|  |  |
| --- | --- |
| **Course Title:** | **Psychiatric & Mental Health Nursing / Theory**  |
| **Course Code:** | **NUR 473** |
| **Program:** | **B. Sc. in Nursing** |
| **Department:**  | **Dept. of Nursing** |
| **College:** | **College of Applied Medical Sciences in Al-Dawadmi** |
| **Institution:** | **Shaqra University** |

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# A. Course Identification

|  |  |
| --- | --- |
| **1. Credit hours: 3 credit hours 3(3+0+0)** |  |
| **2. Course type** |
| **a.** | University |  | College |  | Department |  | Others |  |  |
| **b.** | Required |  | Elective |  |  |
| **3. Level/year at which this course is offered:****7th Level / 4th Year**  |  |
| **4. Pre-requisites for this course** (if any)**:** **NUR 352** |
| **5. Co-requisites for this course** (if any)**: NUR 363** |
|  |

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** |  |  |
| **2** | **Blended**  | **3 X 15 = 45** | **100 %** |
| **3** | **E-learning** |  |  |
| **4** | **Correspondence** |  |  |
| **5** | **Other** |  |  |

**7. Actual Learning Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Learning Hours** |
| **Contact Hours** |
| **1** | **Lecture** **3 X 15 = 45** | **45** |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | **45** |
| **Other Learning Hours\*** |
| **1** | **Study**  | **45** |
| **2** | **Assignments** | **5** |
| **3** | **Library** | **10** |
| **4** | **Projects/Research Essays/Theses**  |  |
| **5** | **Others**(specify |  |
|  | **Total** | **60** |

**\***The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course DescriptionThis course focuses on providing students with evidence-based knowledge and skills required for nursing practitioners to care for their patients, and to meet the challenges of mental health nursing profession. This knowledge and skills are important in providing high quality health services to individuals and families with diverse mental health needs across the lifespan. It addresses major theories pertaining to the field of mental illness & mental wellness in general, and those related directly to nursing the mentally ill. It also introduces students to the legal and ethical principles the nurse needs to protect the rights of the patients and their own rights.  |
|  |
| 2. Course Main ObjectiveThe main objective of this course is to provide students with the knowledge, skills and attributes they will require to become competent, safe, and compassionate mental health nurses, health practitioners, and future leaders in the discipline of Mental Health Nursing. |
|  |

##

## 3. Course Learning Outcomes

| **CLOs** | **Aligned PLOs** |
| --- | --- |
| **1** | **Knowledge:** |  |
| 1.1 | Recognize concepts, theories and discipline that underpin mental & psychiatric health nursing. | **K2** |
| 1.2 | Memorize etiology, clinical picture & types of mental disorders & their treatment modalities. | **K3** |
| 1.3 | Outline nursing & ethico-legal considerations for mentally ill patients & their families. | **K4** |
| **2** | **Skills :** |  |
| 2.1 | Analyze research findings, synthesize diverse evidence resources to show initiative and promote optimum delivery of nursing care.  | **S2** |
| 2.2 | Demonstrate effective therapeutic communication skills with peers & faculty members. | **S3** |
| 2.3 | Interpret results of numerical results, diagnostic procedures and surveys on specific researches done in line with mental health nursing. | **S4** |
| **3** | **Competence:** |  |
| 3.1 | Appraise professionalism while receiving feedback & critique from peers, faculty members and health care team. | **C1** |
| 3.2 | Show responsibility, accountability and punctuality while working with psychiatric clients and health care team. | **C3** |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| **1** | **Introduction and Orientation to the Course:*** + - * Roles and Functions of Psychiatric–Mental Health Nurses
* Briefly historical overview of mental health nursing
* Physiological beliefs of psychiatric – mental health nursing practice
* Domains of psychiatric – mental health nursing practice
* Levels of performance
 | **3** |
| **2** | **Therapeutic nurse patient relationship**- Definition of therapeutic nurse patient relationship* Personal qualities of the nurse
* Phases of relationship
* Facilitative communication
* Responsive dimension
* Action dimension
* Therapeutic impasses
* Therapeutic outcomes
 | **6** |
| **3** | **The Stuart Stress Adaptation Model of Psychiatric Nursing Care*** Theoretical Assumptions
* Describing Mental Health and Illness
* Definitions.
* Classification of mental disorders
* Factors affecting response to stressors.
* Adaptation & coping strategies
 | **3** |
| **4** | **Evidence-Based Psychiatric Nursing Practice*** Evidence-Based Practice
* Practice Guidelines
* Outcome Measurement
* Evidence Base for Psychiatric Nursing Practice.
 | **3** |
| **5** | **Biological Context of Psychiatric Nursing Care**:* Nervous system.
* Brain.
* Neurotransmitters.
* Genetic.
* Psycho-immunology**.**
 | **3** |
| **6** | **Legal and Ethical Context of Psychiatric Nursing Care*** Ethical Standards,
* Hospitalizing the Patient
* Involuntary Community Treatment
* Patients’ Rights
* Psychiatry and Criminal Responsibility
* Legal Role of the Nurse.
 | **3** |
| **7** | **Prevention and Mental Health Promotion*** Promotion and Prevention
* Assessment
* Planning and Implementation
* Evaluation

- Crisis and Disaster - Types of Crisis - Characteristics of Crisis - Management of Crisis | **3** |
| **8** | **Child Psychiatric Nursing*** Child Psychiatric Care
* A Framework for Nursing Practice
* Assessment
* Diagnosis
* Planning
* Implementation
* Outcomes Evaluation

. | **3** |
| **9** | **Adolescent Psychiatric Nursing*** Developmental Stage
* Biological View of Adolescence
* Assessing the Adolescent
* Maladaptive Responses
* Working With Adolescents
* Evaluating Nursing Care

. | **3** |
| **10** | **Geropsychiatric Nursing**- Mental Illness in the Elderly Population* Theories of Aging
* Assessment
* Diagnosis
* Planning and Implementation
* Evaluation
 | **3** |
| **11** | **Care of Survivors of Abuse and Violence*** Dimensions of Family Violence
* Special Populations
* Rape and Sexual Assault
 | **3** |
| **12** | **Psychological Care of Patients with a Life-Threatening Illness*** Working With Patients and – Families
* With Life-Threatening Diagnoses
* Psychosocial and Mental Health - Care
* Symptom Management and Palliative Care
* Transitioning to End-of-Life Care
* Preparing for Death
* Concerns of Nurses Working With Patients With Life-Threatening Illness
 | **6** |
| **Total** | **45** |

# D. Teaching and Assessment

## 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| **Code** | **Course Learning Outcomes** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge** |
| 1.1 | Recognize concepts, theories and discipline that underpin mental & psychiatric health nursing. | - Active Lectures.- Seminars. - Individual & Group academic tutorials. - Classroom discussions. - Workshops | - Exams (oral & written).- Class feedback.- Quizzes.- Essay Assignments.- Group projects.- Researches presentations and discussions |
| 1.2 | Memorize etiology, clinical picture & types of mental disorders & their treatment modalities. |
| 1.3 | Outline nursing & ethico-legal considerations for mentally ill patients & their families. |
| **2.0** | **Skills** |
| 2.1 | Analyze research findings, synthesize diverse evidence resources to show initiative and promote optimum delivery of nursing care.  | - Problem solving skills. - Role play. - Tutorial simulation.- Bed-side discussions. - Group discussions | Exams (oral & written).- Class feedback.- Quizzes.- Essay Assignments.- Group projects. |
| 2.2 | Demonstrate effective therapeutic communication skills with peers & faculty members. |
| 2.3 | Interpret results of numerical results, diagnostic procedures and surveys on specific researches done in line with mental health nursing. |
| **3.0** | **Competence** |
| 3.1 | Appraise professionalism while receiving feedback & critique from peers, faculty members and health care team. | -Interactive teaching sessions.- Practical computer assisted learning.- Debate academic discussions.- Individual / Group projects. | - Quizzes. - Statistical analysis. - Computer based Attendance. - Oral presentations |
| 3.2 | Show responsibility, accountability and punctuality while working with psychiatric clients and health care team. |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\***  | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | **Participation & Attendance**  | **During the semester** | **5 %** |
| **2** | **Quiz**  | **2** | **10%** |
| **3** | **First Midterm Exam** | **6** | **15%** |
| **7** | **Second Midterm Exam** | **11** | **20 %** |
| **8** | **Final Exam** | **15** | **50%**  |
| **Total** | **100%** |

**\*Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

# E. Student Academic Counseling and Support

|  |
| --- |
| Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice : |
| Consultation periods including tutorials and academic advising are done at least 4 hours a week, specifically at least an hour or two hours per available day of the faculty member.Sunday 9-11 AM, Monday 8-10AM |

# F. Learning Resources and Facilities

## Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | * **Principles and Practice of Psychiatric Nursing, (10th ed.) Gail WISCAZ Stuart 2013 by Mosby, an imprint of Elsevier Inc.**
* **Psychiatric-Mental health nursing by Sheila Vide beck; 6th ed.(2014)**
 |
| **Essential References Materials** | * **Principles and Practice of Psychiatric Nursing, (10th ed.) Gail WISCAZ Stuart 2013 by Mosby, an imprint of Elsevier Inc.**
* **Psychiatric-Mental health Nursing by Sheila Vide beck; 6th ed.(2014)**
 |
| **Electronic Materials** |  |
| **Other Learning Materials** | ***GVU's 8th WWW user survey.* (n.d.). Retrieved from http://www.cc.gatech.edu/gvu/usersurveys/survey1997-10/** |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**(Classrooms, laboratories, demonstration rooms/labs, etc.) | **Lecture Rooms equipped with state of the art multimedia and uninterrupted network connection available to 20 students at least.****b. Library with updated list of textbooks.** |
| **Technology Resources**(AV, data show, Smart Board, software, etc.) | **Computer , data show and smart board available** |
| **Other Resources** (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) |  |

# G. Course Quality Evaluation

| **Evaluation****Areas/Issues**  | **Evaluators**  | **Evaluation Methods** |
| --- | --- | --- |
| Effectiveness of Teaching & assessments | * Faculty Members.
* Peer Reviewers.
 | * Exam questions corrections.
* Homework correction.
* Course evaluation survey.
* Analysis of course reports & student's results.
 |
| Extent of achievement of course learning outcomes | * Program administrators / administrator.
* Faculty Members
* Student feedback
 | * Internal reviewing of the course contents, outcomes, reports & student's results.
 |
| Quality of learning resources | * Program administrators/ administrator.
* Faculty Member
* Student feedback
 | * Analysis and review of the course syllabus.
 |

**Evaluation areas** (e.g. Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | Dept. of Nursing Council |
| **Reference No.** |  |
| **Date** |  |