



# **ILLINOIS VALLEY COMMUNITY COLLEGE**

## **COURSE OUTLINE**

**DIVISION: Nursing Division**

**COURSE: NUR 1210 Mental Health Nursing**

Date: Spring 2018

Credit Hours: 3.0

Prerequisite(s): NUR 1201, NUR 1202; (ADN) BIO 1007, BIO 1009, ALH 1000, (LPN) ALH 1200, ALH 1002, BIO 1200 concurrent enrollment in or completion of (ADN) ALH 1002, BIO 1008, PSY 1000, NUR 1230 (for students in Advanced Placement)

Delivery Method:  **Lecture**                      **1.5 Contact Hours (1 contact = 1 credit hour)**  
 **Seminar**                              **0.5 Contact Hours (1 contact = 1 credit hour)**  
 **Lab**    **0 Contact Hours (2-3 contact = 1 credit hour)**  
 **Clinical**                                      **1 Contact Hours (3 contact = 1 credit hour)**  
 **Online**  
 **Blended**

Offered:  **Fall**     **Spring**     **Summer**

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>:

**CATALOG DESCRIPTION:** The focus of this course is the nursing care of patients with mental health problems throughout the life cycle. The student is provided the opportunity to utilize critical thinking, the nursing process, nursing skills, and theoretical knowledge in a variety of health care settings.

## GENERAL EDUCATION GOALS ADDRESSED

*[See last page for Course Competency/Assessment Methods Matrix.]*

### Upon completion of the course, the student will be able:

*[Choose up to three goals that will be formally assessed in this course.]*

- To apply analytical and problem-solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

### EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

*[Outcomes related to course specific goals. See last page for more information.]*

#### Upon completion of the course, the student will be able to:

1. **Nursing Judgment** – Demonstrate nursing judgment using the nursing process framework in order to address basic concepts related to selected health conditions.
  - 1.1 Differentiate between nursing diagnoses and DSM-V diagnoses.
  - 1.2 Develop and implement mini nursing care plans while at an ICFMI clinical experience
  - 1.3 Develop and implement a clinical correlation project for a client with a selected mental health problem.
  - 1.4 Interact effectively with clients experiencing mood disorders, anxiety disorders, thought disorders, personality disorders, substance related disorders, eating disorders and cognitive impairment.
  - 1.5 Use the nursing process as a framework to address basic concepts of selected mental health conditions
  - 1.6 Identify legal/ethical behavior and practices within professional standards.
  - 1.7 Describe the various types of admissions and commitments to a mental health facility.
  - 1.8 Describe the specific confidentiality issues encountered in mental health nursing.
  - 1.9 Describe the rights of the client in a psychiatric setting.
  - 1.10 Discuss the legal and ethical issues related to seclusion and restraint.
2. **Communication** – Use therapeutic communication techniques to establish/maintain nurse-client relationships in various settings.
  - 2.1 Describe and identify therapeutic and non-therapeutic communication techniques.
  - 2.2 Demonstrate effective communication techniques while interacting with clients/peers/staff.
  - 2.3 Establish/maintain a nurse-client relationship in a variety of mental health settings.
  - 2.4 Complete 2 communication papers critiquing the communication processes used during interactions with 2 clients.
  - 2.5 Complete daily narrative documentation practice entries for selected client with a mental health problem in the acute inpatient setting and ICFMI.
  - 2.6 Describe the goals of therapeutic communication.
  - 2.7 Describe and implement the phases of the nurse-client relationship.

3. **Therapeutic Nursing** – Identify and implement basic therapeutic and evidence-based nursing interventions in providing holistic care to clients/aggregates with selected health conditions.

3.1 Utilize knowledge regarding bio-psychosocial adaptation to promote, maintain and restore the health of clients with a mental health condition.

3.2 List nursing interventions appropriate to use with clients experiencing common problems symptomatic of mental disorders.

3.2 Identify the actions, uses, side effects, and nursing implications for psychotropic medications commonly administered to people with mental health problems.

3.4 Relate the intrapersonal, interpersonal, behavioral, cognitive, feminist, and biogenic theories to the practice of mental health nursing.

3.5 Examine the ways values, attitudes, beliefs, and behaviors are related to mental illness.

3.6 Develop and implement a Clinical Correlation Project for a selected client with a mental health problem in the acute inpatient setting.

4. **Quality & Safety** – Identify and apply quality improvement and safety initiatives in the acute care setting.

4.1 Describe the signs, symptoms and behaviors associated with the five phases of aggression.

4.1 Describe appropriate nursing interventions for the client exhibiting aggression.

4.3 Assist in the maintenance of a safe milieu on the acute care inpatient and ICFMI units.

4.4 Provide education to clients, families to promote prevention and early intervention of abuse and violence.

5. **Care Management** - Demonstrate the ability to organize and provide prescribed plan of care for the mental health client/aggregate in collaboration with other members of the health care team.

5.1 Identify the roles and functions of the members of the mental health care team.

5.2 Observe therapeutic group meetings in the acute care setting.

6. **Community** – Describe the biopsychosocial responses of culturally diverse clients across the lifespan.

6.1 Identify the community resources available for the client with mental health needs.

6.2 Discuss the economic factors which have affected the provision of care through various treatment modalities in mental health.

6.3 Participate in a variety of alternative learning experiences based in our community.

6.4 Describe the influence of individual, interpersonal and cultural factors (age, growth and development, race or ethnic background, sexual orientation and gender expression, spirituality, education, economic status, occupation, self-efficacy, sense of belonging, hardiness, social network, and family support) on a client's response to illness.

7. **Professionalism** - Assimilate attributes of professional behavior.

7.1 Develop self-reflection of performance through clinical journals.

7.2 Recognize professional behaviors among health care professionals.

7.3 Discuss boundaries in therapeutic relationships.

## **MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS**

*[For each of the goals selected above, indicate which outcomes align with the goal.]*

Goals	Outcomes
First Goal	
To develop interpersonal capacity.	2.2 Demonstrate effective communication techniques while interacting with clients/peers/staff 3.5 Examine the ways values, attitudes, beliefs, and behaviors are related to mental illness. 6.4 Describe the influence of individual, interpersonal, and cultural factors (age, growth and development, race or ethnic background, sexual orientation and gender expression, spirituality, education, economic status, occupation, self-efficacy, sense of belonging, hardiness, social network, and family support) on a client's response to illness.

**COURSE TOPICS AND CONTENT REQUIREMENTS:**

Introductory Concepts  
 Theories of Behavior  
 Building the Nurse-Client Relationship  
 Legal and Ethical Issues  
 Anxiety/OCD/Somatic Disorders  
 Trauma and Stress  
 Mood Disorders/Suicide  
 Grief and Loss  
 Personality Disorders  
 Thought Disorders  
 Substance Abuse  
 Eating Disorders  
 Anger, Hostility, Violence

Cognitive Impairment  
 Mental Health Issues in Children and Adults

**INSTRUCTIONAL METHODS:**

Lecture  
 AV materials  
 Computer Aided Instruction  
 Role Playing  
 Guest Experts  
 Seminar Discussions  
 Simulations  
 Alternative learning experiences  
 Clinical experience in areas of acute inpatient, intermediate care facilities for the mentally ill, and community mental health agencies

## **INSTRUCTIONAL MATERIALS:**

Required:

Ackley, B.J., & Ladwig, G.B. (2017). *Nursing Diagnosis Handbook* (11<sup>th</sup> ed.). St. Louis: Mosby.

Harding, M., Snyder, J., Preusser, B. (2016). *Winningham's Critical Thinking Cases in Nursing* (6<sup>th</sup> ed). St. Louis, MO: Mosby-Elsevier

LaCharity, L., Kumagai, C. K., & Bartz, B. (2014). *Prioritization, Delegation, and Assignment* (3<sup>rd</sup> ed). Mosby-Elsevier ISBN: 9780323113434

*Mosby Medical and Nursing Allied Health Dictionary* (10<sup>th</sup> ed), 2017. C.V. Mosby, St.Louis ISBN: 0-323-07403-0

\*\*\*\*\*OR\*\*\*\*\*YOU ONLY NEED TO PURCHASE ONE

*Taber's Cyclopedic Medical Dictionary* (23<sup>nd</sup> ed), 2017. F.A. Davis, ISBN: 0-8036-2977-x

Pagana, K. D., & Pagana, T. J. (2014). *Manual of Diagnostic and Laboratory Tests. (5th ed)*, Mosby ISBN: 9780803644144

Sylvestri, L (2014). *HESI Online Comprehensive Review for the NCLEX-R Exam* (6<sup>th</sup> ed). Elsevier (ISBN: 9781437706949)

VanMeter, K. C. & Hubert, R. (2014). *Gould's pathophysiology for the health professions*, (5th ed.) St. Louis, Mo: Saunders

Varcarolis, E., Halter, M. (2017). *Essentials of Psychiatric Mental Health Nursing: A Communication Approach to Evidence-Based Care*, (3<sup>rd</sup> ed.) Elsevier

Wilson, S. F., & Giddens, J. F. (2017). *Health Assessment for Nursing Practice* (5<sup>th</sup> ed). Elsevier Mosby ISBN: 09780323091510 (e-book ISBN: 9780323083720)

### **Electronic Resources:**

Adaptive Quizzing associated with your textbook.

Evolve RN Case Studies

Sylvestri, L. (2014). HESI Saunders Online Comprehensive Review for the NCLEX-RN Exam (6<sup>th</sup> ed.). Elsevier.

### **Other:**

IVCC NUR 1210 Course Packet

IVCC Nursing Handbook (2019-2020)

## **STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

A= 93-100

B= 86-92

C= 80-85

D= 70-79

F= Below 70

# Course Competency/Assessment Methods Matrix

(Dept/# Course Name)	Assessment Options																																			
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment				
	Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	I	D	D									
	1. <b>Nursing Judgment</b> – Demonstrate nursing judgment using the nursing process framework in order to address basic concepts related to selected health conditions.																																			
	1.1 Differentiate between nursing diagnoses and DSM-V diagnoses			X	X	X			X	X				X															X	X						
	1.2 Develop and implement mini nursing care plans while at an ICFMI clinical experience														X					X						X		X			X					
	1.3 Develop and implement a clinical correlation project for a client with a selected mental health problem.		X												X					X						X		X		X						
	1.4 Interact effectively with clients experiencing mood disorders, anxiety disorders, thought disorders, personality disorders, substance related disorders, eating disorders and cognitive impairment.														X					X	X						X		X							
	1.5 Use the nursing process as a framework to address basic concepts of selected mental health conditions			X	X	X				X																X	X									
	1.6 Identify legal/ethical behavior and practices within professional standards.		X	X						X					X					X																







6.4 Describe the influence of individual, interpersonal and cultural factors (age, growth and development, race or ethnic background, sexual orientation and gender expression, spirituality, education, economic status, occupation, self-efficacy, sense of belonging, hardiness, social network, and family support) on a client's response to illness.			X								X																											X	X
<b>7. Professionalism - Assimilate attributes of professional behavior.</b>																						X															X	X	X
7.1 Develop self-reflection of performance through clinical journals.																						X														X	X	X	
7.2 Recognize professional behaviors among health care professionals.			X									X										X														X	X	X	
7.3 Discuss boundaries in therapeutic relationships.			X									X																											