

GRANDE PRAIRIE REGIONAL COLLEGE

**Baccalaureate Nursing Program
University Transfer and Diploma Completion**

**NS3030
MENTAL HEALTH NURSING**

**Course Syllabus
Summer 1998**

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GRANDE PRAIRIE REGIONAL COLLEGE
BACCALAUREATE NURSING PROGRAM
UNIVERSITY TRANSFER AND DIPLOMA COMPLETION

NS3030 - 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: PY1040; NS2010, 2020, 2030, 2040. In addition, successful completion of NS2050 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 behaviour 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 behaviours 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 ability to assume a nursing role in the promotion of mental health.

CORE COURSE CONTENT:

1. A) Emotional Responses to Human Distress

Anxiety	Grief
Hope	Powerlessness
Anger	Humour

B) Physical, Socio-cultural, and Spiritual Responses to Distress

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

2. Mental Disorders

Childhood & Adolescent Disorders
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

Therapeutic Use of Self (conditions of helping)
Change
Therapeutic Impasses

- resistance (intimidation, avoidance)
- manipulation
- dependency
- transference, countertransference

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

Definition of Mental Health/Illness

Social, Cultural, Political

& Economic Environments of Care

Nursing Process in Psychiatric Context

- assessment tools (e.g. diagnostic tests, suicide assessment, mental status assessment)
- planning
- implementation
- evaluation

Ethical Concerns

Settings of Care (Mental Health Delivery)

Multi, Intra, Inter- Disciplinary Approaches

5. Counselling & Treatment Modalities

Individual Psychotherapy (Counselling theories)

Group Therapy

Milieu Therapy

Biological Therapies - ECT
- Psychotropic meds

Cognitive Therapy

Family Therapy

Behaviour Therapy

Supportive Therapy (Self help groups)

O.T., Recreation Therapy
Crisis Intervention
Music Therapy
Validation Therapy or Gentle Care (for cognitively impaired adults)

REQUIRED TEXTBOOK:

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

OTHER RECOMMENDED REFERENCE TEXTS:

*See outlines of classes

Balzer-Riley, J. (1996). Communications in nursing (3rd ed.). Toronto: Mosby. (on reserve)

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

McFarland, G. & Wasli, E. (1986). Nursing diagnoses and process in psychiatric mental health nursing. Philadelphia: J.B. Lippincott Co. (on reserve)

Paquette, M., Neal, M., & Rodemich, C. (1991). Psychiatric nursing diagnosis Care plans for DSM-III-R. Boston: Jones and Bartlett Publishers. (on reserve)

COURSE REQUIREMENTS AND EVALUATION:

NS3030 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:

Communication Certificate	(5% -Bonus marks)
Content Resource Role	15%
Scholarly Care Plan	30%
Process Recording	15%
Final Exam	40%
	100%

Late Assignment policy

A penalty of 2 points per day (including weekends and holidays) applies to assignments submitted later than the specified due date. Extensions on assignments may be granted in the case of illness or extenuating circumstances but must be negotiated with the instructor prior to the due date with a specified date for submission.

B. Clinical Practice

Clinical Practice will take place in an acute care psychiatric setting, an addictions detoxification setting, as well as in community mental health agencies. A scholarly written nursing care plan 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.

In the rare instance that the student will need to "make up" missed clinical time, the student may be responsible for reimbursing the costs of a clinical tutor.

The clinical grade will be determined as pass or fail based on the objectives below. Using field notes, students will document their progress towards meeting the clinical objectives on an on-going basis. This documentation will be used by the instructor and the student in the evaluation process.

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 and analyzes information obtained from the client with information from other sources.
 - 4) Utilizes assessment data to establish nursing diagnoses.
 - 5) Demonstrates awareness of overall treatment plan developed in conjunction with client, nursing and multidisciplinary team.
 - 6) Prioritizes client needs and related nursing actions
 - 7) States the expected effects of the treatment plan.