Los Angeles Harbor College

Associate Degree Nursing Program

**Description:**

*Unit I - Theoretical Concepts and Principles of Mental Health Nursing, Therapeutic Relationships/Communication, Nursing Process, Legal and Ethical Issues, & Culture*

**This unit presents an introduction to psychiatric nursing and an analysis of the dominant conceptual models for psychiatric nursing practice. Student nurses begin to explore and cultivate their own personal integration within that practice. Critical thinking skills are emphasized, and therapeutic communication strategies, developmental theories/therapies and patient assessment methodologies are presented. A bio-psycho-social approach is used in examining principles of patient centered care, the mental health-psychiatric illness continuum and the nursing process as related to psychiatric disorders. The psychobiological basis of behavior is reviewed. The concepts of culture, ethnicity, worldview and cultural competency are applied to mental illness. The legal and ethical guidelines for safe practice are identified.** **Additionally, the concept of neurotransmitters in relation to psychiatric illness and psychotropic medication are introduced.**

**Estimated time of achievement**: One week.

**Objectives Course Content Learning Activities**

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| After appropriate study of the assigned resources, and assigned practice of the psychomotor and communication skills, the nursing student will be able to:   1. Distinguish the concepts of mental health and mental illness and relate these concepts to a continuum. 2. Explore the roles of resilience and stress as they relate to personal response to mental wellness. 3. Identify how culture influences the view of mental health issues and behaviors associated with them. 4. Explore the nature/nurture etiology of psychiatric disorders. (diathesis-stress model). 5. Discuss the classification of mental health disorders as described in the DSM-V. 6. Explore services provided by electronic health care. 7. Describe advocacy opportunities for patient-centered care. 8. Discuss the purpose of the National Behavioral Health Safety Goals. 9. Identify the role of the basic level and advance psychiatric nurse and the different populations served. 10. Distinguish reliable Internet resources and smart phone apps for health information, patient support, patient advocacy, and evidence-based practice. 11. Compare and contrast the major psychological theories and associated therapies and how they are applied to nursing care (psychoanalytic, interpersonal humanistic, behavioral, and cognitive). 12. Relate the components of milieu therapy and the nurse’s role in the milieu. 13. Recognize and discuss the phenomenon and potential outcomes of transference and countertransference in the clinical setting. 14. Discuss major functions of the brain and how psychotropic drugs can alter these functions. 15. Compare and contrast physiologic responses in the sympathetic and parasympathetic nervous systems. 16. Relate the dysfunction of select neurotransmitters to their corresponding psychiatric conditions. 17. Describe how the use of imaging techniques can be helpful for understanding mental illness. 18. Identify the main neurotransmitters that are affected by the following psychotropic drugs and their subgroups: antianxiety, antidepressants, mood stabilizers, antipsychotics, sleep inducers, and herbal treatments. 19. Differentiate Western worldview beliefs, values, and practices with the beliefs, values, and practices of patients from diverse cultures. 20. Discuss the importance of culturally relevant care in psychiatric-mental health nursing practice. 21. Relate knowledge of barriers to quality mental health care (language, misinterpretation of symptoms, culture-bound syndromes). 22. Distinguish genetic variations that affect drug metabolism. 23. Distinguish the criteria for voluntary versus involuntary psychiatric hospitalization. 24. Discuss civil rights and patient rights in the psychiatric setting. 25. Outline the criteria and steps taken when patient’s rights are denied in the inpatient setting. 26. Differentiate informed consent for psychotropic medication from court ordered psychotropic medication administration (Riese criteria). 27. Identify additional criteria for patient confidentiality and disclosure in the acute psychiatric setting. 28. Relate knowledge of the duty to warn and protect third parties and the least restrictive alternative doctrine. 29. Explore the components of the mental status examination. 30. Explain how the multidisciplinary team collaborates to plan and implement care. 31. Differentiate components of a social relationship and a therapeutic relationship. 32. Compare different techniques used in the assessment of children and adolescents. 33. Relate the importance of and demonstrate genuineness, empathy, positive regard, attending skills and a non-judgmental attitude in the therapeutic relationship. 34. Identify nursing behaviors indicative of blurring of professional boundaries. 35. Differentiate nursing responsibilities in the three phases of the nurse-patient relationship. 36. Identify testing behaviors of the patient and plans for appropriate nursing responses. 37. Relate techniques that promote a positive environment to begin a patient interview (setting, seating, introduction, and open-ended starting question). 38. Demonstrate appropriate attending behaviors in the therapeutic relationship (eye contact, body language, physical orientation/distance, vocal qualities, verbal tracking). 39. Distinguish tactics to avoid (arguing minimizing feelings, challenging, confrontation, praise, speculation of the patient’s situation, question the patient about sensitive areas, trying to sell the patient on accepting treatment, join in on patient attacks, participate in criticism of another staff member). 40. Distinguish cultural communication barriers and potential misconceptions due to cultural filters. 41. Appraise common patient behaviors that may cause discomfort in the nurse and helpful responses by the nurse. 42. Relate the importance of clinical supervision to develop professional skills. | **Mental Health and Mental Illness**  Concepts of the mental health and illness continuum  Risk factors and protective factors  Individual attributes and behaviors  DSM-V  Resilience  Diathesis-stress model  Recovery model  Stigma  Cultural influences  Electronic healthcare  National Behavioral Safety Goals  Mental health resources  **Theories and Therapies**  Major theories of personality  Psychodynamic Theory  Interpersonal Theory  Erickson’s Ego Theory  Humanistic Theories  Behavioral Theories  Cognitive Theories  Nursing Theories  Biological Theories  Therapeutic approaches  Psychoanalysis  Psychodynamic and Psychoanalytic psychotherapy  Short-term dynamic psychotherapy  Interpersonal Psychotherapy  Cognitive Therapy  Behavioral Therapy  Cognitive Behavioral Therapy  Dialectical Behavioral Therapy  Trauma Focused Cognitive Behavioral Therapy  Systematic Desensitization  Milieu Therapy  **Psychobiology and Psychopharmacology**  Structure and functions of the brain  Organization and function of the nervous system  Cellular composition of the brain (neurons, neurotransmitters, synapse, enzymes)  Neurotransmitters (Dopamine, Serotonin, Norepinephrine, Histamine, GABA, Glutamate, Acetylcholine) and their association with mental health conditions  Brain imaging modalities (MRI, CT, PET, SPECT)  Pharmacogenetics  *Antipsychotics*  Typical Antipsychotics (first generation)  Atypical Antipsychotics  Third Generation Antipsychotics  *Mood Stabilizers*  *Antidepressants*  Tricyclic Antidepressants  Selective Serotonin Reuptake Inhibitors  Monoamine Oxidase Inhibitors  Serotonin-Norepinephrine Reuptake Inhibitors  Norepinephrine Reuptake Inhibitors  Serotonin Receptor Antagonists/Agonists  Norepinephrine Dopamine Reuptake Inhibitor  Serotonin-Norepinephrine Disinhibitors  Other Antidepressants  *Benzodiazepines*  *Sedative/Hypnotics*  *Melatonin Receptor Agonist*  *Other Anxiolytics (non-benzodiazepines)*  *Herbal Medicines*  **Cultural Implications**  Worldviews and mental health nursing  Nonverbal communication patterns Cultural belief and value systems  Culture-Bound Syndromes  Ethnic variation in pharmacodynamics  Barriers to quality mental health services  Cultural competence  **Legal and Ethical Considerations**  Admission criteria (voluntary versus mental health holds)  Patient rights  Competency  Psychotropic medication consent  Riese hearings  Writ of Habeas Corpus  Confidentiality in the mental health setting (HIPPA)  Least restrictive alternative doctrine  Duty to warn and protect third parties  **Assessment Strategies and the Nursing Process**  Mental Status Examination  Roles of the multidisciplinary team  Assessment of children and adolescents  HEADSSS Psychosocial Interview Technique  **Developing Therapeutic Relationships**  Factors that enhance the therapeutic relationship (genuineness, empathy, positive regard, attending, suspending value judgments)  Establishing boundaries (overhelping, controlling, countertransference, transference, self-disclosure.)  Phases of the nurse-patient relationship  Testing behaviors used by patients  **Therapeutic Communication**  How to start an interview  Clinical supervision  Process Recordings  Attending Behaviors (eye contact, body language, physical orientation/distance, vocal qualities, verbal tracking)  Cultural Communication Barriers (eye contact, touch, cultural filters)  Common patient behaviors and useful nursing responses  Effective therapeutic communication techniques  Obstructive (blocking) nontherapeutic communication techniques | *Reading:* Varcarolis’ Foundations of Psychiatric-Mental Health Nursing,  9h Ed.  Chapters:  1: Mental Health and Mental Illness  2: Theories and Therapies  3: Neurobiology and Pharmacotherapy  5: Cultural Implications  6: Legal and Ethical Considerations  7: The Nursing Process and Standards of Care  8: Therapeutic Relationships  9: Therapeutic Communication  *Discussion/Lecture*    *Clinical Experiences*  Prep/Pathophysiology Sheets  Daily Charting  Mental Status Assessment  Process Recordings  History and Assessments  Nursing Care Plans  Client Interaction  *Simulated Lab Experience*  *Online Student Resources:*  <http://evolve.elsevier.com/Varcarolis>  Answer key to chapter review questions  Answer key to critical thinking guidelines  Case Studies and nursing care plans  NCLEX review questions  Pre and post tests  Answers and rationales for NGN Case Studies and questions  Animations  *ATI Online Resources:*  Content Mastery Integrated Testing with Focused Review  Learning System Quiz Bank  Review Modules  Pharmacology Made Easy  Nurse Logic  Video Case Studies  Civility Mentor  Skills Modules  Real Life Clinical Reasoning Scenarios  Nurse’s Touch Suite  EHR Tutor  Swift River Virtual Clinicals |