**BARTON COMMUNITY COLLEGE**

**COURSE SYLLABUS**

**I. GENERAL COURSE INFORMATION**

Course Number: MENT 1002

Course Title: Psychiatric Therapeutic Treatments and Interventions

Credit Hours: 6 credit hours

Prerequisite: Admission to MHT program

Division/Discipline: WTCE

Course Description: This course focuses on therapeutic treatments and interventions of special population patients in mental health settings. This course will address therapeutic relationships, patient’s rights, cultural and spiritual concepts, various therapies and crisis intervention, individual treatments for various psychiatric conditions and clinical strategies to care for patients with these conditions.

**II. INSTRUCTOR INFORMATION**

**III. COLLEGE POLICIES**

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage).

Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at [disabilityservices@bartonccc.edu](mailto:disabilityservices@bartonccc.edu).

**IV. COURSE AS VIEWED IN THE TOTAL CURRICULUM**

Psychiatric Therapeutic Treatments and Interventions is designed to fulfill the curriculum approved by the Kansas State Board of Nursing for MHT certificate completion. This course will teach concepts and content that will be applied later in the Mental Health Technician program in the Mental Health Clinical I and Mental Health Clinical II courses.

**V. ASSESSMENT OF STUDENT LEARNING**

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning. The competencies will be assessed through written, oral, practicum or presentation.

A. Define and recognize relationship development and therapeutic communication.

1. Describing the relevance and dynamics of a therapeutic staff-client relationship.

2. Identifying goals of the staff-client relationship.

3. Identifying essential conditions for a therapeutic relationship to occur.

4. Describing the phases of relationship development and the tasks associated with each phase.

5. Identifying types of preexisting conditions that influence the outcome of the communication process.

6. Defining territoriality, density, and distance as components of the

environment.

7. Identifying components of nonverbal expression.

8. Describing therapeutic and non-therapeutic verbal communication techniques.

9. Describing active listening.

10. Describing therapeutic feedback.

B. Define and recognize patient’s rights and ethical and legal issues.

1. Identifying patient’s rights and explain when those rights can be denied.

2. Explaining informed consent.

3. Identifying patient’s levels.

4. Differentiating among ethics, morals, values, and rights.

5. Defining ethical dilemma and comprehending the ethical principles of autonomy, beneficence, non-maleficence, justice, and veracity.

6. Using an ethical decision-making model to make an ethical decision.

7. Describing ethical and legal issues relevant to psychiatric/mental health

nursing.

8. Defining statutory law and common law.

9. Differentiating between civil and criminal law.

10. Differentiating between malpractice and negligence.

11. Identifying behaviors relevant to the psychiatric/mental health setting for

which specific malpractice action could be taken.

C. Define and recognize cultural and spiritual concepts relevant to psychiatric/mental

health care.

1. Defining and differentiating between culture and ethnicity.

2. Identifying cultural differences based on six characteristic phenomena.

3. Describing cultural variances for Northern European Americans, African Americans,

Native Americans, Asian/Pacific Islander Americans, Latino Americans, Western

European Americans, Arab Americans, and Jewish Americans.

4. Defining and differentiating between spirituality and religion.

5. Identifying clients’ spiritual and religious needs.

D. Describe the relevance of different therapies.

1. Defining milieu therapy and explaining the goal of therapeutic community/milieu

therapy.

2. Identifying seven basic assumptions of a therapeutic community.

3. Recognizing conditions that characterize a therapeutic community.

4. Identifying the various therapies that may be included within the program of the

therapeutic community and the healthcare workers that make up the

interdisciplinary treatment team.

5. Describing the role of the mental health technician on the interdisciplinary treatment

team.

6. Defining a group and identifying the eight functions of a group.

7. Identifying various types of groups.

8. Describing physical conditions that influence groups.

9. Recognizing “curative factors” that occur in groups.

10. Describing the phases of group development.

11. Identifying various leadership styles in groups.

12. Identifying various roles that members assume within a group.

13. Discussing psychodrama and family therapy as specialized forms of group therapy.

14. Describing the role of the mental health technician in group therapy.

15. Differentiating various types of conventional and alternative therapies.

16. Describing the historical background of various complementary therapies.

17. Identifying the techniques used in various complementary therapies.

E. Recognize crisis and describe interventions and care of the patient.

1. Defining crisis.

2. Describing four phases in the development of a crisis.

3. Identifying types of crises that occur in people’s lives.

4. Describing the goal and steps of crisis intervention.

5. Identifying the role of the mental health technician in crisis intervention.

6. Identifying interventions for patients experiencing anger or aggression.

7. Identifying interventions for patients as victims of disaster.

8. Defining recovery.

9. Describing the ten guiding principle of recovery.

10. Identifying interventions to assist individuals with mental illness in the process of

recovery.

11. Identifying objectives and therapeutic strategies of various psychosocial therapies,

including individual psychotherapy, assertiveness training, relaxation therapy, and

cognitive therapy.

F. Recognize symptoms, care interventions, and treatment for patients that have psychiatric diagnoses.

1. Describing clinical symptoms, care interventions, and treatment for patients with

neurocognitive disorders.

2. Describing clinical symptoms, care interventions, and treatment for patients with

substance related and addictive disorders.

3. Describing clinical symptoms, care interventions, and treatment for patients with

schizophrenia spectrum and other psychotic disorders.

4. Describing clinical symptoms, care interventions, and treatment for patients with

depressive disorders.

5. Describing clinical symptoms, care interventions, and treatment for patients with

bipolar and related disorders.

6. Describing clinical symptoms, care interventions, and treatment for patients with

anxiety, obsessive-compulsive, and related disorders.

7. Describing clinical symptoms, care interventions, and treatment for patients with

trauma and stressor-related disorders.

8. Describing clinical symptoms, care interventions, and treatment for patients with

somatic symptom and dissociative disorders.

9. Describing clinical symptoms, care interventions, and treatment for patients with issues

related to human sexuality and gender dysphoria disorders.

10. Describing clinical symptoms, care interventions, and treatment for patients with

eating disorders.

11. Describing clinical symptoms, care interventions, and treatment for patients with

personality disorders.

12. Describing clinical symptoms, care interventions, and treatment for special

populations with such as children, adolescents, aging adults, and survivors of abuse

and neglect with disorders.

13. Describe clinical symptoms, care interventions, and treatment for patients with

traumatic brain injury and posttraumatic stress disorder.

14. Describe various types of loss that trigger the grief response in individuals,

differentiate between normal and maladaptive responses to loss, recognize grieving

behaviors common to individuals at various stages across the life span, and describe

appropriate care interventions for individuals experiencing the grief response.

**VI. INSTRUCTOR’S EXPECTATIONS OF STUDENTS IN CLASS**

**VII. TEXTBOOKS AND OTHER REQUIRED MATERIALS**

**VIII. REFERENCES**

**IX. METHODS OF INSTRUCTION AND EVALUATION**

**X. ATTENDANCE REQUIREMENTS**

**XI. COURSE OUTLINE**