



INSTRUCTIONAL PACKAGE

NUR 162

Psychiatric and Mental Health Nursing

201910

Fall/2019

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 201910

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 antipsychotic drugs used in the treatment of mental health disorders (Actions and Side effects)
5. Described key terms used in psychopharmacology.
6. Identified the basic level of care for the psychiatric nurse
7. Reviewed student/course learning outcomes for NUR 162 and the HGTC Nursing organizing framework.

Module 2: Therapeutic Communication

Materials Covered: Videbeck, Chapter 6, The Basics, pgs. 535-536

*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

*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, The Basics, pgs. 17

*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; The Basics, p. 577-579

*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 and the victims.
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, The Basics, pgs. 541

*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, decreasing stimuli (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 and techniques used in the treatment of anxiety disorders
5. Review nursing interventions used with anxiety disorders (panic attacks and panic disorders, phobias, OCD, and GAD).

Module 7: Schizophrenia

Materials Covered: Videbeck, Ch. 16, The Basics, pgs. 564.

*Assessment: Complete class review activity.

Kaplan, HESI

Unit Test 2

Learning Outcomes:

1. Describe the clinical characteristics of schizophrenia and nursing interventions.
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, The Basics, pgs. 553-561

*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

*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; The Basics, pgs. 572-578.

*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*

Tests	70%
Class Assignments	15%
Final Exam	15%
	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

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 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

Attendance for Face-to-Face Courses:

For a 14 week course (fall and spring) the allowed number of absences for a MW or TR class is as follows: 5 absences are allowed regardless of reason. After the allowed number of misses, the student will be dropped from the course with a W or a WF.

For a 10 week course (summer) the allowed number of absences for courses meeting once a week is 2 absences. After missing the maximum number of allowed absences a student will be dropped from the course with a W or a WF.

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 or go to the [Online Resource Center](#) to access on-demand resources any time.

TECH Central – Student Information Center



TECH Central provides quality enrollment and collegiate guidance for students, faculty, and staff. Services include phone, walk-in, and online technical support for technology training and troubleshooting. Additionally, we offer support in Office 365, Outlook E-mail setup, and ID cards.

Phone: 843-349-5340

Email: techcentral@hgtc.edu

Text: 843-357-8552

TECH Talk (Live Chat): Located on the “Home” tab in WaveNet.

Website: www.hgtc.edu/techcentral

Locations:

Conway Building 1100, Room 132D

Grand Strand Building 200, Room 136

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, 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, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students 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 Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

*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).

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<p>Dr. Melissa Batten, VP Student Affairs <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu _</p>	<p>Jacquelyne Snyder, VP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu</p>