College *of the* Mainland

Course Number and Section: Mental health Nursing RNSG 2213-101Cl Sp 2022

Name of Course: RNSG 2213 Mental Health Nursing
Course Semester (Fall 2022)

Monday 1500-1700

Instructor Information: Sandra Rondeau, DNP, RN

srondeau@com.edu

Office 409-933-8460

Student hours and location: Office hours Wednesday 1200-1600 or by appointment. Stem building Office 225-15

Course requirement/Materials: (including description of any special projects or assignments) Required Textbook

Halter, M. (2021). *Varcarolis' Foundations of Psychiatric-Mental Health Nursing* (9th Edition). Elsevier Health Sciences (US).

 https://pageburstls.elsevier.com/books/9780323697095

Elsevier (2019). Sherpath for Pharmacology (Lilley version), 9th edition. St. Louis: Elsevier, Inc.*

Elsevier Adaptive Quizzing for Varcarolis' Foundations of Psychiatric-Mental Health Nursing - Classic Version, 9th Edition
Course ID: 165748_srondeau5_1001I
instructor: Sandra Rondeau

Elsevier Adaptive Quizzing for the NCLEX-RN Exam (36-Month) - Classic Version, 3rd Edition
Course ID: 162020_srondeau5_1001
Instructor: Sandra Rondeau
 HESI Patient Reviews: Instructor-Led Course

HESI RN Patient Reviews - Next Generation Version, 1st Edition
Course ID: 10172_lhall555_1001

Instructor: Lisa Hall

Recommended Textbooks
All previous textbooks for the ADN program.

A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.
All students will need **HESI Next Generation Student Access.**

Enrollment Video link: https://elsevier.zoom.us/recording/share/cYf1xlNqkcKYrJ-ZoI240QLKsQNRJ_VLbXPOsxx45WwIumekTziMw
COURSE ID 159640_amccreight2_3001
All new students in Level 1 will need to enroll. Any student who is a readmission student may need to enroll. Students who enrolled Fall 2018 will have access throughout the curriculum.
Remediation Video Instruction link:
https://evolve.elsevier.com/studentlife/video/student-view-of-hesi-next-generation-remediation.html
Levels 1-3 will be required to complete the Essential Packets in HESI Next Generation for any total score less than 850. Level 4 students will be required to complete the Essential Packets for a score less than 900

Alternative Online Classroom requirements (due to classroom restrictions due to the COVID-19 pandemic precautions enacted by the Governor of the State of Texas and College of the Mainland administration):

- A desktop or laptop computer with the following specifications (PC or Mac):
    - 2 GB Free HDD space
    - 4 GB RAM Required, 8 GB recommended
    - CPU equivalent to Intel i3 2+GHz
    - Operating System:
        - MAC OS 10.13, 10.14, or 10.15 ONLY, or
        - Windows 10 (version 1809 or 1903) ONLY
- Webcam Required
- Microphone required (cannot be a headset)

Because of the restrictions of our testing applications, these requirements cannot be substituted with tablets or smartphones.

Course Description:
Principles and concepts of mental health, psychopathology, and treatment modalities related to the nursing care of patients and their families. This course lends itself to a blocked approach.
(2 Credits: 2.5 Class Hours; 48 Contact Hours)

Determination of Course Grade/Detailed Grading Formula:

Course Requirements:
1) Unit exams (3): Assess knowledge and application of incremental course content. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to answer NCLEX-RN testing format. If a student receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the instructor. Remediation will be required before moving on to the next exam.
2) Comprehensive final exam (1): Assesses overall knowledge and application of complete course content. Exam will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEXRN testing format.
 3) HESI Patient Reviews (HPRs) – Assess application of content to case study situations. HESI patient reviews are worth 10 % of your final grade. Please print a copy for yourself after completing the activity. Instructors will be able to track your completion of the activity online but may need to see your copy if there are any discrepancies. A grade of zero (0) will be given for any late HPRs. The average of all assigned HPR's will be calculated for the final HPR quiz grade.
 4) Pharmacology Sherpath Lesson Quizzes: Assesses knowledge and application of selected pharmacologic content. Students must complete each required lesson by the due date. Failure to submit a lesson will result in a grade of zero for that lesson. The average of all assigned lesson quizzes will be calculated for the final lesson quiz grade.
5) Group poster presentation: Assesses teamwork and oral communication skills.
6) Weekly online Varcarolis's EAQ chapter quizzes: Assesses knowledge and application of chapter course content in NCLEX-RN testing format. The average of all assigned Varcarolis's EAQ chapter quizzes will be calculated for the final Varcarolis quiz grade. Each quiz is graded based on level attainment. Level 3=100 %, level 2 =75%, level 1= 50 % and below level 1 – 0%.
7.) Discussion board will be implemented in an event that COM is closed due to natural disaster or worsening of COVID. If COM is closed discussion board will entail a weekly submission supported by references and two responses to peer's post.

Grading Scale
A =90-100.00 %

B =80-89.99 %
C =75-79.99 %*
D =60-74.99 %
F =< 60%
*A minimum final grade of "C" is required to pass this course.

Grade Calculation

All assignments, including pass/fail, must be submitted to pass the course. The exam average must be at least 75% before non-examination assignment grades are calculated into the final course grade. See Grade Determination & Calculation in the Nursing Student Handbook.

Assignment	%
Unit Exams	45
Comprehensive Final Exam	15
Exams*	60
HESI Patient Reviews (HPRs)**	10
Pharmacology Sherpath lessons**	10
Varcarolis' weekly online EAQ quizzes	10
Group Presentation**	10
Weighted Assignments**	40
Course Total	100%
* ≥ 75% weighted exam average required to pass the course **Weighted assignments calculated only after 75% weighted exam average met	

Concerns/Questions

If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If after discussing your concern with me, you continue to have questions, please contact the Course Facilitator. If, after discussing your concerns with the Course Facilitator, you still have questions, please contact Director of Nursing Amanda Ordonez at (409) 933-8425 or mordonez@com.edu.

See the Student Concerns Policy in the Nursing Student Handbook.

Successful Tips for Students
1. Schedule time to study based on the difficulty of the content. Use this table as a guide:

Course Difficulty	Study Hours Per Week Per Hour in Class
High Difficulty Course	3 hours
Medium Difficulty Course	2 hours
Low Difficulty Course	1 hour

http://www.usu.edu/arc/StudySmart/pdf/estimating_study_hours.pdf

2. Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:

   - 4 Steps to Reading a Textbook:

http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/
- Active Reading Strategies:
  http://www.princeton.edu/mcgraw/library/for-students/remember-reading/
- The Reading Cycle: Plan-Do-Review
  http://www2.swccd.edu/~asc/lrnglinks/txtrdg.html
- How to Read Your Textbooks More Efficiently College Info Geek (video)
  https://www.youtube.com/watch?v=tgVjmFSx7rg
- 5 Active Reading Strategies for Textbook Assignments College Info Geek (video)
  5 Active Reading Strategies for Textbook Assignments - College Info Geek

ANA Scope and Standards of Practice:

Students are expected to adhere to established ANA Scope and Standards of Practice (2015). (See Student Handbook and Clinical Evaluation Tool for detailed explanation of standards).

Late Work, Make-Up, and Extra-Credit Policy:

All course assignments are expected to be completed and submitted on the specific due date. See Late Assignments Policy in the Nursing Student Handbook. There are no extra credit opportunities in this course.

Attendance Policy:

Attendance:
See the Attendance Policy in the Nursing Student Handbook.

Tardiness:
See the Attendance Policy in the Nursing Student Handbook.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via Blackboard or other LMS)

WECM End-of-Course Outcomes
Explain the roles of the professional nurse in caring for patients and families experiencing mental health problems; use therapeutic communication; utilizes critical thinking skills and a systematic problem-solving process for providing care to patients and families experiencing mental health problems.

Student Learner Outcome	Maps to end of Program Outcomes (Student) SLO's	Assessed via this Assignment
1. Describe the pathophysiology and clinical management of patients	Outcome 1:	Unit exams and final HESI exam

with a variety of mental health needs.	Integrate critical thinking when incorporating knowledge from the sciences and humanities in the delivery of professional nursing care	pathophysiology score
2. Apply the nursing process in the care of patients with mental health needs and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.	Outcome 2: Demonstrate principles of collaborative practice within the nursing and interdisciplinary teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.	HESI Patient Reviews (HPRs) HESI final examination nursing process scores
3. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of patients with mental health needs	Outcome 3: Practice beginning leadership skills to include effective delegation; collaboration with the patient, family, and members of the health care team; coordination of safe, effective, caring, evidence-based, and therapeutic patient-centered care; and integration of knowledge from the humanities, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.	Pharmacology Lesson Quizzes: Sherpath Unit exams 5 pharmacology questions per exam HESI final scores pharmacology scores
4. Examine the roles of the associate degree nurse in caring for patients with mental health needs and their families.	Outcome 3: Practice beginning leadership skills to include effective delegation; collaboration with the patient, family, and members of the health care team; coordination of safe, effective, caring, evidence-based, and therapeutic patient-centered care; and integration of knowledge from the humanities, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.	HESI Patient Reviews (HPRs)
5. Utilize effective communication with culturally and spiritually diverse patients with mental health needs, their families, and members of the health care team.	Outcome 5: Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patient-centered care.	Communication questions in each exam. HESI final exam communication scores

6. Discuss patient care management of patients with mental health needs.	Outcome 4: Synthesize principles and techniques of interpersonal communication to implement therapeutic interactions with culturally diverse individuals, families, and groups in a variety of settings.	Weekly online Varcarolis's EAQ chapter quizzes: Unit exams nursing intervention management questions HESI final Collaboration/ Managing Care scores
7. Select appropriate principles of teaching and learning for culturally and spiritually diverse patients with mental health needs and their families	Outcome 6: Integrate principles of teaching and learning to organize and plan the teaching of patients, family members, and other health care providers with socioeconomic, cultural, and spiritual diversity.	Weekly online Varcarolis's EAQ chapter quizzes: Unit exams HESI final Teaching and Learning-Patient Education scores
8. Utilize clinical data and current literature as a basis for decision making in the care of patients with mental health needs and their families.	Outcome 5: Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patient-centered care.	Group Poster presentation
9. Discuss ethical/legal issues related to the care of patients with mental health needs and their families.	Outcome 8: Practice the delivery of safe and cost-effective nursing health care according to established evidence-based standards of practice and within legal/ethical standards.	Weekly online Varcarolis's EAQ chapter quizzes:
10. Compare and contrast health care and financial resources available to assist culturally diverse patients with mental health needs and their families.	Outcome 8: Practice the delivery of safe and cost-effective nursing health care according to established evidence-based standards of practice and within legal/ethical standards.	HESI final Safety and Quality Quality and Safety Education (QSEN)* scores

Academic Dishonesty:
Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

Plagiarism
Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website, and pasting it into your paper, using someone else's words without quotation marks. An assignment containing any plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate discipline action. See Behavior/Conduct policy in the Nursing Student Handbook.

Avoiding Plagiarism: Http://www.plagiarism.org

Classroom Conduct Policy/Student Conduct:

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. http://www.com.edu/student-services/studenthandbook.php. Students should always act in a professional manner. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class.

In addition to the Standards of Student Conduct found in the online COM Student Handbook http://www.com.edu/student-services/student-handbook.php, nursing students are expected to demonstrate good professional character as defined in in BON Rule 213.27 (http://bon.texas.gov/rr_current/213-27.asp). See Behavior/Conduct in the Nursing Student Handbook.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact [Dr. Bauer Director of Nursing at [409-933-8908/ dbauer3@com.edu].

Course outline: (Calendar is located at end of this syllabus)

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook.<https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's*

professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal. https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is in the Student Success Center.

Counseling Statement: Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 5. The last date to withdraw from the 16-week session is November 18. The last date to withdraw for the 2nd 8-week session is December 1.

F$_N$ Grading: The F$_N$ grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F$_N$ grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the F$_N$ grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F$_N$ grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program

you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here https://www.com.edu/community-resource-center/. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Course Policies

Student Handbooks:
Students are expected to adhere to all policies outlined in the College and Nursing Program Student Handbooks.

Syllabus Revisions:
Faculty reserves the right to make changes to the syllabus as deemed necessary.

The Speaking, Reading, and Writing Center:

The Speaking, Reading and Writing Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic assignments/projects. Located in the Technical Vocational Building, Room 1306, the center provides face-to-face and online tutoring sessions in a welcoming environment. Appointments can be made in person, or on the center scheduler at com.mywconline.com, or by clicking the SRWC icon on the COM website.

Statement of Eligibility for an Occupational Licensure:

Notice to Students Regarding Licensing

Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements: https://www.bon.texas.gov/licensure_eligibility.asp.

Should you wish to request a review of the impact of criminal history on your potential Registered Nurse License prior to or during your quest for a degree, you can visit this link and request a "Criminal History Evaluation": https://www.bon.texas.gov/licensure_endorsement.asp.

This information is being provided to all persons who apply or enroll in the program, with notice of the requirements as described above, regardless of whether the person has been convicted of a criminal offense. Additionally, HB 1508 authorizes licensing agencies to require reimbursements when a student fails to receive the required notice.

Methods of Instruction

Lecture	Critical Thinking Exercises
Small group discussion	Case Studies
Role Play	Independent Study
Audiovisual instruction	Online Student Response System
HESI Patient Reviews	

Course Content

Unit 1: Mental Health Mental Illness

Unit Student Learning Outcomes
Upon completion of this unit, the student will:

1. Describe the continuum of mental health and mental illness
2. Explore the role of resilience in the prevention of and recovery from mental illness and consider resilience in response to stress.
3. Identify how culture influences the view of mental illnesses and behaviors associated with them.
4. Discuss the nature/nurture origins of psychiatric disorders.
5. Summarize the social influences of mental healthcare in the United States.
6. Explain how epidemiological knowledge supports mental healthcare.
7. Identify how the Diagnostic and Statistical Manual, Fifth Edition (DSM-5) is used for diagnosing psychiatric conditions.
8. Compare and contrast a personal relationship and a therapeutic relationship regarding purpose, focus, communications style, and goals
9. Describe legal, ethical, and professional boundaries, along with boundary crossings, violations, and sexual misconduct.
9. Identify the influence of transference and countertransference on boundary blurring.
10. Explain Peplau's four phases of the nurse-patient relationship.
11. Define and discuss the roles of genuineness, empathy, and positive regard on the part of the nurse in a nurse-patient relationship
12. Identify two personal, two environmental, and two relationship factors that can interfere with communication.
13. Discuss the differences between verbal and nonverbal communication.
14. Discuss verbal and nonverbal communication of different cultural groups in the areas of communication style, eye contact, and touch.

15. Relate problems that can arise when nurses are insensitive to cultural influences on patients' communication styles.
16. Discuss the increasing role of information communication technology in the delivery of healthcare, both in terms of advantages and concerns
17. Summarize the best pace, setting, and seating arrangement for engaging in the nurse-patient interaction
18. Identify two attending behaviors the nurse might focus on to increase communication skills.

Content
   I.   Mental health/Mental illness
  II.   Mental health continuum
  III.   Risk and protective factors/epidemiology of mental health disorders
  IV.   Psychiatric mental health nursing
  V.   Concepts of the nurse patient relationship
  VI.   Peplau's model of the nurse patient relationship
  VII.   The communication processes
  VIII. Verbal/ Nonverbal communication
  IX.   Factors that affect communication

Learning Activities
- Read: Chapters 1, 8 & 9
- Complete review questions at the end of the chapters

Unit 2: Psychobiology and Psychopharmacology

Unit Student Learning Outcomes
Upon completion of this unit, the student will:

1. Discuss the structure and major functions of the brain and how psychotropic medications can alter these functions
2. Identify how specific brain functions are altered in certain mental disorders (e.g., depression, anxiety, schizophrenia).
3. Describe how a neurotransmitter functions as a chemical messenger.
4. Describe how the use of imaging techniques can be helpful for understanding mental illness.
5. Identify the major neurotransmitters that are affected by the following psychotropic drugs and their subgroups (antianxiety and hypnotic drugs, antidepressant drugs, cholinesterase inhibitors, mood stabilizers, antipsychotic drugs, and psychostimulants).
6. Identify special dietary and drug restrictions in a teaching plan for a patient taking a monoamine oxidase inhibitor.
7. Identify specific cautions you might incorporate into your medication teaching plan about herbal treatments.

Learning Content
   I.   Brain Function - Review
  II.   Visualizing the brain
       A. Electroencephalograph (EEG)
       B. Computerized axial tomography (CT)
       C. Magnetic resonance imaging (MRI)
       D. Functional magnetic resonance imaging (fMRI)
       E. Positron Emission Tomography (PET)

F.   Single proton emission computed tomography (SPECT)
III.   Neurotransmitters and actions of psychotropic drugs

Learning Activities
- Read: Chapter 3

Unit 3: The nursing process and standards of care

Unit Student Learning Outcomes
Upon completion of this unit, the student will:

1. Identify the steps in the nursing process.

2. Describe the purpose of the Psychiatric–Mental Health Nursing: Scope and Standards of Practice publication.
3. Compare the different approaches you would consider when you are performing an assessment of a child, an adolescent, and an older adult.
4. Differentiate between the use of an interpreter and a translator during an assessment of a non–English-speaking patient.
5. Conduct a mental status examination (MSE).
6. Perform a psychosocial assessment, including brief cultural and spiritual components.
7. Explain three principles a nurse should follow in planning actions to reach agreed-upon outcome criteria.
8. Construct a plan of care for a patient with a psychiatric disorder or mental health condition.
9. Describe three advanced practice psychiatric–mental health nursing interventions.
10. Discuss the evaluation of care based on professional standards of practice.

Learning Content
I.   Standards of practice for psychiatric mental health nursing: Assessment
II.   Standards of practice for psychiatric mental health nursing: Diagnosis
III.   Standards of practice for psychiatric mental health nursing: Planning
IV.   Standards of practice for psychiatric mental health nursing: Implementation
V.   Standards of practice for psychiatric mental health nursing: Evaluation
VI.   Documentation

Learning Activities
- Read: Chapter 7
- Complete review questions at the end of the chapters

Unit 4: Stress responses and stress management

Unit Student Learning Outcomes
Upon completion of this unit, the student will:

1. Recognize the short- and long-term physiological consequences of stress.
2. Compare and contrast Cannon's (fight-or-flight) and Selye's (general adaptation syndrome) models of stress.

3. Describe how responses to stress are mediated through perception, individual temperament, social support, support groups, culture, spirituality, and religion.
4. Assess stress level using the Recent Life Changes Questionnaire.
5. Describe relaxation techniques that help to manage stress responses.
6. Explain how cognitive techniques can help increase a person's tolerance for stressful events

Learning Content
   I.   Responses to and effects of stress
  II.   Mediators of the stress response
 III.   Nursing management of stress responses

Learning Activities
- Read: Chapter 10
- Complete review questions at the end of the chapter
- **HPR: Crisis - Mrs. Rogers**

Unit 5: Crisis and disaster

1. Identify the three types of crises—maturational, situational, and adventitious—and provide an example of each.
2. Identify at least two nursing diagnoses that have relevance to individuals who are experiencing a crisis.
3. Provide concrete examples of interventions to minimize crisis situations
4. Compare and contrast the differences among primary, secondary, and tertiary prevention, and identify appropriate intervention strategies.
5. List at least five resources in the community that could be used as referrals for a patient in crisis.
6. Describe the potential roles of nurses in disaster situations

Learning Content

   I.   Crisis Characteristics
  II.   Types of crises
 III.   Phases of crisis
 IV.   Application of the nursing process
             1. Phase 1. Assessment
             2. Phase 2. Planning of Therapeutic Intervention
             3. Phase 3. Intervention
             4. Phase 4. Evaluation of Crisis Resolution and Anticipatory Planning
          B. Crisis on the Inpatient Unit: Anger/Aggression Management
             1. Assessing Anger/Aggression
             2. De-escalating Techniques
             3. Stimuli reduction-redirection
             4. Validation of feelings
             5. Offering alternatives
             6. Setting boundaries
  V.   Disaster Nursing

VI.   **Learning Activities**

- Read: Chapter 26
- Complete questions at the end of the chapter

Unit 6: Anxiety and Anxiety Related Disorders

Unit Student Learning Outcomes
Upon completion of this unit, the student will:

1. Compare and contrast the four levels of anxiety in relation to perceptual field, ability to solve problems, and other defining characteristics.
2. Identify defense mechanisms and consider one adaptive and one maladaptive (if any) use of each.
3. Describe the clinical manifestations of separation anxiety disorder, specific phobia, social anxiety disorder, panic disorder, agoraphobia, and generalized anxiety disorder.
3. Identify risk factors that may contribute to anxiety disorders.
4. Formulate four priority nursing diagnoses that can be used in treating a person with an anxiety disorder.
5. Propose realistic outcome criteria for patients with an anxiety disorder
6. Describe five basic nursing interventions used for patients with anxiety disorders.
7. Discuss the classes of medications used to treat anxiety disorders.
8. Describe psychological therapies for anxiety disorders.
9. Describe clinical manifestations of obsessive-compulsive disorder, body dysmorphic disorder, hoarding disorder, trichotillomania, and excoriation disorder
10. Formulate four priority nursing diagnoses that can be used in treating patients with obsessive-compulsive disorders.
11. Propose realistic outcome criteria for patients with obsessive-compulsive disorders
12. Describe three basic nursing interventions used for patients with obsessive-compulsive disorders.
13. Describe how anxiety, depression, and trauma can result in physical distress.
14. Apply the nursing process to the care of children and adolescents who are experiencing posttraumatic stress disorder.
15. Apply the nursing process to the care of adults who are experiencing posttraumatic stress disorder.
16. Describe dissociative amnesia and depersonalization/derealization disorder.
17. Apply the nursing process to the care of individuals who are experiencing dissociative identity disorder.
18. Describe the clinical manifestations of each of the somatic symptom disorders, including somatic symptom disorder, illness anxiety disorder, conversion disorder, and psychological factors affecting medical condition.
19. Describe how anxiety, anger, depression, and loneliness trauma can result in physical distress.
20. Apply the nursing process to individuals with somatic symptom disorders.
21. Describe five psychosocial interventions for the care of the patient who has a somatic symptom disorder.
22. Differentiate factitious disorder and malingering from the other somatic symptom disorders.

Learning Content

I.   Anxiety Disorders and obsessive-compulsive disorders
    A. Levels of anxiety
    B. Defenses against anxiety
    C. Levels of anxiety
    D. Clinical picture
       1. Separation anxiety disorder
       2. Specific phobias
       3. Social anxiety disorder
       4. Panic disorder
       5. Agoraphobia
       6. Generalized anxiety disorder
       7. Other anxiety disorders
    E. Obsessive compulsive disorder
      1. Obsessive Compulsive disorder
      2. Body dysmorphic disorder
      3. Hoarding disorder
      4. Trichotillomania and excoriation disorder
      5. Other compulsive disorders
    G. Risk factors
    H. Application of the nursing process
II.   Trauma, stress-related, and dissociative disorders
    A. Trauma-related disorders in children
    B. Post-traumatic stress disorder
    C. Epidemiology and risk factors
    D. Application of the nursing process
    E. Trauma-related disorders of adults
    F. Post-traumatic stress disorder
    G. Epidemiology and risk factors
    H. Application of the nursing process
III. Somatic symptom disorders
    A. Somatic symptom disorder
    B. Illness anxiety disorder
    C. Conversion disorder
    D. Physiological factors affecting medical conditions
    E. Factitious disorder
    F. Epidemiology and risk factors
    G. Application of the nursing process
IV. Pharmacological interventions

Learning Activities

- Read: Chapters 15, 16, & 17
- Complete review questions at the end of the chapters
- **HPR: Anxiety - Hannah Kahn**
- Sherpath for Pharmacology:
- Read: Central Nervous System Depressants and Muscle Relaxants: p. 190-202 Psychotherapeutic Drugs to treat anxiety disorders: p. 250-255; p. 267-276

- *Required lessons

Lessons: 4C: Sedatives and Hypnotics*
          4D: Anti-Anxiety Drugs*

Unit 7: Neurocognitive Disorders

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

1. Compare and contrast the clinical picture of delirium with that of dementia.
2. Discuss critical needs of a person with delirium, stated in terms of nursing diagnoses.
3. Identify three outcomes for patients with delirium.
4. Summarize the essential nursing interventions for a patient with delirium.
5. Recognize the clinical picture of mild and major neurocognitive disorders.
6. Give an example of the following symptoms assessed during the progression of major neurocognitive disorders: (a) amnesia, (b) apraxia, (c) agnosia, and (d) aphasia.
7. Formulate three nursing diagnoses suitable for a patient with a major neurocognitive disorder and define two outcomes for each.
8. Formulate a teaching plan for a caregiver of a patient with major neurocognitive disorder including interventions for (a) communication, (b) health maintenance, and (c) safe environment.
9. Compose a list of appropriate referrals in the community—including a support group, hotline for information, and respite services—for individuals with dementia and their caregivers.
10. Discuss pharmacological treatments for Alzheimer's disease.

Learning Content

    I.   Delirium
- A. Epidemiology
- B. Risk factors
- C. Clinical picture
- D. Application of the nursing process
- E. Mild and major neurocognitive disorders

    II.   Alzheimer's Disease
- A. Epidemiology
- B. Risk factors
- C. Clinical picture
- D. Application of the nursing process
- E. Pharmacological interventions.

Learning Activities
- Read: Chapter 23
- Complete review questions at the end of the chapter
- **HPR: Disorientation and Sensory Misperceptions - Lee Wong**
- *Required lessons

Lessons: 3K Serotonin Receptor Agonists*

Unit 8: Mood Disorders/ Bipolar and related disorders

<u>**Unit Student Learning Outcomes**</u>
Upon completion of this unit, the student will:

1. Identify symptoms of disruptive mood dysregulation disorder, persistent depressive disorder (dysthymia), and premenstrual dysphoric disorder.
2. Discuss the epidemiology of major depressive disorder.
3. Assess behaviors in a patient with depression regarding each of the following areas: (a) affect, (b) thought processes, (c) mood, (d) feelings, and (e) physical behavior.
4. Formulate nursing diagnoses for a patient with depression and include outcome criteria.
5. Identify the major classifications of antidepressants and general advantages and disadvantages of each.
6. Discuss brain therapies for major depressive disorder, such as **electroconvulsive therapy (ECT)** and vagus nerve stimulation.
7. Describe the signs and symptoms of bipolar I, bipolar II, and cyclothymic disorder.
8. Distinguish between mania and hypomania.
9. Describe the differences in care for the acute phase versus the maintenance phase of mania and hypomania.
10. Evaluate specific indications for the use of seclusion with a patient experiencing mania
11. Identify medications used for mood stabilization, including lithium, anticonvulsant drugs, and second-generation antipsychotics.
12. Distinguish between signs of early and severe lithium toxicity.
13. Identify five areas of patient and family teaching regarding lithium carbonate.
14. Discuss a medication care plan specifying five areas of patient and family teaching regarding lithium carbonate.
15. Discuss the role of brain stimulation therapies, such as electroconvulsive therapy (ECT) and repetitive transcranial magnetic stimulation (rTMS) in treating bipolar disorders.

<u>**Learning Content**</u>
   I.   Mood Disorders
       A. Disruptive mood dysregulation disorder
       B. Persistent depressive disorder
       C. Premenstrual dysphoric disorder
       D. Depressive disorder due to another medical condition
       E. Major depressive disorder
           1. Clinical picture
           2. Epidemiology
           3. Risk factors
           4. Application of the nursing process
           5. Pharmacological interventions
           6. Biological interventions
       F. Bipolar I disorder
       G. Bipolar II disorder

      H. Cyclothymic disorder
      I. Other bipolar disorders
          1. Epidemiology
          2. Risk factors
          3. Application of the nursing process
          4. Pharmacology interventions

Learning Activities

- Read: Chapters 13 & 14
- Complete review questions at the end of the chapters
  HPR: Depression & Elation - Adrian Knight
- Sherpath for Pharmacology:
  Read: Psychotherapeutic Drugs to treat Affective Disorders:
  Psychotherapeutic Drugs: Antidepressants:

*Required lessons

Lessons: 4A: Antidepressant and Anti-Mania Drugs*

Unit 9: Schizophrenia spectrum disorders

Unit Student Learning Outcomes

Upon completion of this unit, the student will:
    .

1. Differentiate among the schizophrenia spectrum disorders
2. Discuss at least three of the neurobiological findings that indicate that schizophrenia is a brain disorder.
3. Differentiate among the positive and negative symptoms of schizophrenia in terms of treatment and effect on quality of life.
4. Discuss how to deal with common reactions the nurse may experience while working with a patient with schizophrenia.
5. Develop teaching plans for patients taking first-generation and second-generation antipsychotic drugs.
6. Create a nursing care plan incorporating evidence-based intervention for symptoms of psychosis, including hallucinations, delusions, paranoia, cognitive disorganization, anosognosia, and impaired self-care.
7. Discuss interventions for a patient who is hallucinating, delusional, and exhibiting disorganized thinking.
8. Discuss pharmacotherapy in the treatment of schizophrenia.
9. Identify antipsychotic side effects, including metabolic syndrome, extrapyramidal side effects, anticholinergic responses, neuromalignant syndrome, and severe neutropenia.
10. Discuss how antipsychotic side effects can be managed or reduced.
11. Identify psychological therapies such as cognitive behavioral therapy, family therapy, and support groups for individuals and families with schizophrenia.

Learning Content

I. Schizophrenia spectrum disorders

     1. Delusional disorder
     2. Brief psychotic disorder
     3. Schizophreniform disorder
    4. schizoaffective disorder
     4. Substance induced psychotic disorder
     5. Psychotic disorder due to a General Medical Condition

II. Schizophrenia
    A. Clinical picture
    B. Epidemiology
    C. Risk factors

III. Application of the Nursing Process
IV. Pharmacology

Learning Activities

- Read: Chapter 12
- Complete review questions at the end of the chapter
- **HPR: Mistrust - Jane Morris**
- Sherpath for Pharmacology:
  Read: Psychotherapeutic Drugs to treat Psychotic Disorders: p. 263-276
  *Required lessons

  Lessons: 4B: Antipsychotic Drugs*

Unit 10: Childhood and neurodevelopment disorders & Impulse control disorders

Unit Student Learning Outcomes
Upon completion of this unit, the student will:

1. Identify the prevalence and significance of psychiatric disorders in children and adolescents.
2. Examine factors and influences contributing to neurodevelopmental disorders.
3. Identify characteristics of mental health and factors that promote resilience in children and adolescents.
4. Describe the specialty area of psychiatric-mental health nursing.
5. Discuss the assessment of a child or adolescent.
6. Compare and contrast at least six treatment modalities for children and adolescents with neurodevelopmental disorders.
7. Describe clinical features and behaviors of at least three childhood neurodevelopmental disorders.
8. Formulate one nursing diagnosis, stating patient outcomes and interventions for patients with intellectual disability, autism spectrum disorder, and attention-deficit/hyperactivity disorder.
9. Describe clinical manifestations of oppositional defiant disorder, intermittent explosive disorder, and conduct disorder.

10. Describe the biological, cognitive, and environmental factors related to the development of impulse control disorders.

11. Compare your feelings about working with someone who has an impulse control disorder with someone in your class.

12. Formulate three nursing diagnoses for impulse control disorders, identifying patient outcomes and interventions for each.

13. Identify pharmacotherapy and psychological therapies used for oppositional defiant disorder, conduct disorder, and intermittent explosive disorder

Learning Content

I. Childhood and neurodevelopment disorders
    A. Risk factors
    B. Health policy
    C. Child and adolescent psychiatric-Mental health nursing

II. Application of the nursing process
    A. Neurodevelopment disorders
    B. Communication disorders
    C. Mood disorders
    D. Tic disorders
    E. Specific learning disorder
    F. Intellectual disability
    G. Autism spectrum disorder
    H. Attention deficit/hyperactivity disorder
    I. Application of the nursing process
    J. Psychobiological interventions

III. Oppositional defiant disorder
    A. Risk factors
    B. Treatment approaches
IV. Intermittent explosive disorder
    A. Risk factors
    B. Treatment approaches
V. Conduct disorder
    A. Risk factors
    B. Treatment approaches
VI. Application of the nursing process

Learning Activities
- Read: Chapter 11 & 21
- Complete review questions at the end of the chapter
- Sherpath for Pharmacology:
  Read: Central Nervous System Stimulants and Related Drugs: p. 20-217
  *Required lessons

Lessons: 3F Central Nervous System Stimulants*

Unit 11 Anger, aggression and violence, child, older adult and intimate partner violence and sexual assault

Unit Student Learning Outcomes
Upon completion of this unit, the student will:

1. Define anger, aggression, and violence.
2. Identify biological and cognitive risk factors for increased angry, aggressive, or violent feelings and behaviors
3. Discuss three types of assessment questions and their value in the nursing process.
4. Discuss three types of assessment questions and their value in the nursing process.
5. Apply at least four principles of de-escalation with a moderately angry patient.
6. Describe two criteria that make the use of seclusion or restraint more appropriate than verbal intervention
7. Describe risk factors for both victimization and perpetration of family violence.
8. Identify three indicators of (a) physical abuse, (b) sexual abuse, (c) neglect, and (d) emotional abuse.
9. Describe four areas to assess when interviewing a person who has experienced abuse.
10. Discuss the legal and ethical responsibilities of nurses when working with families experiencing violence.
11. Compare and contrast primary, secondary, and tertiary levels of intervention, giving two examples of intervention for each level.
12. Define sexual assault, sexual violence, completed rape, and attempted rape.
13. Describe common reactions to rape and sexual assault.
14. Identify five areas to assess when working with a person who has been sexually assaulted.
15. Formulate two long-term outcomes and two short-term goals for the nursing diagnosis post-trauma syndrome.
16. Identify five overall guidelines for nursing interventions related to sexual assault.
17. Discuss three evaluation criteria that would indicate improvement of responses or resolution for a person who has suffered a sexual assault.

Learning Content
I. Anger, aggression, and violence.
    A. Clinical picture
    B. Epidemiology
    C. Etiology
    D. Application of the nursing process
II. Child, older adult, and intimate partner violence
    A. Child abuse
    B. Intimate partner violence
    C. Older adult abuse
    D. Application of the nursing process
III. Sexual assault
    A. Sexual assault and sexual violence

B. Epidemiology
C. Clinical picture
D. Application of the nursing process

Learning Activity
- Read: Chapter 27, 28 & 29
- Complete review questions at the end of the chapter
- **HPR: Anger, Hostility, & Aggression - Rosa Iminez**

Unit 12: Personality Disorders

Unit Student Learning Outcomes
Upon completion of this unit, the student will:

1. Describe characteristics of each personality disorders.

2. Analyze the interaction of biological determinants and psychosocial risk factors in the development of personality disorders.

3. Describe the emotional and clinical needs of nurses and other staff when working with patients who have personality disorders.

4. Formulate a nursing diagnosis for each of the personality disorders.

5. Discuss two nursing outcomes for patients with antisocial and borderline personality disorder.

6. Plan basic interventions for a patient with impulsive, aggressive, or manipulative behaviors.

7. Identify biological treatments and psychological therapies for each of the personality disorders.

Learning Content
I.   Types of Personality Disorders
    A. Clinical picture
    B. Epidemiology
    C. Risk factors
    D. Cluster A personality disorders
    E. Cluster B personality disorders
    F. Cluster C personality disorders
II.   Antisocial personality disorders
    A. Clinical picture
    B. Epidemiology
    C. Etiology
    D. Application of the nursing process

III. Borderline personality disorder
    A. Clinical picture
    B. Epidemiology
    C. Etiology

D. Application of the nursing process

Learning Activities
- Read: Chapter 24
- Complete review questions at the end of the chapter
- **HPR: Anger, Hostility, & Aggression - Terry Johnson**

Unit 13: Sexual dysfunction, gender dysphoria, and paraphilias

Unit Student Learning Outcomes
Upon completion of this unit, the student will:

1. Describe clinical manifestations of each major sexual dysfunction.
2. Consider the impact of medical problems and medications on normal sexual functioning.
3. Describe biological and cognitive factors related to sexual dysfunction.
4. Apply the nursing process to caring for individuals with sexual dysfunction.
5. Discuss the importance of nurses being knowledgeable about and comfortable discussing topics pertaining to sexuality.
6. Describe pharmacological treatments and psychological therapies available for sexual dysfunction.
7. Identify the clinical picture of gender dysphoria in children and adults.
8. Discuss biological treatment (e.g., pharmacotherapy, surgical intervention) and psychological therapy for gender dysphoria.
9. Identify sexual preoccupations considered to be paraphilic disorders.
10. Discuss personal values and biases regarding sexuality and sexual behaviors.
11. Develop a plan of care for individuals diagnosed with sexual disorders.
12. Discuss treatment modalities for individuals with paraphilic disorders.

Learning Content
  I.   Sexuality
  II.   Sexual Dysfunction
       A. Clinical picture
       B. Epidemiology and comorbidity
       C. Risk factors
       D. Application of the nursing process
  III.   Gender dysphoria
       A. Clinical picture
       B. Epidemiology and comorbidity
       C. Risk factors
       D. Nursing care for gender dysphoria
  IV.   Paraphilic disorders
       A. Application of the nursing process
       A. Pharmacological interventions

Learning Activities
- Read: Chapter 20
- Complete review questions at the end of the chapter

Unit 14: Substance-Related and addictive disorders

Unit Student Learning Outcomes
Upon completion of this unit, the student will:

1. Define substance use, intoxication, tolerance, and withdrawal.
2. Define substance use disorder as a chronic disease.
3. Describe the neurobiological process that occurs in the brain and neurotransmitters involved with substance use.
4. Identify potential co-occurring medical and psychological disorders.
5. Describe the major groups of substance-related and addictive disorders in terms of use, intoxication, withdrawal, overdose, and treatment.
6. Describe alcohol intoxication, withdrawal, and treatment.
7. Discuss the wide range of damaging effects from alcohol use and misuse.
8. Identify relevant nursing diagnoses for alcohol use disorder specifically and substance use disorders in general.
9. Identify pharmacotherapy and psychological therapies in treating alcohol use disorder.
10. Describe the continuum of care for substance use disorders from detoxification to relapse prevention.

Learning Content
  I.   Substance abuse disorders
        A. Epidemiology and comorbidity
        B. Risk factors
        C. Clinical picture
 II.   Alcohol use disorder
        A. Clinical picture
          B. Application of the nursing process
III.   Treatment Modalities for Substance-Related Disorders
        A. Alcoholics Anonymous
        B. Pharmacotherapy

Learning Activities
*   Read: Chapter 22
*   Complete review questions at the end of the chapter
*   **HPR: Substance Abuse - Bill Martin**
*   Sherpath for Pharmacology:
    Read: Drugs to Treat Substance Abuse: p. 278-291
    *Required lessons

    Lessons: 4E Drugs Related to Substance Abuse*

Unit 15: Eating disorders and feeding disorders

Unit Student Learner Outcomes
Upon completion of this unit, the student will:

1. Compare and contrast the signs and symptoms of anorexia nervosa, bulimia nervosa, and binge-eating disorder.
2. Describe the biological, psychological, and environmental factors associated with eating disorders.
3. Apply the nursing process to patients with anorexia nervosa, bulimia nervosa, and binge-eating disorders.
4. Identify three life-threatening conditions, stated in terms of nursing diagnoses, for a patient with an eating disorder.
5. Identify two realistic outcome criteria for a patient with anorexia nervosa, bulimia nervosa, and binge-eating disorder.
6. Describe biological treatments and psychological therapies for eating disorders.
7. Describe three feeding disorders: pica, rumination disorder, and avoidant/restrictive food intake disorder.

Learning Content

   I.   Anorexia Nervosa
       A. Epidemiology and comorbidity
       B. Risk factors
       C. Application of the nursing process
  II.   Bulimia Nervosa
       A. Epidemiology and comorbidity
       B. Risk factors
       C. Application of the nursing process

  III.   Binge-eating disorders
       A. Epidemiology and comorbidity
       B. Risk factors
       C. Application of the nursing process
  IV.   Feeding disorders

Learning Activities
- Read: Chapter 18
- Complete review questions at the end of the chapter
- *Required lessons

Lessons: 3J: Ergot Alkaloids*

Unit 16: Older adults and serious mental illness

Unit Student Learner Outcomes
Upon completion of this unit, the student will:

1. Describe mental health disorders that may occur in older adults.
2. Discuss the importance of pain assessment and tools used to assess pain in older adults.
3. Explain the importance of a comprehensive geriatric assessment.
4. Recognize the significance of healthcare costs for older adults.

5. Explain the negative impact of ageism that is evident in discriminatory labels, public policy, and research.
6. Apply the nursing process to the care of older adults.
7. Discuss basic nursing interventions in the care of older adults.
8. Identify psychological therapies used in the treatment of older adults
9. Identify treatment settings for the care of older adults.
10. Discuss the effects of serious mental illness on daily functioning, interpersonal relationships, and quality of life.
11. Describe three common problems associated with serious mental illness.
12. Discuss five evidence-based practices for the care of individuals with serious mental illness
12. Explain the role of the nurse in the care of people with a serious mental illness.
13. Develop a nursing care plan for an individual with serious mental illness.
14. Discuss the causes of treatment non-adherence and plan interventions to promote treatment adherence.

Learning Content
    I.   Mental health issues related to aging
    II.   Healthcare concerns of older adults
    III.   Healthcare decision making
    IV.   Nursing care of older adults
    V.   Serious mental illness across the lifespan
    VI.   Rehabilitation versus recovery: Two models of care
    VII.   Issues confronting those with serious mental illness
VIII.   Serious mental health illness resources
    IX.   Evidenced-based treatment approaches
    X.   Other treatment approaches
    XI.   Nursing care of patients with serious mental

Learning Activity
- Read: Chapter 31 & 32
- Complete review questions at the end of the chapter

Group Paper & Poster Presentation Guidelines

Random groups will be assigned within the RNSG 2213 class for a group project which will consist of a written paper and a group poster presentation. Your group will decide on a topic which will be approved at the beginning of the third week of class. The paper must be prepared on a word processor. It will be no more than 5 double-spaced pages. It will be written and typed using established guidelines for professional papers. You may access the information on format via the reference library, the COM Library Web page, or the Writing Center (LRC Suite B), (409) 933-8214.

There will be a minimum of five (5) references of which only one (1) must be from a library textbook, two (2) must be from journals, and two (2) may be from Internet sources. DO NOT cite any source that is not an official web page of an organization such as National Institutes of Health, Journal of Psychosocial Nursing, or Journal of the American Psychiatric Nurses Association, etc. Copies of all pages/articles from which references were obtained (either cited or non-cited, must be attached to your paper. All references must be within the past five (5) years.

The paper and poster presentation will contain the following components:

1. Introduction
2. Statement of purpose
3. Impact on patients and patients' care (supported by references)
4. Impact on nursing (supported by references)
5. Impact on the family, society, or community (supported by references).
6. Conclusion
7. APA format

The poster will be submitted and presented electronically

Submission date and time of the group written paper will be announced in class.
Date and time for group oral poster presentation will be announced in class.

The presentation, by the group members, will be graded on communication skills, originality, and inclusion of all the components listed above. **(Student must be present during the presentation to receive credit for communication skills part of the grading rubric)**. The grade will also include peer evaluation of each group member participation. Grading criteria will be provided.

Group Paper/Electronic Poster Presentation Grading Rubric

	Criteria	Points	Score
1	Introduction	10	
2	Statement of purpose	15	
3	Impact on patients and patient care (**supported by references**)	15	
4	Impact on nursing (**supported by references**)	15	
5	Based on research; describe the impact on the family, society, or community (**supported by references**)	15	
6	Conclusion	5	
7	APA Format	5	
8	Electronic poster presentation: communication skills and inclusion of the above information	20	
	Total	**100**	

Comments:

Peer Evaluation for Group Paper/Electronic Poster Presentation

Place student initials to indicate attendance. Record initials of students who do not attend for meetings.

Students were present for group meetings. (number)

Students were prepared for group meetings. (number)

Students supported the group goals.
     YES NO
     YES NO

Students completed their fair share of project tasks in a timely manner.
     YES NO
     YES NO

Students should receive the same grade as other group members receive.
     YES NO
     YES NO

Student Printed Name: Student Signature

HESI Patient Review Guidelines

HPR (HESI Patient Reviews) assignments found at the end of each learning content outline.

<u>Required Website</u>
 www.elsevier/evolve.com

Directions for Logging into HESI Patient Reviews:
1.   Go to the Website: www.evolve.elsevier.com
2.   Using Evolve logon, sign on to site.
3.   Click on Case Studies
4.   Click on Psych-Mental Health to find your case study.
5.   Find the scenario case study assigned

<u>HPR's are to be completed designated due date in the course calendar.</u> This is part of your theory (RNSG 2213) grade. **<u>If not submitted by due date a score of zero will be given.</u>**

TOPICS

- Anxiety: Hannah Kahn
- Anger, Hostility, & Aggression: Rosa Iminez, Terry Johnson
- Crisis: Mrs. Rogers
- Depression & Elation: Adrian Knight
- Disorientation & Sensory Misperceptions: Lee Wong
- Mistrust: Jane Morris
- Substance Abuse: Bill Martin

Course Calendar

Date	Time	Topic	Assignment Due
08/22/22	1500-1700	Course Introduction Units 1 & 2	**Varcarolis' EAQ Quiz due by 08/29 by 2359** **1. Therapeutic Communication** **2. Therapeutic Relationships**
08/29/22	1500-1700	Pre-class case study Units 3 & 4	**HPR: Crisis Rogers due by 8/28 2359**
09/12/22		2Serpath cross walk	**4C: Sedative-Hypnotic Drugs** **4D Anti-anxiety Drugs** **Submission due by 2359**
09/12/22	1500-1700	Units 5 & 6	**HPR: Anxiety Kahn due by 09/12 2359** **Varcarolis' EAQ Quiz due by 09/19 by 2359** **1. Anxiety and Obsessive-Compulsive Disorders** **2. Trauma and Stress-related Disorders and Dissociative disorders** **3. Somatic Symptom Disorders**
09/19/22	1500-1700	**Exam 1(Units 1-6)** Unit 7	**HPR: Sensory perception Wong due by 9/19 2359** **Varcarolis' EAQ Quiz due by 09/26 by 2359** **1. Neurocognitive Disorders**
09/26/22		2Serpath cross walk	**3K Serotonin-Receptor Agonists Submission due by 2359**
09/26/22	1500-1700	Unit 8	**HPR: Depression Knight due by 9/26 2359** **Varcarolis EAQ Quiz due by by 10/3 2359** **1. Depressive Disorders** **2. Bipolar related disorders**
10/03/22		**2Serpath cross walk**	**4A: Antidepressant and Anti-mania Drugs due by 2359**

10/03/22	1500-1700	Unit 9	**HPR: Mistrust Morris due by 10/03 2359** **Varcarolis EAQ Quiz due by 10/10 by 2359** **1. Schizophrenia related disorders**
10/10/22		**2Serpath cross walk**	**4B: Antipsychotic drugs due by 2359**
10/10/22	1500-1700	Unit 10	**Varcarolis' EAQ Quiz due 10/17 by 2359** **1. Childhood and Neurodevelopment disorders** **2. Impulse Control Disorders**
10/17/22		**2Serpath cross walk**	**3F: Central Nervous System Stimulants**
10/17/22	1500-1700	Unit 11	**HPR: Anger Iminez due by 10/17 2359** **Varcarolis' EAQ Quiz due by 10/24 by 2359** **1. Anger Aggression and Violence** **2. Child, Older Adult, and Intimate Partner Violence** **3. Sexual Assault**
10/24/22	1500-1700	**Exam 2 (Units 7-10)**	
10/31/22	1500-1700	Unit 12	**HPR: Anger Johnson due by 10/31 2359** **Varcarolis EAQ Quiz due by 11/07 by 2359** **1. Personality Disorders**
11/07/22	1500-1700	Unit 13 & 14	**HPR: Substance Abuse due by 11/07syllabus 2359** **Varcarolis' EAQ Quiz due 11/14 by 2359** **1. Sexual Dysfunctions, Gender Dysphoria and paraphilias** **2. Substance Abuse Disorders**

11/14/22		**2Serpath cross walk**	**4E Drugs Related to Substance Abuse due by 2359**
11/14/22	1500-1700	Unit 15 & 16	**Varcarolis' EAQ Quiz due by 11/21 by 2359** **1. Eating and Feeding Disorders** **2. Serious Mental illness** **3. Older Adult**
11/21/22		**2Serpath cross walk**	**3J: Ergot Alkaloids due by 2359**
11/21/22	1500-1700	**Exam 3 (Units 11-16)** Poster presentations	*Poster Presentation to Safe Assign due by 2359*
11/28/22	1500-1700	Poster presentations	
12/05/22	1300-1500	HESI REVIEW EAQ QUIZZES on evolve	
12/12/22	Final's week	HESI FINAL 1300-1500 subject to change due to testing room availability	