



INTERAMERICAN UNIVERSITY OF PUERTO RICO
METROPOLITAN CAMPUS
SCIENCE AND TECHNOLOGY FACULTY
SCHOOL OF NURSING CARMEN TORRES DE TIBURCIO

SYLLABUS

I. GENERAL INFORMATION

Course Title:	Fundamentals of Psychosocial Care
Code and Number:	NURS 2361
Credits:	Three (3)
Academic Term:	
Professor:	
Office Hours:	
Office Phone Number:	250-1912 Ext. 2159, 2202
Email:	

II. DESCRIPTION

Discussion of theoretical models, principles and concepts of psychosocial nursing. Description of psychosocial dysfunctions of the adult using the nursing process as a framework. Includes neuroanatomy, neuropsychology, ethical-legal, research and communication concepts. Prerequisites: NURS 2233, 2141. Corequisites: NURS 2351, 2362 and 2970.

III. TERMINAL OBJECTIVES

1. Describe basic theories and concepts of psychosocial nursing, fundamental to practice in micro and macro community, and in society (patient center care)
2. Explain the psychosocial dysfunction of the adult using the nursing process as a frame of reference. (nursing Process)
3. Integrate concepts of neuroanatomy, neurophysiology to psychosocial nursing practice. (Illness/wellness)
4. Examine ethical standards and decision making impacting psychosocial nursing practice. (safety)
5. Estimate the levels of communication, models, process and therapeutic communication skills. (Communication)
6. Evaluate the evidence based nursing practice for psychosocial nursing. (research)
7. Describe the aim of cultural competency in psychiatric nursing care. (patient center care)
8. Apply the TEAM STEPPS model and patient safety goals while caring for psychosocial patient (leadership)

GRADUATE COMPETENCIES ADDRESSED IN THIS COURSE

1. Apply critical thinking skills while offering a safe, effective, efficient, timely, equitable, and direct basic care to patients/clients as she/he initiates use of the nursing process for decision-making.
2. Offer patient-centered care to patients/clients considering their needs, values, preferences, and cultural insights.
3. Show competence in therapeutic, evidence-based interventions as guided by the nursing faculty, while giving nursing care to adults for the promotion, maintenance, and restoration of health in structured settings.
4. Apply evidence-based knowledge for decision-making processes as guided by the nursing faculty when offering nursing care to adult's patients/clients within the contexts of their family.

IV. CONTENT

Describe concepts of psychosocial nursing, fundamental to practice in micro and macro community, and in society

A. Unit I: Basic Concepts of Psychosocial nursing

1. Joint Commission National Patient Safety Goals (NPSG)
 - a. Goal #1 – Improve accuracy of patient identification
 - b. Goal #2 - Improve the effectiveness of communication among caregivers
 - c. Goal #3 – Improve safety of using medications
 - d. Goal #8 - Accurately and completely reconcile medications across the continuum of care
 - e. Goal #9 - Reduce the risk of patient harm resulting from falls
 - f. Goal #13 – Encourage patient's active involvement in their own care as patient safety (suicide) strategy
 - g. Goal #15 – The organization identifies safety risks inherent in its patient's condition
2. Institute of Healthcare Improvement (IHI) Interventions to save patient lives and prevent harm (related to systems studied in this course)
 - a. Deploy Rapid Response Team
 - b. Prevent adverse drug events
3. Institute of Medicine Core Competencies for Health Professionals
 - a. Provide patient-centered care
 - b. Collaborate with the interdisciplinary health care team
 - i. Use of SBAR
 - c. Implement evidence-based practice
 - 1) Critical thinking indicators
 - d. Use quality improvement in patient care

- i. Use informatics in patient care
 - e. Psychosocial nursing care
 - i. General concepts
 - f. Health issues
 - i. Safety
 - 1) Accidents (fall prevention)
 - 2) Driving safety
 - 3) Safe medication compliance
- 4. Cultural competence/CLAS standards
 - a. General concepts and definitions
 - b. Health care and health care disparities
 - c. Cultural competence
- 5. Patient Education
- 6. Mental health promotion and illness prevention
 - a. Models of prevention
 - b. Assessment
 - c. Planning and implementation
 - d. Evaluation
- 7. Major concepts
 - a. Mental health
 - b. Mental illness
- 8. Crisis intervention
 - a. Crisis characteristics
 - b. Assessment
 - c. Evaluation
 - d. Setting for crisis intervention
 - e. Models of crisis intervention

B. Unit II: Basic theories and trends of psychosocial nursing practice

- 1. Historical Events
 - a. Evolution of Mental Health Nursing
 - b. Issues and trends in psychosocial nursing
- 2. Theories of the human behavior
 - a. Spirituality
 - b. Psychoanalytic (Freud's)
 - c. Cognitive (Beck's)
 - d. Humanistic (Roger's)
 - e. Behavioral (Watson's)
 - f. Nursing (Peplau's)

3. Communication Process.
4. Multiaxial evaluation DSMV-TR vs DSM V
 - a. Axis I- Clinical Disorder
 - b. Axis II- Personality Disorder and Mental Retardation
 - c. Axis III- Psychosocial and environmental Problems
 - d. Axis IV- General Medical Conditions
 - e. Axis V- Global Assessment of Functioning
5. Nursing process
 - a. The person as a client
 - b. Phases of the nursing process
 - c. Standardized vocabulary
 - 1) NANDA
 - 2) NOC
 - 3) NIC
6. Evidence Based Mental Health Nursing Practice
 - a. Guidelines for care of adults with Psychosocial dysfunctions
7. Psychosocial evidence based nursing
 - a. Nurse/Client relationship- Therapeutic relationship between the client and the nursing professional.
 - 1) Self-perception
 - 2) Self-knowledge
 - 3) Phases of the nurse-client relationship
 - 4) Components of therapeutic relationship
 - 5) Barriers to therapeutic relationship
8. Evidence-based nursing practice and ethical context
 - a. Ethical context
 - 1) Ethical standards
 - 2) Involuntary treatment
 - 3) Ethical dilemmas
 - b. Patients' rights
 - c. Mental health related law
 - 1) Law 408
 - 2) Law 177
 - 3) Law 54
 - 4) Law HIPAA
 - 5) Law ADA

C. Unit II: Integration of the concepts of neuroanatomy, neurophysiology to psychosocial nursing practice.

1. Neuroanatomy and Neuropsychology
 - a. Neuron

- b. Axons
 - c. Cell Body
 - d. Dendrites
 - e. Synapses
2. Neurotransmitters and their functions
- a. Biogenic Amines: Catecholamine's
 - 1) Dopamine
 - 2) Norepinephrine
 - 3) Epinephrine
 - b. Biogenic Amines: Indamines
 - 1) Serotonin
 - 2) Histamine
 - c. Biogenic Amines: Cholinergic
 - 1) Acetylcholine
 - 2) Neuropeptides
 - d. Neurotransmitters in the Brain
 - 1) Amines
 - 2) Pituitary peptides
 - 3) Circulatory hormones
 - 4) Hypothalamic releasing hormones
 - 5) Amino acids
 - 6) Gut hormones
 - 7) Opioid peptides
 - 8) Miscellaneous peptides
 - 9) Gases
 - 10) Lipid neurotransmitter
 - 11) Neurokinins/Tachykinin
3. Organization and Structure in the brain for understanding mental health.
- a. Cerebrum
 - b. Diencephalon
 - c. Cerebellum
 - d. Brainstem
 - e. Pons
 - f. Medulla oblongata
 - 1) brain development
 - 2) role of genetics
 - 3) circadian rhythm

D. Unit III: Description of the psychosocial dysfunction of the adult using the nursing process as a frame of reference.

- 1. Anxiety Response and Anxiety Disorders
 - a. Continuum of Anxiety Response
 - b. Assessment
 - 1) Behaviors
 - 2) Predisposing factors

- 3) Precipitating factors
 - 4) Appraisal of stressors
 - 5) Coping resources
 - 6) Coping Mechanisms
 - c. Diagnosis
 - d. Outcome Identification
 - e. Planning
 - f. Evaluation
2. Evidence Based Nursing practice in psychiatric disorders: Affective and suicidal Disorders
 - a. Depression
 - 1) Theoretical focuses
 - 2) Emotional response
 - 3) I'm Safe
 - 4) Stressful situations
 - 5) Mechanisms of adjustment
 - 6) Medical diagnosis: Bipolar disorder, major depression, dysthymia & cyclothymiacs
 - 7) Suicide
 - 8) Clinical manifestations
 - 9) Application of the nursing process
 - 10) Pharmacological management (Antidepressants)
 3. Evidence Based Nursing practice in Schizophrenic psychiatric disorders
 - a. Stress precipitators
 - b. Basic theory and complexity of the illness
 - c. Clinical manifestations
 - d. Medical diagnosis
 - 1) Paranoid schizophrenia
 - 2) Catatonic schizophrenia
 - 3) Disorganized schizophrenia
 - 4) Undifferentiated schizophrenia
 - 5) Residual schizophrenia
 - e. Application of the nursing process
 - f. Pharmacological management (Antipsychotics)
 4. Evidence Based Nursing practice in Personality disorders
 - a. Alterations in self-concept
 - b. Symptoms associated with low self concept, identify, and depersonalization
 - c. Categories of personality disorders
 - d. Clinical manifestations
 - e. Using the nursing process
 5. Evidence Based Nursing practice in Substance Abuse
 - a. Related terminology

- b. Precipitating factors
 - c. Theoretical basis
 - d. Conduct associated with substance abuse
 - 1) Abuse and domestic violence
 - 2) Child abuse and elder abuse
 - 3) Anger, hostility & aggression
 - e. Co-dependent families
 - f. Impulse control
 - 1) Pharmacological management
 - 2) Treatment modalities
6. Evidence Based Nursing practice in eating disorders
 - a. Sociological and behavioral characteristics
 - b. Stress precipitators: social influence
 - c. Anorexia nervosa and bulimia
 - d. Related disorders
 - e. Applying the nursing process
 7. Evidence Based Nursing practice in Cognitive disorders
 - a. Acute and chronic disorders
 - b. Theoretical basis
 - c. Delirium and dementia
 - d. Related disorders
 - e. Pharmacological management
 - f. Use of the nursing process

E. Unit IV: Examine the levels of communication, models, process and therapeutic communication skills.

1. Therapeutic milieu
2. Sleep therapy
3. Crisis intervention
4. Group therapy
5. Family therapy
6. Conduct modification
7. Individual & group psychotherapy
8. Community groups: Alcoholics Anonymous etc.
9. Role of the nurse in different modalities

V. ACTIVITIES

- A. Conference
- B. Large and small group discussions
- C. Study guides
- D. Audiovisual aids
- E. Assigned readings
- F. EBNP
- G. Video clips discussions

- H. Power point presentation
- I. E-portfolio
- J. ATI
- K. NLN
- L. Socrative
- M. PICO
- N. Matix
- O. Concept Map
- P. Cultural assessment

VI. EVALUATION

CRITERIA	POINTS	% of the FINAL GRADE
Partial exams (3)	300 points (100 points each)	45 %
Weekly assignments	100 POINTS	15 %
Final EXAM	100 POINTS	25 %
Evidence based practice project	100 POINTS	10 %
Attendance and Participation	100 POINTS	5 %
TOTAL	700 POINTS	100 %

VII. SPECIAL NOTES

A. Supporting Services or Special Needs

Students requiring additional services or special assistance must request these at the beginning of the course or as soon as they learn that they need them, through the appropriate register in the office of Mr. José Rodríguez, at the University Orientation Program located at the first floor of Harris Building.

B. Honesty, Fraud and Plagiarism

The lack of honesty, fraud, plagiarism and any other inadequate behavior in relation to academic work constitute major infractions sanctioned by General Student Regulations. Major infractions, according to General Regulation Students, may result in suspension from the University for a definite period of time greater than one year or the permanent expulsion from the University, among others sanctions.

C. Use of Electronic Devices

Cellular (mobile) telephones, IPODS, and any other electronic device that could interrupt the teaching-learning process or disrupt a milieu favorable for academic excellence will be deactivated. Critical situations will be dealt with in an appropriate manner. The use of electronic devices that permit the accessing, storing or sending of data during tests or examinations is prohibited.

D. Special Requirements of Practice and Internship Centers

Some academic programs of the University require students to complete a practice or internship in a real work scenario as part of the degree requirements. These external centers may be state and federal agencies, hospitals, and nongovernmental organizations, among others. It is students' responsibility to comply with the external center's requirements in order to complete their practice or internship. Depending on the practice center, these requirements may be doping tests, HIV tests, an immunization certificate against hepatitis, a health certificate, a negative criminal record, or any other requirement that the institution or practice center may stipulate. If students refuse or are not able to meet any of the requirements, they will be unable to complete their practice or internship and, therefore, will not pass the practice or internship course or meet the graduation requirements of their academic program.

VIII. EDUCATIONAL RESOURCES

B. Text Book

Stuart, G. & Laraira, M. (2013). *Principles and practice of psychiatric nursing* (10th). St. Louis: Mosby.

C. Required Texts:

American Psychiatric Association. (2013). *Manual diagnóstico y estadístico de los trastornos mentales. DSM V*. Barcelona: Masson, S.A.

American Psychiatric Association. (2013) *DSM-V Diagnostic and statistical manual of mental Disorders-Text Revision*. (7th ed.) Washington, DC: American Psychiatric Association.

Patton K. T. & Thibodeau, G. A. (2012). *Anatomy and Physiology*. 8th Ed. St. Louis, MO: Elsevier.

Silvestri, L.A. (2014). *Saunders Comprehensive Review for the NCLEX-RN Examination*. 6th Ed. St. Louis: Saunders Elsevier.

Hamilton, Harper, & Moore (2012) *Nursing documentation using electronic health records*. Mc-Graw Hill.

D. Web Sites

Evidenced-based practice (EBP)

- Cochrane (Gold Standard for EBP): www.cochrane.org
- EBP- An Interprofessional Tutorial:
<http://www.biomed.lib.umn.edu/learn/ebp/mod01/index.html>
- Basic Introduction to Evidence-Based Practice Resources:
<http://libguides.hsl.washington.edu/ebpintro>
- Clinical Practice Guidelines: <http://www.guideline.gov/>
- Melnyk BM, Fineout-Overholt E, et al. Evidence-based practice: step-by-step. 12 article (CE) series in American Journal of Nursing which overviews EBP for nurses:
<http://journals.lww.com/ajnonline/pages/collectiondetails.aspx?TopicalCollectionId=10>
- TRIP Database (Turning Research into Practice):
<http://www.tripdatabase.com/>
- SUM Search2: <http://sumsearch.org/>

Informatics

- The T.I.G.E.R Initiative
http://www.tigersummit.com/uploads/3.Tiger.Report_Competencies_final.pdf

Care patient centred

- Picker Institute www.pickerinstitute.org
- Cultural competence www.thinkculturalhealth.org
- Patient-Centered Outcomes Research Institute : <http://www.pcori.org/>

Quality Improvement

- Institute healthcare improvement www.ihl.org

Safety

- 2014 Patient Safety Goals www.jointcommission.org
- Health Care-Associated Infections (HAI) Portal:
<http://www.jointcommission.org/hai.aspx>
- Comprehensive Unit-based Safety Program (CUSPS) Toolkit Modules:
<http://www.ahrq.gov/professionals/education/curriculum-tools/cusptoolkit/index.html>
- The Science Improving Patient Safety video:
http://www.youtube.com/watch?v=jxxkz-WeV_w

- Josie King Foundation Patient Safety Foundation:
<http://www.josieking.org/patientsafety>
- Patient Safety Movement –Zero preventable deaths by 2020:
<http://patientsafetymovement.org/#1>

Teamwork and Collaboration

- www.teamstepps.ahrq.gov

Professional Issues

Standards of Practice:

- **Code of Ethics :**
<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.pdf>

Puerto Rico

- Colegio de Profesionales de la Enfermería de Puerto Rico <http://www.cpepr.org/>
- Departamento de Salud Gobierno de Puerto Rico
<http://www.salud.gov.pr/Pages/default.aspx>

Integrated Science

- Anatomy Physiology Online Courses:
<http://freevideolectures.com/Subject/Anatomy-Physiology#>
- Interactive tutorial and Quizzes Animations: <http://www.getbodysmart.com/>

NCLEX-RN

- National Licensure Compact Update
www.youtube.com/watch?v=KgYXULIGoa8
www.bon.texas.gov/about/October11/6-1.pdf
- Online NCLEX REVIEW Maternity lecture
www.youtube.com/watch?v=NQeBDGkikY
- Ten Questions and Answers about Taking the NCLEX-RN
<http://www.nсна.org/CareerCenter/CareerPrep.aspx>

Mental health

- APA On Line: American Psychiatric Association
<http://www.psych.org>
- Bazelon Center for Mental Health Law
<http://www.bazelon.org>
- Mental Health Commission
<http://www.MentalHealthCommission.gov>
- Mental Health Matters
<http://www.mental-health-matters.com>
- National Alliance for the Mentally III
<http://nami.org>
- National Institute of Mental Health
<http://nimh.nih.gov>

Recommend Journals

- **Printed journals at the Information Access Center**

- Applied Nursing Research
- Archivos de Neurobiologia
- Cumulative Index to Nursing an Allied Health (Monthly)
- Cumulative Index to Nursing an Allied Health (Annual)
- Journal of Christian Nursing
- Psychiatric Quarterly
- Research in Nursing and Health

- **Journals online**

- Behavioral Medicine (I)*
- Community Mental Health Journal (I)*
- Hospital and Community Psychiatric (I)*
- Issues in Mental Health Nursing (I)*
- Journal of Neurophysiology (I)*
- Journal of Neuroscience Nursing (I)*
- Journal of Psychosocial Nursing and Mental Health Services (I)*
- Nursing Research (I)*
- Perspectives in Psychiatric Care (I)*

- **Data Bases**

The following data bases may be accessed through the Web from the Information Access Center, or from your home via a computer at the following address: <http://www.cai.inter.edu/bases.htm>. To access from your home, you must register at the Information Access Center in order to obtain a password.

- Health Reference Center
- CINAHL
- ProQuest (ACADEMIC RESEARCH LIBRARY)
- ProQuest Nursing Journals

- **Recommended videos**

- Forest Gump
- My life
- Mr. Jones
- Sybil
- Awakening
- The Dream Team
- Clean and Sober
- Fatal Attraction
- Fisher King
- One Flew over the Cuckoo's nest
- Ordinary People
- When a man loves a woman
- I never promised you a rose garden
- Patch Adams

- o. Girl Interrupted
- p. A beautiful mind
- q. El hijo de la novia
- r. Hombre mirando al sudeste

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