



# North Central Michigan College

## Master Course Syllabus

### PART 1:

Course Name: Holistic Health Concepts

Course Number: NUR 170

Credit Hrs. 5      Lecture Hrs. 3      Lab Hrs. 0      Clinical Hrs. 6      Variable Hrs.

Total Hours of Instruction: 9      Total Contact Hours: 158.4  
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

### Course Description:

Designed to further develop the concepts within the three domains of knowledge, skills and attitudes. Emphasis is placed on the concepts of sensory perception, stress-coping, sexuality, mood-affect-cognition, self-concept, violence, health-wellness-illness, professional behaviors, caring interventions and safety. Priority areas of care will include dependencies, screening and treatment of major depression, and treatment of severe and persistent mental illness.

Prerequisite (s): NUR 110 and NUR 130, both with a "C" or better as determined by the nursing department.

Co-requisite (s): NUR 150

### Course Objectives:

The student will be able to:

- Apply the concepts of mental health to the nursing process in providing care to the client and family in the mental health setting.
- Apply the concepts of mental illness to the nursing process in providing care to the client and family in the mental health setting.
- Demonstrate competent caring behaviors by respecting values of others.
- Demonstrate competent caring behaviors by respecting rights of others.
- Apply knowledge of therapeutic communication when establishing a nurse-client relationship.
- Use evidence based practice in formulating interventions with clients with various stressors.
- Use evidence based practice in formulating interventions for clients with acute mental health disorders.
- Use evidence based practice in formulating interventions with clients with chronic mental health disorders.
- Utilize technology in gathering data to provide safe patient care.
- Utilize technology in gathering data to document safe patient care.
- Apply change theory in self-care.
- Apply change theory in client progress.
- Effectively collaborate with the interdisciplinary team to provide safe care for those in the mental health settings.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



# North Central Michigan College Master Course Syllabus

## **PART 2:**

### **Course Objectives and Linked Lumina DQP Outcomes**

*See PART 3 of this syllabus for the complete language of each Lumina DQP outcome.*

The student will be able to:

- Apply the concepts of mental health to the nursing process in providing care to the client and family in the mental health setting. (DQP# 1, 2, 5)
- Apply the concepts of mental illness to the nursing process in providing care to the client and family in the mental health setting. (DQP# 1, 2, 5)
- Demonstrate competent caring behaviors by respecting values of others. (DQP # 1, 2, 5, 8, 19)
- Demonstrate competent caring behaviors by respecting rights of others. (DQP # 1, 2, 5, 8, 19)
- Apply knowledge of therapeutic communication when establishing a nurse-client relationship. (DQP# 1, 2)
- Use evidence based practice in formulating interventions with clients with various stressors. (DQP #1, 2, 8)
- Use evidence based practice in formulating interventions for clients with acute mental health disorders.(DQP#1,2, 8)
- Use evidence based practice in formulating interventions with clients with chronic mental health disorders. (DQP #1, 2, 8)
- Utilize technology in gathering data to provide safe patient care. (DQP# 3, 6)
- Utilize technology in gathering data to document safe patient care. (DQP# 3, 6)
- Apply change theory in self-care. (DQP# 1, 2, 8, 19)
- Apply change theory in client progress. (DQP# 1, 2, 8, 19)
- Effectively collaborate with the interdisciplinary team to provide safe care for those in the mental health settings. (DQP# 1, 2, 3, 6)



# North Central Michigan College Master Course Syllabus

## **Suggested Methods of Instruction:**

Lectures, case studies, role play exercises, videos, modules, computerized tutorials, computerized self-assessment, human-patient simulator exercises

**Methods of Delivery:** Classroom

## **Suggested Methods of Assessment and Evaluation:**

Quizzes, exams, health promotion project, nursing case studies, clinical evaluation, proctored computerized exam

## **Adopted Text at Time of Course Adoption/Revision:**

Halter, M. (2014). *Varc Carolis' foundations of psychiatric mental health nursing: A clinical approach* (7th ed.). St. Louis, MO: Elsevier Saunders.

Varc Carolis, E. (2015). *Manual of psychiatric nursing care planning* (5th ed.). St. Louis, MO: Elsevier Saunders.

## **Topics Covered During the Semester:**

*Sequence of topics and time allowance are at the discretion of the instructor*

Week 1: Stigma, advocacy, cultural diversity, change theory

Week 2: Change theory, mental health code, diagnostic system, therapeutic communication

Week 3: Grief and loss, support systems, therapeutic environment

Week 4: Stress and coping; mood and affect

Week 5: Cognition, sensory perceptual alterations

Week 6: Self-esteem, personality disorders

Week 7: Defense mechanisms; crisis intervention

Week 8: Violence, abuse, and neglect

Week 9: Holistic health, wellness, and illness

Week 10: Chemical and other dependencies

Week 11: Self regulation

Week 12: Health care system, National Patient Safety goals, legal issues

Week 13: Pharmacology in Psychiatric care

Week 14: Family dynamics

Week 15: Group dynamics, collaboration; Community resources in the region

Week 16: Final Cumulative exam; course wrap-up

Part 1 & Part 2 approved by CRDAP on: 05 06 16

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:



# North Central Michigan College Master Course Syllabus

## **PART 3:**

Use this reference sheet in Part 2 of Master Course Syllabus

### Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

### Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

### Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

### Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

### Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

### Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

### Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

### Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012