COURSE OUTLINE
Patient Centered Care in Mental Health and High Acuity Medical-Surgical Environments

Course Description
NR 202 Patient Centered Care in Mental Health and High Acuity Medical-Surgical Environments. 9 hours credit. Prerequisites: AH 111, BS 260 and NR 106 or NR 108, all with a C or better. Concurrent enrollment in BI 250. This course will enable the student to analyze advanced cardiovascular, respiratory, neurological, and mental health concepts and further develop skills for the high acuity adult medical-surgical and mental health environments. The student will evaluate patient teaching and analyze strategies for effective therapeutic communication in preparation for professional practice. The student will participate in collaboration with the healthcare team to enhance patient-centered care. The student will utilize patient care technologies, information systems, and communication devices that support safe nursing practice. The student will embrace the American Nurses Association (ANA) Code of Ethics with all class actions and interactions, demonstrating professional accountability and responsibility. Classroom: 80 hours; Clinical hours: 180 hours

Required Materials

Course manual, by Course Faculty.

Skyscape bundle (for NR105 and NR202 LPN transfers).

NR202 Custom bundle (includes Lewis, Varcarolis, Lacharity) or may purchase text(s) individually.


**Online Resources/Software**
Web-facilitated materials will be presented through the online course management system.

Evolve – HESI RN Patient Reviews product key code (unless previously purchased within last two years).

ExamSoft – Used for computerized testing through the ExamSoft company [www.examsoft.com/butlnursing](http://www.examsoft.com/butlnursing). Billing information will be sent via Pipeline email and payments will be completed online.

The student will need a cell phone or tablet running on Android or iOS capable of having the following programs installed on it. The software can be purchased through the bookstore or online. Listed below are the required programs:
- Davis Drug Guide for Nurses
- Davis Comprehensive handbook of laboratory and diagnostic tests with nursing Implications
- Gahart IV Medication Administration

An online vendor for digital device software is Skyscape which gives Butler students a discount. [http://www.skyscape.com/butler](http://www.skyscape.com/butler)

**Supplies**
A stethoscope, penlight, watch, and black pen are required for clinical in addition to the uniform described in the nursing student handbook.

* - For complete textbook information, refer to [https://bookstore.butlercc.edu](https://bookstore.butlercc.edu)

**Butler-assessed Outcomes**
The intention is for the student to be able to:
1. Analyze current evidence-based knowledge as a basis for nursing judgment and provision of safe and culturally competent care.
2. Evaluate patient teaching to promote and maintain health.
3. Incorporate professional standards by demonstrating accountability for self and nursing practice.
4. Analyze effectiveness of therapeutic communication
5. Participate in collaborative relationships with members of the interdisciplinary healthcare team and patients.
6. Utilize patient care technologies, information systems, and communication devices that support safe nursing practice.

**Learning PACT Skills that will be developed and documented in this course**
Through involvement in this course, the student will develop ability in the following PACT skill area(s):

**Analytical Thinking Skills**
- Critical thinking - By assessing patients in the high acuity environment and analyzing the assessment findings, the student will identify nursing diagnoses, develop plans of care, implement the plans, and evaluate their effectiveness.

**Communication Skills**
- Reception and interpretation of messages - Through interactions with patients experiencing altered mental health states, the student will further develop listening skills.

**Major Summative Assessment Tasks**
These Butler-assessed Learning Outcome(s) and the Learning PACT skill(s) will be demonstrated by:
1. Preparing a project using principles of relationship building that documents knowledge of therapeutic communication techniques.
2. Applying critical thinking and mastery of selected technological skills to a simulated clinical scenario.

**Skills and Competencies**
Actions that are essential to achieve the course outcomes:
1. Analyze current evidence-based knowledge as a basis for nursing judgment and provision of safe and culturally competent care.
   A. Apply concepts related to safe care of the high acuity mental health patient
   B. Apply concepts of Pharmacology to patient care and patient teaching.
   C. Apply concepts of Nutrition to patient care and patient teaching.
   D. Incorporate data from health history, physical, and psychosocial assessments and diagnostic testing to formulate nursing diagnosis.
   E. Utilize interventions to maintain patient safety and minimize the risk for infection.
   F. Adapt nursing care based on patients’ values and beliefs
2. Evaluate patient teaching to promote and maintain health.
   A. Discuss patient teaching strategies to promote health.
   B. Discuss medication purpose, side effects, and related safety precautions.
   C. Relate concerns requiring health-care provider notification
3. Incorporate professional standards by demonstrating accountability for self and nursing practice.
   A. Discuss principles of conflict management
   B. Demonstrate professional behavior in clinical practice
   C. Evaluate interactions
4. Analyze effectiveness of therapeutic communication
   A. Choose therapeutic responses for patients with altered mental health states
   B. Compare and contrast therapeutic and non-therapeutic responses
   C. Document patient interactions
   D. Recognize personally held attitudes that may impact patient care.
5. Participate in collaborative relationships with members of the interdisciplinary healthcare team and patients.
   A. Select strategies that reflect integrity and respect for interacting with others
   B. Communicate assessment findings to the health care team
   C. Delegate responsibilities to an appropriate member of the nursing care team
6. Utilize patient care technologies, information systems, and communication devices that support safe nursing practice
   A. Use technology to document patient care and outcomes
   B. Access patient health data utilizing electronic health records
   C. Incorporate available and current technology to promote patient care education

Learning Units
I. ANA Standards of Practice
   A. Assessment
   B. Diagnosis
   C. Outcomes identification
   D. Planning
   E. Implementation
      1. Coordination of care
      2. Health teaching and health promotion
   F. Evaluation

II. QSEN Competencies
   A. National agenda for quality and safety in healthcare practice
   B. Overview of competencies
   C. Patient Centered Care
      1. Multiple dimensions of patient-centered care – transition and continuity
      2. Impact of active patient/family involvement in own care on safety, quality, and cost-effectiveness
      3. Barriers to active involvement of patients in their own health care
      4. Strategies to empower patients or families in all aspects of the health care process
   D. Teamwork and collaboration
      1. Own strengths, limitations, and values in functioning as a member of a team
      2. Strategies for identifying and managing overlaps in team member roles and accountabilities
      3. Contributions of other individuals and groups in helping patient/family achieve health goals
      4. Differences in communication style preferences among patients and families, nurses, and other members of the health team
      5. Effective strategies for communicating and resolving conflict
      6. Impact of team functioning on safety and quality of care
      7. Influence of authority gradients on teamwork and patient safety
      8. System barriers and facilitators of effective team functioning
   E. Evidence-Based Practice
      1. Clinical opinion vs. research and evidence summaries
2. How the strength and relevance of available evidence influences the choice of interventions in provision of patient-centered care

F. Quality Improvement-Strategies for learning about the outcomes of care in the setting in which one is engaged in clinical practice

G. Safety
   1. General categories of errors and hazards in care
   2. Processes used in understanding causes of error and allocation of responsibility and accountability, such as root cause analysis and failure mode effects analysis
   3. Potential and actual impact of national patient safety resources, initiatives, and regulations

H. Informatics
   1. Benefits and limitations of different communication technologies and its impact on safety and quality
   2. How technology and information management are related to the quality and safety of patient care
   3. Time, effort and skill required for computers, databases, and other technologies to become reliable and effective tools for patient care

III. Application of essentials of professionalism in nursing
   A. Communication
      1. Acute Medical-Surgical
      2. Mental health – therapeutic emphasis
   B. Patient Rights and Responsibilities in mental health
   C. Legal and ethical issues
      1. Artificial life support/nutrition – Intensive Care Unit (ICU)
      2. Mental health laws - restraints
   D. Conflict resolution
      1. Civility
      2. Teamwork-diverse disciplinary perspectives
      3. Conflict management styles

IV. Client need: Safe and effective care environment
   A. Management of care
      1. Client rights
      2. Establishing priorities
      3. Legal rights and responsibilities
   B. Safety and infection control
      1. Injury prevention
      2. Use of restraints/safety devices
      3. Suicide/violence prevention

V. Client need: Health promotion and maintenance
   A. Expected body image changes
   B. Health promotion programs
   C. High risk behaviors

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D. Techniques of physical assessment  
E. Principles of teaching/learning  

VI. Client need: Psychosocial Integrity  
A. Behavioral interventions  
B. Chemical and other dependencies  
C. Coping mechanisms  
D. Crisis intervention  
E. Cultural diversity  
   1. Introduction to various cultural practices  
   2. Cultural assessment of a patient experiencing alterations in mental or physical health  
F. Alterations in mental health states  
   1. Alterations in mood  
      a. Major Depressive disorder  
      b. Dysthymic disorder  
      c. Bipolar disorder  
   2. Alterations in cognitive and perceptual processes  
      a. Psychoses  
      b. Dementia/delirium  
   3. Alterations in coping  
      a. Anxiety disorders  
      b. Dissociative disorders  
      c. Somatoform disorders  
      d. Substance Abuse/Dependency disorders  
   4. Alterations in self-perception and relating - personality disorders  
G. Psychopathology  
H. Sensory/perceptual alterations  
I. Therapeutic communications  
J. Therapeutic environment  

VII. Client Need: Physiological Integrity  
A. Basic comfort and care: sleep apnea  
B. Pharmacological and parenteral therapies  
   1. Central venous access  
   2. Total parenteral nutrition  
   3. Obtaining blood specimens peripherally or through central line  
C. Reduction of risk potential  
   1. Monitoring unconscious sedation  
   2. Diagnostic tests  
   3. Laboratory values  
   4. Potential for alterations in body systems  
   5. Potential for complications of diagnostic tests/treatments/procedures  
   6. Potential for complications from surgical procedures and health alterations  
   7. System specific assessment
8. Therapeutic procedures
9. Vital signs (invasive monitoring)

D. Physiological adaptation
1. Alterations in body systems
2. Hemodynamics
3. Infectious disease
4. Medical emergencies-ACLS
   a. Basic concepts of disease process - acid-base
   b. Alterations in immune response - anaphylactic shock
   c. Hematological system
      1) Alterations in hemostasis
      2) Disseminated intravascular coagulation
      3) Sepsis/Multiple Organ Dysfunction Syndrome
   d. Cardiovascular system
      1) Alterations in blood flow
         a) Alterations in arterial blood flow - aneurysms
         b) Alterations in arterial blood flow - acute arterial occlusion
      2) Alterations in blood pressure
         a) Hypovolemia
         b) Shock
      3) Alterations in cardiac function
         a) Acute coronary syndrome
         b) Heart failure
         c) Valvular disease
         d) Myocardial trauma/surgery
      4) Alterations in cardiac rhythms
      5) Infectious cardiac disorders
   e. Respiratory system
      1) Infectious and inflammatory
      2) Obstructive
         a) Chronic bronchitis
         b) Emphysema
      3) Vascular - pulmonary embolism
      4) Restrictive
         a) Respiratory trauma/surgery
         b) Acute respiratory distress syndrome
      5) Altered cellular growth - lung
      6) Alterations in respiratory process
         a) Alterations in arterial blood gases
         b) Respiratory failure
   f. Gastrointestinal and hepatic system
      1) Acute abdomen – bowel obstruction
      2) Trauma
         a) Abdominal
         b) Spleen
g. Nervous system
   1) Acute alterations of brain function
      a) Stroke
      b) Increased intracranial pressure
   2) Traumatic head and brain injury
      a) Intracranial pressure monitoring
      b) Diabetes insipidus

Learning Activities
Learning activities will be assigned to assist the student to achieve the intended learning outcomes through textbook and nursing journal readings, classroom activities, case studies, online learning materials, computer assisted programs, laboratory, simulation, and clinical experiences.

Grade Determination
The student will be graded on assessment tasks, written assignments, exams and other methods of evaluation at the discretion of the instructor. The student must pass the clinical component of this course in order to earn a passing grade. The student must also earn a 75% or higher on total exam only points (includes unit exams, pharmacology exam and comprehensive final), in order to pass the course. Once the student passes the clinical component and earns a 75% or higher total exam only points, the points earned for all other course work will be added to determine the final course grade. The student must earn a letter grade of a C or higher (75%) to pass the course.