

**RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE**

NURS 122 PSYCHIATRIC MENTAL HEALTH NURSING

I. Basic Course Information

- A. Course Number and Title: NURS 122-Psychiatric Mental Health Nursing
- B. New or Modified Course: Modified
- C. Date of Proposal: Semester: Fall Year: 2019
- D. Effective Term: Fall 2020**
- E. Sponsoring Department: Health Science Education
- F. Semester Credit Hours: 4
- G. Weekly Contact Hours: Lecture: 4
 Laboratory: 12
 Out of class student work per week: 8
- H. Prerequisites/Corequisites:
 Prerequisites: NURS 111-Nursing of Adults 1 or NURS 130- Nursing Transition
 Corequisites: BIOL 133- Principles of Microbiology, SOCI 101- Introduction to
Sociology, Humanities Elective, NURS –C22 Psychiatric Mental Health Clinical
- I. Laboratory Fees: Yes
- J. Name and Telephone Number or E-Mail Address of Department Chair at time of approval: Beryl Stetson, 908-526-1200, ext. 8208

II. Catalog Description

Prerequisites: NURS 111-Nursing of Adults 1 or NURS 130- Nursing Transition
Corequisites: BIOL 133- Principles of Microbiology, SOCI 101- Introduction to Sociology, Humanities Elective, NURS –C22 Psychiatric Mental Health Clinical

Psychiatric-Mental Health Nursing is one of two 7 ½ week module courses taught in the third semester of the four semester nursing clinical courses. Students are expected to show evidence of retention of previous learning, carrying out increasingly skillful assessment and interventions with clients with complex needs, through an inter-

dependent relationship with clinical faculty and staff. It is designed to introduce students to basic concepts of Psychiatric-Mental Health Nursing. The course is based on a holistic and humanistic framework, emphasizing clinical reasoning, caring and evidence based practice and best practice standards. It progresses from the study of individuals and groups experiencing high-level wellness to variations in wellness experiences. Continuing themes of lifespan perspective of growth and development, therapeutic communication and documentations, nutrition, social, cultural, racial and ethnic dimensions, pharmacotherapeutics, client advocacy, teaching, and legal and ethical standards are explored. Emphasis is placed on counseling and personal self-awareness and transformational growth. Traditional psychotherapeutic and integrative health therapies are addressed. Students have the opportunity to carry out the nursing process and develop beginning level clinical skills in individual and group counseling at a variety of mental health agencies and with a diverse group of psychiatric clients. The course includes four lecture hours (4 credit hours), twelve clinical hours and independent lab per week. Satisfactory clinical evaluation and a minimum theory grade of 78% are required for progression in the program. See orientation manual for grading. Fall semester offering only.

III. Statement of Course Need

This course prepares the nursing student for integrating traditional and integrative mental health concepts and therapeutic standards of care into their clinical practice. The course is a requirement of the New Jersey Board of Nursing and the Accreditation Commission for Education in Nursing (ACEN).

- A.
- B. A requirement of all nursing curricula is demonstration, practice and return demonstration in a controlled environment prior to students performing these skills in clinical facilities. Clinical lab enables application of course content in the healthcare delivery system.
- C. This course is not designed to transfer, but may transfer to an AAS degree in Nursing or to a BS in Nursing.

IV. Place of Course in College Curriculum

- A. Free Elective (This applies automatically to all college level credit courses in the College.)
- B. This course does not serve as a General Education course.
- C. This course meets a program requirement for the AAS degree in Nursing.
- D. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, www.njtransfer.org; b) for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

- A. Historical, conceptual and theoretical perspectives
 - 1. Psychological concepts (lifespan perspective of growth and development, communication and documentation theory, social, cultural, racial and ethnic dimensions, human needs; thoughts, feelings and behavior; stress and anxiety; conflict, frustration and coping).
- B. Theoretical models (holistic/integrative theoretical model emphasizing humanistic-existential theory, as well as psychoanalytic, cognitive, behavioral, biological, alternative, sociological and family therapy approaches)
 - 1. Accessing current research and critically analyzing scholarly work in psychiatric-mental health nursing
- C. Psychiatric-mental health nursing practice concepts: Self-awareness and transformational growth, communication theory and communication and documentation, phenomenology and individual counseling,
 - 1. psychosocial assessment and planning of care, group dynamics and therapeutic groups, stress management, therapeutic milieu, crisis theory and intervention including disaster planning and emergency response plan, biological therapies.
 - 2. pharmacotherapeutics.
- D. Personality traits, personality styles and personality disorders.
- E. Adjustment disorders, disorders of childhood and adolescence, and psycho-physiological disorders.
- F. Clients with substance-related disorders and eating disorders.
- G. Clients with anxiety, somatoform and dissociative disorders.
- H. Clients with affective disorders, suicide and grief.
- I. Clients with schizophrenia and other psychotic disorders and organic mental disorders
- J. Clients with sexual disorders.
- K. Trauma, violence and abuse.
- L. Contemporary social, political, economical, ethical and legal issues influencing psychiatric nursing including the chronic mentally ill, persons with AIDS, and community mental health

VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes:

At the completion of the course, students will be able to:

- 1. The student will function as providers of care when they:

- 1.1. Integrate holistic human needs in providing safe nursing care while encouraging human flourishing of diverse patients in families and communities. (GE- NJ 1, 3, 8)
 - 1.2. Use nursing judgment to assess patient situations and perform clinical decision making. (GE - NJ 1, 2, 3, *)
 - 1.3. Collaborate appropriately and effectively with interdisciplinary members of the health care team. (GE- NJ 1, 4)
 - 1.4. Construct therapeutic interventions within a culture of safety using the nursing process. (GE- NJ 2, 3, 4, ER, *).
 - 1.5. Integrate principles of growth and development with a lifespan perspective. (GE- NJ 3, 5, 8)
 - 1.6. Utilize teaching/learning principles to improve outcomes when caring for patient at different levels of wellness. (GE- NJ 1, 3)
 - 1.7. Utilize evidence based practice/best practice standards when planning and delivering nursing care. (GE- NJ 2, 3, 5, ER, *)
2. The student will function as managers of care when they:
- 2.1. Demonstrate leadership and management by employing strategies that adapt to different health care delivery systems (GE – NJ 1, 8, ER, *)
 - 2.2. Apply concepts of current trends, including information technology, when planning and delivering nursing care. (GE- NJ 4, IL)
 - 2.3. Utilize communication effectively to meet the health care needs of diverse populations. (GE- NJ 1, 2, 3, 4, 8, ER, IL, *)
3. The student will function as members within the profession of nursing when they:
- 3.1. Incorporate ethical behaviors based on the ANA Code of Ethics for Nurses when providing care. (GE- NJ ER)
 - 3.2. Implement behaviors which embrace the values of caring, integrity, and inclusiveness. (GE- NJ 5, 8, ER)
 - 3.3. Engage in activities for professional development, transformational growth, and life-long learning. (GE-NJ 3 4, 5 ,8 , IL)
 - 3.4. Demonstrate accountability by following the ethical/legal guidelines for professional practice in accordance with the Rules and Regulations of the New Jersey Board of Nursing. (GE- NJ IL, ER, *)

*embedded critical thinking

B. Course Learning Outcomes:

At the completion of the course, students will be able to:

1. Apply psychiatric-mental health concepts, theories and appropriate therapeutic interventions to clients demonstrating a variety of psychiatric behaviors and disorders (Application)
2. Manage safety and comfort principles and psychomotor skill competencies with clients demonstrating a variety of psychiatric behaviors and disorders. (Synthesis)
3. Compare and contrast theoretical and methodological concepts of psychiatric mental health nursing when caring for clients with a variety of psychiatric disorders (Analysis)
4. Differentiate major psychiatric disorders and culture of safety for individuals experiencing various psychiatric disorders. (Analysis)
5. Describe techniques of mental health assessments following a disaster.
6. Compare current research and critically analyze scholarly work in psychiatric-mental health nursing. (Analysis)
7. Create effective progress notes and psychiatric plans of care utilizing clinical reasoning and effective assessment skills (Synthesis)
8. Examine qualities necessary for the effective practice of psychiatric nursing: integrity, cooperation, interdisciplinary collaboration and decision making, dependability, responsibility, judgment, initiative, self-confidence, and appropriate physical presentation. (Analysis)
9. Collaborate, cooperate and establish effective professional working relationships with mental health practitioners, students and instructor. (Synthesis)
10. Select effective therapeutic communication and documentations during informal client interactions and during formal counseling sessions. (Evaluation)
11. Choose appropriate interventions for clients with a variety of psychiatric disorders based on developmental stages of the client. (Evaluation)
12. Assess client's level of coping in response to a maturational or situational crisis. (Evaluation)
13. Demonstrate a beginning level ability to function effectively as a therapeutic group leader by planning and presenting a stress management technique in a group setting. (Application)
14. Predict the interactions, side effects and potential complications of polypharmacy with clients experiencing various psychiatric disorders. (Evaluation)
15. Analyze how the New Jersey State Board of Nursing Statutes and Regulations, nursing care standards and agency protocols affect nursing practice. (Analysis)
16. Analyze community agencies and groups by attending/participating in two community experiences in a primary or secondary health-care setting.

17. Examine historical movements in mental health care and in particular the role of a psychiatric-mental health nursing within the larger mental-health system. (Analysis)
18. Evaluate contemporary social, political, cultural, legal, ethical, and economic issues influencing trends in psychiatric-mental health nursing. (Evaluation)
19. Examine effective communication and documentation skills that will establish effective professional working relationships with mental health professional, students, instructor and members of the psychiatric-mental health team. (Analysis)
20. Select effective therapeutic communication and documentation in the context of the nursing process. (Evaluation)
21. Assess professional behavior and high ethical standards as defined by the ANA Code of Ethics and current ethical guidelines. (Evaluation)
22. Create concern for the dignity and welfare of others by speaking and behaving respectfully and maintaining confidentiality in regard to client communication and documentation and student and faculty sharing in pre and post conference groups. (Synthesis)
23. Assess self-awareness and personal growth and evaluate one's ability to use self in a therapeutic manner. (Evaluation)
24. Seek supervision from instructor concerning client care, self-awareness and self-growth issues. (Synthesis)
25. Demonstrate client advocacy by recognizing and insuring client and colleague's legal rights are safeguarded. (Application)
26. Assess legal aspects of care and appropriate nursing interventions. (Evaluation)

C. Assessment Instruments

1. Comprehensive nursing care plans
2. Research paper (required)
3. Community visit paper
4. Reflective journal
5. Stress management demonstration group
6. Quizzes, midterm and final examination (required)

VII. Grade Determinants

- A. Quizzes
- B. Midterm and Final Exam
- C. Critical Analysis Research Paper
- D. ATI-Psychiatric Mental Health Content Mastery
- E. Clinical Competence
- F. Stress Management Demonstration Group
- G. Psychiatric Nursing Worksheets
- H. Reflective Journal
- I. Community Visit Paper

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture/discussion
- B. case studies
- C. clinical experience
- D. reflective journal writing
- E. post-conference
- F. research paper
- G. clinical simulation day

VIII. Texts and Materials

A. Required Texts:

1. American Psychiatric Association (2013) Desk reference to diagnostic criteria from DSM-V. Washington D.C: APA.
2. Davis,M., Eshelman, E. & McKay, M. (2008) The relaxation and stress reduction workbook (6th ed.) California: New Harbinger Publications.
3. Halter, M.J. (2014) Varcarolis' Foundations of psychiatric mental health nursing (7th ed.) New York: Elsevier.

The following statement should be included in the outline:

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

IX. Resources

- A. RVCC Library resources
- B. Nursing Computer Lab Resources
- C. Clinical facility resources

X. Honors Option –There is no honors option.