COURSE TITLE: Mental Health Nursing   COURSE NUMBER: NUR306
TERM: XXXX
PREREQUISITES:
All Pre-nursing courses and 300 level nursing courses; NUR 301; NUR 302; NUR 303; NUR 304; NUR 306; NUR 310; (Students must have a C or better in these courses)
INSTRUCTOR: TBA   EXTENSION: XXX
OFFICE: XXX   EMAIL: XXX
OFFICE HRS: XXX   OTHER: XXX
MEETING TIME: (XXX)   LOCATION: NELSON XXX

COURSE DESCRIPTION:
This course provides instructional and clinical learning experiences in the provision of evidence-based healthcare to individuals, families and groups experiencing mental health issues. The role of nurses as communicator, caregiver, and advocator of the client’s rights is emphasized. The course introduces students to maladaptive behaviors and the importance of safe and competent nursing skills. A holistic approach that integrates physiological and mental health nursing is emphasized.

REQUIRED TEXT/MATERIALS:


ANA Scope and Standards of Public Health Practice.


Required Websites:
2010 National Patient Safety Goals:
http://www.jointcommission.org/patientsafety/nationalpatientsafetygoals/
QSEN Competencies: http://www.qsen.org/competencies.php
American Public Health Association: http://www.apha.org
Centers for Disease Control and Prevention: http://www.cdc.gov

PROGRAM STUDENT LEARNING OUTCOMES:
The nursing program student learning objectives (NURSLO) are:

1. **Caring** – Students will demonstrate caring attitudes and behaviors as they carry out the work of professional nursing with the understanding of human development, the goal of preserving dignity, and aspirations of promoting health and wellness for individuals, patients, and themselves.

2. **Knowledge** – Students will apply knowledge synthesized from nursing science to evidence-based nursing care delivery.

3. **Effective thinking** – Our students will use a variety of thinking methods such as, critical thinking, conceptual thinking, implementation thinking, and innovative thinking, to make decisions, solve problems, evaluate information, create new processes, and plan strategies.

4. **Communication** – Students will demonstrate effective communication skills in therapeutic interactions, inter-professional information sharing, and scholarly dissemination.

5. **Technological Aptitude** – Students will competently use technology to access information necessary for identifying trends used in decision making, promoting quality improvement, and preserving safety, to provide patient care, collaborate with inter-professional teams, and to continuously advance the nursing profession.

6. **Lifelong learning** – Students will continue to advance their education to maintain knowledge and nursing skills necessary to provide quality patient care by engaging into systematic inquiry, investigation, and new knowledge generation.

7. **Cultural Competence** - Students will demonstrate willingness to learn about other cultures and use the information to collaborate with patients to provide nursing care that meets individuals’ cultural and religious needs.

8. **Leadership** – Students will apply knowledge of leadership theory and demonstrate leadership behaviors that complement particular situations.

9. **Ethics** – Students will apply ethical standards of nursing in all situations with respect for the law, the profession, patients, and themselves.

**COURSE STUDENT LEARNING OUTCOMES: (NURSLO 1-9)**

By the end of the course, you will be able to:

1. Improve therapeutic communication skills
2. Identify methods of patient information retrieval.
3. Recognize patterns of response to potential and actual mental health issues and psychiatric illness.
4. Identify and plans of care for mental health patients and families.
5. Identify and design interventions to prevent mental illness, promote, maintain, and restore patient health.
6. Evaluate outcomes of healthcare interventions on patients and families.
CORE CURRICULUM STUDENT LEARNING OUTCOMES:

1. Core SLO 1: Listen and effectively, communicate ideas through written, spoken and visual means. (communication)

2. Core SLO 2: Think critically via classifying, analyzing, comparing, contrasting, hypothesizing, synthesizing, extrapolating and evaluating ideas. (Critical thinking)

3. Core SLO 3: Apply information literacy/research skills to assist their systematic process of critical thought; articulating the problem; gather information from multiple sources and venues; evaluating the accuracy/thoroughness/timeliness of the collected data, and determining when/if the problem has been satisfactorily resolved. (Information Literacy/Research)

4. Core SLO 4: Compare and contrast self and others and explain their interdependence in terms of historical, social, political, economic, psychological, health, and ethical factors.

5. Core SLO 6: Apply and evaluate quantitative reasoning through the disciplines of mathematics, computational science, laboratory science, science, selected social sciences and other like-minded approaches that require precision of thought. (Quantification)

ASSESSMENT MEASURES (TOOLS) DIRECT AND INDIRECT for each SLO: (NURSLO 1-9)

DIDACTIC EVALUATION

Examinations
ATI
Case Portfolio Project
Assignments
Presentations
<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT/READINGS</th>
<th>Teaching Strategies/Assignments</th>
</tr>
</thead>
</table>
| 1    | • Course Orientation  
• Introduction to Psychiatric-Mental Health Nursing  
• Conceptual Frameworks & Theories  
• Evidence-Based Practice and Pseudoscience | TBA |
| 2    | • The Nursing Process in Psychiatric-Mental Healthcare  
• Therapeutic Relationships and Communication  
• Nursing Values, Attitudes, and Self-Awareness  
• The Interview and Assessment Process | TBA |
| 3    | • Neuroscience: Biology and Behavior  
• Psychopharmacology | TBA |
| 4    | • Depressive Disorders  
• Bipolar Disorders  
• Thought Disorders | TBA |
| 5    | • Anxiety Disorders  
• Cognitive Disorders | TBA |
| 6    | • Older Adults  
• Pediatric Clients | |
| 7    | • Midterm | TBA |
| 8    | • Clients with Medical Illnesses  
• Substance Use Disorders  
• Eating Disorders | TBA |
| 9    | • Integrative Therapies  
• Somatic Therapies | TBA |
| 10   | • Groups and Group Interventions  
• Families and Family Interventions | TBA |
| 11   | • Anger and Aggression  
• Violence and Abuse | Non-Proctored ATI |
| 12   | • Suicide and Suicidal Behavior  
• Crisis Intervention & Rehabilitation | TBA |
| 13   | • Personality Disorders  
• Financial and Policy Influences on the Delivery of Mental Health Care | Proctored ATI |
<p>| 14   | • Legal and Ethical Aspects | |
| 15   | Final Examination (Cumulative) | |</p>
<table>
<thead>
<tr>
<th>Sections 1 – 5</th>
<th>Possible Points</th>
<th>Points Given</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examine the incidence and prevalence of a specific mental health issue in your clinical rotation. (Your educator must approach your topic)</td>
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<td>2. Explore one nursing theory that relates to the mental health issue</td>
<td>15</td>
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<tr>
<td>3. Explore one psychological theory that relates to the mental health issue.</td>
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<td>4. Identify and analyze a referral instrument relevant to current and future practice noting author, reliability and validity.</td>
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<tr>
<td>5. Construct one inpatient case study. In the case study:</td>
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<tr>
<td>a. The patient data – including history (medical, psychiatric, and psychosocial), diagnoses, treatments.</td>
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<tr>
<td>b. The nursing process used/to be used (Assessment, Diagnoses, Planning – including short and long term goals, Implementation, and Evaluation of short and long term goals. (*Rationales for plans and actions must be provided)</td>
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<tr>
<td>c. Collaboration efforts with the mental health team.</td>
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<tr>
<td>Present using APA format</td>
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<tr>
<td>A minimum of 6 scholarly source must used to support your information and recommendations</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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**Electronic Communication:** Students are required to use Lincoln University email and Desire2Learn to access class materials. Please communicate with course faculty via e-mail frequently. Please permit 48 hours for a response to emails.

**Clinical Evaluation**
Refer the official nursing program evaluation.

**Clinical Expectations:**
All students are expected to prepare for and participate in ALL clinical sessions. If emergent situations arise, directly notify the clinical faculty prior to the start of the clinical day. Unreported lateness or absence will result in an “unsatisfactory” grade for the clinical day. Student must pass clinical requirements by the end of the semester in order to pass the course. All clinical absences must made up.

**CALCULATION OF FINAL GRADES:**

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>100-94</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>86-89</td>
<td>B+</td>
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<tr>
<td>83-85</td>
<td>B</td>
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<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>76-79</td>
<td>C+</td>
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<td>75-77</td>
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<tr>
<td>70-74</td>
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<tr>
<td>65-69</td>
<td>D+</td>
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<tr>
<td>58-64</td>
<td>D</td>
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<tr>
<td>Below 58</td>
<td>F</td>
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