



**Philadelphia University**  
**Faculty of Nursing**  
**Second Semester, 2009/2010**

**Course Syllabus**

<b>Course Title: <i>Mental health –Psychiatric Nursing</i></b>	<b>Course code: 940331</b>
<b>Course Level: <i>Fourth Year</i></b>	<b>Course prerequisite(s) and/or co-requisite(s): <i>Mental health – psychiatric nursing (Practicum) (940336)</i></b>
<b>Lecture Time: <i>Sect.(1) ( 3:00 – 4:00)</i> <i>Sect.(2) (2 – 3.30)</i></b>	<b>Credit hours: 3</b>

**Academic Staff Specifics**

<b>Name</b>	<b>Rank</b>	<b>Office Number and Location</b>	<b>Office Hours</b>	<b>E-mail Address</b>
<b><i>HaniaDawani,DNSc.,MPH RN</i></b>	<b><i>Assist prof.</i></b>	<b><i>SON , first floor</i></b>	<b><i>Mon. –Wed. 12:00 – 2:00</i></b>	<b><i>drhanial@jnc.gov.jo</i></b>

**Course Description:**

This course is designed for senior nursing students. It aims at introducing the theoretical underpinnings of psychopathology symptomatology bio-psychosocial management of psychiatric disorders with focus on the adult population. Nursing process is introduced in the assessment, diagnoses planning intervention and evaluation of psychiatric disorders.

This course is concurrent with a clinical practicum that uses the theoretical knowledge, in understanding disorders and in implementing the steps of the nursing process in the care of patients in hospitals and community settings.

## **General Objectives**

1. Understand the psychiatric mental health professional role and the nurses personal integrity
2. Appreciate the brain influence on thought, behavior, understand, memory and emotions
3. Appreciate the value of therapeutic communications
4. Understand the influence of stress and anxiety on wellbeing and the strengths of coping
5. Understand the central features etiologies, treatment and nursing care of Schizophrenia and psychosis
6. Understand the nature, explanatory models and theories of mood disorders, treatment and nursing care.
7. Understand the nature, explanatory models and theories of mood disorders, treatment and nursing care.
8. Understand the nature of psychoactive, and the effect of substance abuse on the life quality of suffers of substances abuse and addiction.
9. Appreciate the influence of personality traits and disorders on the functioning of the client and his family.
10. Understand the nature of eating disorder, explanatory models in the development of eating disorders, treatment modalities and nursing care
11. Understand the specific psychiatric disorders of childhood

## **Course Components and specific objectives**

### **Unit I-**

- A) Introduce the course
- B) Introduce concept:
  - a. Define Health
  - b. Define mental Health.
  - c. Identify characteristics of individuals with mental health
  - d. Identify explaining each of the ten characteristic.
  - e. Discuss the implications of mental health to the local culture: "real situation".

### **Unit II- Psychobiological Theories**

At the end of this unit, you should be able to:

1. Discuss the structures, processes, and functions of the brain.
2. Describe the current neurobiological research and theories that are the basis of current psychopharmacologic treatment of mental disorders.
3. Discuss the nurse's role in educating clients and families about current neurobiological theories and medication management.
4. Identify pertinent teaching for clients and families about brain imaging techniques.

### **Unit III- Anxiety and stress Related-Illness**

At the end of this unit, you should be able to:

1. Describe anxiety as a response to stress.
2. Describe the levels of anxiety with behavioral changes related to each level.
3. Discuss the use of defense mechanisms by people with anxiety disorder.

4. Describe the current theories regarding the etiologies of major anxiety disorders.
5. Evaluate the effectiveness of treatment including medications for client with anxiety disorders.
6. Apply the nursing process to the care of clients with anxiety and anxiety disorders.
7. Provide teaching to clients, families, caregivers, and communities to increase understanding of anxiety and stress-related disorders.
8. Examine your feelings, beliefs, and attitudes regarding clients with anxiety disorders.

#### **Unit IV- Schizophrenia**

At the end of this unit, you should be able to:

1. Discuss various theories of the etiology of schizophrenia.
2. Describe the positive and negative symptoms of schizophrenia.
3. Describe a functional and mental status assessment for a client with schizophrenia.
4. Apply the nursing process to the care of a client with schizophrenia.
5. Evaluate the effectiveness of antipsychotic medications for clients with schizophrenia.
6. Provide teaching to clients, families, caregivers, and community members to increase knowledge and understanding of schizophrenia.
7. Describe the supportive and rehabilitative needs of client with schizophrenia who live in the community.
8. Evaluate your own feelings, beliefs, and attitudes regarding clients with schizophrenia.

#### **Unit V- Somatoform Disorders**

After reading this chapter, you should be able to:

1. Explain what is meant by "psychosomatic illness."
2. Describe somatoform disorders and identify their three central features.
3. Discuss the etiologic theories related to somatoform disorders.
4. Discuss the characteristics and dynamics of specific somatoform disorders.
5. Distinguish somatoform disorders from factitious disorders and malingering.
6. Apply the nursing process to the care of clients with somatoform disorders.
7. Provide education to clients, families, and the community to increase knowledge and understanding of somatoform disorders.
8. Evaluate your feelings, beliefs, and attitudes regarding clients with somatoform disorders.

#### **Unit VI- Mood Disorders**

At the end of this unit, you should be able to:

1. Discuss etiologic theories of depression and bipolar disorder.
2. Describe the risk factors for and characteristics of mood disorders.
3. Apply the nursing process to the care of clients and families with mood disorders.
4. Provide education to clients, families, caregivers, and community members to increase knowledge and understanding of mood disorders.
5. Identify populations at risk for suicide.
6. Apply the nursing process to the care of a suicidal client.
7. Evaluate your feelings, beliefs, and attitudes regarding mood disorders and suicide.

## **Unit VII- Personality Disorders**

At the end of this unit, you should be able to:

1. Describe personality disorders in terms of the client's difficulty in perceiving, relating to, and thinking about self, others, and the environment.
2. Discuss factors thought to influence the development of personality disorders.
3. Apply the nursing process to the care of clients with personality disorders.
4. Provide education to clients, families, and community members to increase their knowledge and understanding of personality disorders.
5. Evaluate personal feelings, attitudes, and responses to clients with personality disorders.

## **Unit VIII- Substance Abuse**

At the end of this unit, you should be able to:

1. Explain the trends in substance abuse and discuss the need for related prevention programs.
2. Discuss the characteristics, risk factors, and family dynamics prevalent with substance abuse.
3. Describe the principles of a 12-step treatment approach for substance abuse.
4. Apply the nursing process to the care of clients with substance abuse issues.
5. Provide education to clients, families, and community members to increase knowledge and understanding of substance use and abuse.
6. Discuss the nurse's role in dealing with the chemically impaired professional.
7. Evaluate your feelings, attitudes and responses to clients and families with substance use and abuse.

## **Unit IX- Eating disorders**

After reading this chapter, you should be able to:

1. Compare and contrast the symptoms of anorexia nervosa and bulimia nervosa.
2. Discuss various etiologic theories of eating disorders.
3. Identify effective treatment for clients with eating disorders.
4. Apply the nursing process to the care of clients with eating disorders.
5. Provide teaching to clients, families, and community members to increase knowledge and understanding of eating disorders.
6. Evaluate your feelings, beliefs, and attitudes about clients with eating disorders.

### **Textbook:**

Title: **Psychiatric nursing: Contemporary Practice**

Boyd, Mary Ann (2005)

Philadelphia: Lippincott Williams & Wilkins, 2005

*In addition to the above, the students will be provided with handouts by the lecturer.*

### **Module References**

*Students will be expected to give the same attention to these references as given to the Module textbook(s)*

- 1.
- 2.
- 3.

**Teaching Methods:**

1. Lectures
2. Discussion
3. Individual and group work

**Learning Outcomes:**

- **Knowledge and understanding**
  - Understand the theoretical underpinnings of selected psychiatric disorders
  - Understand the nursing conceptual framework that guide mental health-psychiatric nursing and its processes.
  - Understand selected concepts, and their usability in understanding human experience in mental health and mental illness.
- **Cognitive skills (thinking and analysis).**
  - Applying theoretical knowledge in assessing patient's and environmental conditions
  - Analyzing collected data to reach to nursing diagnoses.
  - Use theoretical rationale background in planning for the care and setting the principles of care of patients
  - Use standards and benchmarking in evaluation of the outcome of implementing the plan of care
- **Communication skills (personal and academic).**
  - Apply the communication strategies to different situations, and different settings
  - Utilizes feedback to develop self
  - Is self-aware and open to others without defensiveness
  - Communicates effectively with colleagues, faculty and staff.
- **Practical and subject specific skills (Transferable Skills).**
  - use the internet to retrieve data
  - use word processor to prepare written assignments
  - comprehension of textbooks assigned
  - Able to work in groups
  - Public speaking (speak to the class)

**Course Evaluation**

<b><u>Allocation of Marks</u></b>	
<b>Assessment Instruments</b>	<b>Mark</b>
First examination	<b>20%</b>
Second examination	<b>20%</b>
Final Exam (written unseen exam)	<b>%50%</b>
Reports, Quizzes, Home works, .....est.	<b>10%</b>
Total	<b>100%</b>

*\* Make-up exams will be offered for valid reasons only with consent of the Dean. Make-up exams may be different from regular exams in content and format.*

### **Course Academic Calendar**

<b>Weeks</b>	<b>Subject</b>
1 <sup>st</sup> week	Introduction to the course
2 <sup>nd</sup> week	Mental Health issuer in general wards
3 <sup>rd</sup> week	Psychobiology of the Brain
4 <sup>th</sup> week	Schizophrenia
5 <sup>th</sup> week	Schizophrenia
6 <sup>th</sup> week	Mood Disorders
7 <sup>th</sup> week	Mood Disorders
8 <sup>th</sup> week	1 <sup>st</sup> Exam (1 <sup>st</sup> hour) (18/11/2009) Anxiety Disorder
9 <sup>th</sup> week	Anxiety Disorder
10 <sup>th</sup> week	Personality Disorders
11 <sup>th</sup> week	2 <sup>nd</sup> Exam (1 <sup>st</sup> hour) (23/12/2009) Personality Disorders
12 <sup>th</sup> week	Substance Abuse
13 <sup>th</sup> week	Substance Abuse
14 <sup>th</sup> week	Eating Disorders
15 <sup>th</sup> week	Final Exam (25/1/2010)

### **Attendance Policy:**

Absence from lectures and/or tutorials shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college/faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

### **Documentation and Academic Honesty**

Submit your home work typed covered with a sheet containing your name, number, course title and number, and type and number of the home work (e.g. tutorial, assignment, and project).

Any completed homework must be handed in to my office by 15:00 on the due date. After the deadline “zero” will be awarded. You must keep a duplicate copy of your work because it may be needed while the original is being marked.

Follow the instructions for each assignment.

### • **Protection by Copyright**

Coursework, laboratory exercises, reports, and essays submitted for assessment must be your own work, unless in the case of group projects a joint effort is expected and is indicated as such

Use of quotations or data from the work of others is entirely acceptable, and is often very valuable provided that the source of the quotation or data is given. Failure to provide a source or put quotation marks around material that is taken from elsewhere gives the appearance that the comments are ostensibly your own. When quoting word-for-word from the work of another person quotation marks or indenting (setting the quotation in from the margin) must be used and the source of the quoted material must be acknowledged.

Sources of quotations used should be listed in full in a bibliography at the end of your piece of work.

### • **Avoiding Plagiarism.**

1. Unacknowledged direct copying from the work of another person, or the close paraphrasing of somebody else's work, is called plagiarism and is a serious offence, equated with cheating in examinations. This applies to copying both from other students' work and from published sources such as books, reports or journal articles.
2. Paraphrasing, when the original statement is still identifiable and has no acknowledgement, is plagiarism. A close paraphrase of another person's work must have an acknowledgement to the source. It is not acceptable for you to put together unacknowledged passages from the same or from different sources linking these together with a few words or sentences of your own and changing a few words from the original text: this is regarded as over-dependence on other sources, which is a form of plagiarism.
3. Direct quotations from an earlier piece of your own work, if not attributed, suggest that your work is original, when in fact it is not. The direct copying of one's own writings qualifies as plagiarism if the fact that the work has been or is to be presented elsewhere is not acknowledged.
4. Plagiarism is a serious offence and will always result in imposition of a penalty. In deciding upon the penalty the Department will take into account factors such as the year of study, the extent and proportion of the work that has been plagiarized, and the apparent intent of the student. The penalties that can be imposed range from a minimum of a zero mark for the work (without allowing resubmission) through caution to disciplinary measures (such as suspension or expulsion).