



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

- New Course
- COR Revision 3/9/2006
- COR Update
- Pre Req/Advisories 3/9/06
- Other Changes 12/6/07 and 3/9/2006
- Effective Date
- SLO 3/20/2008

COURSE SUBJECT & NUMBER: NS 232 and NS 232CL

COURSE NAME: Psychiatric/Geriatric/Community Health Nursing (formerly NS 201, Developmental and Health Deviation Self-Care Requisites Related to Mental Health of the Adolescent and Adult)

COURSE UNITS: 4 **COURSE HOURS:** 36 hours total lecture, 96 hours total clinic

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Limitation on Enrollment: Formal admission to the ADN Program.

Prerequisite: Completion of NS 120, NS 121 and NS 122 or completion of NS 200 for transfer and LVN students

Corequisite: Concurrent enrollment in NS 232L

Instructional materials fee required for this course and must be paid at registration.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description.)*

Introduction to psychiatric/geriatric/community health nursing based on Orem's framework of self-care nursing theory. Major emphasis is on the supportive/educative role of the nurse, nursing process, patients rights, patients safety, the nurse practice act, legal and ethical aspects of nursing with the development of critical thinking skills. (CSU, AVC)

COURSE OBJECTIVES: *(Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

- *1. Demonstrate nursing practice within the legal, ethical, and regulatory framework of nursing and standards of professional nursing practice for the mental health and geriatric patient.
- *2. Utilize therapeutic communication skills to establish a nurse patient relationship with the mental health/geriatric patient and significant other.
- *3. Advocate the rights of the mental health/geriatric patient and significant others with instructor guidelines.
- *4. Utilize the nursing process to safely care for mental health and geriatric patients in a supervised, controlled situation; report and document appropriate patient information in a timely and professional manner.
- *5. Demonstrate caring behavior to the mental health and geriatric patient, significant others, peers and health team members. Provide an environment that respects human rights, values, cultural and spiritual beliefs.
- *6. Utilize critical thinking for the foundation of clinical decision-making for the mental health and geriatric patient.
- *7. Utilize information technology to support and communicate planning along with the provision of mental health and geriatric patient care.
- *8. Integrate the principles of growth and development of the mental health and geriatric patient.
- *9. Design and implement an individualized teaching and nursing care plan for the patient and significant others to meet the self-care demands to improve self-care agency for the mental health and geriatric patient.
- *10. Facilitate decision making by collaborating with the mental health/geriatric patient, significant others, team members to deliver patient care.
- *11. Demonstrate accountability for nursing care given to the mental health/geriatric patient by self and/or delegated to others.
- 12. Promote excellence in nursing care delivered by pursuing lifelong learning and professional development.

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COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Title 5 requires that each instructor must cover all material listed below.)*

- I. Nursing practice of the psychiatric, geriatric, and community health
 - A. Overview of concepts of mental health, geriatrics and community health
 1. Differentiate roles and functions of the psychiatric, social worker and other team members
 2. Identify factors that changed 20th century mental health
 3. Identify significance of self-awareness and self-understanding for effective nursing practice
 4. Discuss ego defense mechanisms
 5. Discuss and apply therapeutic communication and environment
 6. Integrate biological theories of mental illness
 7. Application of culture, ethnicity, gender and socioeconomic status to mental health
 - B. Overview of psychopharmacology
 1. Responsibility of medication on mental health unit
 2. Safety factors/issues in medication administration on mental health patients
 3. Aspects of pharmacologic agent classes of antianxiety, antipsychotic, antidepressant, antimanic agents and other medication
 - C. Communication in nurse-patient interaction
 1. Modes, process of communication
 2. Verbal and non-verbal communication
 3. Role and function of nurse
 4. AIMS of therapeutic communication
 - D. Principles of psychiatric, geriatric, and community nursing across the lifespan
 1. Nursing theory and psychiatric, geriatric and community nursing
 2. DSM-IV diagnostic system
 3. Global Assessment Functioning (GAF)
 4. Seclusion/restraint as a treatment modality
 5. Crisis: maturational and situational
 6. Group therapy process
 - E. Schizophrenic Syndrome
 1. Theories of etiology
 2. Clinical aspects of disorder to include "positive" and "negative" symptoms
 3. Nursing approaches to delusions and hallucinations
 4. Antipsychotic drugs: properties and aspects
 5. Antiparkinsons drugs: properties and aspects
 6. Extrapyramidal and neuroleptic malignant syndrome symptoms
 - F. Mood disorders, depression, mania and suicide
 1. Grief and depression symptoms
 2. Depression disorder symptoms
 3. Pharmacology aspects: antidepressants, MOA inhibitors, antimania and others
 4. Electroconvulsive therapy application
 5. Suicidal behavior aspects
 - G. Legal and community aspects of mental health
 1. Features of Short-Doyle Act
 2. Features of Lanterman-Petris-Short Act
 3. Voluntary, involuntary admission
 4. Legal and civil rights of patient
 5. Informal consent in psychotropic drugs
6. Nurse accountability legally/ethically
7. Reporting domestic/elder abuse
8. Community nursing for long term care
- H. Adolescent disorders
 1. Aspects of physical, mental, social and emotional development of adolescents
 2. Variables of family communication contributing to adolescent disturbance
 3. Family violence and abuse
 4. Anorexia nervosa and bulimia
 5. Suicide
 6. Limit setting
- I. Substance abuse
 1. Alcohol abuse symptoms, impact on patient
 2. Resources available to alcohol abuser
 3. Assessment of alcohol withdrawal
 4. Symptoms of drug abuse, dependence, tolerance and addition
 5. Symptoms of commonly abused drugs, narcotics, tranquilizers and others
- J. Anxiety and psychosomatic disorders
 1. Anxiety disorders
 2. Sensiform disorders
 3. Factitious disorders
 4. Antianxiety drugs, propandials, benzodiazapines, dephenylmethanes
- K. Personality disorders
 1. Aspects of odd or eccentric: Cluster A, Schizotypal, paranoid, schizoid
 2. Aspects of dramatic, emotional, erratic: Cluster B, Borderline and Antisocial, histrionic, narcissistic
 3. Aspects of anxious, fearful: Cluster C, dependent, avoidant, obsessive-compulsive
 4. Nursing interventions personality disorders
- L. Aging and mental health
 1. Loneliness, loss, grief, related to geriatrics
 2. Depression, delirium, dementia related to geriatric patient
 3. Alzheimer's Disease
 4. Medication administration precautions in geriatric
 5. Elder dependent abuse, identify and report
- M. Eye and Ear: Geriatric
 1. Geriatric changes in physiology
 2. Nursing considerations/interventions planning in regard to eye and ear in geriatric patients
- II. Application to clinical practice for psychiatric/geriatric and community health patient
 - A. Orientation
 - B. Clinical practice
 - C. Post-conference

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TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a “Model Outline” in the AP&P Standards & Practices handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Frisch and Frisch Psychiatric Nursing (50 pages)
Mosby’s Pharmacology in Nursing (10 pages)
Nursing Diagnosis in Psychiatric Nursing and Psychotropic Medication (20 pages)

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Students are required to write patient care plans and a formal paper, document and analyze patient conversations, and evaluate clinical performance.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

Computations of medication dosages.

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Preparation for group medication

5. Describe those critical thinking skills that are derived from assignments listed above; be sure that they reflect course objectives.

Written analysis of patient and student verbal interactions.
Use of the nursing process to compose patient care plans.
Analyze the scientific basis for administering a medication to specific patients for their unique situations.

6. For categories 1-4 above, describe the estimated time per week it would take a student to complete homework assignments. Title 5 uses the Carnegie formula for establishing units using a 2:1 ratio as follows: 1 hr. lecture = 2 hrs. homework; 2 hrs. lecture = 4 hrs .homework; etc. For example: reading textbook—2 hours; writing reports—3 hours.

Reading Assignments: 6 hours

Writing Assignments: 2 hours

Computational Assignments: ½ hour

Other Assignments: 2 hours

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METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture, discussion, audiovisual aides, learning activities in syllabus, post-conference, and instructor mediated group discussion

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Multiple-choice examinations are given based on course objectives, legal and ethical framework, therapeutic communication, advocacy of patient rights, nursing process, critical thinking, and growth and development (objectives 1, 2, 3, 4, 6, 8, and 9)

Clinical objectives are evaluated through direct observation of student action in the clinical area. Clinical evaluation involves application of theory, problem solving, and decision-making skills demonstration. One written research paper is required. A written student evaluation of a specified clinical performance. Two patient care plans are submitted. Two written formative evaluations will be done reflecting the student's weekly clinical performance. Students are graded on a satisfactory/unsatisfactory basis (objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10).

Participation in clinical hours is required to evaluate satisfactory completion of the clinical objectives. Failure to participate in the minimum number of clinical hours will result in dismissal from this course. The maximum number of hours that are allowed to be missed is addressed in the attendance policy of the ADN resource manual (objective 11). The student must pass the course with a "C" (70%) or better on the tests and an overall 70% in combined lecture and clinical points.

Suggested Texts or other Instructional Materials *(list several when possible; include title, author, publisher, date, and latest edition.)*

Frisch, N., and Frisch, L. Psychiatric Mental Health Nursing, 3rd edition, Delmar Publishing, 2006

McKenry and Salerno. Mosby's Pharmacology in Nursing, 22nd edition, C.V. Mosby, 2006

Townsend, M. Nursing Diagnoses in Psychiatric Nursing: Care Plans and Psychotropic Medications, 5th edition, F.A. Davis, 2001.