

**The University of Jordan**

**Accreditation & Quality Assurance Center**

**Course Syllabus**

**Course Name:**

Psychiatric mental Health Nursing

**Course Number:**

0701303

**SCHOOL OF NURSING**

**Course Syllabus**

**Community Health Nursing DEPARTMENT**

**[FIRST sEMESTER 2018/2019]**

**-------------------------------------------------**

**The Mission of THE University OF JORDAN**

Providing students with fulfilling learning experiences, conducting knowledge-producing research, and building firm societal ties, within an environment conducive to creativity, innovation, and entrepreneurship; making efficient use of resources and forging fruitful partnerships.

**The vision of the SCHOOL of Nursing**

To be a leading, global school in the areas of nursing education, research, and community service.

**The Mission of the SCHOOL of Nursing**

The School of Nursing dedicates itself to improve health and wellbeing of society through preparing professional nurses to provide quality nursing care, conduct research and provide community service. The school provides a model learning environment that encourages life-long learning, innovation, and professional and personal development.

**SCHOOL of nursing’s Core values**

Our values are derived from the Islamic Arabic heritage and the nursing profession which include: ***integrity, equality, and justice; transparency and accountability; innovation and excellence; leadership and teamwork; discipline; response; and most importantly caring***.

|  |  |  |
| --- | --- | --- |
| **1** | Course title | **Advanced Psychiatric Mental Health Nursing (theory & practicum)–I** |
| **2** | Course number |  |
| **3** | Credit hours (theory, practical) | NUR 0701724 |
| Contact hours (theory, practical) |  |
| **4.**  | Class room: | (theory 2 CH, clinical = 1 CH)  |
| **4** | Prerequisites/co-requisites | (theory = 2 hrs, Clinical = 8 hrs)  |
| **5** | Program title | None  |
| **6** | Program code | Clinical Nursing/ psychiatric mental health nursing  |
| **7** | Awarding institution |  |
| **8** | School | The University of Jordan  |
| **9** | Department | Nursing  |
| **10** | Level of course  |  |
| **11** | Year of study and semester(s) | Master  |
| **12** | Final Qualification | First year, First semester  |
| **13** | Other department(s) involved in teaching the course | Master’s degree |
| **14** | Language of Instruction | None  |
| **15** | Date of production/revision | 1/2018 |

16. Course Coordinator:

|  |
| --- |
| *Name:* Latefa Dardas *Office number: 207**Office hours: Tuesdays & Thursdays 2-3, Wednesdays 2-3 pm* *Phone numbers:* 23174Email: l.dradas@ju.edu.joAcademic website: <http://eacademic.ju.edu.jo/l.dardas/default.aspx> E-Learning website: <https://elearning.ju.edu.jo/> |

17. Other instructors:

|  |
| --- |
| None |

**18. Course Description:**

|  |
| --- |
| *As stated in the approved study plan.*This course is designed for the master nursing students enrolled in psychiatric nursing program. This course prepares the students to assess, diagnose, and manage selected mental health needs of populations across the life span. The focus is on advanced psychiatric nursing practice utilizing evidence based approach with individuals and families in psychiatric care settings. Emphasis is placed on acute and chronic psychiatric- mental health needs. During this course, the students will be given the opportunity to develop, extend and integrate their knowledge and skills in the theory and practice of mental health care. This will enable the students to improve the quality of care for the patients with mental health- psychiatric problems and their families. Students in the clinical part of the course will practice advanced roles of Psychiatric/Mental Health Nursing acute and chronic care settings. The emphasis is on mental health nursing across the lifespan. |

**19. Course aims and outcomes:**

1. **Aims**:

This course is designed for the nursing students enrolled in B.Sc. of nursing. The first objective of this course is to provide students with the basic concepts of the value of humanistic & holistic approach to nursing care. It provides them with concepts, theories & principles that will illuminate their clinical experiences. The nursing process is used as organizing framework, each unit in the course will address a mental health concept as related to its clinical manifestation, aetiology, assessment, nursing diagnosis, & nursing interventions that reflects the therapeutic use of self in carrying dependent & interdependent nursing roles & the integration of different therapeutic modalities. This course requires the student's participation in class discussions, analyzing case studies & bringing the clinical experience into classroom.

|  |
| --- |
| Intended Learning Outcomes (ILO) |
| ILO 1: Demonstrate competency in performing and providing the role of a professional nurse in quality care provision for individuals, families, and groups. |
| Specific Course Objectives | 1.1. Critically examine the contribution of evidence based practice to mental health practice1.2. Compare selected theories, conceptual frameworks, and research related to human behaviour and the etiology, prevention, and management of selected psychiatric disorders and behavioural issues1.3. Demonstrate an advanced knowledge base of the different causes of mental illness.1.4. Understand the purpose of a comprehensive nursing assessment1.5. Analyses relevant research findings pertinent to selected mental health needs of patients with mental illnesses and their families1.6. Utilize the nursing process in providing humanistic nursing care for different at an in-patient psychiatric unit. |
| Relevant Competency (JNC) | Client- centred care, Quality improvement |
| Evaluation Methods | Exams- Journaling  |
| ILO 2: Apply principles of effective communication with peers, individuals, families, groups, and health care team. |
| Specific Course Objectives | 2.1 Identify different types of psychiatric disorders and related interventions2.2 Illustrate assessment abilities for clients with different psychiatric disorders |
| Relevant Competency (JNC) | Professional communication, collaboration and consultation  |
| Evaluation Methods | Exams |
| ILO 3: Utilize critical thinking and problem solving in planning and implementing nursing care for individuals, families, and groups. |
| Specific Course Objectives | 3.1. Distinguish between mental health and mental illness.3.2. Develop nursing diagnosis according to the appropriate assessment and psychiatric nursing diagnosis.3.3. Demonstrate effective skills in communicating with patients with mental-psychiatric health problems, their families and other members of the multi-professional team.3.4. Develop a therapeutic nurse- client relationship with clients who are suffering from mental illness.3.5 Identify different causes of psychiatric diagnosis3.6 Illustrate assessment abilities for clients with different psychiatric disorders3.7 Differentiate between the different medical psychiatric diagnosis3.8 Recognize ethical issues related to mental health field |
| Relevant Competency (JNC) | Evidence-based nursing practice  |
| Evaluation Methods | Exams Case studies  |
| ILO 4: Apply professional standards, values, and behaviours in providing nursing care for individuals, families, and groups. |
| Specific Course Objectives | 4.1 Apply systematic problem-solving and decision-making models/tools to maximize the quality of personal decision making.4.2. Identify appropriate strategies for actively creating constructive psychiatric nursing care and intervention necessary to achieve to nursing goals of care.4.3. Develop political and personal power-building techniques that can be used in the change agent, advocate, and leader–manager roles |
| Relevant Competency (JNC) | Professional communication, collaboration and consultation  |
| Evaluation Methods | Exams |
| ILO 5: Demonstrate safety measures to protect self, individuals, families, and groups. |
| Specific Course Objectives | 5.1. Utilize and integrate knowledge and skills in the theory and practice of mental health care of individuals and groups.5.2. Demonstrate the analytical and reflective skills in order to improve mental health care in a variety of care setting.5.3. Facilitate and structure a therapeutic environment in a psychiatric unit.5.4. Describe major components of an effective and efficient psychiatric nursing care 5.5. Discuss strategies and tools psychiatric nurse can use to assure client safety and to promote quality psychiatric nursing care within organizations. |
| Relevant Competency (JNC) | Standards of psychiatric nursing care Safety |
| Evaluation Methods | Exams |
| ILO 6: Translate organizational, leadership, interprofessional collaboration, and management concepts into nursing care for individuals, families, and groups. |
| Specific Course Objectives | * 1. Articulate how nursing theory is applied to practice
	2. Discuss the ethical and the right issues that related to mental illness.
	3. Provide the nursing student with the required knowledge and experience at the field of psychiatric and mental health nursing needed for practicing therapeutic techniques.
	4. Analyze selected psychiatric theories pertinent to the delivery of quality healthcare in various settings.
	5. Examine the process, principles and strategies of problem-solving and decision making in psychiatric nursing care.
	6. Apply systematic problem-solving and decision-making models/tools to maximize the quality of personal decision making.
 |
| Relevant Competency (JNC) | Evidence-based practiceProfessional communication, collaboration and consultation |
| Evaluation Methods | Exams |
| ILO 7: Utilize evidence based practice in providing care for individuals, families, and groups. |
| Specific Course Objectives | 7.1. Discuss theoretical and evidence-based knowledge in mental health-psychiatric nursing when working with clients in the different clinical settings  |
| Relevant Competency (JNC) | Evidence based Practice, quality improvement |
| Evaluation Methods | Exams, group discussions, class presentations |

20. Topic Outline and Schedule:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Topic** | **Week** | **Instructor** | **Achieved ILOs** | **Evaluation Methods** | **Reference** |
| Orientation and course description / Advanced practice role of psychiatric nursing | Sep 19 | Dr. Latefa  | 1.1, 1.5, 1.6, | Reflection paper and discussions/Midterm Exam/case study | See- e-learning resources |
| Psychiatric assessment and diagnostic approaches / The biologic model | Sep 26 | Dr. Latefa; Students  | 1.2, 1.3, 1.4, .15. 1.6.  | Supplementary material: JNC profile |
| Theoretical perspective of psychiatric disorders | Oct 3 | Dr. Latefa; Guest Speakers; Students | 1.2,1.3, 3.1 |
| Schizophrenia Spectrum Disorders: Symptoms and Diagnosis | Oct 10 | Dr. Latefa  | 1.1, 1.4, 2.1, 2.3 | See- e-learning resources |
| Schizophrenia Spectrum Disorders Interventions:* Interventions for patients experiencing impaired sensory perceptions; impaired thought content; impaired thought process; self-care deficit; suicidal/homicidal ideations.
* Psychopharmacology
 | Oct 17 | Dr. Latefa  | 1.4, 2.3, 2.4, 3.1 |
| * Depressive Disorders: Symptoms and Diagnosis
* Psychology of Suicide
 | Oct 24 | Dr. Latefa; Guest Speakers  | 1.4, 2.1, 2.2, 2.3, 2.4 | Midterm Exam/ Clinical evaluation/ case study | See- e-learning resources |
| Depressive Disorders Interventions:* CBT
* Electroconvulsive Therapy
* Transcranial Magnetic Stimulation
* Light Therapy
* Psychopharmacology
 | Oct 31 | Dr. Latefa; Guest Speakers  | 1.1, 1.4, 3.2, 4.1,4.1 |
| Bipolar Disorders: Symptoms and Diagnosis  | Nov 7 | Dr. Latefa; Students | 1.4, 1.2, 2.2, 3.1, 4.1, 4.3.  | See- e-learning resources |
| Bipolar Disorders Interventions:* Family therapy
* Psychopharmacology
 | Nov 14 | Dr. Latefa  | 1.1, 1.2, 2.1, 2.2, 3.1 | Case discussion/ Final exam/ Clinical evaluation/ case study |
| Anxiety Disorders: Symptoms and Diagnosis  | Nov 21 | Dr. Latefa; Students  | 2.2., 3.1, 3.2, 3.3.  |
| Anxiety disorders Interventions:* Narrative Exposure Therapy
* Habit-reversal therapy (HRT)- Trichotillomania
* Systematic desensitization- Phobias and OCD
* Implosion therapy (flooding)- Phobias
* Psychopharmacology
 | Nov 28 | Dr. Latefa; Guest Speakers  | 3.1, 4.1, 4.2, 4.3  |
| Substance-related and addictive disorders: Symptoms and Diagnosis  | Dec 5 | Dr. Latefa  | 1.2, 2.2,4.1, 4.3. | Reflection paper/ case discussion/ Final exam/ Clinical evaluation | See- e-learning resources |
| Substance-related and addictive disorders: Interventions | Dec 12 | Dr. Latefa  | 3.1, 4.1, 4.2, 4.3  |
| Selected Topics: Psychology of Terrorism | Dec 19 | Dr. Latefa; Guest Speakers  | 4.3 | See- e-learning resources |
| Selected Topics: Psychological first aid | Dec 26 | Dr. Latefa; Guest Speakers  | 4.3 |

 |

21. Learning Methods and Assignments:

|  |
| --- |
| Development of ILOs is promoted through the following teaching and learning methods: (*Choose from table below*) |

|  |
| --- |
| **Learning Methodologies:** The following approaches that are guided by *Adult Learning Theory* will be used to achieve course and clinical objectives related to the ILOs: |
| **Instructional Methods** |  |
| * Direct Instruction
 | * Interactive lectures
 |
| * Indirect instructions
 | * Evidence-based articles
* Literature reviews
 |
| * Interactive Instruction
 | * Group discussions
* E-learning using Moodle
 |
| * Experiential Learning
 | * Application exercises
 |
| * Independent Study
 | * Application exercises
* Reflective Journaling
 |

22. Evaluation Methods and Course Requirements:

|  |
| --- |
| Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements: |

|  |
| --- |
| **Evaluation Methods Duration** |
|  | **Assigned Points** |
| **• Short exams (n=3)** | 5% |
| **• Class participation** | 5% |
| **• Class presentation (n=3)** | 5% |
| **• Midterm exam (Semester week according to the university regulations)**  | 20% |
| **• Clinical evaluation:** **- General evaluation: 10%****- Clinical Interviews: 5%****- Clinical interventions: 10%****- Case presentation: 5%** | 30% |
| **• Evidenced-based paper** | 10% |
| **• Final exam** | 25% |
| **TOTAL** | **100%** |

23. Course Policies:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A- Attendance policies:* Students must attend all classes of this course.
* Any student with absence of 15% of the classes of any course, will be illegible to sit for the final exam and will be given the university zero (F grade) in this course.
* In the case (b) above, if a student submits an official sick report authenticated by university clinic or an accepted excuse by the Dean of his/her faculty, the student will be considered as withdrawn from the course, and a "W" will be shown in the transcript for this course.
* Students are not allowed to come late to classes. Any student coming late will not be allowed to attend the class and he/she will be marked absent.

B- Absences from exams and handing in assignments on time:* Failure in attending a course exam other than the final exam will result in zero mark unless the student provides an official acceptable excuse to the instructor who approves a make up exam.
* Failure in attending the final exam will result in zero mark unless the student presents an official acceptable excuse to the Dean of his/her faculty who approves an incomplete exam, normally scheduled to be conducted during the first two weeks of the successive semester.
* Assignments and projects should be submitted to the instructor on the due date.

**C- Health and safety procedures: NA****D- Honesty policy regarding cheating, plagiarism, misbehaviour**:* Cheating, plagiarism, misbehaviour are attempts to gain marks dishonestly and includes; but not limited to:
	+ Copying from another student’s work.
	+ Using materials not authorized by the institute.
	+ Collaborating with another student during a test, without permission.
	+ Knowingly using, buying, selling, or stealing the contents of a test.
	+ Plagiarism which means presenting another person’s work or ideas as one’s own, without attribution.
	+ Using any media (including mobiles) during the exam
* The participation or the commitment of cheating will lead to applying penalties according to the University of Jordan Students’ Discipline rules and regulations No. (94, 49, 47,27, 29): <http://units.ju.edu.jo/ar/LegalAffairs/Regulations.aspx>

**E- Examination Instructions for Students*** Bring with you all exam requirements (blue pen, pencils, sharpener, eraser, calculator etc.), borrowing from others is not allowed.
* Do not bring any material related to the exam
* Do not bring your mobile phone to the Exam room
* Be in the exam room at least 10 minutes before exam starting time
* It’s not allowed to enter the exam room late. In case of coming late you have to contact the course coordinator immediately
* It’s not allowed to leave the Exam room before the end of the END OF AT LEAST ONE-THIRD OF THE EXAM TIME.
* Write your name and university number on the exam paper and computerized sheet using **Blue** pen only.
* Use pencil **ONLY** to shade your answers on the computerized answer sheet.
* Do not leave examination room except under exceptional circumstances at the discretion of the Senior Invigilator and you should be accompanied by an invigilator, if needed.
* For Re-exam issue refer back to the university rules.

F- Grading policy:A grade of (C+) is the minimum passing grade for the course.

|  |  |
| --- | --- |
| **Points**  | **Grade** |
| 4 | A |
| 3.75 | A- |
| 3.5 | B+ |
| 3 | B |
| 2.75 | B- |
| 2.5 | C+ |
| 2 | C |
| 1.75 | C- |
| 1.5 | D+ |
| 1 | D |
| 0.75 | D- |
| Zero  | F |

G- Available university services that support achievement in the course:* Faculty members website
* E-Learning website
 |

24. Required equipment:

|  |
| --- |
| * Audio-Visual Aids
* Faculty member’s Website
* E-Learning Website
 |

**25. References:**

|  |
| --- |
| 1. Required book (s), assigned reading and audio-visuals:
* Boyd, M.A. (2012). Psychiatric Nursing: contemporary practice (5th ed). Lippincott Williams & Wilkins; Philadelphia, PA.
* Mohr, W.K. (2009). Psychiatric –mental health nursing: Evidenced-based concepts, skills and practices (7th ed). Lippincott Williams & Wilkins; Philadelphia, PA.
* Carlat, D. J. (2005). The psychiatric interview: A practical guide. Lippincott Williams & Wilkins.
* Sadock, B., & Sadock, V. (2014). Synopsis of Psychiatry. (11th ed.). Baltimore, MD: Lippicott, Williams & Wilkins.
* Tusaie, K. R. and J. J. Fitzpatrick (2017). Advanced practice psychiatric nursing: integrating psychotherapy, psychopharmacology, and complementary and alternative approaches across the life span. New York, NY, Springer Publishing Company, LLC.
* American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders: DSM-5. Washington, D.C., American Psychiatric Association.
* Patel S.C., & Jakopac, K.A. (2012). Manual of Psychiatric Nursing Skills. Jones & Bartlett; Sudbury, MA.
* Tasman, A. & Mohr, W.K. (2011). Fundamentals of psychiatry. Wiley-Blackwell. Oxford, UK.
1. Recommended books, materials, and media:
* National Institute of Mental Health. <https://www.nimh.nih.gov/index.shtml>
* National Alliance on Mental Illness (NAMI) Stigma-free Pledge <https://www.nami.org/stigmafree>
* Mini Mental Health Status Exam <https://www.youtube.com/watch?v=y39BDAljIbg>
* American Academy of Child and Adolescent Psychiatry <https://www.aacap.org/AACAP/copy_of_home.aspx?hkey=f100857b-fb1c-42fa-8aad-5b7b15027acd&WebsiteKey=a2785385-0ccf-4047-b76a-64b4094ae07f>
* Substance Abuse and Mental Health Services Administration (SAMSHA) <https://www.samhsa.gov/>
* Wheeler K. (2008). *Psychotherapy for the advance practice psychiatric nurse*. St Louis, Mo: Mosby.
* American Nurses Association, American Psychiatric Nurses Association, & International Psychiatric Nurses (2007). *Scope and standards of psychiatric-mental health nursing practice.* Washington, DC: ANA
* American Psychiatric Association. (2000). Quick *reference to diagnostic criteria from DSM-IV-TR.*  Washington, DC: Author.
* American Psychological Association. (2009). Publication *manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.
* Barlow, D. H. (2008).  Clinical hand book of psychological disorders:  A step by step manual (4th Ed.). New York:  Guilford Press.
* The Queensland Health “ Make up your own mind about drinking” campaign at http://www.health.qld.gov.au/atod/prevention/young\_women.asp
* The North American, ‘What a difference a friend makes’ campaign at www.whatadifference.samhsa.gov/
* The British Royal College of Psychiatrists, ‘Fair Deal” at http://www.rcpsych.ac.uk/campaigns/fairdeal.aspx
* SANE Australia: <http://www.sane.org/>
* Horsfall, J., Cleary, M., Walter, G., & Hunt, G. (2007). Conducting mental health research: Key steps, practicalities, and issues for the early career researcher. *International Journal of MentalHealth Nursing 16* (s1), S1–S20
* Cutcliffe, J., & Ward, M. (2006). *Key Debates in Psychiatric/Mental Health Nursing*. London: Elsevier.
* Sartorius, N. (2004). *Open the doors.* Geneva: The World Psychiatric Association.
* Smith, P., & Riley, A. (2009). *Cultural theory: an introduction. (2nd ed).* Oxford: Blackwell
* Thornicroft,G., Rose, D., & Kassam, A. (2007). Discrimination in health care against people with mental illness. *International Review of Psychiatry, 19*(2), 113-122.
* Wadsworth, L., & Thompson, A. (2005). Media literacy: a critical role for dietetic practice.
* *Canadian Journal of Dietetic Practice and Research, 66, 30-6.*
* Houghton, S. (2007) Exploring Hope: It’s meaning for adults living with depression and for social work practice. Australian e-journal for the Advancement of Mental Health, 6, 3, Downloadable at www.auseinet.com/journal
* Pilgrim, D. (2007). The survival of psychiatric diagnosis. Social Science and Medicine 65, 536-547.
* Shea, S. C. (1998). Psychiatric interviewing: the art of understanding. Apractical guide for psychiatrists, psychologists, counselors, socialworkers, nurses, and other mental health professions. Sydney: Harcourt Brace.
* Zuckerman, E. L. (2000). Clinician's thesaurus: The guidebook for writing psychological reports: Guilford Press
 |

26. Additional information:

|  |
| --- |
| Please refer to the course corner via e-learning on daily bases for announcements and new learning resources:<https://elearning.ju.edu.jo/> |

Name of Course Coordinator: **Latefa Ali Dardas**  Signature: ------------------------- Date: ------------------------- Head of curriculum committee/Department: ------------------------- Signature: ---------------------------------

Head of Department: ------------------------- Signature: ---------------------------------

Head of curriculum committee/Faculty: ------------------------- Signature: ---------------------------------

Dean: ------------------------------------------- -Signature: ---------------------------------

Copy to:

Head of Department

Assistant Dean for Quality Assurance

Course File