

NURS-1210: CONCEPTS OF NURSING CARE FOR PATIENTS IN COMMUNITY AND BEHAVIORAL HEALTH SETTINGS

Cuyahoga Community College

Viewing: NURS-1210 : Concepts of Nursing Care for Patients in Community and Behavioral Health Settings

Board of Trustees:

May 2023

Academic Term:

Fall 2023

Subject Code

NURS - Nursing

Course Number:

1210

Title:

Concepts of Nursing Care for Patients in Community and Behavioral Health Settings

Catalog Description:

This course builds on previous courses to further refine and apply the concepts of nursing practice in the care of patients within the community and behavioral health care setting. Concept analysis and related exemplars necessary to provide care to patients within the community setting as well as care for those with selected acute and chronic mental health illness. Application of knowledge and skills occurs in a variety of clinical settings within selected community and behavioral health agencies.

Credit Hour(s):

2

Lecture Hour(s):

1

Other Hour(s):

3

Other Hour Details:

Clinical Laboratory: 45 hours per semester

Requisites

Prerequisite and Corequisite

NURS-1000 Introduction to Health Care Concepts, and NURS-1010 Introduction to Patient Care Concepts , and NURS-1200 Fundamentals of Nursing Concepts or concurrent enrollment; and PSY-2020 Life Span Development or concurrent enrollment; and departmental approval: admission to program.

Outcomes

Course Outcome(s):

Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse patients within the community and behavioral health care settings.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

- a. Conduct a focused behavioral, psychological, and spiritual assessment of health and illness parameters in patients, using developmentally and culturally appropriate approaches.
- b. Identify patient needs based on assessment findings for the patient within the community and behavioral health care settings.
- c. Contribute to an individualized plan of care *utilizing a (concept map)* identifying evidence-based nursing interventions appropriate for patients within the community and behavioral health care settings.
- d. Implement selected aspects of patient-centered care that reflect an understanding of human growth and development, pathophysiology, pharmacology, nutrition, medical management, and nursing management for patients within the community and behavioral health care settings.
- e. Incorporate interventions that create a culture of safety for patients within the community and behavioral health care settings.
- f. Develop a patient teaching plan that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations.
- g. Monitor patient outcomes to evaluate the effectiveness and impact of nursing care.
- h. Deliver care within expected time frame for patients within the community and behavioral health care settings.
 - i. Utilize effective communication techniques when transitioning care to another health care provider.
 - j. Incorporate cultural awareness and sensitivity concepts when providing care to diverse patients within the community and behavioral health care settings.
- k. Demonstrate safe performance of basic psychomotor skills for efficient, safe, and compassionate patient care.
 - l. Document all aspects of care provided for patients within the community and behavioral health care settings.

Course Outcome(s):

Utilize clinical judgment to make patient-centered care decisions.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Quantitative Reasoning: Analyze problems, including real-world scenarios, through the application of mathematical and numerical concepts and skills, including the interpretation of data, tables, charts, or graphs.

Objective(s):

- a. Use clinical judgment to make basic care decisions to ensure safe care in all nursing actions.
- b. Use clinical judgment when implementing all steps of the nursing process for patients within the community and behavioral health care settings.
- c. Anticipate potential risks and complications.
- d. Demonstrate ways to prioritize patient care.
- e. Describe aspects of the clinical microsystem that may impact the nurse's ability to provide safe, quality care.

Course Outcome(s):

Identify quality improvement processes to improve patient care for patients within the community and behavioral health setting.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):

- a. Apply quality improvement processes, including nursing-sensitive indicators in the microsystem of care when caring for patients within the community and behavioral health care settings.
 - b. Seek information about quality improvement projects used in the care of patients within the community and behavioral health care settings.
 - c. Identify potential gaps related to nursing care between local and national standards of practices and competencies in the care of patients.
 - d. Identify possible errors and ways to prevent those errors within the community and behavioral health care settings.
 - e. Implement National Patient Safety Goals in the care of patients within the community and behavioral health care settings.
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Course Outcome(s):

Contribute to collaboration and teamwork with members of the interprofessional healthcare team, the patient, and the patient's support systems.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):

- a. Collaborate with all members of the healthcare team, including the patient and the patient's support network when making decisions and planning care.
- b. Report important patient care data to the appropriate interprofessional healthcare team member(s).
- c. Implement patient safety within the context of the interprofessional healthcare team within the community and behavioral health settings.
- d. Implement conflict resolution principles with the interprofessional team.
- e. Forming and maintaining positive working relationship with peers, instructors, and agency personnel.

Course Outcome(s):

Use information management principles, techniques, and systems, and patient care technologies that are used to communicate, manage knowledge, mitigate error, and support decision-making when caring for patients within the community and behavioral health settings.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):

- a. Differentiate among various patient care technologies, information systems/technologies, and communication devices that can be used to support safe nursing practice in the care of patients within the community and behavioral health care settings.
- b. Apply concepts related to information technology and information systems to improve patient care outcomes and create a safe care environment.
- c. Demonstrate the use of patient care technologies as appropriate to address the needs of patients within the community and behavioral health care settings.

Course Outcome(s):

Demonstrate the use of leadership, management, legal, and ethical guidelines when caring for patients within the community and behavioral health care settings.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

- a. Provide nursing care within the legal and ethical frameworks of nursing practice.
- b. Interpret planned patient care within the context of the American Nurses Association (ANA), Quality and Safety Education for Nurses (QSEN), National League for Nursing (NLN), and National Association for Practical Nurse Education and Service, Inc. (NAPNES) Standards of Practice for patients within the community and behavioral health care settings.
- c. Demonstrate accountability for nursing care given.
- d. Explain the nurse's role in the process of delegation when working with other healthcare team members.
- e. Acts as a patient advocate.
- f. Discuss the impact of economic, political, social, and demographic forces on the delivery of health care to patients within the community and behavioral health care settings.
- g. Practice the role of the Professional Nurse within the limits of the student role: i. Identify clinical and legal issues confronting the Professional Nurse when providing care to patients and families. ii. Be accountable for own nursing practice. iii. Know and follow ethical/legal standards of nursing. iv. Be honest and trustworthy.
- h. Maintain patient confidentiality and privacy
 - i. Follow agency policies and professional standards of care

- j. Use lines of authority within the clinical setting
 - k. Consistently prepare in advance for each clinical assignment
 - l. Maintain responsibility for previous learning.
 - i. Seek guidance and respond to suggestions.
 - ii. Demonstrate professional accountability.
 - iii. Adhere to dress code.
 - iv. Submit written work
 - 1. on time
 - 2. in ink or typed
 - 3. neat and legible
 - v. Comply with policy on attendance and tardiness.
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Methods of Evaluation:

- a. Quizzes
- b. Exams
- c. Clinical Evaluation Tool
- d. Concept Map
- e. Nursing Care Plans/ process recording
- f. Skills Lab Competency
- g. Teaching Plan
- h. Case Studies
- i. Windshield survey

Course Content Outline:

- a. Health Care Delivery System - Care Coordination
 - i. Disaster preparedness
 - ii. Resource utilization (Integrated care)
 - iii. Mental illness
 - iv. Substance abuse
- b. Psychosis
 - i. Schizophrenia
 - ii. Bipolar disorder
 - iii. Depressive disorders
 - iv. Substance induced disorders
- c. Cognition
 - i. Alzheimer's
 - ii. Delirium
 - iii. Dementia
- d. Coping and Stress
 - i. Maladaptive coping behaviors i.e. violence, chemical dependency
 - ii. Positive coping behaviors
 - iii. Grief
 - iv. Anxiety disorders and anxiety
 - v. Eating disorders
 - vi. Crisis Intervention
 - vii. Depression
- e. Nutrition
 - i. Anorexia nervosa
 - ii. Bulimia
- f. Sleep
 - i. Insomnia
 - ii. Narcolepsy
 - iii. Sleep disorders
- g. Culture and Diversity*
 - i. Vulnerable population-human trafficking
 - ii. Homelessness religion/spirituality

- iii. Cultural sensitivity
- iv. Morals and values
- v. Needs assessment
- vi. Social determinants
- h. Communication*
 - i. Situation, Background, Assessment, Recommendation (SBAR)
 - ii. Therapeutic with behavioral health patients
 - iii. Nurse-patient
 - iv. Nurse-interdisciplinary team
 - v. Documentation
- i. Collaboration*
 - i. Conflict resolution
 - ii. Interprofessional collaboration
 - iii. Nurse to nurse collaboration
 - iv. Civility
 - v. Group process
 - vi. Nurse-patient-family
- j. Patient Education*
 - i. Discharge teaching
 - ii. Medication teaching
 - iii. Self-help books (coping with behavioral health disorders)
- k. Clinical Judgement*
 - i. Content and depth of patient teaching at discharge
 - ii. Advocacy for patient at care coordination conferences
 - iii. Defusing potentially confrontational interactions
 - iv. Safety management for aggressive, agitated patients
- l. Health Promotion*
 - i. Primary prevention-anticipatory guidance
 - 1. Needs assessment
 - 2. Social determinants
 - ii. Secondary prevention
 - iii. Tertiary prevention
- m. Safety*
 - i. Medication administration
 - ii. Recognition of/action on adverse effects
 - iii. Coordination
 - iv. Error reporting and analysis
 - v. American Nurses Association (ANA)
 - vi. National League for Nurses (NLN)
 - vii. Joint Commission (JC)
 - viii. Occupational Safety and Health Administration (OSHA)
 - ix. Quality Safety Education for Nurses (QSEN)
 - x. National Association for Practical Nurse Education and Service (NAPNES)
 - xi. Ohio Board of Nursing (OBN)
- n. Technology and Informatics*
 - i. Electronic health records
 - ii. Disease/patient registries
 - iii. Health and Wellness apps
 - iv. Chronic disease management apps
 - v. Computerized acuity systems
 - vi. Telehealth tools
- o. Evidence*
 - i. Practice guidelines
 - ii. Standards of care
 - iii. Qualitative research
 - iv. Quantitative research
- p. Mood and Affect

- i. Depressive disorders
- ii. Manic disorders

*These concepts and exemplars are taught across the curriculum.

Resources

Ignatavicius, D.D. and Workman, M.L. *Medical Surgical Nursing Patient-Centered Collaborative Care*. 10th. St. Louis, Missouri: Elsevier Inc., 2020.

Norman L. Keltner, N. L. & Steele, D. *Psychiatric Nursing*. 9th ed. St. Louis, Missouri: Elsevier Inc., 2022.

Stanhope, M. & Lancaster, J. *Foundations of Nursing in the Community: Community Oriented-Practice*. 6th ed. St. Louis, Missouri: Elsevier Inc., 2021.

Elsevier. *Nursing Concepts Online for RN - Classic Version*. 3rd ed. ISBN: 9780323751407. Mosby, 2021.

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