



## NURP 1108

**Division:** Career and Technical Education

**Department:** Allied Health

**Course:** NURP 1108

**Title:** Mental Health Fundamentals

**Catalog Description:**

Students will study caring strategies for promoting mental health and wellness across the lifespan. Emphasis will be on the basic psychopathological conditions and the role of the psychiatric nurse. Students will explore the nursing process in the rehabilitation of clients with psychiatric disorders with emphasis on assessment, interventions, and evaluation in preparation of becoming an effective member of the health care team. Students must be accepted into the practical nursing program to enroll.

**General Education Requirements:** N/A

**Semesters Offered:** TBA

**Credit/Time Requirement:** Credit: 4; Lecture: 4; Lab: 0

**Clock/Hour Requirements:** 60

**Offered for Non-Credit:** No

**Prerequisites:** None

**Corequisites:** NA

**Justification:**

This course articulates with Weber State University and other practical nursing programs in the state as the first year towards the Associate Degree of Nursing (ADN/RN) for the student who desires to further their education. It has been approved by the Utah State Board of Nursing. Components of the Susan Ferguson Service Model are incorporated throughout the course.

**Student Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- define mental health and psychosocial responses to mental illness.
- describe the impact of patient behavior problems in a managed care setting
- describe the differences between social relationships and therapeutic relationships
- identify key strategies in communicating therapeutically
- describe the categories of the mental status examination
- identify target symptoms and behaviors and side effects for the following types of medications:
  - antianxiety
  - antipsychotic
  - antidepressant drugs
- summarize current thinking about the etiology of schizophrenia and the mood disorders
- for each of the following psychiatric disorders, identify key observations in relation to the categories

of the mental status examination:

- anxiety disorders
  - schizophrenia
  - mood disorders
  - organic mental syndromes or disorders
  - personality disorder
- for each of the following psychiatric disorders, identify primary nursing diagnoses, goals, and interventions:
- anxiety disorders
  - schizophrenia
  - mood disorders
  - organic mental syndromes or disorders
  - personality disorder
- list four symptoms of potential suicide
- list behaviors that may indicate substance abuse
- name two programs for members of families of alcoholics
- state problems facing family members of alcoholics
- list the symptoms of attention-deficit hyperactivity disorder
- identify the symptoms of abuse and neglect
- state the nurse's role in interventions of abuse and neglect
- define and contrast anorexia nervosa and bulimia
- list agencies of referral for assistance for clients and families with needs in mental health, abuse, neglect, and eating disorders
- state the concepts of stress, anxiety, adaptation, homeostasis, and depression
- identify basic coping mechanisms
- state how age and cultural and spiritual beliefs affect an individual's ability to cope with illness and stress
- describe several factors that may precipitate adaptive or maladaptive behaviors in response to illness and stress
- describe implementation of the nursing process to enhance a client's mental health as the client deals with stress and illness
- demonstrate the importance of valuing all clients regardless of clients diagnosis or condition.

### **Content:**

Students will obtain a knowledge base of the fundamentals of mental health through the lifespan in preparation for responsible, caring, and competent nursing care. Students will also be prepared to pass the mental health component of the national licensing examination to become a Licensed Practical Nurse (LPN). Students will receive theory on the following mental health conditions and the therapeutic nursing care:

- stress
- anxiety and anxiety disorders
- coping mechanisms
- obsessive compulsive disorder
- posttraumatic stress disorder
- somatoform disorders
- dissociative disorders

- schizophrenia
- depression
- suicidal clients
- manic depression
- organic mental syndromes
- personality disorders
- substance abuse
- eating disorders
- abuse, neglect, and family violence.

### **General Education Outcomes:**

2) Write clearly, informatively, and persuasively.

Student will demonstrate writing skills by submitting comprehensive written reports pertaining to specific class curriculum. Reports will be returned with feedback for improvement.

3) Speak effectively in a variety of contexts.

Students develop speaking skills as demonstrated through effective personal presentations. Students receive written feedback for improvement.

8) Apply ethical reasoning to a variety of contexts.

Students will demonstrate knowledge of legal and ethical aspects, scope of practice, acquiring information from the written text, videos, and guest lectures through quizzes and written exams.

### **Key Performance Indicators:**

#### **In class:**

- The student's final score will be based on: 80% tests, quizzes, and other assignments and 20% from the final exam.
- An overall score of 75% is required in order for a student to continue in the practical nursing program.

#### **Following class:**

- Students will successfully pass the National Council Licensure Examination for Practical Nurses (NCLEX-PN).

### **Representative Text and/or Supplies:**

- Barbara B. Hodgson and Robert J. Kizior, *Nursing Drug Handbook*, current edition, W.B. Saunders Company, Philadelphia, PA.
- Gloria Lieter, *Introduction to Maternity and Pediatric Nursing*, current edition, W.B. Saunders Company, PA (text and workbook).
- Adrienne Dill Linton, *Introduction to Medical-Surgical Nursing*, current edition, W.B. Saunders Company, Philadelphia, PA(Text and workbook)

**Optimum Class Size: 20**

**Maximum Class Size:**

**NURP 1108**



**Signatures:**

I hereby submit this course syllabus:

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Amber Epling, MSN, Associate Professor

I hereby find this course consistent with the goals and resources of the Allied Health Department:

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Amber Epling, MSN, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Career and Technical Education Division:

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Michael P. Medley, MBA, Assistant Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)