

教師代號：

國立台北護理學院
碩士班教學計劃

一、系所：護理研究所

班別：碩士進修專班

碩士班

二、科目名稱：精神衛生照護（一）

學分數：3 學分

三、授課學年：97 學年下學期

每週授課時間：3 小時

上課時間：

四、授課教師：蕭淑貞教授

戎瑾如副教授

徐曼瑩副教授

劉玟宜副教授

五、教學設計：

1、先修課程：完成學士層級精神衛生護理及相關課程。

2、本課程橫向統合及縱向銜接之實施情形

本課程縱向銜接護理理論、健康評估；橫向統合研究方法論。

六、課程摘要：

本課程旨在培育學生具有（1）人本關懷涵養；（2）進階精神衛生護理專業知能，包括照顧、溝通、專業及自我成長、管理等能力。主要學習經驗包括進階精神疾病個案護理經驗、個人和團體心理治療、治療性環境經營管理等；（3）引導學生進行批判性及自我導向之學習歷程，藉著整合自己之精神衛生護理之學理和臨床經驗，增強照護個案治療的知能，練習危機處理，以及與醫療團隊的溝通協調。

七、教學目標：

- 1.分析精神衛生護理之相關理論與概念
- 2.（分析）於個人與小團體之心理治療模式
- 3.分析台灣地區之社會、經濟與政策等變遷對精神衛生護理專業之影響。
- 4.精熟（應用）精神科實務理論與技能於實務情境中（之應用）。
- 5.（激發對進階精神衛生護理專業知能之熱忱）

八、教學方法：

3S（Self-learning、Student-centered、Small-group）、情境教學、講授法、討論法、觀摩報告。

九、教學進度表：

Week	星期	時間	Course Unites	<i>Activities and Assignments</i>	Hour	Instructor
1		2/27	Introduction Self-assessment	☆ Introduce the Course Syllabus ☆ Discuss the Study Plans	3	S.J.Shiau J.R.Rong M.Y.Hsu W.I.Laiu
2		3/6	Advanced Psychiatric and Mental Health Practice Nurse:Roles and Functions	Lecture and Discuss: 1. Each student search the policy and literature related to the Roles and Functions of APMHN 2. Student will describe and analyze own role based upon the literature searched	3	S.J.Shiau
3		3/13	Psychophysiology& Psychopathology	☆ Lecture & Discuss ☆ Each Student Is Required to Pre-view the Handouts and Dialogue in the Class.	3	S.J.Shiau Dr.Lee
4		3/20	Comprehensive Assessment & Psychiatric Diagnosis	☆ Lecture & Discuss: Each Student Is Required to Pre-view the Handouts and Dialogue in the Class.	3	S.J.Shiau Dr.Lee
5		3/27	Clinical Psychopharmacology	☆Lecture and Discuss : Each Student Is Required to Pre-view the Handouts and Dialogue in the Class.	3	S.J.Shiau Dr.Lee
6		4/3	Health problem&Nursing Intervention	☆Lecture and Discuss : Each Student Is Required to Pre-view the Handouts and Dialogue in the Class.	3	M.Y.Hsu

7		4/10	Advanced Therapeutic Relationship & Communication	☆ Lecture and Discuss Each student is required to review therapeutic communication literature, and assess own competencies before the class.	3	M.Y.Hsu
8		4/17	Conceptual Models and Therapeutic Modalities of Psychotherapy(I) - Solution-Focused Brief Therapy (SFBT)	☆ Lecture & Discuss the mechanism of actions, clinical use, and effects of psychiatric treatments and therapies for individuals	3	J.R.Rong
9		4/24	Conceptual Models and Therapeutic Modalities of Psychotherapy (II) - Existential Psychotherapy	☆ Lecture and Discuss Each Student Is Required to Pre-view the Handouts and Dialogue in the Class.	3	J.R.Rong
10		5/1	Conceptual Models and Therapeutic Modalities of Psychotherapy (III) – Cognitive Therapy: Rational Emotive Therapy	☆ Lecture & Discuss the mechanism of actions, clinical use, and effects of psychiatric treatments and therapies for individuals	3	W.I.Laiu
11		5/8	Conceptual Models and Therapeutic Modalities of Psychotherapy (IV) – Behavior Therapy and others	☆Lecture & Discuss the mechanism of actions, clinical use, and effects of psychiatric treatments and therapies for individuals and small group	3	W.I.Laiu
12		5/15	Trend in Group Psychotherapy Modalities (I)	☆ Lecture & Discuss the mechanism of actions, clinical use, and effects of psychiatric treatments and therapies for individuals	3	J.R.Rong

13		5/22	Trend in Group Psychotherapy Modalities (II)	☆Lecture & Discuss the mechanism of actions, clinical use, and effects of psychiatric treatments and therapies for individuals and small group	3	J.R.Rong
14		5/29	Risk factors Prevention & Intervention	☆ Lecture and Discuss Each Student Is Required to Pre-view the Handouts and Dialogue in the Class.	3	W.I.Laiu
15		6/5	Nursing Process Outcomes Measures Evaluation	☆ Lecture and Discuss Each Student Is Required to Pre-view the Handouts and Dialogue in the Class.	3	J.R.Rong
16		6/12	Advanced Psychiatric and Mental Health Nursing : 1. Work Preparation 2. In-Service Education	☆ Issue Discuss: According to the course unit learning guide, each student select a topic review and analyze related literature, then report and discuss in the class.	3	S.J.Shiau
17		6/19	Special Issues	See Guideline : <u>Individual presentation and discussion</u>	3	S.J.Shiau J.R.Rong M.Y.Hsu W.I.Laiu
18		6/26	Special Issues Achievement evaluation	See Guideline : <u>Individual presentation and discussion</u>	3	S.J.Shiau J.R.Rong M.Y.Hsu W.I.Laiu

十、師生互動時間(office hour)

十一、教學評值：多元評量、每次教學、學生互動、符合實務（重視個別表現）

1. Class Participation : (20%)
2. Issue Presentation 根據教學目標及課程單元目標 (40%)
3. Special Issue : --Oral (30 %) --Written (10%)

十二、主要參考資料:

Corsini, R. J., & Wedding, D. (2005) *Current Psychotherapies* (7th ed.). CA:

Thomson.

Shea, C. A., Pelletier, L. R., Poster, E. C., Stuart, G. W. & Verhey, M. P. (1999)

Advanced Practice Nursing in Psychiatric and mental health care. St. Louis:

Mosby.

Schober, M. & Affara F. (2006) *Advanced Nursing Practice*. MA: Blackwell

Publishing.

Wheeler, K. (2007) *Psychotherapy for the Advanced Practice Psychiatric Nurse*.

St. Louis: Mosby.

Snyder, M. & Mirr, M. P. (2002) · 進階臨床護理 (蕭淑貞等譯, 蕭淑貞校閱) ·

台北：華杏。(原著出版於 1999 年)

Nursing Taipei College of Nursing
Teaching Plan (Graduate School)

Program: Graduate Program of Health Allied Education

Department & Section: School of Nursing

Course: Advanced Psychiatric Mental Health Nursing (I) (精神衛生照護一)

Credit(s): 3

Semester:

Instructor:

Course description:

The purposes of the course are (1) to develop person-center nursing care; (2) to have advanced psychiatric-mental health knowledge and skills, including those of nursing, communication, specialty, self-growth, management, etc. (The major learning experiences include those of advanced psychiatric mental health nursing, individual and group psychotherapy and management of treatment environment, etc.) ; (3) to guide students to critique and self-directed learning in order to associate with psychiatric-mental health knowledge and clinical experiences, to develop knowledge and skills of nursing, to practice crisis intervention and to promote communication and coordination of medical teams.

Guideline

Assignment Guidelines for Discussions on Special Issues

1. Each of students are required lead at least one seminar for this class. The responsible student to the seminar should apply theories of psychiatric and mental health nursing and research findings.
2. Prior to presentation, the responsible student are required a syllabus, including objectives, outlines, and reading assignments for the class.
3. All students are required well prepared for participating in the discussion. The responsible student will give comments on the seminar process, including the other students' preparation, participation, etc.