

Taipei Medical University Graduate Institute of Nursing

Seminar in Psychiatric Nursing

COURSE SYLLABUS

Fall, 2009

**Course Number** : 30600094

**Course Name** : Seminar in psychiatric nursing

**Credits** : 2

**Placement** : First semester, Second year

**Faculty** : 周桂如 教授 分機 6302 kueiru@tmu.edu.tw

張秀如 副教授 分機 6309 hsiuju@tmu.edu.tw

鍾明惠 助理教授 分機 6317 minhuey300@tmu.edu.tw

**Class Time** : 3:10 Pm ~5:00 Pm, Thursday.

**Class Place** : 13F Discussion Room ( II )

**COURSE DESCRIPTION:** This is a psychiatric nursing seminar with two credit hours. The aim of this course is to help students advance their nursing practices and improve outcomes. The various issues in the primary care setting and follow-up care will be reviewed and discussed. The research reports conducted in Taiwan and overseas will be examined and will be discussed to develop a better psychiatric nursing care in Taiwan.

**COURSE OBJECTIVES:**

The three domains of clinical nurse specialist (CNS) practice, known as the three "spheres of influence" are the patient/family, nursing personnel and system/network organization. Within the three domains of CNS practice, Sparacino (2005) identified seven core competencies. Therefore, this course based on this concept map to improve these competencies.

1. **Direct clinical practice** includes expertise in advanced assessment, implementing nursing care, and evaluating outcomes.
2. **Expert coaching** and guidance encompasses modeling clinical expertise while helping nurses integrate new evidence into practice. It also means providing education or teaching skills to patients and family.
3. **Collaboration** focuses on multidisciplinary team building.
4. **Consultation** involves reviewing alternative approaches and implementing planned change.
5. **Research** involves interpreting and using research, evaluating practice, and collaborating in research.
6. **Clinical and professional leadership** involves responsibility for innovation and change in the patient care system.
7. **Ethical decision-making** involves influence in negotiating moral dilemmas, allocating resources, directing patient care and access to care.

## **LEARNING AND TEACHING METHODS**

1. Lecture
2. Classroom presentation
3. Discussion

## **EVALUATION METHODS**

1. Seminar participation: 20%
2. Seminar presentations (outline, objectives, materials, reference, leading and stimulating discussion): 40%
3. Written report: 40%.

## **REFERENCES**

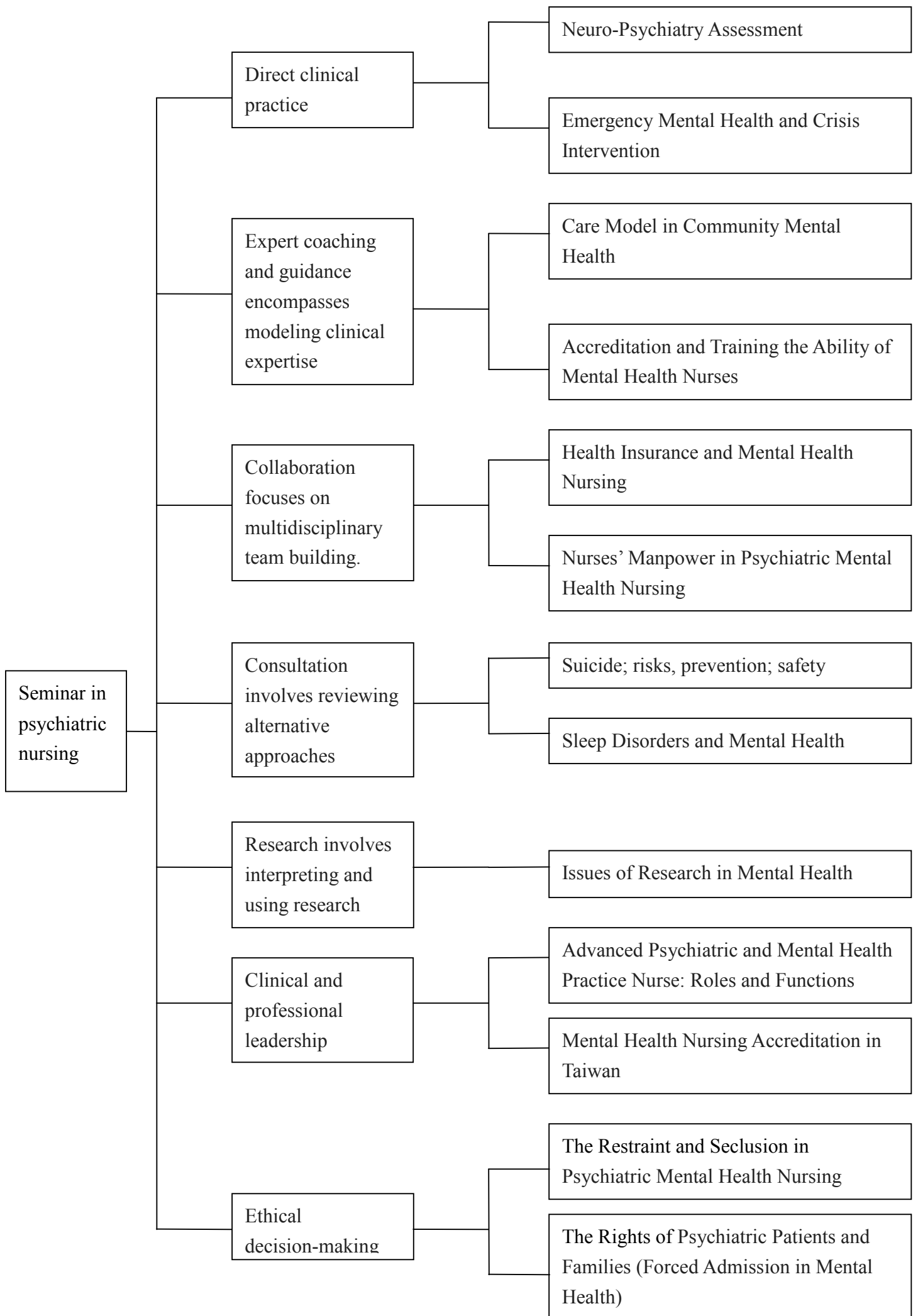
### **I. Textbooks**

1. Harrison, P., Geddes, J., Sharpe, M. (2005). *Psychiatry (Lecture Notes Series)*, Ninth Edition. Blackwell Publishing Professional.
2. Carson, A., Chambers, M., Church, K., Tilley, S. (2005). *Psychiatric and Mental Health Nursing: The Field of Knowledge*. Blackwell Publishing Professional.
3. Devereaux, K., Crocker, S. (2005). *Geropsychiatric and Mental Health Nursing*. Jones & Bartlett Publishers.
4. Sadavoy, J., Lissy, F., & Jarvik, G.T. (2005). *Comprehensive Textbook of Geriatric Psychiatry, Third Edition, Study Guide*. W. W. Norton.
5. Townsend, M. C. (2004). *Essentials of Psychiatric Mental Health Nursing, Third Edition*. F. A. Davis Company.
6. Deborah, A. O., (2003). *Psychiatric nursing: Biological and Behavioral Concepts*. Thomson Delmar Learning.
7. Gournay, K. (2000). In relation to the roles of nurses : Psychiatric nursing techniques. In M.G. Gelder, J.J. Lopez-Ibor & N.C. Andreasen. *The new Oxford textbook of psychiatry*. Oxford University Press.

### **II . Journals**

1. Lin, C. L., Yin, J. C., Kuo, & I. T., Chang, W. Y. & Tsai, S. L. (2001). Improving outcomes in depression. *British Medical Journal*, 323 (7319): 948-949.
2. Lin, C. L., Teresa, J. C., Kuo, I. T., Chang, W. Y. & Tsai, S. L. (2002). A comparison of effectiveness and cost between two models of care for individuals with schizophrenia living in Taiwan. *Archives of Psychiatric Nursing*, 15(6): 272-278.
3. Oxman, T. E., Dietrich, A. J., Williams, J. W. & Kroenke, K. (2002). A three-component model for reengineering systems for the treatment of depression in primary care. *Psychosomatics*, 43(6): 441-451.
4. Patel, V., Abas, M., Broadhead, J., Tood, C. & Reeler, A.P. (2001). Depression in developing countries: lessons from Zimbabwe. *British Medical Journal*, 322: 482-484.

5. Katon, I.V., Vonkorff, M., Lin, & E., Simon, G. (2001). Compliance and costs in a case management model. *Community Mental Health Journal*, 37(1): 69-77.
6. Korff, M. V. & Goldberg, D. (2001). Rethinking practitioner roles in chronic illness: the specialist, primary care physician, and the practice nurse. *General Hospital Psychiatry*, 23: 138-144.



週次	日期	授課內容	教師姓名	教師類別	備註
1	2009/9/17	Introduction	周桂如	專任	
2	2009/9/24	Advanced Psychiatric and Mental Health Practice Nurse: Roles and Functions	鍾明惠	專任	
3	2009/10/1	Neuro-Psychiatry Assessment	朱信	未聘任	
4	2009/10/8	Nurses' Manpower in Psychiatric Mental Health Nursing	周桂如	專任	
5	2009/10/15	The Restraint and Seclusion in Psychiatric Mental Health Nursing	周桂如	專任	
6	2009/10/22	The Rights of Psychiatric Patients and Families (Involuntary Admission)	周桂如	專任	
7	2009/10/29	國外專家演講	周桂如 Dr Anastasi	專任 未聘任	安排於 10/26 上課
8	2009/11/5	Care Model in Community Mental Health	周桂如	專任	
9	2009/11/12	Mid-term Exam	周桂如	專任	
10	2009/11/19	Health Insurance and Mental Health Nursing	周桂如	專任	
11	2009/11/26	Suicide; risks, prevention; safety	張秀如	專任	
12	2009/12/3	Emergency Mental Health and Crisis Intervention	周桂如	專任	
13	2009/12/10	Issues of Research in Mental Health	周桂如	專任	
14	2009/12/17	Accreditation and Training the Ability of Mental Health Nurses	戎瑾如	未聘任	
15	2009/12/24	Mental Health Nursing Accreditation in Taiwan & Overseas	周桂如	專任	
16	2009/12/31	Student Presentation (I)	周桂如	專任	
17	2010/1/7	Student Presentation (II)	周桂如	專任	
18	2010/1/14	精神報告撰寫 & Course Evaluation	周桂如	專任	

### **Appendix-Evaluation of Term Paper**

1. Each student selects a special issue in Psychiatric Mental Health Nursing.
2. Paper due at the end of semester: Jan, 14, 2010
3. Term Paper Guide
  - (1) Aims of this topic
    - a. Why am I doing this topic?
    - b. Why are you interested in this issue?
  - (2) Statement of the problem
  - (3) Significance of the problem
    - a. How the paper will makes contribution to knowledge?
    - b. Why is the problem important?
  - (4) Background of the problem
    - a. Use a logical plan to order your citations, that should be include:
      - The introduction of the special issues
      - The method
      - The results
      - The discussion of special issues
    - b. How does your paper distinguish itself?
  - (5) Conclusion
    - a. Advantages
    - b. Limitation

**EVALUATION OF PERFORMANCE**

	5 Definitely Yes	4 Mostly Yes	3 Mostly No	2 Definitely No	1 N/A
1. The course was adequate to meet course objectives for students.					
2. There was adequate variety of client conditions to provide continuous learning experiences.					
3. The students were able to nursing interventions according CNS capabilities.					
4. The course provided the types of experiences necessary for students to meet course objectives.					
5. The supplies, equipment, and meeting space were adequate for student learning.					
6. The faculty assisted students when approached.					
7. The faculty were role models who demonstrate responsibility and accountability in client care.					
8. The faculty used good teaching skills with students.					
9. The students engage in self-directed learning.					
10. References for student learning were available.					
11. This seminar is recommended as a teaching site.					