



Western Technical College

## 10543110 Mental Health & 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

**Total Hours** 36

#### Pre/Corequisites

Prerequisite 10543105 Nursing Health Alterations

Prerequisite 10543106 Nursing Health Promotion

Prerequisite 10543107 Nursing Clinical Care Across the Lifespan

Prerequisite 10543108 Nursing Introduction to Clinical Care Management

Prerequisite 10806179 Advanced Anatomy and Physiology

#### Textbooks

*Varcarolis' Foundations of Psychiatric Mental Health Nursing*. 9th Edition. Copyright 2021. Halter, Margaret Jordan. Publisher: Elsevier Science. **ISBN-13:** 978-0-323-69707-1. Required. (This book is part of a Western bundle package.)

*HESI Package (Dosage Calculation Online, Practice and Proctored Assessment Unlimited, HESI Case*

## Success Abilities

1. Cultivate Passion: Enhance Personal Connections
2. Cultivate Passion: Expand a Growth-Mindset
3. Cultivate Passion: Increase Self-Awareness
4. Refine Professionalism: Act Ethically
5. Refine Professionalism: Improve Critical Thinking

## Program Outcomes

1. Integrate professional nursing identity reflecting integrity, responsibility, and nursing
2. Communicate comprehensive information using multiple sources in nursing practice
3. Integrate theoretical knowledge to support decision making
4. Integrate the nursing process into patient care across diverse populations
5. Function as a healthcare team member to provide safe and effective care

## 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

#### Criteria

*Your performance will be successful when your:*

- 1.1. assessment includes appropriate community demographics
- 1.2. assessment identifies available community resources for the health needs of the population
- 1.3. assessment identifies lack of resources for the health needs of the population
- 1.4. assessment evaluates the effectiveness of available resources for the specific health needs of the population
- 1.5. identify key settings in your community where RNs have a role in health care delivery
- 1.6. include evidence-based practice when using the nursing process
- 1.7. analyze the RN's collaborative role with a multidisciplinary team

#### 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 and disease causation 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. Apply models of disease causation in examining diseases and health problems.
- 1.e. Examine interdisciplinary collaboration in the delivery of community based health care.
- 1.f. Differentiate the three levels of prevention (primary, secondary, tertiary) utilizing evidence-based practices in the community setting.
- 1.g. Correlate aspects of nursing care within the following settings: clinics, offices, schools, worksites, rural areas, parishes, correctional facilities, and ambulatory care settings.

### 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

### **Criteria**

*Your performance will be successful when you:*

- 2.1. include the vulnerable populations within your community
- 2.2. outline the different needs between the vulnerable populations that impact health-seeking behaviors
- 2.3. include a description of the support systems available in your community for vulnerable populations
- 2.4. include a list of the regional and national organizations that serve vulnerable populations
- 2.5. include the role of the nurse as advocate for vulnerable populations
- 2.6. apply the principles of evidence-based practice when using the nursing process to provide care to vulnerable populations
- 2.7. identify the need to for collaboration with other disciplines in providing care for vulnerable populations
- 2.8. compare the level of decision-making and responsibility of the RN in a variety of health care settings

### **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

### **Criteria**

*Your performance will be successful when you:*

- 3.1. identify environmental risks and hazards in the community and globally (i.e. biological agents, communicable diseases, natural disasters)
- 3.2. identify environmental regulations within health care settings and in the community
- 3.3. include an explanation of the specific role of the RN in relation to selected environmental hazards
- 3.4. include the nursing role in emergency preparedness plan within the community

### **Learning Objectives**

- 3.a. Use the nursing process to outline prevention and intervention of communicable disease.
- 3.b. Explain the process for identifying and reporting communicable diseases.
- 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 the emergency and disaster preparedness recognizing the role of the RN and utilization of community resources.

## **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

## Criteria

*Your performance will be successful when you:*

- 4.1. response accurately identifies various components of mental health care
- 4.2. identify safety/protective concerns for the patient
- 4.3. identify safety/protective concerns for the nurse
- 4.4. utilize therapeutic communication techniques
- 4.5. outline various mental health treatment approaches used in patient situations
- 4.6. describe the role of stress in exacerbating symptoms of mental illness
- 4.7. consider patient diversity across the lifespan when applying principles of patient-centered care
- 4.8. create a detailed care plan for a client with a mental health disorder.

## Learning Objectives

- 4.a. Analyze and describe the continuum of mental health/mental illness as well as social and healthcare influences and the role of the mental health nurse.
- 4.b. Evaluate and identify the role of resiliency in the prevention of and recovery from mental illness and integrate the role of stress in mental illness.
- 4.c. Identify and incorporate cultural influences and patient diversity across lifespan in providing patient centered care to patients with a mental illness.
- 4.d. Identify and apply the nurse's role as an advocate in protecting the rights of a patient with a mental illness.
- 4.e. Use evidence-based practice to promote and demonstrate safety for the patient and staff.
- 4.f. Demonstrate individualized therapeutic communication with a diverse patient population and family populations across lifespan.
- 4.g. Demonstrate an understanding of how specific brain functions are altered in mental illness.

## 5. Manage care for patients with mental health disorders of childhood and adolescence

### Assessment Strategies

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

## Criteria

*Your performance will be successful when you:*

- 5.1. identify a psychosocial assessment of child or adolescent maladaptive behaviors
- 5.2. select nursing diagnoses/problem list in collaboration with patient and family
- 5.3. address issues of protection/safety
- 5.4. apply evidence-based practice when planning and implementing care measures
- 5.5. identify necessary referrals to appropriate community agencies
- 5.6. evaluate the effectiveness of care measures
- 5.7. consider use of common pharmacological and non-pharmacological measures

## Learning Objectives

- 5.a. Identify the prevalence and significance of mental health disorders of childhood and adolescence and explore factors and contributing influences.
- 5.b. Describe and identify key signs/symptoms that children/adolescents present in multiple health disorders including attention deficit hyperactivity disorder (ADHD); oppositional defiant disorder (ODD); Autism Spectrum disorder, and Intellectual Development Disorder.
- 5.c. Use the nursing process with appropriate nursing diagnosis to outline evidence-based management of care for the child or adolescent client experiencing a mental health disorder.
- 5.d. Outline therapeutic strategies and interventions for responding to disruptive behaviors and suicidal ideations while maintaining safety for children and adolescents experiencing mental health disorders.
- 5.e. Classify pharmacological and non-pharmacological treatment for children and adolescents experiencing mental health disorders.
- 5.f. Identify available resources for families and children/adolescence with mental health disorders.

## 6. Manage care for patients experiencing anxiety disorders

### Assessment Strategies

- 6.1. in an oral, written or performance assessment
- 6.2. Reflection

### 6.3. Written Objective Test

#### Criteria

*Your performance will be successful when you:*

- 6.1. response reflects an accurate psychosocial assessment of anxiety behaviors and ineffective/effective coping skills
- 6.2. identify problems/nursing diagnosis appropriate to patient's mental health problem
- 6.3. plan realistic goals selected in collaboration with the patient and family
- 6.4. address issues of protection/safety
- 6.5. apply evidence-based practice when planning and implementing care measures
- 6.6. identify necessary referrals to appropriate community agencies
- 6.7. consider use of common pharmacological and non-pharmacological measures

#### Learning Objectives

- 6.a. Identify and analyze the four levels of anxiety in relation to perceptual field, ability to problem solve, and defining characteristics
- 6.b. Identify and describe the defining characteristics, assessments and clinical manifestations of clients with anxiety to include: a) Obsessive-Compulsive Disorders; b) Trauma Related and Dissociative Disorders; c) Somatic Symptom Disorders; d) phobias, and e) Generalized Anxiety Disorders.
- 6.c. Identify and apply the symptoms, epidemiology, comorbidity, and risk factors of patients with anxiety disorders.
- 6.d. Identify nursing diagnoses and apply evidence-based practice in the nursing process to deliver effective care and maintain safety for patients with anxiety disorders.
- 6.e. Identify and apply the medication classifications to treat patients with anxiety disorder to include key points for patient teaching and education.
- 6.f. Define and differentiate Factitious Disorder, Somatic Disorders, and Illness Anxiety Order.
- 6.g. Explain how to evaluate the effectiveness of nursing interventions to reduce anxiety.

## 7. Manage care for patients experiencing thought disorders

#### Assessment Strategies

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

#### Criteria

*Your performance will be successful when you:*

- 7.1. identify a psychosocial assessment of indications of thought disorders in a patient
- 7.2. select appropriate nursing problems/diagnoses in collaboration with patient and family
- 7.3. address issues of protection/safety
- 7.4. apply evidence-based practice when planning and implementing care measures
- 7.5. identify necessary referrals to appropriate community agencies
- 7.6. evaluate the effectiveness of care measures
- 7.7. consider use of common pharmacological and non-pharmacological measures

#### Learning Objectives

- 7.a. Identify and analyze Schizophrenia Spectrum Disorders to include symptoms, focus of care, and nursing interventions.
- 7.b. Identify and demonstrate therapeutic communication needs for the following cognitive symptoms: a) Hallucinations; b) Delusions; c) Alterations in Speech.
- 7.c. Apply evidence-based practice in demonstrating the nursing process to manage care of patients experiencing thought disorders.
- 7.d. Identify and apply typical and atypical pharmacological treatment measures and necessary patient teaching for the patient experiencing thought disorders.
- 7.e. Demonstrate an understanding of the dysregulation and treatment of neurotransmitters related to schizophrenia.
- 7.f. Identify resources for patients and families experiencing thought disorders.

## 8. Manage care for patients experiencing substance abuse

#### Assessment Strategies

- 8.1. in an oral, written or performance assessment

- 8.2. Reflection
- 8.3. Written Objective Test

**Criteria**

*Your performance will be successful when you:*

- 8.1. identify a psychosocial assessment of chemical abuse
- 8.2. select nursing diagnoses/problem list in collaboration with patient and family
- 8.3. address issues of protection/safety
- 8.4. apply evidence-based practice when planning and implementing care measures
- 8.5. identify necessary referrals to appropriate community agencies
- 8.6. evaluate the effectiveness of interventions
- 8.7. consider use of common pharmacological and non-pharmacological measures

**Learning Objectives**

- 8.a. Identify and analyze Substance Abuse Disorders to include symptoms, focus of care, and nursing interventions and diagnosis.
- 8.b. Identify and apply theories related to Substance Abuse Disorders to include patterns and co-dependency as well as biological, psychological, and sociocultural influences.
- 8.c. Define and apply substance abuse, intoxication, tolerance, and withdrawal as it relates to nursing care and interventions.
- 8.d. Use evidence-based practice to identify and apply treatment modalities and the nursing process in caring for patients with Substance Abuse Disorder.
- 8.e. Describe nursing care of the client undergoing alcohol or drug withdrawal.
- 8.f. Evaluate the effectiveness of the care of a client who abuses chemical substances.
- 8.g. Identify resources to help clients and families cope with substance abuse problems.

**9. Manage care for patients experiencing eating disorders**

**Assessment Strategies**

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

**Criteria**

*Your performance will be successful when you:*

- 9.1. accurately assess for an eating disorder
- 9.2. identify patient and family problems/nursing diagnoses
- 9.3. plan for achievement of goals in collaboration with patient and family
- 9.4. use evidence-based practice when planning and implementing nursing care for a patient with an eating disorder
- 9.5. evaluate effectiveness of pharmacological, nursing and psychotherapeutic interventions
- 9.6. identify appropriate referrals to community-based treatment facilities

**Learning Objectives**

- 9.a. Identify and analyze Eating Disorders to include symptoms, focus of care, and nursing interventions and diagnosis.
- 9.b. Identify and apply theories related to Eating Disorders to include patterns and co-dependency as well as biological, psychological, and sociocultural influences.
- 9.c. Use evidence-based practices to identify and apply treatment modalities and the nursing process in caring for patients with an Eating Disorder.
- 9.d. Identify resources for patients and families with eating disorders.

**10. Manage care for patients experiencing personality disorders**

**Assessment Strategies**

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

**Criteria**

*Your performance will be successful when you:*

- 10.1. identify a psychosocial assessment of behaviors indicating a personality disorder
- 10.2. select appropriate nursing problems/diagnoses in collaboration with patient and family
- 10.3. address issues of protection/safety
- 10.4. apply evidence-based practice when planning and implementing care measures
- 10.5. identify necessary referrals to appropriate community agencies
- 10.6. evaluate the effectiveness of care measures
- 10.7. consider use of common pharmacological and non-pharmacological measures

#### **Learning Objectives**

- 10.a. Identify and analyze Personality Disorders to include symptoms, focus of care, and nursing interventions and diagnosis.
- 10.b. Identify and analyze the biological determinants and psychosocial risk factors in the development of personality disorders and Suicidality.
- 10.c. Identify and apply the nursing strategies and interventions to maintain safety of patients, staff, and others when dealing with patients with a personality disorder or thoughts of self-harm.
- 10.d. Explain how and why the nurse establishes clear boundaries when working with a client who has a personality disorder.
- 10.e. Demonstrate how to respond effectively to using therapeutic communication to patients who use manipulation or aggression.
- 10.f. Use evidence-based practices to develop and apply nursing plan of care to meet the needs of patients with personality disorder or suicidality.
- 10.g. Identify and apply evidence-based practice suicide risk assessment tools.

### **11. Manage care for patients experiencing mood disorders**

#### **Assessment Strategies**

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

#### **Criteria**

*Your performance will be successful when you:*

- 11.1. identify an accurate psychosocial assessment of mood
- 11.2. select appropriate nursing problems/diagnoses in collaboration with patient and family
- 11.3. address issues of protection/safety
- 11.4. apply evidence-based practice when planning and implementing care measures
- 11.5. identify necessary referrals to appropriate community agencies
- 11.6. evaluate the effectiveness of care measures
- 11.7. consider use of common pharmacological and non-pharmacological measures
- 11.8. compare and contrast dementia, delirium, and depression

#### **Learning Objectives**

- 11.a. Analyze and describe the signs and symptoms of Bipolar and Depressive Disorders and differentiate in regard to: Affect, Thought Process, Feelings, Physical Behavior, and Communication.
- 11.b. Describe and differentiate Delirium and Dementia and use evidence-based practice to support nursing interventions and diagnosis.
- 11.c. Evaluate and apply major pharmacological treatment measures for Mood Disorders, Bipolar Disorders, and Cognitive Disorders including the following: Selective Serotonin Reuptake Inhibitors (SSRI); Monoamine Oxidase Inhibitors (MAOIs); Lithium Carbonate; Mood Stabilizers: and Cholinesterase Inhibitors.
- 11.d. Implement the nursing process to outline safety and protective concerns for both the patient and nurse in planning and providing care for the patient with mood disorder (including suicidal ideations and crisis).
- 11.e. Analyze therapeutic communication strategies in the management of nursing care for patients experiencing mood disorders (Depression, bipolar, Crisis, & Cognitive disorders including patients with suicidal ideations).
- 11.f. Implement and explain nursing care provided to patients receiving Electroconvulsive Therapy (ECT).
- 11.g. Identify and apply the relationship between genetics, hormonal regulation, neurotransmitter imbalance, and cognition in the etiology of mood disorders.

### **12. Manage care for patients and families experiencing violence**

#### **Assessment Strategies**

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

### **Criteria**

*Your performance will be successful when you:*

- 12.1. include both physical and psychosocial assessment of abuse in patients and families
- 12.2. identify factors promoting the cycle of violence
- 12.3. address issues of protection/safety
- 12.4. apply evidence-based practice for abuse interventions
- 12.5. identify appropriate agencies/resources for violence
- 12.6. evaluate the effectiveness of care measures

### **Learning Objectives**

- 12.a. Identify and analyze the nature of family violence, neglect, and sexual assault to include nature, scope, indicators, focus of care and nursing interventions.
- 12.b. Identify and apply risk factors for both victimization and perpetration of family violence, sexual assault, and neglect.
- 12.c. Discuss and analyze the long-term effect of family violence, neglect, and sexual assault.
- 12.d. Use the nursing process to identify and apply evidence-based management of care and supports for patients experiencing family violence, neglect, or sexual assault.
- 12.e. Identify and analyze the difference between acute and long-term phases of rape trauma syndrome and common reactions during each phase.
- 12.f. Identify behaviors and actions of abuser and victim with each phase of the cycle of violence in family violence and identify elements to develop a safety plan.
- 12.g. Identify resources available for patients and families experiencing violence, neglect, or sexual assault.