

## SYLLABUS

**TITLE:** Mental Health - Clinical

**COURSE CODE:** ENL 349

**PREREQUISITES:**

On-site Education: ENF 342, PSI 201

Distance Education: QUI 118, BIO 102, ENF 101/ENF 102, ENF 101T, ENL 101, ENF 231, ENF 231T, ENF 206, ENL 206, ENF 230, ENF 301, ENF 341T, ENL 341, ENF 341, ENF 342T, ENL 342, ENF 342, ENF 349

**COREQUISITES:**

On-site Education: None

Distance Education: ENF 301T, ENL 301, ENF 402T, ENL 402

**CREDITS:** Three (3) credits, 120 clinical hours

## DESCRIPTION

In this course, the student's clinical experiences will be in an acute care or community setting. Students can conduct comprehensive client evaluations, plan and implement care, and develop therapeutic communication skills with clients, family, and interprofessional team.

The clinical practice requires student active participation in activities outside regular course schedule and University premises, so time must be scheduled for its fulfillment. Emphasizes student active participation in research projects that are developed in organizations of the outside community through the service-learning practice.

## JUSTIFICATION

The changes in values and principles that the society has suffered has led to drugs, alcohol, and other social issues that deteriorate interrelationships of individuals, family, and community. For this reason, this course prepares the student with knowledge, strategies, and tools to assist the individual, family, and community to deal with existing situations in today's society.

## COMPETENCIES, LEVEL III

At the end of the clinical experience, students will be able to:

1. Promote elements that create a culture of safety and care when intervening with clients who have mental health disorders. *ESS. VI*
2. Show leadership and communication skills for the effective implementation of initiatives that promote safe and quality care for the client, in coordination with the interprofessional team. *ESS. III*
3. Evaluate the credibility of information sources used in the nursing practice, including, but not limited to, data sources and the internet. *ESS. IV*
4. Integrate scientific evidence, clinical judgment, professional perspectives, and client preferences when planning, implementing, and evaluating care results. *ESS. III*
5. Demonstrate skills in the use of technologies for client care and in the use of information systems and communication equipment that support a safe nursing practice. *ESS. V*
6. Analyze the roles and responsibilities of regulatory agencies and their effects on the quality of customer care, job security, and the extent of the nursing practice. *ESS. V*
7. Discuss implications of health care policies in matters of accessibility, equity, affordability, and social justice in the provision of health services to vulnerable populations. *ESS. V*
8. Compare the roles of the mental health and psychiatric nursing professional with other health team professionals. *ESS. VIII*
9. Demonstrate effective communication and interprofessional collaboration skills when providing customer-centered care. *ESS. VI*
10. Respect the beliefs of health and mental illness, values, attitudes, and practices of individuals, families, groups, and communities when applying the nursing process. *ESS. VII*
11. Develop interventions, in collaboration with other professionals, aimed at promoting health and preventing mental illness in different health scenarios. *ESS. VI*
12. Demonstrate professional behaviors and values when interacting with clients and the interprofessional team. *ESS. VI*
13. Provide holistic, client-centered, and scientific evidence-based nursing care that prevents mental illness and promotes health and recovery. *ESS. IX*

## PROFESSIONAL GUIDES AND STANDARDS

The curriculum is based on the following documents:

American Association of Colleges of Nursing (2008). *The Essentials of Baccalaureate Education for Professional Nursing Practice* Washington, DC: Author.

American Nurses Association (2010). *The Guide to the Code of Ethics for Nurses: Interpretation and Application*. Washington, DC: Author ISBN: 1-55810-176-4

American Nurses Association (2010). *Nursing: Scope and Standards of Practice (2nd ed.)* Washington, DC: Author ISBN: 1-55810-215-9

American Nurses Association (2010). *Nursing's Social Policy Statement: The Essence of the Profession (3rd ed.)*. Washington, DC: Author ISBN: 1-55810-214-0

American Psychiatric Nurse Association (2014). *Psychiatric-Mental Health Nursing: Scope and Standards of Practice (2<sup>nd</sup> ed.)*. Washington, DC: Author.

## CONTENT

### I. Theoretical principles

- A. Mental Health - Mental Illness
- B. Explain personal values concerning working with clients who experience psychiatric disorders.
- C. Explain the different theories and therapies relevant to psychiatric nursing practice.
- D. Relate the observed behaviors of clients to the theoretical basis of personality development.
- E. Explain action mechanisms of main psychotropic drugs and their side effects.
- F. Assess how the interprofessional team contributes to planning and implementing client care in the hospital.

### II. Fundamentals of practice

- A. Perform nursing assessment considering the client's cultural aspects, values, spirituality, and beliefs.
- B. Perform mental and emotional assessment to the assigned client.
- C. Analyze the adequacy of care scenarios related to the client's gravity and needs.
- D. Demonstrate competent assessment of development needs of clients experiencing psychiatric disorders.
- E. Demonstrate competent assessment skills with emphasis on mental state and neurological function.
- F. Apply ethical and legal considerations while offering nursing care to clients.

### III. Other intervention modalities

- A. Select a therapeutic approach for each client and review it appropriately.

- B. Create a genogram of the assigned customer.
- C. Apply group therapy concepts in their group interventions.
- D. Manage challenge behaviors in group members.

IV. Psychosocial nursing tools:

- A. Establish and maintain a therapeutic relationship with individuals who have persistent and severe psychiatric disorders.
- B. Apply therapeutic communication techniques when practicing care with clients experiencing common psychiatric symptoms, including disorganized language, hallucinations, delusional ideas, and language production decline.
- C. Demonstrate their own therapeutic use with clients who present changes in mental health.
- D. Evaluate adaptation and coping mechanisms used by the client presenting psychiatric disorders.
- E. Identify communication barriers with the client.
- F. Identify appropriate techniques to set boundaries when communicating with client.
- G. Be consistent when setting boundaries.

V. Apply crisis theory with specific interventions.

- A. Identify situations that can lead to moments of crisis in the community that uses the services of the practice center.
- B. Consider the interventions proposed by crisis theories and interpersonal relationships of affected people.

VI. Therapeutic modalities

- A. Select a therapeutic approach for each client and review it appropriately.

VII. Interprofessional communication

- A. Discuss client's observations, introspection, and data with your instructor and interprofessional team members.

VIII. Evaluate the effectiveness of therapeutic communication in reducing anxiety.

- A. Recognize the virtues of effective therapeutic communication.
- B. Use communication as a measure to reduce anxiety.

IX. Critical thinking.

- A. Use nursing process when developing care plans for clients experiencing different levels of anxiety.
- B. Use the nursing process when planning, implementing, and evaluating nursing interventions with individuals experiencing psychotic diseases.
- C. Confirm with the instructor the effectiveness of the care plan and boundary settings.
- D. Communicate the correct information regarding client care and medications.

- E. Apply teaching-learning principles to meet educational needs of the client or family.
- X. Apply nursing process when preparing the case study.
  - A. Follow nursing process steps to deal with each health situation identified.
  - B. Confirm with the instructor the content included in the nursing process.
- XI. Communicate findings of your community project to the staff of the cooperating institution and Community Outreach Center.
  - A. Plan community project presentation activity.
  - B. Recognize the contribution and help of the different people who contributed to the realization of the community project.

## **METHODOLOGIES**

Clinical area experiences  
 Service-learning  
 Multimedia resources  
 Simulation  
 Cooperative learning  
 Case studies  
 Process recording  
 Care plans  
 Art  
 Articles

## **LEARNING EVALUATION**

Clinical performance	25%
Pharmacology Exam	5%
Client's process recording	10%
Case study	10%
Educational activity	5%
Hypothetical recording process	5%
Progress notes and care plans	10%
Group community project (final work)	10%
Clinical simulation	10%
OSCE	<u>10%</u>
<b>Total</b>	<b>100%</b>

## **LEARNING ASSESSMENT**

Chain notes  
 Focused listing  
 Force analysis  
 Muddiest point  
 Background knowledge probe  
 Concept Maps

## BIBLIOGRAPHY

### TEXTBOOK

Halter, M.J. (2018). *Varcarolis' Foundations of Psychiatric-Mental Health Nursing: A Clinical Approach* (8<sup>th</sup> ed.). St. Louis: Elsevier Mosby.

Halter, M.J. (2018). *Varcarolis' Manual of Psychiatric Nursing Care Planning: An Interprofessional Approach* (6<sup>th</sup> ed.). St. Louis: Elsevier Mosby.

### REFERENCES

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders: DSM–5*. (5<sup>th</sup> ed.). Author.

Keltner, M.L. (2018). *Psychiatric nursing*. (8<sup>th</sup> Ed.). St. Louis: Elsevier Mosby

Pagana, K., & Pagan, T. (2018). *Mosby's Diagnostic & Laboratory Test Reference* (14<sup>th</sup> ed.). St. Louis: C.V. Mosby

Roy, C. (2009). *The Roy Adaptation Model* (3<sup>rd</sup> ed.). New Jersey: Prentice Hall.

Skidmore-Roth, L. (2018). *Mosby's 2019 Nursing Drug Reference* (32<sup>th</sup> ed.). St. Louis: Elsevier Mosby.

Townsend, M.C. (2017). *Essentials of Psychiatric Mental Health Nursing: Concepts of Care in Evidence-Based Practice* (9<sup>th</sup> ed.). Philadelphia: FA. Davis Company

Videbeck, S. L. (2016). *Psychiatric-Mental Health Nursing* (7<sup>th</sup> ed.). Philadelphia: Wolters Kluwer

### ELECTRONIC RESOURCES

[www.cdc.gov](http://www.cdc.gov)

[www.nimh.nih.gov](http://www.nimh.nih.gov)

[www.nih.gov](http://www.nih.gov)

[www.apna.org](http://www.apna.org)

[www.samhsa.gov](http://www.samhsa.gov)

[www.sprc.org/states/puerto-rico](http://www.sprc.org/states/puerto-rico)

[afsp.org](http://afsp.org)

[www.who.int/mental\\_health/suicide-prevention/en/](http://www.who.int/mental_health/suicide-prevention/en/)

[save.org](http://save.org)

[www.beckinstitute.org](http://www.beckinstitute.org)

[www.mentalhelp.net](http://www.mentalhelp.net)

[www.nomi.org](http://www.nomi.org)

[www.aacap.org/publications/factofom/index.htm](http://www.aacap.org/publications/factofom/index.htm)

[www.nationalhomeless.org](http://www.nationalhomeless.org)

[www.nmha.org](http://www.nmha.org)

<http://www.mentalhealth.com>

## **REASONABLE ACCOMMODATION**

Students who need auxiliary aid or special assistance should request it to the Associate Dean of Students Affairs at the beginning of the course or as soon as the need is known, but not later than the third week of classes.

## **ACADEMIC INTEGRITY**

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and/or repetition of the assignment in the seminar, a grade of F (\*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.

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