problems related to substance abuse and eating disorders, current treatment modalities, and nursing interventions. Discuss identification and reporting of a colleague who is exhibiting signs of substance abuse.

9. Cognitive Disorders- Psychogeriatrics

Identify the impact of the aging population on the mental health treatment system. Be prepared to discuss the aging population in the United States, mental health disorders in the elderly, and the impact this presents to the mental health system. Discuss through case study on Alzheimer's disease and/or Parkinson's Disease.

10. Psychopharmacology

Identify the type of psychiatric medications prescribed for identified mental health disorders, including action, use, and side effects. Be ready to discuss psychiatric medications categorized by type, disorder treated, and the action, use, and side effects of these medications. Nursing judgement and responsibilities are identified when administering psychiatric medications.

11. Community Based Care

Understand the concepts of deinstitutionalization, problems of homelessness for the mentally ill, and how through the use of the nursing process will be able to utilize community resources for treatment of the mentally ill living in the community. Be ready to discuss primary, secondary, and tertiary prevention in community mental health. Describe resources in the community for homeless mentally ill, human trafficking, and families.

12. Cultural and Spiritual Issues in Mental Health Patient Care

Describe the concepts of culture, ethnicity, subculture, and diversity and the effects that culture and spiritual issues have on clients with mental disorders. Be ready to discuss concepts of culture, ethnicity, subculture, and diversity. Discuss the impact of cultural diversity in mental health and spiritual care.

Required Readings:

Please read the following chapters in the textbook, :

Chapter 1: Mental Health and Mental Illness

Chapter 2: Theories and Therapies

Chapter 3: Neurobiology and Psychopharmacology

Chapter 4: Treatment Settings

Chapter 5: Cultural Implications

Chapter 6: Legal and Ethical Considerations

Chapter 7: The Nursing Process and Standards of Care

Chapter 8: Therapeutic Relationships

Chapter 9: Therapeutic Communication

Chapter 10: Stress Response and Stress Management

Chapter 11: Childhood and Neurodevelopmental Disorders

Chapter 12: Schizophrenia Spectrum Disorders
Chapter 13: Bipolar and Related Disorders
Chapter 14: Depressive Disorders
Chapter 15: Anxiety and Obsessive-Compulsive Disorders
Chapter 16: Trauma, Stressor-Related, and Dissociative Disorders
Chapter 18: eating and Feeding Disorders
Chapter 21: Impulse Control Disorders
Chapter 22: Substance-Related and Addictive Disorders
Chapter 23: Neurocognitive Disorders
Chapter 24: Personality Disorders
Chapter 25: Suicide
Chapter 26: Crisis and Disaster
Chapter 27: Anger, Aggression, and Violence
Chapter 28: Child, Older Adult, and Intimate Partner Violence
Chapter 30: Dying, Death, and Grieving
Chapter 31: Older Adults
Chapter 34: Therapeutic Groups

Additional Notes:

Take notes on key concepts, important definitions, and any questions or insights that arise during your reading.
Feel free to consult additional sources or research related topics to enhance your understanding.
Active participation in class discussions is encouraged, so come prepared to share your thoughts and engage in meaningful dialogue.
By completing this reading assignment, you will be well-prepared to contribute to the classroom discussions, case studies, and develop a solid foundation in patient care of the mental health client.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Participate and engage in the specific case study during lecture to guide comprehension and critical thinking, reasoning, and judgement of the psychiatric disorder presented.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Document subjective data (What the patient states) and objective data (what the student observes) on one chosen client. Choose the appropriate NANDA approved nursing diagnosis for a client with a mental health disorder. Develop the nursing plan of care for this client, followed by the client evaluation at the end of the clinical day.

Course Materials

Textbooks

Halter, Margaret. Varcarolis' Foundations of Psychiatric-Mental Health Nursing: A clinical approach, 9th edition. ISBN: 978-0-323-69707-1

Other Resources

American Psychological Association. Publication Manual of the American Psychological Association, 7th edition. American Psychological Association.

American Psychological Association APA Publication Manual (7th ed.)

Class Size Information

Class Size

30

Class Size Category

F - Individualized, skills#based instruction/field practice 30

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

There are objectives included in each learning module to incorporate how DEI relates to psychiatric and mental health nursing. Students will complete an individual presentation, concept map, and cultural medication pamphlet that includes DEI and implicit bias for this marginalized population.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The course grade consists of a variety of assessment methods- exams, quizzes, journal reflections, self-awareness activities, cultural medication pamphlet, case studies, group discussion, and active learning activities. Students learn the course content through lecture and clinical, which helps account for diverse learning styles since this allows for application of theoretical concepts on actual patients in the mental health setting.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will work together on group case studies, engage with peers in classroom discussion, and receive nursing reports from each other during clinical post conference. They will conduct peer evaluations and discussions for improvement of nursing skills.

Explain how the course will incorporate instructor-to-student interaction.

Lecture involves class discussion to solicit students thoughts and feedback. Instructor provides regular feedback using the clinical judgement model in the classroom during the presentation of case studies, and in the clinical setting. Instructor will provide one-on-one mid and final evaluations with each student.

Explain how the course will incorporate student-to-content interaction.

Lecture is conducted using student-centered leaning methods (i.e. flipped classroom, active learning activities) that allow the student's learning to be the focus of the course. Students have a pre-recorded power point that highlights specific information that is also found in their text. Youtube videos are presented to give a better understanding of content information to the student.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students complete a Self-awareness reflection to identify their own implicit biases and areas to strengthen. Student's complete daily clinical discussions to reflect on their own learning and experiences and set goals for themselves.

Key: 2385