COURSE TITLE: Psychosocial Mental Health Nursing

COURSE NUMBER: HNI 373

CREDITS: (SIX) 6

COURSE DESCRIPTION: This required nursing course focuses on psychosocial nursing as a continuum of care across the lifespan and across the continuum of health care environments. Theoretical knowledge and clinical practice are developed from the philosophy of nursing care that respects clients as individuals within the context of family and a culturally diverse society. Case studies and experiential based learning activities are provided to enhance critical thinking and encourage independent decision-making.

Clinical experiences are designed to give the student an opportunity to utilize previously acquired nursing knowledge, to develop an understanding of health promotion and disease prevention; advanced communication skills in caring for diverse population, and with interprofessional team members.

PURPOSE: To provide the student with the theoretical knowledge and clinical skills necessary to expand their self-awareness and create a caring, interactive and therapeutic relationship with clients across the life span in accordance with Nursing: Scope and Standard of Practice (ANA, 2010), and the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2009).

PREREQUISITES: Permission of the School of Nursing

COREQUISITES:

RESPONSIBLE FACULTY: School of Nursing Faculty

PLACEMENT: Spring /Fall
CURRICULUM OBJECTIVES

Upon completion of the program the student should be able to:

1. Apply principles from the sciences, arts and humanities to health promotion, prevention, maintenance and restoration of diverse populations of patients.

2. Use theory to conceptualize health responses of diverse populations of clients.

3. Apply research findings to improve nursing practice.

COURSE OBJECTIVES

Upon completion of this course the student will be able to:

1.1 Apply nursing process to a diverse population of clients and their family in the psychiatric/mental health care environment.

1.2 Apply principles of the nursing process in the nurse-client relationship in the psychiatric-mental health environments.

1.3 Develop, with client participation, an individualized and comprehensive care plan that promotes psychosocial and developmental adaptation of clients to their environment.

1.4 Examine environmental issues, with a diverse populations of clients, which effect their overall development and functioning.

1.5 Demonstrate awareness of the basic principles of pharmacology in the health promotion, maintenance and restoration of a diverse population of clients.

2.1 Examine theories as they apply to the therapeutic relationship in psychiatric/mental health nursing.

2.2 Identify conceptual models utilized in psychiatric/mental health nursing practice.

2.3 Evaluate the effectiveness of the therapeutic sense of self in defined nurse/client interventions as it relates to anticipated outcomes of care.

3.1 Identify areas of practice in Psychiatric-Mental Health Nursing where evidence based research influences outcomes.

3.2 Critically analyze current research findings in Psychiatric-Mental Health Nursing.
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<th>CURRICULUM OBJECTIVES</th>
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<td>3.3 Apply principals and models of evidence-based practice to a diverse populations of clients in the Psychiatric-Mental Health environment.</td>
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<td>4. Apply principles of leadership and management in nursing and health care delivery.</td>
<td>4.1 Demonstrate elements of leadership and management skills in Psychiatric-Mental Health Nursing.</td>
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<td>4.2 Identify nursing care management systems that are appropriate to Psychiatric-Mental Health Nursing.</td>
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<td>5. Use information and client care technologies to provide safe, quality care</td>
<td>5.1 Demonstrate accountability of professional practice through documentation of nursing care to ensure safe high quality outcomes.</td>
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<td>5.2 Promote factors that create a culture of safety and caring for clients and their family in the psychiatric/mental health care environment.</td>
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<td>5.3 Employ ANA Standards of Care in the practice of Psychiatric-Mental Health Nursing.</td>
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<td>5.4 Define nursing criteria and standards necessary to enhance quality and continuity of care across clinical environments.</td>
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<td>5.5 Use information and technology to communicate, increase knowledge to promote safe outcomes.</td>
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<td>6. Participate in interprofessional communication and collaboration to improve health care and health outcomes through advocacy, activism, and change.</td>
<td>6.1 Identify barriers to effective transitions between health care environments &amp; community living.</td>
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<td>6.2 Identify the availability of service options in the Psychiatric-Mental Health environment.</td>
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that clients and families can access.

6.3 Evaluate appropriateness of community resources available to clients and families.

6.4 Utilize the referral process in obtaining community services for clients and families within diverse populations of clients.

6.5 Examine legislative and regulatory processes relevant to the provision of health care for the client and family in the psychiatric/mental health care environment.

6.6 Assess the health, healthcare and emergency preparedness needs of the client and family in the psychiatric/mental health care environment.

6.7 Communicate effectively with all member of the healthcare team, including the client and the client’s support network.

6.8 Function effectively within interprofessional teams, supporting open communication, mutual respect, and shared decision-making for delivery of optimal care.

7. Demonstrate professional standards of ethical conduct and social responsibility.

7.1 Describe disparities that impede the achievement of high level wellness for the client and family in the psychiatric/mental health care environment.

7.2 Utilize ethical principles, professional standards and legal guidelines in relationship to psychiatric-mental health nursing.

7.3 Examine the historical, socio-political and economic influences on psychiatric-mental health nursing.

7.4 Examine legislative law impacting upon discharge planning/continuity of psychiatric-mental care for a diverse
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<td>7.5</td>
<td>Recognize the impact of attitudes values and expectations on the care of the client and family in the psychiatric/mental health care environment.</td>
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<td>8.</td>
<td>Apply knowledge of cultural factors that affect nursing and healthcare across multiple contexts.</td>
<td>8.1 Incorporate the client as the source of control and full partner in providing compassionate and culturally sensitive care.</td>
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<td>8.3 Examine the impact of culture and subculture on health care of the client and family in the psychiatric/mental health care environment.</td>
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<td>9.</td>
<td>Articulate the value of pursuing practice excellence, lifelong learning and professional engagement to foster professional growth and development.</td>
<td>9.1 Discuss advanced practitioner’s role of psychiatric-mental health nurses.</td>
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<td>9.2 Explore the significance of membership in professional nursing organizations.</td>
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<td>9.3 Describe the value of pursuing lifelong learning to foster professional growth and development.</td>
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<td>9.4 Recognize the relationship between personal health, self-renewal, and the ability to deliver sustained quality care.</td>
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TOPICAL OUTLINE
I. Theoretical and conceptual framework of mental health/mental illness.
II. Theories of health, ecological factors and levels of prevention.
III. Principles of therapeutic approaches and intra/interprofessional communication.
IV. Cultural awareness and sensitivity.
V. Nursing care of clients with alterations in psychosocial adaptations.
VI. Clinical/critical decision making for professional nursing practice, prioritization and delegation of care.
VII. Documentation of nursing care/nursing informatics.

TEACHING METHODS / LEARNING EXPERIENCES:
- Lecture/Seminar
- Role Playing
- Cooperative Group Projects (Team Based Learning)
- Audiovisual Presentations
- Computer Assisted Instructions
- Clinical Experience

EVALUATION METHODS:
A letter grade will be assigned at the conclusion of the course. The grade will be based on the following:

A. Theoretical Knowledge:
   1. Midterm Exam 25%
   2. Final Exam 30%
   3. Team Based Learning: 5 sessions
      (IRAT, GRAT / Group Assignment / Peer Evaluation)
      (each IRAT 2%, each GRAT 2%, each Peer Eval 1%) 15%
   4. HESI exam 10%

B. Clinical Performance P/F
   Clinical attendance is mandatory.
   Community Resources for the Mentally Ill P/F
   Two Clinical Logs for full credit.

C. Clinical Papers and Projects:
   1. Clinical Logs 10%
      (one for each clinical day)
   2. Psychiatric Assessment & Nursing Care Plans 10%
      Two (2) during the clinical rotation 5% each
   3. Therapeutic Group Project/Paper P/F

D. Class Participation:
   Prorated according to classwork

HESI: Grading Rubric
850 and above - 10%
750-849 - 8%
650-749 - 6%
Below 650 - 4%
Any student with a score below 849 is required to sit for a second HESI exam. The higher score will count.
TEXTS / RESOURCES:

REQUIRED TEXT:

RECOMMENDED TEXT:

AMERICANS WITH DISABILITIES ACT STATEMENT:
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, 128 ECC Building (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following web site: http://studentaffairs.stonybrook.edu/dss/ and search Emergency Evacuation.

ACADEMIC INTEGRITY:
All Stony Brook students are expected to know and follow the codes established by the University. Students who are enrolled in the School of Nursing are also expected to follow the policies of the School of Nursing contained in the School of Nursing Student Handbook, which can be found at: www.nursing.stonybrookmedicine.edu/sites/default/son/StudentHandbook1.pdf In addition, students are expected to adhere to the University Student Conduct Code, School of Nursing Policies, and the American Nurses Association Code of Ethics for Nurses and the appropriate standards of practice.

CRITICAL INCIDENT MANAGEMENT:
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Please refer to the School of Nursing Student Handbook, for the specific policies and procedures that the School of Nursing follows.