

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

**SYLLABUS**

**I. GENERAL INFORMATION**

Course Title	:	<b>PRACTICE OF PSYCHOSOCIAL CARE</b>
Code / Number	:	NURS 2362
Credits	:	TWO (2)
Academic Term	:	
Professor	:	
Office Hours	:	
Telephone	:	(787) 250-1912 ext. 2202 and 2182.
Email	:	

**II. DESCRIPTION**

Application of the nursing process, theoretical models, principles and concepts in psychosocial care of the adult. Practice of the skills of therapeutic communication in interventions. Requires a total of 60 hours of clinical practice in diverse scenarios. Prerequisites: NURS 2142, 2234. Corequisites: NURS 2352, 2361, and 2970.

**III. OBJECTIVES**

**END OF PROGRAM STUDENT LEARNING OUTCOMES (GRADUATE PROFILE OF COMPETENCIES)**

1. Demonstrate responsibility and commitment to their own development and that to the profession. (AAS)
2. Apply humanistic care in nursing practice to promote protection, optimization, and the preservation of human dignity. (BSN)

**GENERAL OBJECTIVES (COURSE STUDENT LEARNING OUTCOMES)**

1. Apply the nursing process, models, theories, principles, and concepts in the psychosocial care of adults.
2. Integrate the National Patient Safety Goals while caring for patients with psychosocial needs.
3. Use the TEAM STEPPS model to intervene with adults with psychosocial needs.
4. Use therapeutic communication skills in interventions with adults.
5. Apply cultural competency concepts and evidence-based nursing practice in treatment modalities.

## **IV. COURSE CONTENT**

### **Unit I: Application of the nursing process, models, theories, principles and concepts in the psychosocial care of adults.**

- A. Legal and ethical aspects of psychosocial nursing practice.
  - 1. Legal aspects
    - a. Law 408
    - b. HIPAA law
    - c. Patient's bill of rights.
    - d. National patient safety goals.
- B. Ethical aspects
  - 1. Ethical concerns in psychosocial nursing practice.
  - 2. Ethical decision-making.
  - 3. Theoretical models of psychosocial care.
    - a. Psychosocial Model.
    - b. Social Model.
    - c. Behavioral model.
    - d. Medical model.
    - e. DSM V-TR vs DSM V.

### **Unit II: Apply cultural sensitivity concepts and evidence-based nursing practice in treatment modalities.**

- A. Somatic care
  - 1. Brief and debrief checklist.
  - 2. Psycho pharmacy (Patient Safety 03.03.01 and 03.04.01).
  - 3. Electroconvulsive therapy (Patient Safety 01.01.01 and 01.03.01).
  - 4. Phototherapy
  - 5. Sleep deprivation.
  - 6. Transcranial magnetic stimulation.
  - 7. Vagal nerve stimulations.
  - 8. Nonsomatic therapy.
  - 9. IM SAFE checklist.
  - 10. Individual therapy.
  - 11. Group therapy.
  - 12. Family therapy.
- B. Alternative and complementary therapies
  - 1. Acupuncture
  - 2. Exercise
  - 3. Meditation and yoga.

### **Unit III: Use therapeutic communication skills in interventions with adults.**

- A. Phases of the therapeutic relationship (Health literacy).
  - 1. Pre interaction

- 2. Introduction
- 3. Termination
- B. Factors that affect therapeutic relationships
  - 1. Facilitators
- C. Therapeutic techniques
  - 1. Impasses
  - 2. Resistance
  - 3. Transference
  - 4. Countertransference
- D. Nursing process using Evidence-Based Nursing Practice.
  - 1. Assessment
    - a. Neuro status
      - b. Psychiatric history
      - c. Genogram, ecomap
      - d. Nursing diagnosis
        - i. NANDA
      - e. Expected outcomes
        - i. NOC
      - f. Care Plans
        - I. NIC
      - g. Family integrations
      - h. Implementations
      - i. Evaluations
      - j. Documentations

## V. **ACTIVITIES**

- A. Large and small group discussions
- B. Cultural case studies
- C. Roleplaying
- D. Assigned readings
- E. E-portfolio
- F. ATI
- G. Socratic
- H. PICO
- I. Simulations
- J. Case studies
- K. Gaming
- L. Concept maps

## VI. EVALUATION

<b>Criteria</b>	<b>Score</b>	<b>% Final Grade</b>
Clinical Performance: <ul style="list-style-type: none"><li>• Clinical Hours (60 hours)</li><li>• Practice Orientation</li><li>• Clinical Documentation (submitted before AW)</li></ul>	100	50%
Case Study: <ul style="list-style-type: none"><li>• Educational Teaching Plan</li><li>• Nursing Care Plan</li><li>• Pharmacological Study</li><li>• Patient History</li><li>• Reflective Diaries</li></ul>	100	10%
Pharmacology Midterm Exam	100	10%
ECOE- Final Exam	100	10%
Lab/ Clinical Simulation <ul style="list-style-type: none"><li>• Therapeutic Communication Process</li><li>• Participation in clinical cases discussed in practice: "Role Play"</li></ul>	100	15%
ATI/ Assignments	100	5%
<b>Total</b>	<b>600</b>	<b>100</b>

## VII. SPECIAL NOTES

### A. **Auxiliary services or special needs**

All students who require auxiliary services or special assistance must request these at the beginning of the course or as soon as they know that they need them through the proper registry in the Office of the Coordinator of Services to Students with Disabilities, Dr. María de los Angeles Cabello, located in the Counseling Program, Room 419, on the fourth floor of the John Will Harris Building, 787-250-1912, extension 2306.

### B. **Honesty, fraud, and plagiarism**

Dishonesty, fraud, plagiarism, and any other inappropriate behavior in relation to academic work constitute major infractions sanctioned by the General Student Regulations. The major infractions, as stated in the General Student Regulations, may have consequently been suspension from the University for a definite period greater than one year or permanent expulsion from the University, among other sanctions.

### C. **Use of electronic devices**

Cellular telephones and any other electronic device that could interrupt the teaching and learning processes or alter the environment leading to academic excellence will be deactivated. Any urgent situation will be dealt with, as appropriate. The handling of electronic devices that allow students to access, store, or send data during evaluations or examinations is prohibited.

### D. **Compliance with the provisions of Title IX**

The Federal Higher Education Act, as amended, prohibits discrimination because of sex in any academic, educational, extracurricular, and athletic activity or any other program or function sponsored or controlled by a higher education institution, whether it is conducted within or outside the property of the institution if the institution receives federal funds.

In harmony with current federal regulations, in our academic unit an Assistant Coordinator of Title IX has been designated to offer assistance and orientation in relation to any alleged incident constituting discrimination because of sex or gender, sexual harassment, or sexual aggression. The Assistant Coordinator, Mr. George Rivera, can be reached by phone at (787) 250-1912 extension 2147, or by e-mail [grivera@metro.inter.edu](mailto:grivera@metro.inter.edu).

The Normative Document Titled **Norms and Procedures to Deal with Alleged Violations of the Provisions of Title IX** is a document that contains the institutional rules to direct any complaint that appears to be this type of allegation. This document is available on the Web site of the Inter-American University of Puerto Rico ([www.inter.edu](http://www.inter.edu)).

## VIII. EDUCATIONAL RESOURCES

### Textbook

Boyd & Luebbert (2021). *Psychiatric Nursing Contemporary Practice*. (7<sup>th</sup> ed.). Lippincott Williams & Wilkins. ISBN: 978-1975161187.

## VIII. BIBLIOGRAPHY (OR REFERENCES)

### Other 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*. (7<sup>th</sup> ed.) Washington, DC: American Psychiatric Association.

Herdman & Kamitsuru (2017). *Nursing Diagnoses 2018-2020: Definitions and Classification*. 11<sup>th</sup> ed. ISBN 978-1626239296. Thieme.

Moorhead, Swanson Johnson (2023). *Nursing Outcomes Classification (NOC): Measurement of Health Outcomes*. 7<sup>th</sup> ed. ISBN 0323882528 / 978-0323882521. Elsevier.

Pagana, Pagana & Pagana (2021). *Mosby's Manual of Diagnostic and Laboratory Tests*. 7<sup>th</sup> ed. ISBN 0323697038 / 978-0323697033. Mosby.

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

Tucker (2022). *Lippincott Pocket Drug Guide for Nurses*. 11<sup>th</sup> ed. ISBN 1975198603 978-1975198602. Lippincott Williams & Wilkins.

Wagner, Butcher, Bulechek, Dochterman & Clarke (2023). *Nursing Interventions Classification (NIC)*. 8<sup>th</sup> ed. ISBN 032388251X / 978-0323882514. Elsevier.

### Web Sites

#### Evidenced-based practice (EBP)

- Cochrane (Gold Standard for EBP): [www.cochrane.org](http://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 the 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](http://www.tigersummit.com/uploads/3.Tiger.Report_Competencies_final.pdf)

### **Patient-centered care**

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

### **Quality Improvement**

- Institute healthcare improvement [www.ihl.org](http://www.ihl.org)

### **Safety**

- 2014 Patient Safety Goals [www.jointcommission.org](http://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](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](http://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://freevidelectures.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](http://www.youtube.com/watch?v=KgYXULIGoa8)  
[www.bon.texas.gov/about/October11/6-1.pdf](http://www.bon.texas.gov/about/October11/6-1.pdf)
- Online NCLEX REVIEW Maternity lecture  
[www.youtube.com/watch?v=NQeBDGkikY](http://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 Online: 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>

## **Focus on National Institute on Minority Health and Health Disparities (NIMHD)**

- <http://www.nimhd.nih.gov/>

## **Recommend Journals**

- **Printed journals at the Information Access Center**
  - a. Applied Nursing Research
  - b. Archivos de Neurobiología
  - c. Cumulative Index to Nursing and Allied Health (Monthly)
  - d. Cumulative Index to Nursing and Allied Health (Annual)
  - e. Journal of Christian Nursing
  - f. Psychiatric Quarterly
  - g. Research in Nursing and Health
  
- **Journals online**
  - a. Behavioral Medicine
  - b. Community Mental Health Journal
  - c. Hospital and Community Psychiatric
  - d. Issues in Mental Health Nursing
  - e. Journal of Neurophysiology
  - f. Journal of Neuroscience Nursing
  - g. Journal of Psychosocial Nursing and Mental Health Services
  - h. Nursing Research
  - i. Perspectives in Psychiatric Care

- **Data Bases**

The following databases may be accessed through the Web from the Information Access Center, 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.

- a. Health Reference Center
  - b. CINAHL
  - c. ProQuest (ACADEMIC RESEARCH LIBRARY)
  - d. ProQuest Nursing Journals
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- **Recommended videos**
    - a. Forest Gump
    - b. My life
    - c. Mr. Jones
    - d. Sybil
    - e. Awakening
    - f. The Dream Team
    - g. Clean and Sober
    - h. Fatal Attraction
    - i. Fisher King
    - j. One Flew over the Cuckoo's Nest.

- k. Ordinary People
- l. When a man loves a woman.
- m. I never promised you a rose garden.
- n. Patch Adams
- o. Girl Interrupted
- p. A beautiful mind
- q. El hijo de la novia
- r. Hombre mirando al sudeste.

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