SAGRADO
Universidad del Sagrado Corazón

SYLLABUS

TITLE: Mental Health

COURSE CODE: ENF 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 341, ENF 341T, ENL 341, ENF 342, ENF 342T, ENL 342, PSI 201

COREQUISITES:
On-site Education: None
Distance Education: ENF 301

CREDITS: Three (3) credits, 45 hours

DESCRIPTION

In this course, students analyze psychopathological behaviors that make it difficult for the client to adapt to the mental health-illness continuum. Emphasize ethical, moral, and legal principles while working with the client, family, and community. Sees the individual, family, and community as biopsychosocial entities with maladaptive behaviors in the mental health-illness continuum interacting with the environment. It includes principles of psychiatric nursing, psychopathologies, and therapeutic modalities, using psychiatric and mental health nursing theorists as a reference for the application of the nursing process.

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 course, students should 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. II*

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 client-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. (2015). *The Guide to the Code of Ethics for Nurses: Interpretation and Application*. Washington, DC: Author.

American Nurses Association. (2015). *Nursing: Scope and Standards of Practice (2nd ed.)* Washington, DC: Author.

American Nurses Association (2015). *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* (2nd ed.). Washington, DC: Author.

CONTENT

   I. Theoretical principles

      A. Mental health and illness
         1. Mental health continuum
         2. Risk and protective factors
         3. Epidemiology of mental disorders
         4. Psychiatric and mental health nursing
         5. Future challenges and roles of psychiatric and mental health nursing
         6. Legislative promotion and participation
      B. Relevant theories and therapies for nursing practice
         1. Psychoanalytic theories and therapies
         2. Interpersonal theories and therapies
         3. Behavioral theories and therapies
         4. Cognitive theories and therapies
         5. Humanist theories
         6. Biological theories and therapies
         7. Additional therapies
      C. Biological basis to understand psychiatric disorders and their treatments

1. Brain structure and function
2. Mechanism of psychotropic drugs

II. Practice fundamentals

   A. Psychiatric care scenarios
1. Mental health continuum and psychiatry
2. Ambulatory care scenarios
3. Outpatient care prevention
4. Psychiatric nursing care in the community
5. Hospital care scenarios
6. Considerations for hospital care
7. Hospital psychiatric nursing care
8. Specialized treatment scenarios

   B. Cultural implications for psychiatric and mental health nursing
1. Culture, race, ethnicity, and minority status
2. Demographic changes in the United States
3. World vision and psychiatric and mental health nursing
4. Culture and mental health
5. Barriers to quality mental health services
6. Risk populations in mental illness and inadequate care
7. Culturally competent care

   C. Legal and ethical guidelines for safe practice
1. Ethical principles
2. Mental health laws
3. Admission and registration procedures
4. Client rights protected by law
5. Laws pertaining to psychiatric nursing
6. Standards of nursing care
7. Care documentation
8. Forensic nursing
9. Violence in psychiatric settings

III. Other intervention modalities

   A. Therapeutic groups
1. Concepts common to all groups
2. Group development phases
3. Group participants roles
4. Nurses as group leaders
5. Ethical aspects in group therapy
6. Handling challenging behaviors of members

B. Family interventions
1. Family structure
2. Family functions
3. Key concepts of family therapy
4. Nursing process practice
C. Integrated care
1. Classification of integrated care

IV. Interventions for special populations

A. Severe mental illness
1. Serious mental illnesses development
2. Rehabilitation vs. recovery
3. Problems faced by people with serious mental illnesses
4. Evidence-based treatment approaches
5. Nursing care of clients with serious mental illnesses

V. Psychosocial nursing tools

A. Sister Callista Roy, nursing process and care standards
1. Standard I: Assessment of behavior and stimuli
2. Standard II: Diagnosis
3. Standard III: Goal setting
4. Standard IV: Planning
5. Standard V: Intervention
6. Standard VI: Evaluation
7. Documentation
B. Therapeutic relationship
1. Concepts of nurse-client relationship
2. Values, beliefs, and self-concept
3. Peplau model of the nurse-client relationship
4. Elements that promote and stimulate client growth
C. Communication and clinical interview
1. Communication process
2. Elements that affect communication
3. Verbal and non-verbal communication
4. Communication skills for nurses
5. Clinical interview
D. Understanding and managing stress responses
1. Stress response and its effect
2. Mediators of stress response
3. Nursing management of stress response

VI. Interdependence adaptation mode

    A. Crisis and disaster
        1. Crisis theory
        2. Types of crisis
        3. Phases of a crisis
        4. Nursing process practice
           a. Assessment of behavior and stimuli
           b. Diagnosis
           c. Goal setting
           d. Planning
           e. Intervention
           f. Evaluation
        5. Disaster in psychiatric nursing context
    B. Suicide and nonsuicidal self-injury
        1. Clinical picture
        2. Epidemiology
        3. Etiology
        4. Nursing process practice
           a. Assessment of behavior and stimuli
           b. Diagnosis
           c. Goal setting
           d. Planning
           e. Intervention
           f. Evaluation
        5. Quality improvement
        6. Nonsuicidal self-injury

VII. Self-concept mode

    A. Anxiety and obsessive-compulsive disorders
        1. Anxiety
        2. Anxiety levels
        3. Defenses against anxiety
        4. Anxiety disorders
        5. Clinical picture
        6. Obsessive-compulsive disorder
        7. Epidemiology
        8. Etiology
        9. Nursing process practice
           a. Assessment of behavior and stimuli
           b. Diagnosis

c.　Goal setting

　　　　d.　Planning

　　　　e.　Intervention

　　　　f.　Evaluation

　　10.　Quality improvement

B.　Dissociative disorders related to stressors and trauma

　　1.　Trauma-related disorders in children

　　2.　Clinical picture

　　3.　Epidemiology

　　4.　Etiology

　　5.　Nursing process practice

　　　　a.　Assessment of behavior and stimuli

　　　　b.　Diagnosis

　　　　c.　Goal setting

　　　　d.　Planning

　　　　e.　Intervention

　　　　f.　Evaluation

　　6.　Trauma-related disorders in adults

　　7.　Epidemiology

　　8.　Etiology

　　9.　Nursing process practice

　　　　a.　Assessment of behavior and stimuli

　　　　b.　Diagnosis

　　　　c.　Goal setting

　　　　d.　Planning

　　　　e.　Intervention

　　　　f.　Evaluation

　　10.　Acute stress disorder

　　　　a.　Diagnosis

　　　　b.　Goal setting

　　　　c.　Intervention

　　　　d.　Evaluation

　　11.　Dissociative disorders

　　12.　Nursing process practice

　　　　a.　Assessment of behavior and stimuli

　　　　b.　Diagnosis

　　　　c.　Goal setting

　　　　d.　Planning

　　　　e.　Intervention

　　　　f.　Evaluation

C. Somatic symptom disorders
1. Clinical picture
2. Etiology
3. Nursing process practice
a. Assessment of behavior and stimuli
b. Nursing diagnosis
c. Goal setting
d. Planning
e. Intervention
f. Evaluation
4. Factitious disorder
5. Clinical picture
6. Epidemiology
7. Comorbidity
8. Etiology
9. Nursing process practice
a. Assessment of behavior and stimuli and diagnoses
b. Planning and intervention
c. Evaluation

VIII. Self-concept adaptation mode

A. Depressive disorder
1. Clinical picture
2. Epidemiology
3. Comorbidity
4. Etiology
5. Nursing process practice
a. Assessment of behavior and stimuli
b. Diagnosis
c. Goal setting
d. Planning
e. Intervention
f. Evaluation
6. Quality improvement
B. Bipolar and related disorders
1. Clinical picture
2. Epidemiology
3. Etiology
4. Nursing process practice
a. Assessment of behavior and stimuli

        b. Diagnosis

        c. Goal setting

        d. Planning

        e. Intervention

        f. Evaluation

    5. Quality improvement

IX. Physiological adaptation mode: complex process - neurological

    A. Schizophrenia disorder and schizophrenia spectrum

        1. Clinical picture

        2. Epidemiology

        3. Etiology

        4. Nursing process practice

            a. Assessment of behavior and stimuli

            b. Diagnosis

            c. Goal setting

            d. Planning

            e. Intervention

            f. Evaluation

        5. Quality improvement

X. Physiological adaptation mode: Basic Need - nutrition and elimination

    A. Feeding/eating and elimination disorders

        1. Clinical picture

        2. Epidemiology

        3. Comorbidity

        4. Etiology

        5. Anorexia nervosa

        6. Nursing process practice

            a. Assessment of behavior and stimuli

            b. Diagnostics

            c. Goal setting

            d. Planning

            e. Intervention

            f. Evaluation

        7. Bulimia nervosa

        8. Nursing process practice

            a. Assessment of behavior and stimuli

            b. Diagnostics

            c. Goal setting

        d. Planning

        e. Intervention

        f. Evaluation

    9. Swallowing disorder

    10. Nursing process practice

        a. Assessment of behavior and stimuli

        b. Diagnostics

        c. Goal setting

        d. Planning

        e. Intervention

        f. Evaluation

    11. Feeding/eating and elimination disorders

XI. Physiological adaptation mode: basic need - activity and rest

    A. Sleep-wake disorders

        1. Sleep

        2. Sleep disorders

        3. Clinical presentation

        4. Epidemiology

        5. Comorbidity

        6. Nursing process practice

            a. Assessment of behavior and stimuli

            b. Diagnostics

            c. Goal setting

            d. Planning

            e. Intervention

            f. Evaluation

XII. Physiological adaptation mode: complex process - endocrine function

    A. Sexual dysfunctions, gender dysphoria, and paraphilic disorders

        1. Sexuality

        2. Sexual dysfunction

        3. Clinical picture

        4. Epidemiology

        5. Comorbidity

        6. Etiology

        7. Nursing process practice

            a. Assessment of behavior and stimuli

            b. Diagnostics

            c. Goal setting

        d. Planning

        e. Intervention

        f.   Evaluation

    8. Gender dysphoria

    9. Clinical presentation

  10. Epidemiology

  11. Comorbidity and etiology

  12. Nursing care for clients with gender dysphoria disorder

B. Paraphilic disorders

    1. Epidemiology

    2. Comorbidity

    3. Etiology

    4. Nursing process practice

        a. Behavior assessment

        b. Diagnostics

        c. Goal setting

        d. Planning

        e. Intervention

        f.   Evaluation

XIII.   Interdependence adaptation mode

A. Impulse control disorder

    1.   Clinical presentation

    2. Epidemiology

    3. Comorbidity

    4. Etiology

    5. Nursing process practice

        a. Assessment of behavior and stimuli

        b. Diagnostics

        c. Goal setting

        d. Intervention

        e. Evaluation

B. Addiction and substance-related disorders

    1. Clinical presentation

    2. Epidemiology

    3. Comorbidity

    4. Etiology

    5. Nursing process practice

        a. Screening

        b. Assessment of behavior and stimuli

           c. Diagnostics

           d. Goal setting

           e. Planning

           f. Intervention

           g. Evaluation

    C. Personality disorders

       1. Clinical presentation

       2. Epidemiology and comorbidity

       3. Etiology

       4. Antisocial personality disorder

       5. Clinical presentation

       6. Epidemiology

       7. Etiology

       8. Nursing process practice

           a. Assessment of behavior and stimuli

           b. Diagnosis

           c. Goal setting

           d. Planning

           e. Intervention

           f. Evaluation

       9. Borderline personality disorder

       10. Clinical presentation and epidemiology

       11. Comorbidity and etiology

       12. Nursing process practice

           a. Assessment of behavior and stimuli

           b. Diagnostics

           c. Goal setting

           d. Planning

           e. Intervention

           f. Evaluation

XIV. Physiological adaptation mode: complex process - neurological

    A. Neurocognitive disorders

       1. Delirium

       2. Clinical presentation

       3. Epidemiology

       4. Comorbidity and etiology

       5. Nursing process practice

           a. Assessment of behavior and stimuli

           b. Diagnostics

        c. Goal setting

        d. Intervention

        e. Evaluation

   6. Dementia

   7. Clinical presentation

   8. Epidemiology

   9. Etiology

   10. Nursing process practice

        a. Assessment of behavior and stimuli

        b. Diagnostics

        c. Goal setting

        d. Planning

        e. Intervention

        f. Evaluation

XV.   Interdependence adaptation mode

   A. Childhood and neurodevelopmental disorders

      1. Etiology

      2. Child and adolescent psychiatric and mental health nursing

      3. Neurodevelopmental disorders

      4. Clinical presentation

      5. Nursing process practice

         a. Assessment of behavior and stimuli

         b. Diagnostics

         c. Goal setting

         d. Intervention

         e. Evaluation

      6. Autism spectrum disorder

      7. Nursing process practice

         a. Assessment of behavior and stimuli

         b. Diagnosis

         c. Goal setting

         d. Intervention

         e. Evaluation

      8. Attention deficit hyperactivity disorder

      9. Nursing process practice

         a. Assessment of behavior and stimuli

         b. Diagnosis

         c. Goal setting

         d. Intervention

    e. Evaluation
   10. Quality improvement
  B. Anger, aggression, and violence
   1. Clinical presentation
   2. Epidemiology
   3. Comorbidity
   4. Etiology
   5. Nursing process practice
    a. Assessment of behavior and stimuli
    b. Diagnostics
    c. Goal setting
    d. Planning
    e. Intervention
    f. Evaluation
  C. Child, elder, and intimate partner maltreatment
   1. Clinical presentation
   2. Epidemiology
   3. Comorbidity
   4. Etiology
   5. Nursing process practice
    a. Assessment of behavior and stimuli
    b. Diagnostics
    c. Goal setting
    d. Planning
    e. Intervention
    f. Evaluation

XVI. Interventions for special populations

  A. Psychosocial needs of the elderly
   1. Mental health problems related to aging
   2. Health care concerns of the elderly
   3. Health care decision making
   4. Geriatric nursing care
  B. Care of dying patients and those who suffer
   1. Goals of end-of-life nursing care
   2. Loss and grief
   3. Nursing process practice

METHODOLOGIES
 On-site Education

Conferences
Case studies
Clinical area experiences
Multimedia materials and movies
Simulation
Cooperative learning
Process recording
Article discussion-EBP

Distance education
Conferences
Flipped classroom
Multimedia resources and movies
Links to web pages
Forums: social, discussion, questions, and answers.
Assignments: cooperative learning, process recording, article discussion-EBP, problem-based learning
Simulation

LEARNING EVALUATION

ON-SITE EDUCATION

Partial exams	30%
Study and homework guide	15%
Discussion hypothetical cases	15%
Evidence-based Practice (EBP)	10%
Class Participation	5%
Final exam	25%
	Total 100%

DISTANCE EDUCATION

Partial exams	30%
Study and homework guide	15%
Discussion hypothetical cases	15%
Evidence-based Practice (EBP)	10%
Forums	5%
Final exam	25%
	Total 100%

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 (8th ed.). St. Louis: Elsevier Mosby.

Halter, M.J. (2018). *Varcarolis' Manual of Psychiatric Nursing Care Planning: An*

Interprofessional Approach (6th ed.). St. Louis: Elsevier Mosby.

REFERENCES

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental*

Disorders (DSM–5) (5th ed.). Author.

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

Pagana, K., & Pagan, T. (2018). *Mosby's Diagnostic & Laboratory Test Reference* (14th

ed.). St. Louis: C.V. Mosby.

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

Skidmore-Roth, L. (2018). *Mosby's 2019 Nursing Drug Reference* (32nd ed.). St. Louis:

Elsevier Mosby.

Townsend, M.C. (2017). *Essentials of Psychiatric Mental Health Nursing: Concepts of*

Care in Evidence-Based Practice (9th ed.). Philadelphia: FA. Davis Company.

Videbeck, S. L. (2016). *Psychiatric-Mental Health Nursing* (7th ed.). Philadelphia:

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ELECTRONIC RESOURCES

www.cdc.gov
www.nimh.nih.gov
www.nih.gov
www.apna.org
www.samhsa.gov
www.sprc.org/states/puerto-rico
afsp.org
www.who.int/mental_health/suicide-prevention/en/
save.org
www.beckinstitute.org
www.mentalhelp.net
www.nomi.org
www.aacap.org/publications/factoform/index.htm
www.nationalhomeless.org
www.nmha.org
http://www.mentalhealth.com

Find more information resources related to the course topics on the library page http://biblioteca.sagrado.edu/

REASONABLE ACCOMMODATION

To obtain detailed information on the process and the required documentation, you must visit the corresponding office. To guarantee equal conditions, in compliance with the ADA (1990) and the Rehabilitation Act (1973), as amended, all students who need reasonable accommodation services or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

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.