

GRAND PRARIE REGIONAL COLLEGE
Baccalaureate Nursing Program
University Transfer and Diploma Completion

NS 3030
MENTAL HEALTH NURSING

Course Syllabus
Fall 1997

Original prepared by: Faculty of Nursing
University of Alberta
1994/1995

Revised in 1996 by: Julie Lazaruk

Revised in 1997 by: Camille Romaniuk

Adapted for GPRC by: Claire Kibbler

Coordinated in GPRCollege by: Dorothy Eiserman
Fall 1997

© GRANT MacEWAN COMMUNITY COLLEGE, 1997

All rights reserved. No part of this module may be reproduced in any form or by any means without permission in writing from Grant MacEwan Community College.

Grant MacEwan Community College has attempted to ensure that all copyright clearances have been obtained. Please bring any omissions to the attention of the College.

GRAND PRARIE REGIONAL COLLEGE
BACCALAUREATE NURSING PROGRAM
UNIVERSITY TRANSFER AND DIPLOMA COMPLETION

NS 3030 - MENTAL HEALTH NURSING

The focus is on theory and practice related to the promotion of mental health and care of clients with mental health problems and mental health disorders. Students will further develop and integrate their skills in promoting optimal client functioning in hospital and community settings. Prerequisites: PY 1040; NS 2010, 2020, 2030, 2040. In addition, successful completion of NS 2050 is required for students proceeding to Year Three.

MINIMUM COURSE HOURS:

Classroom: 60 **Clinical:** 190 **Laboratory:** 0

COURSE DESCRIPTION:

This course is designed to prepare students in the promotion of mental health and the care of clients with mental health problems and mental disorders. Utilizing current research findings and a variety of methods of inquiry, the student will be expected to acquire the knowledge and skill necessary to provide nursing care as a novice in an active psychiatric treatment setting as well as in community settings. The focus will be on the promotion of optimal client functioning. Therapeutic communication skills will be further developed.

COURSE OBJECTIVES:

At the end of this course, the student will be able to:

1. demonstrate knowledge of dynamics of human behavior in individual, group and family settings;
2. apply knowledge of the major manifestations of mental disorders;
3. apply the principles of the helping relationship in the psychiatric context;
4. demonstrate an awareness of personal attitudes, values, beliefs and behaviors and their effect on others;
5. demonstrate an ability to use the nursing process in a psychiatric context;

6. utilize knowledge of counselling and treatment modalities;
7. demonstrate an ability to function within the health care team;
8. demonstrate an ability to perceive themselves as potential change agents in working with individuals, families and social systems;
9. analyze and modify factors that inhibit as well as encourage growth and change in individuals, families and social settings; and
10. develop own ability to assume a nursing role in the promotion of mental health.

CORE COURSE CONTENT:

1. Human Responses to Distress

Anxiety	Grief	Objective
Hope	Powerlessness	#4
Anger	Humor	#9

Factors Affecting Responses - Gender Issues, Age (Children & Elderly), Culture, Poverty, Physical Health, Lifestyle, Coping Styles, Crisis, Self-Esteem.

2. Mental Disorders

Childhood & Adolescent Disorders	#2
Affective Disorders	
Organic Mental Disorders	
Substance Abuse	
Schizophrenic Disorders	
Anxiety Disorders (Somatoform, Disassociative, Post Traumatic Stress Disorder)	
Delusional (Paranoid) Disorders	
Adjustment & Personality Disorders	
Sexual Disorders	

3. **Helping Roles**

	Objective
Therapeutic Use of Self (conditions of helping) Change	
Therapeutic Impasses	
- resistance (intimidation, avoidance)	#1
- manipulation	#3
- dependency	#8
- transference, countertransference	#9
Empowerment	
Teaching/Coaching	
- problem solving strategies	
- contracting	
- integration of illness and recovery into lifestyle	
Therapeutic Communication	
Promotion of Mental Health	

4. **Context of Psychiatric/Mental Health Nursing**

	#5
Definition of Mental Health/Illness	#4
Social, Cultural, Political & Economic Environments of Care	#7
Nursing Process in Psychiatric Context	#10
- assessment tools (e.g. diagnostic tests, suicide assessment, mental status assessment)	
- planning	
- implementation	
- evaluation	
Ethical Concerns	
Settings of Care (Mental Health Delivery)	
Multi Disciplinary Approach	

5. **Counselling & Treatment Modalities**

Individual Psychotherapy (counselling theories)
Group Therapy
Milieu Therapy
Biological Therapies - ECT
- Psychotropic meds

Objective
#6

Cognitive Therapy
Family Therapy
Behavior Therapy
Supportive Therapy (Self help groups)
O.T., Recreation Therapy
Crisis Intervention
Music Therapy

TEXTBOOK:

Harber, T., Krainovich-Miller, B., Leach McMahon, A., Price-Hoskins, P. (1997). Comprehensive psychiatric nursing. (5th ed.). St. Louis: Mosby.

OTHER SUGGESTED REFERENCES:

Carson, V., & Arnold, E. (1996). Mental health nursing: The nurse-patient journey. Philadelphia: W.B. Saunders.

Fortinach, K., & Holoday-Worret, P. (1995). Psychiatric nursing care plans. (2nd ed.). St. Louis: Mosby Year Book Inc.

COURSE REQUIREMENTS AND EVALUATION:

NS 3030 is comprised of a theoretical as well as a clinical practice component.

NOTE: In order to pass the course, a pass in **BOTH** the theoretical component and clinical practice component is required.

Clinical component will be pass/fail.

A cumulative GPA of 5 must be maintained each semester.

A. Theory

A variety of learning resources will be utilized in the classroom: presentations, discussions, guest speakers, videos, and context based scenarios. The theory grade will be determined as follows:

Mid Term Exam	30%
Final Exam	40%
Scholarly Paper	<u>30%</u>
TOTAL	100%

B. Clinical Practice

Clinical Practice will take place in acute care psychiatric settings as well as community mental health agencies. A scholarly paper based on clinical experience will be required. Objectives for clinical practice, guidelines for each type of experience, and criteria for the scholarly paper are written below.

Clinical practice is considered to be **compulsory**. Absences will be dealt with according to guidelines for clinical/lab absences, published in the Student Handbook.

In the event of an unavoidable absence, students are required to notify the clinical instructor and clinical site as soon as possible.

Students will be evaluated on their ability to:

1. meet the Clinical Objectives.
2. follow the Acute Care Psychiatric and Community Mental Health Nursing Guidelines.
3. write a scholarly paper according to the criteria.

The clinical grade will be determined on a pass/fail based on the following objectives:

Clinical Objectives

1. Nursing Knowledge
 - a) Demonstrates application of knowledge of dynamics of human responses.
 - b) Demonstrates application of knowledge from nursing, psychopathology, psychology, sociology and medicine (DSM IV), to selected clients with major psychosocial dysfunctions.
 - c) Demonstrates knowledge of community mental health resources.
2. Practice
 - a) Demonstrates interpersonal skills in developing therapeutic relationships with selected clients.
 - b) Demonstrates an ability to use a theoretical nursing model in selected client situations.
 - c) Demonstrates an ability to utilize the nursing process in the provision of safe nursing care for patients with mental health problems.
 - i) Assessment and Planning
 - 1) Identifies the individual client's patterns of health and acknowledges the reason(s) for the present admission (to either acute care or community setting).
 - 2) Utilizes appropriate skills in assessing needs of the client.
 - 3) Compares information obtained from the client with information from other sources.
 - 4) Utilizes assessment data to establish priorities.
 - 5) Demonstrates awareness of overall treatment plan developed in conjunction with client, nursing and multidisciplinary team.
 - 6) States the expected effects of the treatment plan.

- ii) Implementation and Evaluation
- 1) Collaborates with the client and other health professionals in the provision of care.
 - 2) Carries out nursing actions consistent with scientific and nursing principles.
 - 3) Carries out nursing actions consistent with the designed plan of care.
 - 4) Adjusts, adapts, or modifies nursing actions according to the client(s) responses.
 - 5) Communicates accurately, both verbally and in written form, nursing interventions and client outcomes.
 - 6) Demonstrates ethical and legal responsibility while implementing nursing care.
 - 7) Consistently adjusts nursing care to meet expected and unexpected changes in the practice situation.
 - 8) Carries out the planned methods of monitoring the effectiveness of interventions.
 - 9) Compares the data collected with normal information and with the expected outcomes.
 - 10) Accounts for discrepancies between desired and actual client outcomes, and recommends alternate actions.
 - 11) Evaluates the nurse's contribution to the attainment of the client's care goals.

3. Professionalism
 - a) Demonstrates accountability and responsibility for behaviors in nursing practice.
 - b) Demonstrates respect for peers', clients', health team members' values and belief systems.
 - c) Recognizes the legal and ethical aspects within the context of acute psychiatric and community mental health nursing.
 - d) Demonstrates self-awareness through communication of values, thoughts and feelings.
 - e) Seeks opportunity to enhance personal and professional growth; recognizes own limitations and seeks appropriate resources and/or guidance.

Acute Care Psychiatric Nursing Guidelines

1. As preparation for each clinical day, you are to familiarize yourself with the demographic information concerning the client, previous and present admissions, multidisciplinary assessments, diagnoses and treatment plans, plan of care outlined by the client's primary nurse, and the nurse assigned for your current shift.
2. As part of your preparation, write a flow outline for the day including medications, treatment sessions, etc. Incorporate into your plan at least one or two emerging patterns of health of your client, and activities related to these health patterns which you and the client will implement.
3. Your daily activities are expected to include normal "unit" activities, such as case conference and groups when appropriate.
4. Identification must be worn. Check dress code for your clinical setting.
5. Only notebook and care plans are taken onto the units. Coats, overshoes, books are to remain in the designated locker or location for that setting.

Community Mental Health (CMH) Nursing Guidelines

1. You will be oriented to your particular CMH setting and the expectations for you as a student within that setting.
2. You may or may not have direct contact with clients depending on the particular setting - this will not prevent your meeting your objectives, the nature of your clinical experience will have been negotiated by your clinical instructor and the CMH contact person.
3. As a student you will be expected to work somewhat independently in meeting your objectives; you do not however work independently to lead groups nor to initiate therapy.
4. The agencies will have a copy of your course outline and the methods by which you have negotiated with your clinical faculty to be evaluated. The clinical faculty are responsible for student evaluation, though the agencies are invited to offer input.

In order to increase your knowledge of community mental health resources and the role of primary health care and prevention, you might be asked to do the following:

5. Identify (and when possible use) a theoretical nursing model with clients demonstrating a knowledge of how that model could be relevant to your particular client situation.
6. Describe the CMH resources (you are expected to share your learning in your journal and post conferences):
 - a) What are the goals of the resource/agency?
 - b) How does it deal with specific psychosocial issues and/or clients at risk (interventions/strategies).
 - c) Where and/or how does it obtain funding?
 - d) What is the background of the staff/volunteers?
 - e) Identify obstacles or barriers for the agency in achieving its goals (financial, political, social).
 - f) Identify advances, future plans, strategies this agency/resource has for meeting its goals.