



## INSTRUCTIONAL PACKAGE

NUR 162

Psychiatric and Mental Health Nursing

201810

Fall/2018

# INSTRUCTIONAL PACKAGE

## PART I: COURSE INFORMATION

Effective Term: 201810

COURSE PREFIX: NUR 162

COURSE TITLE: Psychiatric and Mental Health  
Nursing

CONTACT HOURS: 2.0

CREDIT HOURS: 3.0

### **RATIONALE FOR THE COURSE:**

The course focuses on continuing application and integration of the concepts of safety, teamwork and collaboration, patient centered care, professional behaviors, and clinical decision making. The focus of care centers on patients experiencing mental health alterations. A variety of settings are used for clinical experience.

### **COURSE DESCRIPTION:**

This course covers application of critical thinking skills and nursing concepts in the care of adult clients with selected mental health problems in a variety of settings. The course includes the study of dynamics of human behavior ranging from normal to extreme.

### **PREREQUISITES/CO-REQUISITES:**

Prerequisites: NUR 120

Co-requisites: NUR 201, NUR 150, BIO 225, PSY 201

### **REQUIRED MATERIALS:**

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

### **ADDITIONAL REQUIREMENTS:**

Kaplan, The Basics

PrepU

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's student portal for course materials.

WaveNet and D2L email access.

## **CLASSROOM ETIQUETTE:**

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate

## **Part II: Student Learning Outcomes**

### **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

List Assessments and Learning Outcomes for each module.

Upon successful completion of this course in the ADN curriculum, the student will be able to:

1. **SAFETY** - Demonstrate the application of safety concepts when administering health nursing care.
2. **CLINICAL DECISION MAKING** - Implement nursing care that reflects critical thinking and application of the nursing process for adult patients with selected mental health problems.
3. **TEAMWORK AND COLLABORATION** - Demonstrate the integration of active teamwork, collaborative processes, and the effective use of appropriate communication in order to facilitate positive patient outcomes.
4. **PROFESSIONAL BEHAVIOR** - Model behaviors that demonstrate accountability and reflect standards of the profession.
5. **PATIENT CENTERED CARE** - Respect the rights of individual patients while establishing a caring and empathetic connection with diverse patient populations.

### **Module 1: Organizing Framework and Neurobiology**

**Materials Covered:** Chapter 1 and 2, focus on neurotransmitters and look at categories of drugs used to treat mental illness

**\*Assessment(s):** Complete class review activity.  
Kaplan  
Unit Test 1

#### **Learning Outcomes:**

1. Contrasted characteristics of mental health and mental illness.
2. Explained the purpose and use of the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders, 5th edition, (DSM-V).
3. Analyzed four neurotransmitters.
4. Identified three classes of drugs used in the treatment of mental health disorders.
5. Described key terms used in psychopharmacology.
6. Reviewed student/course learning outcomes for NUR 162 and the HGTC Nursing organizing framework.

### **Module 2: Therapeutic Communication**

**Materials Covered:** Videbeck, Chapter 6, Arikian, pgs. 513-515

**\*Assessment(s):** Complete class review activity.  
Kaplan  
Communication technique demonstration  
Unit Test 1

**Learning Outcomes:**

1. Examine therapeutic communication techniques used in nursing.
2. Practice at least 5 different therapeutic techniques during class/lab practice sessions.
3. Recognize the use of non-therapeutic communication in dialogue.
4. Discuss the role of culture and developmental influences in communication.

**Module 3: Therapeutic Relationships, Treatment Settings,**

**Materials Covered:** Videbeck, Chapter 3, 4, 5, Arikian, pgs. 512-513, 520, 523-527.

**\*Assessment(s):** Complete class review activity.  
Kaplan, Demonstration  
Unit Test 1

**Learning Outcomes:**

1. Assessed the level of anxiety in a client/scenario.
2. Practiced nursing crisis intervention techniques.
3. Examined the use of groups in treatment and the role of the nurse.
4. Contrasted the difference between nurse and therapist roles, and professional and social relationships.
5. Compared three different mental health treatment settings.
6. Reviewed the components of a therapeutic nurse-client relationship.
7. Analyzed the differences between the orientation, working, and termination phases of a nurse-client relationship.

**Module 4: Mental Health Assessment and Legal and Ethical Issues**

**Materials Covered:** Videbeck, Ch 8 and 9, Arikian, pgs. 511

**\*Assessment(s):** Complete class review activity.  
Kaplan, Case Study  
Unit Test 1

**Learning Outcomes**

1. Compare and contrast the various components of a mental status assessment.
2. Use a mental status assessment tool in skills lab.
3. Analyze involuntary and voluntary admissions.
4. Discuss the concept of least restrictive care.
5. Explain the nurse's role with the use of restraints and seclusion.
6. Examine various nursing liability issues in a psychiatric setting.

**Module 5: Anger, Abuse & Violence, PTSD, Dissociative Disorders**

**Materials Covered:** Videbeck, Ch 11, 12 and 13, Arikian, pgs. 553-556.

**\*Assessment(s):** Complete class review activity.  
Kaplan  
Unit Test 2

**Learning Outcomes**

1. Examine the cycle of violence.
2. Describe common clinical features of posttraumatic stress disorder (PTSD) and Dissociative Disorder.
3. Examine treatment issues and nursing care planning for PTSD.
4. Examine violence and consequences related to nursing assessment, intervention and outcomes.

5. Describe psychiatric disorders that may be associated with an increased risk of hostility and physical aggression in clients.
6. Describe nursing actions based on the phases of the aggression cycle.
7. Analyze a nursing care plan for aggressive behavior

### **Module 6: Anxiety and Anxiety Disorders**

**Materials Covered:** Videbeck, Ch. 14 and 15, Arikian, pgs. 517-522

**\*Assessment:** Complete class review activity.

Kaplan, HESI

Unit Test 2

#### **Learning Outcomes:**

1. Practice at least one of the following: deep breathing, guided imagery, progressive muscle relaxation, stretching exercises (as a therapeutic means of reducing anxiety and improving coping).
2. Examine the clinical characteristics of panic attacks and panic disorders, phobias, OCD, and GAD.
3. Review the influence of heredity, culture, environment and stress in the development of anxiety disorders.
4. Review anti-anxiety medications used in the treatment of anxiety disorders

### **Module 7: Schizophrenia**

**Materials Covered:** Videbeck, Ch 16, Arikian, pgs. 539-545, 598-600.

**\*Assessment:** Complete class review activity.

Kaplan, HESI

Unit Test 2

#### **Learning Outcomes:**

1. Describe the clinical characteristics of schizophrenia.
2. Review the influence of genetics, neurochemical and other factors.
3. Distinguish between positive and negative symptoms of schizophrenia.
4. Review medications used for the treatment of schizophrenia.
5. Define key words associated with schizophrenia – blunted affect, delusions, hallucinations, illusions, EPS, agranulocytosis, depot (deconate)injections, NMS, positive and negative symptoms.
6. Examine a nursing care plan for a client with delusions

### **Module 8: Mood Disorders**

**Materials Covered:** Videbeck, Ch 17, Arikian, pgs.533-537, 591.

**\*Assessment(s):** Complete class review activity.

Kaplan, HESI

Unit Test 3

#### **Learning Outcomes:**

1. Describe the clinical characteristics of major depressive disorder.
2. Review the influence of genetics, neurochemical factors, as well as psychosocial and cultural considerations.
3. Applied the nursing process to the care of clients with major depressive disorder.
4. Review SSRI's, atypical antidepressants, MAOI's, TCA's.

5. Explain significance of “cognitive behavior therapy - CBT” in the treatment of depression.
6. Complete the Hamilton Rating Scale for depression.
7. Describe the clinical characteristics of bipolar disorder.
8. Apply the nursing process to the care of clients with bipolar disorder.
9. Analyze lithium for its use in bipolar disorder, reviewed lithium levels and described the clinical picture of lithium toxicity.
10. State the “three step approach” for limit setting. .
11. Summarize nursing interventions to use for clients with mania.
12. Contrast suicidal ideation and suicide attempt.
13. Identify those most at risk for suicide.

### **Module 9: Personality Disorders**

**Materials Covered:** Videbeck, Ch 18, Arikian, pgs547-548

**\*Assessment(s):** Complete class review activity

Kaplan

Unit Test 3

#### **Learning Outcomes:**

1. Describe key characteristics of antisocial personality disorder.
2. Review a nursing care plan for antisocial personality disorder.
3. Describe key features of borderline personality disorder.
4. Examine nursing intervention for borderline personality disorder.
5. Compare and contrast antisocial and borderline personality disorders.

### **Module 10: Substance-Related Disorders**

**Materials Covered:** Videbeck, Ch 19, Arikian, pgs. 547-552.

**\*Assessment(s):** Complete class review activity.

Kaplan

Unit Test 3

#### **Learning Outcomes:**

1. Described key terms regarding substance abuse.
2. Compared and contrasted the effects of alcohol, stimulants, and depressants, the withdrawal symptoms and nursing assessment and interventions for each.
3. Reviewed local treatment options for substance abuse.
4. Described how this information could be applied in the acute care medical hospital setting.
5. Described nursing interventions for alcohol withdrawal.

### **Module 11: Eating Disorders**

**Materials Covered:** Videbeck, Ch 20

**\*Assessment(s):** Complete class review activity.

Kaplan

Unit Test 4

#### **Learning Outcomes:**

1. Describe the clinical characteristics of Anorexia Nervosa and Bulimia Nervosa along with complications.
2. Examine a nursing care plan for a client with an eating disorder
3. Define key words associated with eating disorders – binge eating, body image disturbance, purging

## Module 12: Somatic Disorders

**Materials Covered:** Videbeck, Ch 21

**\*Assessment(s):** Complete class review activity.

Kaplan

Unit Test 4

### **Learning Outcomes:**

1. Described somatoform disorders.
2. Distinguished somatic symptom disorders from malingering (the intentional production of false or exaggerated physical or psychological symptoms).
3. Explained psychosomatic illness and nursing interventions that

## Module 13: Cognitive Disorders

**Materials Covered:** Videbeck, Ch 24

**\*Assessment(s):** Complete class review activity.

Kaplan, Simulation

Unit Test 4

### **Learning Outcomes:**

1. Compare and contrast the clinical symptoms of delirium and dementia
2. Summarize specific nursing interventions that could be used with delirium clients
3. Summarize specific nursing interventions that could be used with dementia.
4. Name 2 drugs that are used in the treatment of dementia and described how they work.

***\*Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

## Part III: Grading and Assessment

### **EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\***

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

#### **EVALUATION**

Unit tests (4) Average	80%
Case Studies and Quizzes	10%
<u>Final Exam Comprehensive</u>	<u>10%</u>
	100%

#### **GRADING SYSTEM:**

A = 100 – 90, B = 89- 80, C = 79 – 77, D = 76 – 60, F = 59 and below.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

## Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

**For online and hybrid courses**, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

## Part V: Student Resources



### The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.





## Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

**Student Testing:** (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

## Disability Services

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

## Statement of Equal Opportunity/Non-Discrimination Statement

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

### ***Title IX Requirements***

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

\*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

<b>Inquiries regarding the non-discrimination policies:</b>	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
<b>Dr. Melissa Batten, AVP Student Affairs</b> <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 <a href="mailto:Melissa.Batten@hgtc.edu">Melissa.Batten@hgtc.edu</a>	<b>Jacquelyne Snyder, AVP Human Resources</b> <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 <a href="mailto:Jacquelyne.Snyder@hgtc.edu">Jacquelyne.Snyder@hgtc.edu</a>