

QUINSIGAMOND COMMUNITY COLLEGE

PRACTICAL NURSING PROGRAM

PNP 204

CONCEPTS IN MENTAL HEALTH

COURSE OUTLINE

CLASS OF 2008

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I. COURSE DESCRIPTION

This course presents an overview of psychiatric illness and issues of altered mental health across the life span. Students begin to integrate basic nursing skills while recognizing mental health needs of the client. Topics include psychopathology and common mental health disorders. Pharmacodynamics are discussed and integrated into the overall plan of care with emphasis on the effects on the client. Students learn about mental health agencies existing within the community. Prerequisites PNP 101, PNP 111, PSY 101, PSY 121.

II. LEVEL TWO OBJECTIVES

- 1. Apply the nursing process when caring for clients with self-care deficits.**
- 2. Collect data to identify specific self-care needs.**
- 3. Apply common nursing diagnoses to communicate identified self-care needs.**
- 4. Identify resources within the community to assist with individual self-care needs.**
- 5. Demonstrate the ability to organize nursing care to meet the universal and/or health care deviation requisites of 2-3 clients.**
- 6. Demonstrate competency in the performance of advanced nursing care skills.**
- 7. Evaluate care given based on stated outcomes.**
- 8. Discuss proposed modifications in client's plan of care.**
- 9. Practice safely in all aspects of nursing care.**
- 10. Utilize principles of effective communication in the delivery of health care.**
- 11. Employ principles of recording.**
- 12. Practice effective communication with clients, families, and health team members.**
- 13. Practice applying critical thinking skills in providing nursing care.**
- 14. Employ principles of teaching to assist clients meet universal and/or health-deviation requisites.**
- 15. Develop interactive skills with other health team members to assist clients meet self-care needs.**
- 16. Compare one's own practice with the role expectations of practical nursing.**
- 17. Relate NAPNES code of ethics to client care situations.**

III. COURSE OBJECTIVES

Upon successful completion of the course, the student will be able to:

1. Discuss the history of mental health nursing.
2. Explain developmental psychology throughout the life span.
3. Discuss sociocultural influences on mental health.
4. Explain the use of coping mechanisms in maintenance of mental health.
5. Discuss key concepts related to Freud, Erickson and Piaget.
6. Relates the use of the nursing process in mental health nursing.
7. Discuss the concepts of mental health and mental illness.
8. Describe how mental illness is diagnosed.
9. Describe three types of anxiety disorders.
10. Distinguishes three types of mood disorders.
11. Discuss three types of personality disorders.
12. Differentiates three types of substance related disorders.
13. Discuss eating disorders.
14. Discuss suicide and the implications of nursing care of such clients.
15. Explain three types of schizophrenia.
16. Explain medical treatments used in selected mental health alterations.
17. Discuss nursing interventions necessary in caring for clients with mental disorders.
18. Discuss the use of pharmacologic agents in the treatment of mental health alterations.
19. Describe physical and psychological challenges facing the aging population.
20. Identify characteristics of dementia.

IV. CURRICULUM DESIGN

Concepts in Mental Health is presented through a series of modules. These modules introduce the student to mental health issues existing both within the acute care and community setting. The curriculum is designed to allow the students to explore a number of mental health conditions, treatment and resources available. These modules are:

Module I:	Introduction to Mental Health
Module II:	Mental Health Alterations and Treatments
Module III:	Substance Related/Self Destructive Disorders
Module IV:	Concepts Related to Aging Population

V. Placement: Semester II
 Course Contact Hours: 15 hours
 Course Credit Hours: 1 credit

Curriculum Threads: The curriculum threads are concepts, which appear throughout the curriculum. Each thread develops in complexity from the first semester courses through succeeding courses. The curriculum threads are:

- | | |
|------------------------|--|
| 1. Communication | 6. Nursing Process |
| 2. Critical Thinking | 7. Nutrition |
| 3. Cultural Diversity | 8. Pharmacodynamics |
| 4. Health Education | 9. Safety |
| 5. Nursing Care Skills | 10. Standards of Practice & Trends in Health Care. |

VI. METHOD OF INSTRUCTION

- Lecture
- Discussion
- Critical thinking exercises
- Textbook Readings
- Audio Visuals
- Selected Observational Experiences

VII. METHOD OF EVALUATION

Successful completion of course objectives is measured by written examinations and written assignments.

Criteria for grading evaluation:

Quizzes	90%
Student Journal	<u>10 %</u>
Total	100%

**** Students must achieve a grade of 73% or higher in order to successfully complete this Nursing course.**

VIII. TEACHING PERSONNEL

Days			
Barbara Dunn, RN, MSN	bdunn@qcc.mass.edu	508-854-2736	Rm. 314 A
Evenings			
Margaret A. Yoder RN, MHA	myoder@qcc.mass.edu	508-854-7477	Rm. 333

Concepts in Mental Health

PNP 204

Journal Writing

- **Journaling is a requirement for PNP 204 –Concepts in Mental Health.**
- The project is worth 10% of the final grade.
- Entries are to be made once a week and should reflect feelings, and reactions to clinical experiences.
- There are 10-12 entries required starting on the 2nd week of clinical and ending on 3-26-07. Journals are due on that date.
- Why journal?

Journaling can:

Help you to reflect or express your reactions to certain clinical experiences.

Be a source of emotional and physical health.

Allow you to better understand yourself, other people and life in general.

Build self-confidence.

Help problem-solve certain situations.

Improve communication and writing skills.

Help you to recognize certain behaviors in stressful situations.

Be a means of reducing stress.

- ✓ Do not worry about spelling and grammar-your journal will never be graded or published.
- ✓ There is no set format or agenda to use.
- ✓ You can write your journal on the Internet at Tell-me-about-it.com

“Starting with self-communication in private, you can then develop your ability to communicate with others. Being clear with you opens the way for being clearer with others about how you feel and think, enriching your relationships and social interactions”.

Lucia Cappachione

IX BIBLIOGRAPHY

REQUIRED TEXT:

ATI Assessment Technologies Institute, Mental Health Nursing

Neeb, Kathy, Mental Health Nursing, F. A. Davis, 2006, 3rd Ed.

Roach, Ford, Introductory Clinical Pharmacology, Lippincott 8th Ed., 2008.

Doenges, Marilyn, Nurse's Pocket Guide, F. A. Davis, 2004.

Taber's Cyclopedic Medical Dictionary, 20th Ed. F.A. Davis, 2005

Timby/Smith , Introductory Medical-Surgical Nursing, Lippincott, 9th Ed. ,2007

MODULE I: INTRODUCTION TO MENTAL HEALTH NURSING

Learning objectives: At the conclusion of this module, the student will:

- A.**
- 1. Name three major contributors to the field of mental health nursing.**
 - 2. Discuss the breakthroughs that advanced the field of mental health nursing.**
 - 3. Discuss two major laws that influenced mental health nursing.**
 - 4. Discuss the history of mental health nursing.**

Threads: 1, 2, 10

CONTENT	LEARNING ACTIVITY	EVALUATION
Major contributors to the field of M. H. N. History of Mental Health Nursing Breakthroughs in mental health.	Neeb – Chapter 1 Lecture/Discussion Critical thinking exercises	Examination Questions

- B.**
- 1. Discuss the three developmental theorists, Freud, Erickson and Piaget.**
 - 2. Describe developmental tasks from prenatal development through death, according to above theorists.**
 - 3. Explain possible outcomes of ineffective development according to theorists listed above.**

Threads: 1, 2, 4, 6

CONTENT	LEARNING ACTIVITY	EVALUATION
Developmental Theorists: Freud Erickson Piaget Developmental tasks. Ineffective development	Neeb – Chapter 4 Lecture/Discussion Handout	Examination Questions

- C.**
- 1. Discuss how social and cultural environment influence growth and development.**
 - 2. Describe three parenting styles.**
 - 3. Discuss how the above parenting styles influence a child’s development.**
 - 4. Discuss cultural issues that could impact mental health.**

Threads: 1, 2, 4, 6

CONTENT	LEARNING ACTIVITY	EVALUATION
Social and cultural environment. Parenting styles.	Neeb – Chapter 5 Lecture/Discussion	Examination Questions

- D. 1. Define key terms.
2. Describe the term coping.
3. Explain the difference between effective and ineffective coping.
4. Describe five coping mechanisms.

Threads: 1, 2, 4

CONTENT	LEARNING ACTIVITY	EVALUATION
Definition of coping.	Neeb – Chapter 6	Examination Questions
Key terms	Lecture/Discussion	
Effective coping.	Critical thinking	
Ineffective coping.		
Coping Mechanisms.		

- E. 1. Define key terms.
2. Discuss the role of the LPN/LVN in the five steps of the nursing process.
3. Name the areas to be assessed during a mental status examination.
4. Define A P N A (American Psychiatric Nurses Association).
5. Discuss the concepts of client and family teaching.

Threads: 1, 2, 3, 4, 5, 9, 10

CONTENT	LEARNING ACTIVITY	EVALUATION
Role of the LPN/LVN in nursing process.	Neeb – Chapter 7	Examination Questions
Key terms	Lecture/Discussion	
Mental status examinations	Critical thinking exercise	
A P N A		

MODULE II: MENTAL HEALTH ALTERATIONS AND TREATMENTS

Learning objectives: At the conclusion of this module, the student will:

- A. 1. Describe mental health.**
- 2. Describe mental illness.**
- 3. Discuss the health-illness continuum.**
- 4. Define DSM-IV.**

Threads: 1, 2, 3, 4, 8, 9, 10

CONTENT	LEARNING ACTIVITY	EVALUATION
Mental Health	Neeb – Chapter10	Examination questions
Mental Illness	Lecture/Discussion	
Health-illness continuum	Critical thinking exercises	
DSM-IV		

- B. 1. Describe a therapeutic milieu.**
- 2. Discuss six commonly used treatment modalities – psychotherapy, behavior modification, counseling, group therapy, electroconvulsive therapy and crisis intervention, family counseling.**
- 3. Explain the use of psychopharmacology in mental health disorders.**
- 4. Identify the concept of mind-body connection.**
- 5. Identify three alternative and complementary treatment modalities.**

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

CONTENT	LEARNING ACTIVITY	EVALUATION
Therapeutic milieu	Neeb – Chapter 8,9	Examination questions
Treatment modalities	ATI-DVD	
Psychopharmacology	Lecture/Discussion	

- C.
1. Discuss anxiety disorders.
 2. List three types of anxiety disorders – G A D, panic disorder and phobia.
 3. Describe medical treatment for people with anxiety disorders.
 4. Discuss nursing interventions for people with anxiety disorders.
 5. Name three types of psychotherapeutic drugs.
 6. Discuss the use, drug actions and general adverse reactions associated with the administration of the anti-anxiety drugs.
 7. List two nursing diagnoses particular to clients taking anti-anxiety drugs.

Threads: 1, 2, 3, 4, 5, 6, 8, 9, 10

CONTENT	LEARNING ACTIVITY	EVALUATION
Anxiety disorders Anti-anxiety drugs Physical and behavioral symptoms. Treatment modalities. Nursing Diagnoses Nursing Interventions	Neeb – Chapter 11 Timby/Smith Chapter 12 Roach – Chapter 22 Chapter 24 ATI-DVD Lecture/Discussion	Examination questions.

- D.
1. Define mood disorder.
 2. Describe two types of mood disorders – major depression (Unipolar) (Bipolar).
 3. Identify treatment modalities for the above mood disorders.
 4. Discuss nursing interventions for unipolar and bipolar depression.
 5. Describe five different types of antidepressant drugs.
 6. Discuss the uses, general drug actions and adverse reactions of anti-depressant drugs.
 7. List two nursing diagnoses related to clients receiving anti-depressant drugs.

Threads: 1, 2, 3, 4, 5, 6, 7, 9, 10

CONTENT	LEARNING ACTIVITY	EVALUATION
Mood disorder. Unipolar depression. Bipolar depression. Nursing Interventions Nursing Process Anti-depressant drugs	Neeb – Chapter 12 Roach – Chapter 26 Timby/Smith Chapter 13 ATI DVD Lecture/Discussion Critical thinking exercises	Examination questions.

- E. 1. Define personality disorder.
2. Discuss three types of personality disorders – borderline, passive-aggressive and antisocial/sociopathic.
3. Identify treatment modalities for personality disorders.
4. Discuss nursing care for people with personality disorders.

Threads: 1, 2, 3, 4, 5, 6, 8, 9, 10

CONTENT	LEARNING ACTIVITY	EVALUATION
Personality disorder. Borderline personality. Passive=aggressive personality. Treatment modalities. Antisocial/sociopathic personality. Nursing diagnoses. Nursing interventions.	Neeb – Chapter 13 Lecture/Discussion Critical thinking exercises.	Examination questions.

- F. 1. Define schizophrenia.
2. Identify three types of schizophrenia.
3. Identify treatment modalities for people with schizophrenia.
4. Discuss nursing care for people with schizophrenia.
5. Discuss possible psychoanalytic, genetic, environmental, and socioeconomic theories of causes of schizophrenia.
6. List the uses, drug actions and general adverse reactions associated with the administration of the antipsychotic drugs.
7. List two nursing diagnoses particular to a client taking an antipsychotic drug.

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

CONTENT	LEARNING ACTIVITY	EVALUATION
Schizophrenia Antipsychotic drugs Treatment modalities Nursing Diagnoses Nursing Interventions	Neeb – Chapter 14 Roach – Chapter 26 ATI DVD Lecture/Discussion	Examination questions.

MODULE III: SUBSTANCE RELATED/SELF DESTRUCTIVE DISORDERS

Learning objectives: At the conclusion of this module, the student will:

- A. 1. Discuss substance abuse.**
- 2. Identify common medical treatments for abuse disorders.**
- 3. Identify nursing interventions for clients with abuse disorders.**
- 4. Discuss two nursing diagnoses related to substance disorders.**
- 5. Discuss substance abuse as it relates to narcotics, cocaine, marijuana, alcohol, and nicotine**
- 6. Discuss the benefit of alcoholics anonymous and narcotics anonymous.**

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

CONTENT	LEARNING ACTIVITY	EVALUATION
Key terms	Neeb – Chapter 17	Examination questions
Medical treatments	Timby/Smith Chapter 14	
Nursing Interventions	ATI DVD	
Nursing Diagnoses	Lecture/Discussion	

- B. 1. Discuss types of eating disorders.**
- 2. Identify causes of eating disorders.**
- 3. List nursing interventions for clients with eating disorders.**
- 4. Identify two nursing diagnoses related to eating disorders.**

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

CONTENT	LEARNING ACTIVITY	EVALUATION
Key terms	Neeb – Chapter 18	Examination questions
Causes of eating disorders	ATI DVD	
Signs/Symptoms		
Nursing Interventions		
Nursing Diagnoses		

- C. 1. Identify myths and truths about suicide.
 2. Discuss warning signs of suicide.
 3. Identify nursing interventions for clients who are suicidal.
 4. List two nursing diagnoses pertaining to suicide.

Threads: 1, 2, 3, 4, 5, 6, 8, 9, 10

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>Key terms</p> <p>Warning Signs</p> <p>Nursing Interventions</p> <p>Nursing Diagnoses</p>	<p>Neeb – Chapter 19</p> <p>ATI DVD</p>	<p>Examination questions</p>

MODULE IV: CONCEPTS RELATED TO CHILDHOOD, ADOLESCENT AND THE AGING POPULATION

Learning objectives: At the conclusion of this module, the student will:

- A. 1. Discuss two types of cognitive disorders.
- 2. Identify medical treatments for clients with organic mental disorders, i.e. Alzheimer’s Disease
- 3. Identify nursing interventions for clients with organic mental disorders.
- 4. Discuss concepts of aging.
- 5. Identify four mental challenges of the older adult.
- 6. Discuss the role medications play in health maintenance.
- 7. Identify medical treatments for clients with organic mental disorders.
- 8. Discuss the difference between Delirium and Dementia
- 9. Define selected mental health conditions of childhood/adolescent age groups.
- 10. Identify treatment modalities used in childhood/adolescent age groups.

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

CONTENT	LEARNING ACTIVITY	EVALUATION
Key terms ADAH Autism Cognitive disorders Organic Mental Disorders Medical treatment Nursing interventions Nursing diagnoses	Neeb – Chapter 15, 21,22 Timby/Smith Chapter 15 ATI DVD	Examination Questions