GROSSMONT COLLEGE

 Official Course Outline

NURSING 222 – PSYCHIATRIC AND COMMUNITY HEALTH NURSING

 1. Course Number Course Title Semester Units Semester Hours

 NURS 222 Psychiatric and 5.5 3 hours lecture*:* 48-54 hours

 Community Health Nursing 7.5 hours lab: 120-135 hours

 96-108 outside-of-class hours

for lecture

 264-297 total hours

 2. Prerequisites

A “C” grade or higher in Nursing 130 and 132 or equivalent.

 Corequisite

 None.

 Recommended Preparation

 None.

 3. Catalog Description

This course focuses on the nursing management of patients who have psychosocial and behavioral disorders. This course will also explore the role of the nurse caring for individuals, families, communities, and populations, with an emphasis on designing, implementing, and evaluating population-based interventions to promote health. Emphasis is placed on health promotion and prevention of population-based health problems. Consideration is given to populations experiencing chronic health problems being cared for in the home and community. The focus is on nursing considerations regarding environmental factors such as physical, psychological, social, spiritual, and cultural elements and the way they impact hospitalized patients as well as those in outpatient and community settings throughout the lifespan. Concurrent clinical experiences are in acute, outpatient, and community settings, including day treatment centers. This is a required course for the Nursing Program.

 4. Course Objectives

 **Psychiatric Nursing**

 The student will:

 **Knowledge:**

1. Evaluate nursing roles in assuring coordination, integration, and continuity of care for patients with psychiatric disorders. (N)
2. Analyze how the safety, quality, and cost effectiveness of health care can be improved through the active involvement of patients and families. (N,P,E)
3. Distinguish contributions of other individuals and groups in helping patients with psychiatric disorders and their families achieve health goals. (H,P,E)
4. Evaluate how the strength and relevance of available evidence influences the choice of interventions for patients with psychiatric disorders in the provision of patient-centered care. (N,E)

**Skills**:

 a. Plan, implement and evaluate nursing care, setting priorities for patients with psychiatric disorders. (N)

 b. Assess patient values, preferences, and expressed needs as part of the clinical interview, implementation of the plan of care, and evaluation of care for the patient with psychiatric disorders. (N, P, E)

 c. Implement communication practices that minimize risks associated with handoffs among providers and across transitions in care. (N, E)

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4. Course Objectives: **Psychiatric Nursing - Skills** (continued)

 d. Evaluate rationale for routine approaches to care for patients with psychiatric disorders that result in less-than-desired outcomes or adverse events. (N)

 e. Create effective boundaries for therapeutic patient relationships. (N, P)

f. Utilize critical thinking skills in making safe clinical nursing judgments when providing patient-centered nursing care for patients with psychiatric disorders. (N, P)

 g. Design individualized plan of care for patient with psychiatric disorders based upon the patient values, clinical expertise, and evidence. (N, P)

h. Formulate thorough patient documentation and complete patient documentation in a timely manner. (N)

 **Attitudes:**

 a. Willingly support patient-centered care for individuals and groups whose values differ from their own. (N, P)

 b. Respect the unique attributes that members bring to a team, including variations in professional orientations and accountabilities. (N)

 c. Appreciate that continuous quality improvement is an essential part of the daily work of all health professionals. (N, E)

 d. Value the relationship between national safety campaigns and implementation in local practices and practice settings. (E)

 e. Value technologies that support clinical decision-making, error prevention, and care coordination. (E)

 f. Appreciate caring in relationships with patients and familieswith psychiatric disorders. (P, N)

KEY:

Concept Objective

H = Health Domain Knowledge: C

N = Nursing Domain Knowledge: A,B,D Skills: A,B,C,D,E,F,G,H Attitudes: A,B,C,F

P = Person Domain Knowledge: B,C Skills: B,E,F,G Attitudes: A,F

E = Environment Domain Knowledge: B,C,D Skills: B,D Attitudes: C,D,E

**Community Health Nursing**

 The student will:

 **Knowledge:**

1. Explore how social determinants, culture, ethnicity, race, spirituality, and global perspectives influence the care of individuals, families, communities, and populations. (N, P, E)
2. Examine data from reliable sources of evidence in the care of individuals, families, communities, and populations. (H, E)
3. Apply principles of epidemiology to the care of individuals, families, communities, and populations. (H, E)
4. Investigate the influence of environment on the health of individuals, families, communities, and populations. (H, P, E)
5. Discuss how health care policy, ethical principles, and public policy influence the care of individuals, families, communities, and populations. (H, P, E)

**Skills:**

1. Recognize the difference in the role of the nurse in the various community and public health settings. (N)
2. Discuss strategies for effective therapeutic and professional communication in the promotion of health of individuals, families, communities, and populations. (N, P, E)
3. Identify the nurse’s role as an advocate for vulnerable and disparate individuals, families, communities, and populations in today’s health care organizations. (N, E)
4. Interpret the scope of practice, roles, and responsibilities of the professional nurse in the community and public health setting. (N, P, E)
5. Apply the principles of teaching and learning in caring for individuals, families, communities, and populations. (N, P, E)

 **Attitudes:**

 a. Willingly support patient-centered care for individuals and groups whose values differ from their own. (N, P)

 b. Respect the unique attributes that members bring to a team, including variations in professional orientations and accountabilities. (N)

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4. Course Objectives: **Community Health Nursing-Skills** (continued)

c. Appreciate that continuous quality improvement is an essential part of the daily work of all health professionals (N, E)

 d. Value the relationship between national safety campaigns and implementation in local practices and practice settings. (E)

 e. Value technologies that support clinical decision-making, error prevention, and care coordination. (E)

 f. Appreciate caring in relationships with patients and families with psychiatric disorders. (P, N)

KEY:

Concept Objective

H = Health Domain Knowledge: B,C,D,E

N = Nursing Domain Knowledge: A Skills: A,B,C,D,E Attitudes: A,B,C,F

P = Person Domain Knowledge: A,D,E Skills: B,D,E Attitudes: A,F

E = Environment Domain Knowledge: A,B,C,D,E Skills: B,C,D,E Attitudes: C,D,E

 5. Instructional Facilities

 a. Standard classroom.

 b. Nursing skills campus laboratory.

 c. Computer laboratory.

 d. Selected clinical facilities.

e. High fidelity simulation laboratory**.**

 6. Special Materials Required of Student

1. Digital storage device.
2. Grossmont College nursing student uniform with embroidery.
3. Grossmont College photo ID namebadge.
4. Bandage scissors.
5. Watch with second hand indicator.
6. Stethoscope.
7. Penlight.
8. I-clicker2.
9. Reliable transportation to clinical facilities.

 7. Course Content

 **Psychiatric and Mental Health Nursing**

1. Basic concepts in psychiatric and mental health nursing.

 (1) Stress adaptation.

 (2) Historical and theoretical concepts.

 (3) Personality development

 (4) Psychobiology.

 (5) Ethical and legal issues.

 (6) Cultural and spiritual concepts.

 (7) Rest & Sleep

 (8) Nurse practice act, roles & responsibilities, delegation

 b. Overview of therapeutic approaches in psychiatric nursing care.

 (1) Relationship development.

(2) Therapeutic Communication.

 (3) Therapeutic groups/group therapy.

 (4) Milieu Therapy.

 (5) Anger/aggression management.

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7. Course Content (continued)

 **Psychiatric and Mental Health Nursing** (continued)

 (6) Crisis intervention.

(7) Role of the nurse in the interdisciplinary team

c. Nursing management of psychotic disorders.

 Schizophrenia and other psychoses.

 d. Nursing management of mood disorders and suicidal patients.

(1) Depressive disorders.

 (2) Bipolar disorders.

 (3) Suicidal patients.

e. Nursing management of personality and somatic disorders.

f. Nursing management of anxiety and obsessive-compulsive disorders

 g. Child and adolescent disorders.

h. Sexual disorders.

 i. Eating disorders.

 j. Community mental health

 **Community Health Nursing**

1. Basic concepts in community health nursing.
2. Role of public health nursing
3. Health care systems
4. Health care policy
5. Health and the global environment
6. Health care financing
7. Epidemiology
8. Investigative practice
9. Community assessment and diagnoses
10. Concepts in aging
11. Dementia and other neurocognitive disorders
12. Degenerative neurological conditions
13. Health promotion and disease prevention
14. Emerging diseases
15. Community preparedness and disaster nursing
16. Trauma and stressor-related disorders
17. Hospice and palliative care
18. Substance Abuse
19. Violence and abuse
20. Cultural and gender diversity
21. Occupational health nursing
22. School Nursing
23. Faith oriented communities
24. Environmental health
25. Underserved populations

 8. Method of Instruction

1. Lecture.
2. Discussion.
3. Multimedia resources.
4. Demonstration.
5. Critical thinking activities such as concept mapping**.**
6. Case studies.
7. Role playing.

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8. Method of Instruction (continued)

1. Student presentations.
2. Supervised nursing care.
3. Clinical conferences.
4. Clinical simulation.

 9. Methods of Evaluating Student Performance

1. Written evidence-based researchassignments.
2. Quizzes.
3. Computerized examinations including a final.
4. Clinical skills competency testing.
5. Verbal questioning.
6. Supplementary assignments (See outside assignments).
7. Student self-evaluation.
8. Clinical evaluation.
9. Clinical simulation.
10. Written clinical plan of care.
11. Clinical written learning activities such as patient data sheets, clinical reasoning questions, and medication information worksheets.

10. Outside Class Assignments

1. Practice of nursing skills**.**
2. Evidence-based assignments on topics such as community needs assessmentand addictions.
3. Clinical paperwork such as patient data sheets, clinical reasoning worksheets, medication worksheets, and reflections of float experiences such as outpatient treatment center and community-based intervention sites
4. Evidence-based plan of care based upon the patient assignments in the clinical and communitysetting.
5. Video viewing of topics such as substance abuse**,** Alzheimer’s dementia, and schizophrenia.

 f. Kaplan focused review exams.

 g. Remediation assignments based upon NCLEX practice exams such as the Kaplan integrated exam.

 h. Assigned readings from nursing textbooks and reference articles related to a variety of nursing topics.

 i. NCLEX practice questions.

 j. Community service such as blood drives, first aid for public events, camp nursing, and working with homeless populations.

11. Texts

 a. Required Text(s) and materials:

* 1. Townsend, M.C. *Psychiatric-Mental Health Nursing: Concepts of Care in Evidence-Based Practice*. 8th edition. Philadelphia, PA: F.A. Davis. 2015.
	2. Karch, A.M. *Focus on Nursing Pharmacology*. Philadelphia, PA: Lippincott Williams & Wilkins. 2013**.**
	3. Arikian, V.P. et. al. *The Basics.* Kaplan, Inc.2015
	4. *Grossmont College Nursing Student Handbook*, 2018-2019.

(5) Hinkle, J.L. & Cheever, K.H. Brunner & Suddarth's Textbook of Medical-Surgical

Nursing (14th ed.). Philadelphia: Wolters Kluwer. 2018.

 b. Supplementary texts and workbooks:

* 1. Pagana, K. D. & T. J. Pagana. *Mosby’s Manual of Diagnostic and Laboratory Tests.* 5th edition. St. Louis, MO. 2014.
	2. Davis’s *Drug Guide for Nurses*, 14th edition. Philadelphia, PA: Lippincott. 2015.
	3. Matkovich, S. *APA Made Easy*, 3rd edition. Retrieved from: [www.youversustheworld.com](http://www.youversustheworld.com). 2015.
	4. Engel, M. *I’m Here: Compassionate Communication in Patient Care.* Orlando, FL: Phillips Press. 2010.

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 Addendum: Student Learning Outcomes

 Upon completion of this course, the students will be able to do the following:

 a. Integrate knowledge of biopsychosocial theories and concepts when providing patient care by: (1) applying knowledge of nursing practice utilizing biopsychosocial theories and concepts in performing the professional nursing role, and by (2) formulating a holistic comprehensive plan of care for acute and chronic patients utilizing the nursing process, principles of health promotion and illness prevention, patient teaching and end of life care for patients throughout their lifespan.

 b. Integrate the skills and attitudes necessary to perform as an associate degree nurse in the professional nursing roles of: (1) Provider of Care, (2) Manager of Care, and (3) Member within a Discipline by satisfactorily performing the complex roles, skills, and responsibilities of a second-year student in the categories of Provider of Care, Manager of Care, and Member within a Discipline.

 c. Implement critical-thinking skills in the implementation of the nursing process while providing safe patient care and meeting the needs of culturally diverse patients within multidisciplinary health care systems by intervening competently and safely for groups of health care consumers in complex patient care situations within a multidisciplinary healthcare system.

 d. Select evidence-based research to provide quality health care, initiate change and improve nursing practice by:

 (1) Implementing evidence based research in the planning and implementation of complex nursing care for individuals, families, and groups of health care consumers.

 (2) Evaluating the importance and effectiveness of evidence-based research in nursing practice.

 e. Effectively employ the use of informatics and effective communication skills to manage and coordinate care for the health care consumer in collaboration with other health care professionals by:

 (1) Integrating communication skills (verbal, nonverbal, interpersonal, and communication technology) into the practice of the professional nursing role.

 (2) Collaborating with other health team members to organize, manage, delegate and coordinate patient care for the health care consumers and family members across the lifespan.

 f. Distinguishthe role of the professional nurse as defined by the California Nurse Practice Act and standards of nursing practice by:

 (1) Assuming responsibility and accountability for the student’s nursing action(s) as they undertake the role of the professional nurse.

 (2) Making complex clinical decisions that support health care consumer advocacy based upon the ethical and legal principles as described in the California Nurse Practice Act and the American Nurses Association code of ethics.

 g. Support the importance of lifelong learning and quality improvement as part of their professional commitment to the nursing profession by assuming responsibility and commitment for lifelong learning in the areas of evidence-based healthcare, informatics, practice based learning, self-reflection and assessment as the student undertakes the role of the professional registered nurse.

Date approved by the Governing Board: December 13, 2019