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 |
| Total Hours | 36 |

Textbooks


Learner Supplies


Success 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.

Program Outcomes

1. Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving professional identity as a nurse committed to evidence-based practice, caring, advocacy and quality care.

2. Demonstrate appropriate written, verbal, and nonverbal communication in a variety of clinical contexts.

3. Integrate social, mathematical, and physical sciences, pharmacology, and pathophysiology in clinical decision making.

4. Provide patient centered care by utilizing the nursing process across diverse populations and healthcare settings.

5. Minimize risk of harm to patients, members of the healthcare team and self through safe individual performance and participation in system effectiveness.

6. Lead the multidisciplinary health care team to provide effective patient care throughout the lifespan.

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
   
   You will know you are successful when you:
   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 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

   Criteria
   
   You will know you are 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
You will know you are 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. 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

Criteria
You will know you are 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

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.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

Criteria
You will know you are successful when you:
5.1. response reflects an accurate psychosocial assessment of anxiety behaviors and ineffective/effective coping skills
5.2. identify problems/nursing diagnosis appropriate to patient's mental health problem
5.3. plan realistic goals selected in collaboration with the patient and family
5.4. address issues of protection/safety
5.5. apply evidence-based practice when planning and implementing care measures
5.6. identify necessary referrals to appropriate community agencies
5.7. consider use of common pharmacological and non-pharmacological measures

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

**Criteria**

*You will know you are successful when you:*

6.1. identify an accurate psychosocial assessment of mood  
6.2. select appropriate nursing problems/diagnoses in collaboration with patient and family  
6.3. address issues of protection/safety  
6.4. apply evidence-based practice when planning and implementing care measures  
6.5. identify necessary referrals to appropriate community agencies  
6.6. evaluate the effectiveness of care measures  
6.7. consider use of common pharmacological and non-pharmacological measures  
6.8. compare and contrast dementia, delirium, and depression

**Learning Objectives**

6.a. Differentiate behaviors of depression, dementia, and delirium in regard to each of the following areas: a) 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

**Criteria**

*You will know you are successful when you:*

7.1. identify a psychosocial assessment of behaviors indicating a personality disorder  
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. 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
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

Criteria

*You will know you are successful when you:*
8.1. identify a psychosocial assessment of indications of thought disorders in a patient
8.2. select appropriate nursing problems/diagnoses 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 care measures
8.7. consider use of common pharmacological and non-pharmacological measures

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

Criteria

*You will know you are successful when you:*
9.1. identify a psychosocial assessment of child or adolescent maladaptive behaviors
9.2. select nursing diagnoses/problem list in collaboration with patient and family
9.3. address issues of protection/safety
9.4. apply evidence-based practice when planning and implementing care measures
9.5. identify necessary referrals to appropriate community agencies
9.6. evaluate the effectiveness of care measures
9.7. consider use of common pharmacological and non-pharmacological measures

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 development 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

**Criteria**

*You will know you are successful when you:*
- 10.1. identify a psychosocial assessment of chemical abuse
- 10.2. select nursing diagnoses/problem list 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 interventions
- 10.7. consider use of common pharmacological and non-pharmacological measures

**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

**Criteria**

*You will know you are successful when:*
- 11.1. include both physical and psychosocial assessment of abuse in patients and families
- 11.2. identify factors promoting the cycle of violence
- 11.3. address issues of protection/safety
- 11.4. apply evidence-based practice for abuse interventions
- 11.5. identify appropriate agencies/resources for violence
- 11.6. evaluate the effectiveness of care measures

**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 patients experiencing eating disorders**

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

**Criteria**

*You will know you are successful when you:*
12.1. accurately assess for an eating disorder
12.2. identify patient and family problems/nursing diagnoses
12.3. plan for achievement of goals in collaboration with patient and family
12.4. use evidence-based practice when planning and implementing nursing care for a patient with an eating disorder
12.5. evaluate effectiveness of pharmacological, nursing and psychotherapeutic interventions
12.6. identify appropriate referrals to community-based treatment facilities