Western Technical College

10543110 Nursing: Mental Health and Community Concepts

Course Outcome Summary

Course Information

Description
This course will cover topics related to the delivery of community and mental health care. Specific health needs of individuals, families, and groups will be addressed across the lifespan. Attention will be given to diverse and at risk populations. Mental health concepts will concentrate on adaptive / maladaptive behaviors and specific mental health disorders. Community resources will be examined in relation to specific types of support offered to racial, ethnic, economically diverse individuals and groups.

Career Cluster
Health Science

Instructional Level
Associate Degree Courses

Total Credits
2.00

Textbooks


Learner Supplies


Core Abilities

1. Apply mathematical concepts.

2. Demonstrate ability to think critically.

3. Demonstrate ability to value self and work ethically with others in a diverse population.

4. Transfer social and natural science theories into practical applications.
5. Use effective communication skills.

6. Use technology effectively.

Course Competencies

1. **Assess a community including the relationships among individuals, groups, and health**

   **Assessment Strategies**
   1.1. in an oral, written or performance assessment
   1.2. Written Objective Test
   1.3. Environmental Health Evaluation

   **Learning Objectives**
   1.a. Interpret common epidemiological tools including morbidity, mortality, incident, and prevalence rates.
   1.b. Identify sources of information related to disease occurrence that may be accessed by nurses in the community setting.
   1.c. Identify ways to locate and evaluate resources that address community health needs.
   1.d. Explain the process for identifying and reporting communicable diseases.
   1.e. Apply models of disease causation in examining diseases and health problems.
   1.f. Use the nursing process to outline prevention and intervention of communicable disease.

2. **Manage nursing care for the health needs for the community (including vulnerable populations such as disabled, homeless, mentally ill, elderly, teens, chronically ill, culturally diverse)**

   **Assessment Strategies**
   2.1. in an oral, written or performance assessment
   2.2. Written Objective Test
   2.3. Environmental health evaluation

   **Learning Objectives**
   2.a. Explore federal- and state-sponsored health programs and services for children including eligibility requirements and referral processes.
   2.b. Examine the issues of teen pregnancy in relationship to the needs of vulnerable populations.
   2.c. Identify predisposing factors that contribute to vulnerability in populations and access to health care.
   2.d. Use the nursing process to outline health threats and actual health problems common to homeless men, women, adolescents, and children.
   2.e. Investigate the concept of poverty and its relationship to vulnerable populations.
   2.f. Use the nursing process to address the health needs of migrant workers and their families.
   2.g. Identify local, regional, and national resources available for vulnerable populations.

3. **Analyze the role of the nurse in providing safe care related to environmental hazards and emergency preparedness**

   **Assessment Strategies**
   3.1. in an oral, written or performance assessment
   3.2. Written Objective Test
   3.3. Environmental Health Evaluation

   **Learning Objectives**
   3.a. Examine the relationship between environmental health and human health and disease.
   3.b. Explore how environmental principles relate to health problems and the role nurses plays to reduce any associated health risks.
   3.c. Illustrate the role of the RN in responding to community disasters.
   3.d. Characterize the nurse’s role in primary, secondary, and tertiary intervention strategies for various environmental health threats.
   3.e. Summarize how communities develop and implement a disaster plan.
   3.f. Outline the essential elements of a plan to meet emergency and disaster preparedness recognizing the
role of the RN and utilization of community resources.

3.g. Correlate potential environmental health threats related to the following: a) housing and living patterns, b) air pollution, c) water pollution, d) food quality, e) radiation and, f) solid waste.

4. **Analyze concepts of mental health nursing**

   **Assessment Strategies**
   4.1. in an oral, written or performance assessment
   4.2. Reflection
   4.3. Written Objective Test

   **Learning Objectives**
   4.a. Investigate cultural influences on the views of mental illness and associated behaviors based upon the continuum of mental health and mental illness.
   4.b. Explain how the DSM-IV-TR multiaxial system of evaluation is used in the holistic and cultural assessments of mental health care.
   4.c. Differentiate principles of the following mental health treatment approaches:
      a. Psychodynamic therapy
      b. Interpersonal psychotherapy
      c. Behavioral therapy
      d. Rational-Emotive Behavior therapy
      e. Cognitive-Behavioral therapy (CBT)
      f. Psychopharmacological therapy
      g. Milieu therapy
   4.d. Explain how neurotransmitters function as neuromessengers in relationship to the pharmacodynamics of psychotropic drugs.
   4.e. Examine voluntary/involuntary admission & discharge criteria as it relates to populations served by inpatient psychiatric care.
   4.f. Distinguish nursing roles as advocate and provider of patient care in maintaining each of the following psychiatric client’s legal rights:
      a. right to treatment
      b. right to informed consent
      c. right to refuse treatment
      d. rights regarding use of seclusion and restraint
      e. rights regarding confidentiality (including situations where the nurse must disclose)
   4.g. Differentiate a social relationship and a therapeutic relationship regarding purpose, focus, communications style, personal qualities, and goals.
   4.h. Use the nursing process to outline safety and protective concerns for both patient and nurse in planning and providing nursing care for the patient with mental illness.
   4.i. Differentiate stress and resilience as it relates to the mental health continuum.

5. **Manage care for patients experiencing anxiety disorders**

   **Assessment Strategies**
   5.1. in an oral, written or performance assessment
   5.2. Reflection
   5.3. Written Objective Test

   **Learning Objectives**
   5.a. Differentiate assessment findings in patients with anxiety disorders: a) mild anxiety; b) moderate anxiety; c) severe anxiety; d) panic; e) phobias; f) generalized anxiety disorder; g) post-traumatic stress disorder; h) panic disorder; and, i) obsessive compulsive disorder.
   5.b. Identify appropriate nursing diagnoses, goals, and intervention for patients with anxiety disorders: a) mild anxiety b) moderate anxiety c) severe anxiety d) panic e) phobias f) generalized anxiety disorder g) post traumatic stress disorder, and h) obsessive compulsive disorder.
   5.c. Summarize adaptive and maladaptive responses for each of the following defense mechanisms: a) sublimation; b) suppression; c) repression; d) somatization; e) reaction formation; f) undoing; g) rationalization; h) regression; i) projection; j) denial.
   5.d. Identify modalities used in the treatment of anxiety disorders; including the cognitive behavioral therapy measures of flooding, thought stopping, and systematic desensitization.
   5.e. Classify typical and atypical pharmacological treatment measures for the patient experiencing anxiety disorders.
5.f. Describe assessment findings in patients with somatiform, factitious, and dissociative disorders.
5.g. Identify appropriate nursing diagnoses, goals, and intervention for patients with somatiform, factitious,
and dissociative disorders.
5.h. Use the nursing process to outline evidence based management of care for patients experiencing
anxiety disorders.

6. Manage care for patients experiencing mood disorders

Assessment Strategies
6.1. in an oral, written or performance assessment
6.2. Reflection
6.3. Written Objective Test

Learning Objectives
6.a. Differentiate behaviors of depression, dementia, and delerium in regard to each of the following areas:
affect, b) thought processes, c) feelings, d) physical behavior, e. communication.
6.b. Examine pharmacological treatment measures for mood disorders including the following:
  a) Selective Serotonin Reuptake Inhibitors (SSRIs),
  b) Tricyclic antidepressants (TCAs),
  c) Monoamine Oxidate Inhibitors (MAOIs),
  d) Lithium Carbonate,
  e) Anticonvulsant Drugs (Valproic Acid, Carbamezepine, Lamotrigine)
6.c. Examine pharmacological treatment measures for Cognitive Disorders (Dementia) including the
following: a) cholinesterase inhibitors (Cognex, Aricept, Exelon, galantamine), and b) Namenda
6.d. Use the nursing process to outline safety and protective concerns for both patient and nurse in planning
and providing nursing care for the patient with mood disorders (including suicidal ideations.)
6.e. Analyze therapeutic communication strategies in the management of nursing care for patients
experiencing mood disorders (Depression, Bipolar & Cognitive Disorders including patients with suicidal
ideations.)
6.f. Classify non-pharmacological, therapeutic approaches for patients experiencing mood disorders.
6.g. Explain the relationship between genetics, hormonal regulation, neurotransmitter imbalance, and
cognition in the etiology of mood disorders.

7. Manage care for patients experiencing personality disorders

Assessment Strategies
7.1. in an oral, written or performance assessment
7.2. Reflection
7.3. Written Objective Test

Learning Objectives
7.a. Analyze the interaction of biological determinants and psychosocial stress factors in the etiology of
personality disorders.
7.b. Use the nursing process to outline evidenced based care for the patient experiencing personality
disorders.
7.c. Examine pharmacological treatment measures for patients experiencing cluster A, B or C personality
disorders.
7.d. Classify the emotional and clinical needs of nurses and other staff when working with patients
experiencing personality disorders.
7.e. Use the nursing process to outline evidenced based care for the patient experiencing personality
disorders with the following concerns: a) low self esteem, b) self-injurious behaviors, c) aggressive
behaviors, d) manipulative behaviors.
7.f. Outline non-pharmacological measures for patients experiencing personality disorders.

8. Manage care for patients experiencing thought disorders

Assessment Strategies
8.1. in an oral, written or performance assessment
8.2. Reflection
8.3. Written Objective Test

Learning Objectives
8.a. Differentiate the progression of symptoms, focus of care, and intervention needs for the prepsychotic
through maintenance phases of schizophrenia.
8.b. Outline therapeutic communication needs for the following cognitive symptoms: a) hallucinations, b) delusions, and c) associative looseness.

8.c. Use the nursing process to outline evidence based management of care for patients experiencing thought disorders.

8.d. Classify typical and atypical pharmacological treatment measures for the patient experiencing thought disorders.

8.e. Explain the dysregulation and treatment of neurotransmitters related to schizophrenia.

8.f. Identify available resources for both the family and the patient experiencing thought disorders.

9. **Manage care for patients with mental health disorders of childhood and adolescence**

   **Assessment Strategies**
   9.1. in an oral, written or performance assessment
   9.2. Reflection
   9.3. Written Objective Test

   **Learning Objectives**
   9.a. Explore factors and influences contributing to child and adolescent mental health disorders.
   9.b. Identify key signs/symptoms that children present in the following disorders: a) separation anxiety; b) post traumatic stress disorder (PTSD); c) depression; d) Tourette’s disorder; e) attention deficit hyperactivity disorder (ADHD); f) oppositional defiant disorder; g) conduct disorder; h) pervasive developmental disorders (autism and Asperger’s syndrome).
   9.c. Use the nursing process to outline evidence based management of care for the child or adolescent patient experiencing a mental health disorder.
   9.e. Outline therapeutic strategies and interventions for responding to disruptive behaviors and suicidal ideations in children and adolescence who are experiencing mental health disorders.
   9.f. Classify pharmacological and non-pharmacological treatment of the following childhood mental health disorders: a) pervasive developmental disorder; b) attention deficit disorder; c) anxiety disorders (obsessive-compulsive disorders, panic, and phobias); d) mood disorders; and e) psychosis.
   9.g. Identify available resources for families and children/adolescence with mental health disorders.
   9.h. Analyze the following interventions and their efficacy in maintaining safety while modifying behavior for patients with mental health disorders of childhood and adolescence: a) milieu therapy; b) behavior therapy; and c) removal & restraint.

10. **Manage care for patients experiencing substance abuse**

    **Assessment Strategies**
    10.1. in an oral, written or performance assessment
    10.2. Reflection
    10.3. Written Objective Test

    **Learning Objectives**
    10.a. Summarize differences between substance abuse and substance dependence.
    10.b. Differentiate the following theories and associated nursing interventions related to addiction: a) biological; b) psychological; and c) sociocultural.
    10.c. Identify appropriate resources available to patients and families coping with substance abuse issues.
    10.d. Distinguish the signs and symptoms of intoxication, tolerance, overdose, and withdrawal with central nervous system depressants and central nervous system stimulants.
    10.e. Examine aspects of enabling behaviors (including codependence) for families and patients experiencing substance abuse.
    10.f. Use the nursing process to outline evidence based management of care for the patient experiencing substance abuse.
    10.g. Examine pharmacological treatment measures for patients abusing the following substances: a) alcohol; b) opioids; and c) nicotine.
    10.h. Differentiate physical signs and symptoms and behaviors of persons with alcohol poisoning, a non-drinker, and a person with alcoholism including blood alcohol levels, withdrawal, and alcohol delirium.

11. **Manage care for patients and families experiencing domestic violence**

    **Assessment Strategies**
    11.1. in an oral, written or performance assessment
11.2. Reflection
11.3. Written Objective Test

Learning Objectives
11.a. Summarize behaviors and actions of the abuser and victim within each phase of the cycle of violence.
11.b. Characterize identifiable indicators of a) physical abuse; b) sexual abuse; c) neglect; and d) emotional abuse.
11.c. Identify required elements for the development of a personal safety plan.
11.d. Identify resources to assist patients, families, or individuals experiencing violence and/or abuse.
11.e. Use the nursing process to outline evidence based management of care for patients and families experiencing domestic violence.
11.f. Distinguish between the acute and long-term phases of the rape-trauma syndrome including common reactions for the victim during each phase.
11.g. Use the nursing process to outline evidence based management of care for the patient experiencing sexual assault/abuse.
11.h. Examine the long term effects for the family who experiences violence.
11.i. Outline primary, secondary, and tertiary levels of intervention for patients and families experiencing domestic violence.

12. Manage care for clients experiencing eating disorders.

Assessment Strategies
12.1. in an oral, written or performance assessment
12.2. Reflection
12.3. Written Objective Test