Administrative Unit: Science Department
Course Prefix and Number: NURS 206
Course Title: Mental Health Nursing

Digital Descriptions:

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<tr>
<th>STUDENT DESCRIPTION</th>
<th>PAY-HOUR DESCRIPTION</th>
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<td># Cr Hrs — # Lec Hrs — # Lab Hrs</td>
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Catalog Description: This course is designed to provide the foundation for entry level competence in Mental Health Nursing. Interpersonal, behavioral, and biopsychosocial concepts as well as the Self-Care Deficit Theory of Nursing will provide the basis for designing systems of care. Emphasis is placed on selected pathophysiological concepts and related care using the nursing process within the framework of the Self-Care Deficit Theory. Therapeutic communication skills within the nurse patient relationship, as well as the professional nurse's role, will be emphasized in the treatment of patients with psychosocial and substance dependence health deviations. Legal-ethical, patient education, pharmacological, nutritional, and sociocultural principles are integrated throughout the course. Prerequisite: Satisfactory completion of general education and science course requirements for the nursing major and NURS 200 - Fundamentals of Nursing, NURS 201 - Foundations of Associate Degree Nursing, NURS 202 - Pharmacology for Nursing, NURS 203 - Medical/Surgical Nursing I, NURS 204 - Medical/Surgical Nursing II and NURS 205 - Maternal Child Nursing.

Prerequisites/Corequisites: Satisfactory completion of general education and science course requirements for the nursing major and NURS 200 - Fundamentals of Nursing, NURS 201 - Foundations of Associate Degree Nursing, NURS 202 - Pharmacology for Nursing, NURS 203 - Medical/Surgical Nursing I, NURS 204 - Medical/Surgical Nursing II and NURS 205 - Maternal Child Nursing.


Course Objectives:

1. Utilize Orem's Self-Care Deficit Theory of Nursing and the nursing process to guide the management of care provided for patients' psychological and substance dependence health deviations.
2. Exhibit therapeutic communication skills in verbal and non-verbal communication with patients and patients' significant others.

3. Exhibit professional verbal and nonverbal communication with peers, instructor, members of the health care team and administration.

4. Demonstrate accountability for practicing within the profession's legal and ethical framework.

5. Incorporate principles of patient education when caring for mental health patients.

6. Develop characteristics of a professional nurse.

Topical Outline:

I. Overview of Mental Health and Mental illness—past to present

II. Concepts of Mental Health/Mental illness

III. Philosophical Beliefs

IV. Standards of Practice

V. Conceptual Models of Psychiatric care

VI. Preventive Psychiatry

VII. DSM and what it means for nursing care

VIII. Legal/Ethical Issues

IX. Psychiatric Assessment and Evaluation

X. Interviewing Skills

XI. Therapeutic Milieu

XII. Therapeutic Nurse-patient Relationship

XIII. Therapeutic Communication

XIV. Therapeutic Impasses

XV. Personality Development

XVI. Stress and Anxiety

XVII. Defense Mechanisms and Coping

XVIII. Crisis Intervention

XIX. Treatment Modalities (Psychotherapies and Somatic Therapies)

XX. Psychopharmacology

XXI. Group/Family Therapy

XXII. Affective Disorders (Focus on Depression, Bipolar Disorder)

XXIII. Suicide

XXIV. Schizophrenia

XXV. Personality Disorders (Focus on antisocial and borderline personality disorder)

XXVI. Anxiety Disorders

XXVII. Cognitive Disorders (Dementia and Delirium)

XXVIII. Addictive Disorders (Substance Abuse and Eating Disorders)

Recommended maximum class size for this course: 32
NOTE: The intention of this master course syllabus is to provide a general outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught, or where it is taught. This generic outline is not intended to restrict the way any individual faculty member teaches the course. The master syllabus, therefore, should be general enough to allow for a diversity of individual approaches to teaching the course, while at the same time it provides guidance on what the course should cover.