



Course Number and Section: (VNSG-1236-501cl-S2024)
Name of Course Mental Health Nursing)
Course Semester (Summer 2024)
Monday & Wednesday 1030-1210
Location STEAM-237

Instructor Information: Sandra Rondeau, DNP, RN srondeau@com.edu, Office 409-933-8460
Office location: STEM 225-15

Student hours and location: Monday and Wednesday 1230-1630 or by appointment

Instructor Information: Molly Gundermann MSN-ED, RN mgundermann@com.edu, Office 409-933-8395

Office location: STEM 225-12

Required textbooks:

Morrison-Valfre, Michelle (2023) Foundations of Mental Health Care (8th ed.). St. Louis.

Sherpath Book-Organized: Instructor-Led Course
Summer 2024 VNSG 1236 Mental Health Sherpath for Morrison-Valfre
Foundations of Mental Health Care, 8th Edition
By Elsevier Inc
ISBN: 9780443104947
Course ID: 167432_com4_1001

Instructor: C OM

Course Description: VNSG (2 credit hour, 2.4 contact hour, 10-week course).

This course is an introduction to the principles and theories of positive mental health and human behaviors. Topics include emotional responses, coping mechanisms and therapeutic communication skills. Prerequisites: VNSG 1323 and VNSG 1260 with a grade of "C" or better. Co-requisites: VNSG 1231, VNSG 1429, VNSG 2331, VNSG 1261.

Determination of Course Grade/Detailed Grading Formula:

Course Requirements

1. Unit exams (3): Assess knowledge and understanding of incremental course content. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-PN testing format. If a student receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the instructor.
2. EAQ quizzes (8)
3. Comprehensive HESI final exam (1): Assesses overall knowledge and understanding of complete course content. Exam will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-PN testing format.

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.

Determination of Course Grade/Detailed Grading Formula:

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	%
EAQ Assignments (8)	15
Lessons (9)	15
Exam #1 *	20
Exam #2 *	20
Exam #3 *	20
Comprehensive Final Exam *	10
Total:	100%
* ≥ 75% exam average required to pass the course **Weighted assignments calculated only after 75% exam average	
met	

Late Work, Make-Up, and Extra-Credit Policy: Assignments are due by designated due date, there is no make-up or extra credit opportunities. (See handbook policies).

Attendance Policy:

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).

Course Objectives/Student Learning Outcomes

Upon completion of this course, the student will:

Student Learning Outcomes	Maps to end of Program Outcomes (Student) SLO's	Assessed via this Assignment
1. The student will assist in determining the mental health status, spiritual needs, cultural needs, and mental health needs of the holistic patients based on interpretation of health-related data, and preventive health practices in collaboration with patients, their families, and other members of the immediate health care team.	Program Student Learning Outcome 4: Assist in the assessment of mental and physical health of patients across the lifespan using a structured data collection tool with primary and secondary sources of information.	Exam 1 Lesson: Cultural considerations in mental health and mental illness
2.The student will assist in the formulation of basic goals/outcomes and contribute to the plan of care in collaboration with the mental health patient, their families, and interdisciplinary health care team members.	Program Student Learning Outcome 6: Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with patients' their families, and the health care team.	Exam 3 Lesson: Fundamental Principles and skills for mental health care
3. The student will contribute to implementing plans of care within legal and ethical parameters, including scope of education, in collaborating with the interdisciplinary health care team to assist the mental health patient in meeting health care	Program Student Learning Outcome 7: Implement the plan of care according to the scope of practice to provide safe, compassionate, ethical nursing care for patients with basic health needs across	Exam 1 Lesson: Values, morals, ethics and rights related to mental health care.

needs.	the lifespan and their families in a variety of healthcare settings.	
4. The student will assist with the implementation of a teaching plan for the mental health patient with common health problems and well-defined learning needs.		Exam 2 Exam 3 Lesson: Fundamental Principles and skills for mental health care
5. The student will assist in the evaluation of the mental health patient's responses and outcomes to therapeutic interventions using structured evaluation tools.	Program Student Learning Outcome 8. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assist in modification of the plan of care in response to changing patient needs.	Exam 2 Lesson: Essentials of a Therapeutic Relationship
6. The student will use the problem-solving approach as the basis for decision making in practice.	Program Student Learning Outcome 5: Analyze focused assessment data to prioritize problems that can be addressed by the nurse.	Lesson: Mental status Evaluation
7. Assist in the coordination of human and material resources for the provision of care for mental health patients.	Program Student Learning Outcome 9: Assist in the coordination of human, information, and material resources in providing care for assigned patients and their families.	EAQ quizzes Lesson: Complementary and alternative therapies in mental health care
8. The student will describe collaboration and communication with mental health patients and the interdisciplinary health care team.	Program Student Learning Outcome 12: Collaborate and communicate in a timely manner with patients, their families, and the health care team to assist in planning, delivering, coordination of patient-centered care to assigned patients across the lifespan.	Exam 2 EAQ therapeutic communication

<p>9. The student will participate in the identification of mental health patient's needs for referral to resources that facilitate continuity of care.</p>	<p>Program Student Learning Outcome 9: Assist in the coordination of human, information, and material resources in providing care for assigned patients and their families.</p>	<p>Exam 3 Class activity</p>
<p>10. The student will participate in activities which support the organization framework of structured mental health care settings.</p>		<p>Lesson: Delivery of Community Mental Health Services, Mental Health Care Team and Impact of mental illness</p>
<p>11. The student will discuss accountability for their own nursing practice.</p>		<p>Lesson: Legal Concepts and mental health care</p>
<p>12. The student will participate as an advocate in activities that focus on improving the health care of mental health patients.</p>	<p>Program Student Learning Outcome 13: Serve as a health care advocate in activities that focus on improving the safety, quality, and health care of patients across the lifespan and their families.</p>	<p>Lesson: Fundamental Principles and skills for mental health care</p>
<p>13. The student will discuss behaviors that promote the development and evidence-based practice of vocational nursing.</p>	<p>Program Student Learning Outcome 6: Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with patients, their families, and the health care team.</p>	<p>EAQ Mental Health Skills</p>
<p>14. The student will discuss social support throughout a lifespan.</p>	<p>Program Student Learning Outcome 14: Communicate and manage information using technology to support decision making to improve patient care across the lifespan.</p>	<p>Lesson: Cultural considerations in mental health and mental illness</p>
<p>15. The student will explain the concept of holistic care.</p>		<p>Lesson: Mental Health care: Systems cognitive, sociocultural and</p>

		biobehavioral theories and therapies.
16. The student will explore the mental health system in different countries.		Class activity
17. The student will discuss the practice of nursing according to the Texas Nursing Standards of Practice, Differentiated Essential Competencies (DECs) and within the parameters of the law.	Program Student Learning Outcome 11: Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for patients, self, and others.	Lesson: Legal Concepts and mental health care
18. The student will demonstrate knowledge of the Texas Nursing Practice Act and the Texas board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.	Program Student Learning Outcome 11: Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for patients, self, and others.	Lesson: Legal Concepts and mental health care

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.

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 Debra Bauer, DNP, MBA Director of Nursing[Dbauer3@com.edu, 409-933-8908

Course outline: Located at end of syllabus.

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.

Methods of Instruction

Case studies

Assignments

Audio-visual instructional aids

Written Reports/Clinical Reasoning exercises

Tardiness

See Attendance policy in the Nursing Student Handbook.

Withdrawal

See Admission, Progression, Dismissal, & Readmission policy in the Nursing Student Handbook.

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 act in a professional manner at all times. 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.

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. Any assignment containing plagiarized material will receive a grade of zero and the student will be referred to the Office of Student Conduct for appropriate disciplinary action. Also see the Behavior/Conduct policy in the Nursing Student Handbook.

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://www.com.edu/student-services/docs/Student_Handbook_2023-2024_v2.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.

Academic Success & Support Services: College of the Mainland is committed to providing students with 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 accommodation is requested to contact Kimberly Lachney at 409-933-8919 or klachney@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

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 11. The last date to withdraw from the 16-week session is November 28. The last date to withdraw for the 2nd 8-week session is December 7.

FN Grading: The FN grade is issued in cases of failure due to a lack of attendance, as determined by the instructor. The FN 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 FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN 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

Avoiding Plagiarism: <http://www.plagiarism.org/>

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### **Successful Tips for Students**

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](http://www.usu.edu/arc/StudySmart/pdf/estimating_study_hours.pdf)

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)

### **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](http://com.mywconline.com), or by clicking the SRWC icon on the COM website.

Surviving Active Shooter Event Reference and Training Videos

Run, Hide, Fight \* (Mandatory)

<https://www.youtube.com/watch?v=5VcSwejU2D0>

Last Resort ACTIVE SHOOTER SURVIVAL Measures by Alon Stivi

<https://www.youtube.com/watch?v=r2tIeRUbRHw>

Surviving an Active Shooter Event - Civilian Response to Active Shooter

<https://www.youtube.com/watch?v=j0It68YxLQQ>

Make the Call \* (Mandatory) <https://www.youtube.com/watch?v=AWaPp-8k2p0>

Discussion Questions:

1. What is your plan while in class to consider running, hiding, or fighting to survive?
2. How would you lock your classroom and/or barricade entry into the classroom?
3. What would you use to improvise weapons to take down the shooter / aggressor?
4. If you have to fight, would you COMMIT to the fight to save your life and others?
5. If you have a License to Carry and are concealed carrying, what guidelines would you follow?
6. Do you have the campus police emergency number and non-emergency number programmed into your phone?
  - a. COM Police Emergency number (409-933-8599)
  - b. COM Police Non-Emergency number (409-933-8403).
7. When the police arrive why would you have your hands up and follow all commands?
8. Why is it important to make the call to report any suspicious person or activity to campus police?

## **Statement of Eligibility for an Occupational Licensure**

*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](https://www.bon.texas.gov/licensure_eligibility.asp).

*Should you wish to request a review of the impact of criminal history on your potential Vocational 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](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 or not 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.*

## Course Content

### Chapter 1 History of Mental Health Care

#### Pre-class Learning:

**This chapter consists of pre-class learning opportunities for the student to be introduced to mental health nursing.**

#### Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following pre-class learning:

- The student will explain working definitions of mental health and mental illness. The student will describe the roles of major contributors to the study of care of persons with mental disorders.
- The student will discuss the major changes in history regarding the care of people with mental illness.
- The student will be able to discuss differences between inpatient and outpatient psychiatric care.
- The student will discuss the roles of multidisciplinary mental health care teams. The student will identify high-risk populations served by community mental health centers.
- The student will discuss the shift of mentally ill patients from institutional to communitybased care in society.
- The student will discuss the major change in the care of people with mental illnesses that resulted from the discovery of psychotherapeutic drugs.

#### Learning Content

- A. Primitive Societies
- B. Greece & Rome
- C. Middle Ages
- D. The Renaissance

- E. The Reformation
- F. Seventeenth Century
- G. Eighteenth Century
- II. Nineteenth Century United States
- III. Twentieth Century
  - A. Psychoanalysis
  - B. Influences of War
  - C. Introduction of Psychotherapeutic Drugs
- IV. From the Institution to the Community
  - A. Congressional Actions

**Learning Activities** Lecture  
and discussion.

Small group discussion  
Audiovisual instructional aids  
Clinical reasoning exercises Case  
Study and/or role-play  
Computer-assisted instruction

## Chapter 3 Ethical and Legal Issues

### Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will explain the differences among values, rights, and ethics.
2. The student will explain the purpose of the Patient's Bill of Rights.
3. The student will describe steps for making ethical decisions.
4. The student will discuss the legal importance of practice acts.
5. The student will describe the process of involuntary psychiatric commitment.
6. The student will list areas of potential legal liability for mental health care providers.
7. The student will distinguish between the legal terms *negligence* and *malpractice*.
8. The student will explain legal responsibilities that relate to nursing and health care providers.
9. The student will demonstrate contribution to implementing plan of care within legal & ethical parameters, including scope of education, in collaborating with the interdisciplinary health care team to assist mental health patients in meeting health care needs.

### Learning Content

- I. Values & Morals  
A. Acquiring Values  
B. Values Clarification
- II. Rights  
A. Clients Rights  
B. Care Provider Rights
- III. Ethics  
A. Ethical Principles  
B. Codes of Ethics  
C. Ethical Conflict
- IV. Laws & the Ethical System  
A. General Concepts  
B. Legal Concepts in Health Care
- V. Laws & Mental Health Care  
A. Patient– Caregiver Relationship  
B. Adult Psychiatric Admissions  
C. Areas of Potential Liability
- VI. Care Providers' Responsibilities  
A. The Reasonable & Prudent Caregiver Principle

**Learning Activities**

Lecture and discussion

Small group discussion

Audiovisual instructional  
aids Clinical reasoning  
exercises Case Study  
and/or role-play Computer-  
assisted instruction

## **Chapter 4: Sociocultural Issues**

### **Student Learning Outcomes**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will discuss the concepts of culture, ethnicity, and religion.
2. The student will articulate the consequences of stereotyping mental health patients.
3. The student will describe characteristics of culture.
4. The student will list three ways in which culture influences health and illness behaviors
5. The student will list the components of cultural assessment.
6. The student will recognize the importance of patients' spiritual or religious practices.
7. The student will list four topics to be included in the assessment of a patient who is a refugee.
8. The student will demonstrate integration of cultural factors into a holistic plan of therapeutic care.

### **Learning Content**

- I. Nature of Culture
  - A. Characteristics of Culture
- II. Influences of Culture
  - A. Health and Illness Beliefs
- III. Cultural Assessment
  - A. Communication
  - B. Environmental Control
  - C. Space, Territory, and Time
  - D. Social Organization
  - E. Biological Factors

### **Learning Activities**

Lecture and discussion  
Small group discussion  
Audiovisual instructional



aids Worksheets  
Role-play  
Case  
study

## Chapter 5 Theories & Therapies

### Student Learning Outcomes

1. The student will articulate how theories can be applied to mental health care.
2. The student will distinguish psychoanalytical therapies that resulted from Freud's work.
3. The student will describe how developmental, humanistic, and behavioral theories differ in their viewpoints.
4. The student will state how Maslow's human needs theory can be used in the care of patients with emotional problems.
5. The student will discuss the main concepts of systems, cognitive, and sociocultural theories.
6. The student will interpret the concept of homeostasis.
7. The student will explain how Selye's theories of stress and adaptation influence the delivery of health care.
8. The student will describe how psychobiology is adding to our knowledge about mental health care.
9. The student will explain how nursing theories apply to mental health care.
10. The student will describe the kinds of psychotherapy used in the treatment of mental disorders.
11. The student will list somatic therapies for treating mental illness.
12. The student will participate in activities which support the organization framework of structured mental health care settings.

### Learning Content

- A. Darwin's Theory
- B. Psychoanalytical Theories
- C. Other Theories
- II. Developmental Theories and
  - A. Therapies
  - B. Cognitive Development
  - C. Psychosocial Development
- III. Behavioral Theories and Therapies
  - A. B.F. Skinner

- B. Other Behavioral Therapies
- IV. Humanistic Theories and Therapies
  - A. Perls and Gestalt Therapy
  - B. Maslow's Influence
  - C. Rogers' Patient-Centered Therapy
  - D. Current Humanistic Therapies
- V. Systems Theories
- VI. Cognitive Theories and Therapies
  - A. Cognitive Restructuring Therapies
  - B. Coping Skills Therapies
  - C. Problem-Solving Therapies
  - D. Reality Therapy
- VII. Sociocultural Theories
  - A. Mental Illness as Myth
- VIII. Bio-behavioral Theories
  - A. Homeostasis
  - B. Stress Adaptation Theory
- IX. Psychobiology
- A. Psychoneuroimmunology
- X. Nursing Theories
- XI. Psychotherapies
  - A. Individual Therapies
  - B. Group Therapies
  - C. Online Therapy
- XII. Somatic Therapies
  - A. Pharmacotherapy
  - B. Biofeedback
  - C. Phototherapy
  - D. Acupuncture
- XIII. Future Developments

### **Learning Activities**

Lecture and discussion  
 Small group discussion  
 Audiovisual instructional aids  
 Clinical reasoning exercises  
 Worksheets Case Study and/or role-play  
 Computer-assisted instruction

## Chapter 6 Complementary & Alternative Therapies

### Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will explain the major difference between alternative and complementary therapies.
2. The student will analyze how the concept of holistic care relates to integrative medicine.
3. The student will state the purpose of the National Center for Complementary and Alternative Medicine (NCCAM)
4. The student will examine what is meant by the term whole medical systems.
5. The student will list three biologically based practices.
6. The student will discuss the basic premise of mind-body medicine.
7. The student will identify the theory underlying energy medicine therapies.
8. The student will describe four mental health problems that may be helped by complementary and alternative medicine (CAM) therapies.
9. The student will examine seven alternative approaches to mental health care. 10. The student will specify two precautions relating to CAM therapies

### Learning Content

- I. Definition of Terms
  - A. Allopathic Medicine
  - B. Complementary Medicine
  - C. Alternative Medicine
  - D. Integrative Medicine
  - E. Holistic Care
- II. National Center for Complementary and Alternative Medicine
- III. Whole Medical Systems
  - A. Ayurveda
  - B. Homeopathy

- C. Naturopathy
- D. Traditional Chinese Medicine
- IV. Biologically Based Practices
  - A. Aromatherapy
  - B. Dietary Supplements
  - C. Herbal Products
- V. Body-Based Practices
  - A. Chiropractic Treatment
  - B. Chelation
  - C. Eye Movement Desensitization
  - D. Massage
  - E. Phototherapy
- VI. Mind-Body Medicine
  - A. Expressive Therapy
  - B. Hypnotherapy
  - C. Meditation
- VII. Prayer and Spiritual Healing Energy Medicine
  - A. Biofield Therapies
    1. Acupuncture
    2. Biofeedback
    3. Qi Gong
    4. Reiki
    5. Therapeutic Touch
    6. Color Therapy
  - B. Electromagnetic Field Therapies
- VIII. Complementary Mental Health Therapies
  - A. Animal-Assisted Therapy
  - B. Culturally Based Healing
  - C. Diet and Nutrition
  - D. Expressive Therapies
  - E. Pastoral Counseling
  - F. Self-Help Groups
  - G. Stress Reduction and Relaxation
- IX. Adverse Effects
- X. Implications for Care Providers

### **Learning Activities**

Readings from required and recommended texts

Case study reviews

Role-play

Work Sheets

Critical thinking activities

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty

## Chapter 7 Psychotherapeutic Drug Therapy

### Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

1. The student will articulate how psychotherapeutic medications affect human beings.
2. The student will list classifications of psychotherapeutic medications.
3. The student will discuss classes of anti-anxiety agents and the side effects associated with each.
4. The student will formulate a list of teaching points for patients who are beginning antidepressant therapy.
5. The student will explain the major guidelines for care of patients taking lithium.
6. identify central nervous system and peripheral nervous system side effects of antipsychotic (neuroleptic) drug therapy.
7. The student will construct care guidelines for patients receiving psychotherapeutic drugs.
8. The student will discuss topics for teaching patients about their medications.
9. The student will explain how informed consent and noncompliance relate to psychotherapeutic medications.

### Learning Content

- I. How Psychotherapeutic Drug Therapy Works
- II. Classifications of Psychotherapeutic Drugs
  - A. Anti-anxiety Medications
  - B. Antidepressant Medications
  - C. Anti-manic Medications
  - D. Antipsychotic (Neuroleptic) Medications
- III. Client Care Guidelines
  - A. Assessment
  - B. Coordination
  - C. Drug Administration
  - D. Monitoring and Evaluating
  - E. Patient Teaching
- IV. Special Considerations

- A. Adverse Reactions
- B. Noncompliance
- C. Informed Consent

**Learning Activities**

Readings from required and recommended texts

Case study reviews

Role-play

Critical thinking activities

Worksheets

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty

## Chapter 8 Skills & Principles of Mental Health Care

### Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will recognize characteristics of a mentally healthy adult.
2. The student will comprehend how the phrase “do not harm” applies to mental health care.
3. The student will demonstrate the application of the principles of mental health care to patient care.
4. The student will identify the components of any behavior.
5. The student will describe the primary purpose and guidelines for providing safe and effective crisis intervention.
6. The student will explain how setting limits helps to provide consistency for mental health patients.
7. The student will distinguish how failure contributes to the development of insight.
8. The student will list ways to prevent over involvement and co-dependency.
9. The student will articulate the importance of personal and professional commitment.
10. The student will construct techniques for developing a positive mental attitude.
11. The student will understand the principles for nurturing yourself and other caregivers.
12. The student will assist in determining the mental health status and mental health needs of patients based on interpretation of health-related data, and preventive health practices in collaboration with patients, their families, and other members of the immediate health care team.
13. The student will use the problem-solving approach as the basis for decision making in practice.
14. The student will participate in the identification of mental health patient’s needs for referral to resources that facilitate continuity of care.

### Learning Content

- I. Principles of Mental Health Care
  - A. The Mentally Healthy Adult
  - B. Do No Harm
  - C. Accept Each Patient as a Whole Person
  - D. Develop Mutual Trust
  - E. Explore Behaviors and Emotions
  - F. Encourage Responsibility
  - G. Encourage Effective Adaptation
  - H. Provide Consistency
- II. Skills of Mental Health Care
  - A. Self-Awareness
  - B. Caring



- C. Insight
  - D. Risk Taking and Failure
  - E. Acceptance
  - F. Boundaries and Over involvement
  - G. Commitment
  - H. Positive Outlook
  - I. Nurturing Yourself
- III. Principles and Practices for Caregivers

### **Learning Activities**

Readings from required and recommended texts  
Case study reviews  
Critical thinking  
activities Role-play  
Worksheets  
Lecture/Discussion  
Clinical Reasoning Questions  
CAI Assignments to be specified by faculty.

## **Chapter 9 Mental Health Assessment Skills**

### **Student Learner Outcomes**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will describe two purposes of the mental health treatment plan.
2. The student will formulate each step of the nursing process.
3. The student will articulate the methods of data collection.
4. The student will list parts of a holistic nursing assessment.
5. The student will list four guidelines for conducting effective psychiatric interviews.
6. The student will recognize the importance of performing physical assessments on patients with psychiatric diagnoses.
7. The student will explain the purpose of the mental status examination.
8. The student will identify general categories of the mental status examination.
9. The student will describe the process for conducting a mental status examination.
10. The student will assist in the formulation of basic goals/outcomes and contribute to the plan of care in collaboration with the mental health patient, their families, and interdisciplinary health care team members.
11. The student assists with implementation of teaching plan for mental health patient with common health problems and well-defined learning needs.
12. The student will assist in the evaluation of the mental health patient's responses and outcomes to therapeutic interventions using structured evaluation tools.

13. The student assists in the coordination of human and material resources for the provision of care for mental health patients.

### **Learning Content**

- I. Mental Health Treatment Plan
  - A. DSM-IV-TR Diagnosis
  - B. Nursing (Therapeutic) Process
- II. About Assessment
  - A. Data Collection
  - B. Assessment Process
- III. The Health History
  - A. Effective Interviews
- IV. Physical Assessment
- V. Mental Status Assessment
  - A. General Description
  - B. Emotional State
  - C. Experiences
  - D. Thinking
  - E. Sensorium and Cognition

### **Learning Activities**

Readings from required and recommended texts.

Case study reviews.

Critical thinking

activities Role-play

Worksheets

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty.

## Chapter 10 Therapeutic Communication

### Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will identify two types of communication.
2. The student will list the five components or parts of any communication.
3. The student will examine two theories of communication.
4. The student will compare the characteristics of verbal and nonverbal communication.
5. The student will identify three interventions for communicating with people who do not speak your language.
6. The student will explain eight principles of therapeutic communication.
7. The student will describe eight therapeutic communication skills.
8. The student will name three techniques for communicating with clients who have mental-emotional problems.

### Learning Content

- I. Characteristics of Communication
  - A. Types of Communications
  - B. Process of Communication
  - C. Factors that Influence Communication
- II. Theories of Communication
  - A. Ruesch's Theory
  - B. Transactional Analysis
  - C. Neurolinguistic Programming
- III. Levels of Communication
  - A. Verbal Communication
  - B. Nonverbal Communication
- IV. Intercultural Communication
  - A. Intercultural Differences
- V. Therapeutic Communication Skills
  - A. Listening Skills
  - B. Interaction Skills
- VI. Nontherapeutic Communication
  - A. Barriers to Communication
  - B. Nontherapeutic Messages
- VII. Problems with Communication
- VII. About Assessment A. Data Collection

- B. Assessment Process
- VIII. The Health History
  - A. Effective Interviews
  - A. Communicating with Mentally Troubled Clients
  - B. Assessing Communication

### **Learning Activities**

Readings from required and recommended texts.  
Case study reviews.  
Critical thinking activities.  
Lecture/Discussion  
Clinical Reasoning Questions  
CAI Assignments to be specified by faculty.

## **Chapter 11 The Therapeutic Relationship**

### **Student Learning Outcomes**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will compare the difference between a social relationship and a therapeutic relationship.
2. The student will interpret the dynamics of the therapeutic relationship.
3. The student will comprehend ways to establish therapeutic rapport.
4. The student will differentiate characteristics of the therapeutic relationship.
5. The student will analyze the meaning of “therapeutic use of self.”
6. The student will discuss the phases of the therapeutic relationship.
7. The student will distinguish the roles of the caregiver in the therapeutic relationship.
8. The student will understand problems that may be encountered in the therapeutic relationship.
9. The student will describe collaboration with mental health patients and the interdisciplinary health care team.
10. The student will discuss accountability for own nursing practice.
11. The student will participate as an advocate in activities that focus on improving the health care of mental health patients.
12. The student will discuss behaviors that promote the development and evidence-based practice of vocational nursing.

### **Learning Content**

- I. Dynamics of the Therapeutic Relationship

- A. Trust
- B. Empathy
- C. Autonomy
- D. Caring
- E. Hope
- II. Characteristics of the Therapeutic
  - A. Relationship
  - B. Acceptance
  - C. Rapport
  - D. Genuineness
  - E. Therapeutic Use of Self
- III. Phases of the Therapeutic Relationship
  - A. Preparation Phase
  - B. Orientation Phase
  - C. Working Phase
  - D. Termination Phase
- IV. Roles of the Caregiver
  - A. Change Agent
  - B. Teacher
  - C. Technician
  - D. Therapist
- V. Problems Encountered in the Therapeutic Relationship
  - A. Environmental Problems
  - B. Problems with Care Providers
  - C. Problems with Patients

### **Learning Activities**

Readings from required and recommended texts

Case study reviews

Critical thinking

activities Role-play

Worksheets

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty.

## Chapter 12 The Therapeutic Environment

### Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will identify situations that indicate a need for hospitalization.
2. The student will describe types of patients treated in the inpatient therapeutic environment.
3. The student will discuss the goals of the therapeutic environment.
4. The student will explain environmental factors that are assessed daily.
5. The student will articulate the importance of setting limits on patient's behaviors.
6. The student will state ways the therapeutic environment helps patients meet their needs for love and belonging.
7. The student will discuss how care providers' expectations influence patients' behaviors.
8. The student will understand techniques to improve patient compliance.

### Learning Content

- I. Use of the Inpatient Setting
  - A. Crisis Stabilization
  - B. Acute Care and Treatment
  - C. The Chronically Mental Ill Population
- II. Goals of a Therapeutic Environment
  - A. Help Patients Meet Needs
  - B. Teach Psychosocial (Adaptive) Skills
- III. The Therapeutic Environment and Patient Needs
  - A. Physiological Needs
  - B. Safety and Security Needs
  - C. Love and Belonging Needs
  - D. Self-Esteem Needs
  - E. Self-Actualization Needs
- IV. Variables of the Therapeutic Environment
  - A. Admission and Discharge
  - B. Compliance

### Learning Activities

Readings from required and recommended texts.

Case study reviews.

Role-play

Worksheets

Critical thinking activities. Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty.

## **Chapter 13 Problems of Childhood**

### **Student Learning Outcomes**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will describe common problems of childhood, and list therapeutic interventions for each.
2. The student will describe the impact of homelessness, abuse, and neglect on children in the community.
3. The student will demonstrate therapeutic interventions for the child with anxiety.
4. The student will list behaviors that are seen in children with attention deficit-hyperactivity disorder.
5. The student will articulate the importance of early diagnosis of disruptive behavioral (conduct) disorders.
6. The student will discuss therapeutic actions for children with mental retardation.
7. The student will differentiate between the types of learning disorders.
8. The student will recognize the behaviors seen in children with pervasive developmental disorders.
9. The student will formulate a list of general interventions for children with mental health problems.

### **Learning Content**

- I. Normal Childhood Development
  - A. Common Behavioral Problems of Childhood
  - B. Mental Health Problems of Childhood
- II. Environmental Problems
  - A. Homelessness
  - B. Abuse and Neglect
- III. Problems with Parent-Child Interactions
  - A. Parent-Child Conflicts
- IV. Emotional Problems
  - A. Anxiety
  - B. Depression
  - C. Somatoform Disorders
  - D. Posttraumatic Stress Disorder
- V. Behavioral Problems
  - A. Children and Violence
  - B. Attention Deficit-Hyperactivity Disorder
  - C. Disruptive Behavioral (Conduct) Disorder
- VI. Problems with Eating and Elimination
  - A. Eating Disorders
  - B. Elimination Disorders

- VII. Developmental Problems
  - A. Mental Retardation
  - B. Learning Disorders
  - C. Communication Disorders
- VIII. Pervasive Developmental Disorders
  - A. Autism
- IX. Schizophrenia
- X. Therapeutic Actions
  - A. Meet Basic Needs
  - B. Provide Opportunities
  - C. Encourage Self-Care and Independence

### **Learning Activities**

Readings from required and recommended texts

Case study reviews

Role-play

Worksheets

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty.



## Chapter 14 Problems of Adolescence

### Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will describe common problems of adolescence.
2. The student will discuss problems faced by adolescents with troubled family lives.
3. The student will explain the diagnostic criteria for behavioral disorders.
4. The student will articulate how the signs and symptoms of adolescent depression differ from those seen in adult depression.
5. The student will differentiate eating disorders and describe the associated signs and symptoms and behavior.
6. The student will identify the stages of chemical dependency in adolescence.
7. The student will construct a list of signs or symptoms indicating a potentially suicidal teen.
8. The student will describe therapeutic interventions designed specifically for adolescent patients.
9. The student will explain how health care providers help adolescents develop effective coping skills.

### Learning Content

- I. Adolescent Growth and Development
  - A. Physical Development
  - B. Psychosocial Development
- II. Common Problems of Adolescence
  - A. Internal (Developmental) Problems
  - B. External (Environmental) Problems
- III. Mental Health Problems of Adolescence
  - A. Behavioral Disorders
  - B. Emotional Disorders
  - C. Eating Disorders
  - D. Chemical Dependency
  - E. Personality Disorders
  - F. Sexual Disorders
  - G. Psychosis
  - H. Suicide
- IV. Therapeutic Interventions
  - A. Surveillance and Limit Setting
  - B. Building Self-Esteem
  - C. Skill Development

### Learning Activities

Readings from required and recommended texts

Case study reviews  
Critical thinking activities  
Lecture/Discussion  
Role-play  
Worksheets  
Clinical Reasoning Questions  
CAI Assignments to be specified by faculty.

## Chapter 17 Cognitive Impairment, Alzheimer's Disease and dementia

### Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will describe two normal age-related changes in cognition.
2. The student will identify six main categories of confusion.
3. The student will explain why the use of medications can lead to confusion in older adults.
4. The student will describe at least three signs or symptoms of delirium.
5. The student will identify five symptoms of dementia.
6. The student will describe the signs and symptoms seen during the progression of Alzheimer's disease.
7. The student will list three mental health care goals for clients with Alzheimer's disease.
8. The student will describe the need-driven dementia-compromised behavior model.

### Learning Content

- I. Confusion Has Many Faces
  - A. Normal Changes in Cognition
  - B. The Six "Ds" of Confusion
- II. Medications and the Elderly Population
- III. Clients with Delirium
  - A. Finding the Cause
  - B. Finding the Cause
- IV. Dementia
  - A. Causes of Dementia
  - B. Symptoms of Dementia
- V. Alzheimer's Disease
  - A. Symptoms and Course
  - B. After the Diagnosis
  - C. Principles of Management
- VI. Therapeutic Interventions
  - A. Assessment
  - B. Interventions for Alzheimer's Disease
  - C. Caregiver Support

### Learning Activities

Readings from required and recommended texts  
Case study reviews  
Role-play  
Worksheets  
Critical thinking activities  
Lecture/Discussion  
Clinical Reasoning Questions

CAI Assignments to be specified by faculty.

## Chapter 18 Managing Anxiety

### Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will describe the continuum of responses to anxiety.
2. The student will list types of coping mechanisms used to decrease anxiety.
3. The student will explain how anxiety is experienced through each life cycle.
4. The student will differentiate between normal anxiety and an anxiety disorder.
5. The student will articulate the difference between phobic and obsessive-compulsive behavior.
6. The student will describe three features of posttraumatic stress disorder.
7. The student will formulate a list of therapeutic interventions for the patient with rape-trauma syndrome.
8. The student will recognize the importance of monitoring medication use for patients with high levels of anxiety.
9. The student will discuss three methods of recognizing and preventing anxiety.

### Learning Content

- I. Continuum of Anxiety Responses
  - A. Types of Anxiety
- II. Coping with Anxiety
  - A. Coping Methods
  - B. Defense Mechanisms
  - C. Crisis
  - D. Self-Awareness and Anxiety
- III. Theories Relating to Anxiety
  - A. Biological Models
  - B. Psychodynamic Model
  - C. Interpersonal Model
  - D. Behavioral Model
  - E. Other Models
- IV. Anxiety Throughout the Life Cycle
  - A. Anxiety in Childhood
  - B. Anxiety in Adolescence
  - C. Anxiety in Adulthood
  - D. Anxiety in Older Adulthood
- V. Anxiety Disorders

- A. Generalized Anxiety Disorder
  - B. Panic Disorder
  - C. Phobic Disorders
  - D. Obsessive-Compulsive Disorder
  - E. Behavioral Addictions
  - F. Traumatic Stress Reaction
  - G. Posttraumatic Stress Disorder
- VI. Therapeutic Interventions

### **Learning Activities**

Readings from required and recommended texts  
 Case study reviews  
 Role-play  
 Worksheets  
 Critical thinking activities  
 Lecture/Discussion  
 Clinical Reasoning Questions  
 CAI Assignments to be specified by faculty.

## **Chapter 19 Illness & Hospitalization**

### **Student Learning Outcomes**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will differentiate between health and illness.
2. The student will understand the five stages of illness.
3. The student will recognize how denial is used as a protective mechanism during illness.
4. The student will articulate why hospitalization is considered a situational crisis.
5. The student will understand the stages of the hospitalization experience.
6. The student will describe the difference between hospitalization for psychiatric problems and hospitalization for physical problems.
7. The student will explain how emotional support of significant others affects the outcome of a patient's illness.
8. The student will analyze nondrug methods for managing pain.
9. The student will articulate the importance of discharge planning for hospitalized persons.

### **Learning Content**

- I. The Nature of Illness
  - A. Stages of the Illness Experience
  - B. Impacts of Illness
- II. The Hospitalization Experience

- A. Situational Crisis
- B. Psychiatric Hospitalization
- III. Therapeutic Interventions
  - A. Psychosocial Care
  - B. Discharge Planning

**Learning Activities**

Readings from required and recommended texts

Case study reviews

Role-play

Worksheets

Critical thinking activities

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty.

## Chapter 21 Depression and Other Mood Disorders

### Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will describe the continuum of emotional responses.
2. The student will discuss theories relating to emotions and their disorders.
3. The student will articulate how emotions affect individuals throughout the life cycle.
4. The student will discuss the differences between a depressive episode and a depressive disorder.
5. The student will list the diagnostic criteria for bipolar disorders.
6. The student will define seasonal affective disorder.
7. The student will recognize behaviors associated with postpartum depression.
8. The student will list drug classes used for the treatment of depression and other mood disorders.
9. The student will list nursing (therapeutic) interventions for patients with mood disorders.

### Learning Content

- I. Continuum of Emotional Responses
- II. Theories Relating to Emotions and Their Disorders
  - A. Biological Evidence
  - B. Other Theories
- III. Emotions Throughout the Life Cycle
  - A. Emotions in Childhood
  - B. Emotions in Adolescence
  - C. Emotions in Adulthood
  - D. Emotions in Older Adulthood
- IV. Characteristics of Mood Disorders
- V. Mood Disorders
  - A. Major Depressive Episode
  - B. Major Depressive Disorder
  - C. Dysthymic Disorder
  - D. Bipolar Disorder
  - E. Cyclothymic Disorder
  - F. Other Problems with affect
  - G. Medical Problems and Mood Disorders
- VI. Therapeutic Interventions
  - A. Treatment and Therapy
  - B. Drug Therapies
  - C. Nursing (Therapeutic) Process



## **Learning Activities**

Readings from required and recommended texts  
Case study reviews  
Role-play  
Worksheets  
Critical thinking activities  
Lecture/Discussion  
Clinical Reasoning Questions  
CAI Assignments to be specified by faculty.

## **Chapter 22 Physical Problems, Psychological Sources**

### **Student Learning Outcomes**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will list the types of drugs used in the treatment of neoplastic diseases.
2. The student will discuss the uses, general drug actions, general adverse reactions, contraindications, precautions & interactions of the antineoplastic drugs.
3. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking antineoplastic drugs.
4. The student will list some common nursing diagnoses particular to a patient taking antineoplastic drugs.
5. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, special considerations, and important points to keep in mind when assisting with educating a patient about the use of an antineoplastic drug.

### **Learning Content**

- I. Role of Emotions in Health
- II. Anxiety and Stress A. Childhood Sources
- III. Common Psychophysical Problems  
A. Theories of Psychophysical Disorders
- IV. Somatoform Disorders A.  
Cultural Influences  
B. Criteria for Diagnosis  
C. Somatization Disorder  
D. Conversion Disorder  
E. Hypochondriasis  
F. Other Somatoform Disorders  
G. Factitious Disorders and Malingering
- V. Implications for Care Providers

## **Learning Activities**

Readings from required and recommended texts

Case study reviews

Role-play

Worksheets

Critical thinking activities

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty.

## **Chapter 23 Eating & Sleeping Disorders**

### **Student Learning Outcomes**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will list criteria for the diagnosis of an eating disorder.
2. The student will differentiate between anorexia nervosa and bulimia.
3. The student will discuss the prognosis (outcome) for a patient with an untreated eating disorder.
4. The student will explain why obesity can be considered an eating disorder.
5. The student will discuss the main therapeutic goal for treating patients with eating disorders.
6. The student will construct a list of therapeutic interventions for patients with eating disorders.
7. The student will describe the functions of sleep.
8. The student will discuss the signs and symptoms of a patient experiencing insomnia.
9. The student will construct a list of therapeutic (nursing) interventions to assist patients with sleeping problems.

### **Learning Content**

- I. Eating Disorders
  - A. Anorexia Nervosa
  - B. Bulimia
  - C. Obesity
  - D. Other Eating Disorders
  - E. Guidelines for Intervention
- II. Sleep Disorders
  - A. Dyssomnias
  - B. Parasomnias
  - C. Other Sleep Disorders
  - D. Guidelines for Intervention

## **Learning Activities**

Readings from required and recommended texts

Case study reviews

Role-play

Worksheets

Critical thinking activities

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty.

## **Chapter 24 Dissociative Disorders**

### **Student Learning Outcomes**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will discuss the meaning of the term *self-concept*.
2. The student will describe the continuum of self-concept responses.
3. The student will describe the development of self-concept throughout the life cycle.
4. The student will explain the main characteristic of dissociative disorders.
5. The student will differentiate among the types of dissociative disorders.
6. The student will explain the outstanding features of a dissociative identity (multiple personality) disorder.
7. The student will discuss the main goal of treatment for patients with dissociative disorders.
8. The student will list nursing diagnoses for patients with dissociative disorders.
9. The student will assist in the development of a care plan for a patient who has been diagnosed with a dissociative disorder.

### **Learning Content**

- I. Continuum of Self-Concept Responses
  - A. The Healthy Personality
- II. Self-Concept Throughout the Life Cycle
  - A. Self-Concept in Childhood
  - B. Self-Concept in Adolescence
  - C. Self-Concept in Adulthood
  - D. Self-Concept in Older Adulthood
- III. Dissociative Disorders
  - A. Characteristics
  - B. Depersonalization Disorder

- C. Dissociative Amnesia
  - D. Dissociative Fugue
  - E. Dissociative Trance Disorder
  - F. Dissociative Identity Disorder
- IV. Therapeutic Interventions A. Treatments and Therapies

### **Learning Activities**

Readings from required and recommended texts

Case study reviews

Role-play

Worksheets

### **Student Learning Outcomes**

Critical thinking activities

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty.

## **Chapter 25 Anger and Aggression**

### **Student Learning Outcomes**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will differentiate among anger, aggression, and assertiveness.
2. The student will identify how children, adolescents, young adults, and older adults express anger.
3. The student will discuss the impact of anger and aggression on society.
4. The student will discuss theories that attempt to explain the causes of aggression.
5. The student will recognize each of the stages of the assault cycle.
6. The student will explain the main characteristics of mental health disorders that relate to anger or aggression.
7. The student will explain the process for assessing patients who are angry or aggressive.
8. The student will demonstrate therapeutic interventions for patients who are experiencing anger or acting aggressively.
9. The student will list techniques for recognizing and coping with your own anger.

### **Learning Content**

- I. Anger and Aggression in Society
  - A. Gender Aggression
  - B. Aggression Throughout the Life Cycle

- C. Scope of the Problem Today
- II. Theories of Anger and Aggression
  - A. Biological Theories
  - B. Psychosocial Theories
  - C. Sociocultural Theories
- III. The Cycle of Assault
  - A. Trigger Stage
  - B. Escalation Stage
  - C. Crisis Stage
  - D. Recovery Stage
  - E. Depression Stage
- IV. Anger-Control Disorders
  - A. Aggressive Behavioral Disorders of Childhood
  - B. Impulse-Control Disorders
  - C. Adjustment Disorders
- V. Guidelines for Intervention
  - A. Assessing Anger and Aggression
  - B. Therapeutic Interventions

### **Learning Activities**

Readings from required and recommended texts

Case study reviews

Role-play

Worksheets

Critical thinking activities

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty.

## **Chapter 26**

### **Outward-focused Emotions: Violence**

#### **Student Learning Outcomes**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will recognize how violence influences the members of a society.
2. The student will differentiate between groups of theories that attempt to explain the cause of violence.
3. The student will recognize characteristics of a dysfunctional family.
4. The student will determine the consequences of abuse during pregnancy.
5. The student will describe examples of abuse or neglect for each age group throughout the life cycle.
6. The student will recognize the essential features of posttraumatic stress disorder and rapetrauma syndrome.
7. The student will discuss special assessments for suspected victims of violence.
8. The student will formulate nursing interventions for helping patients recover from violence.
9. The student will understand how self-awareness can lead to a decrease in violent, abusive, or exploitive behaviors.

#### **Learning Content**

- I. Social Factors and Violence
- II. Theories of Violence
- III. Abuse, Neglect, and Exploitation within the Family
  - A. Domestic Violence

- B. Gender Abuse
- C. Abuse During Pregnancy
- D. Child Abuse
- E. Adolescent Abuse
- F. Elder Abuse
- G. Sexual Abuse
- IV. Abuse Neglect and Exploitation within the Community
  - A. Violence, Trauma, and Crime
  - B. Group Abuse
- V. Mental Health Disorders Relating to Violence
  - A. Posttraumatic Stress Disorder
  - B. Rape-Trauma Syndrome
- VI. Therapeutic Interventions
  - A. Special Assessments
  - B. Treating Victims of Violence
  - C. Preventing Violence in Your Life

### **Learning Activities**

Readings from required and recommended texts

Case study reviews

Role-play

Worksheets

Critical thinking activities

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty

## **Chapter 27**

### **Inward-Focused Emotions: Suicide**

#### **Student Learning Outcomes**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will explain the range of self-protective behavioral responses.
2. The student will differentiate the myths about suicidal behaviors.
3. The student will recognize cultural or social factors that relate to suicide.
4. The student will describe categories of motivation for attempting suicide.
5. The student will reflect on how suicide affects family members and friends.
6. The student will understand the theories that attempt to explain the causes of suicide.
7. The student will discuss the occurrence of suicide throughout each life cycle.
8. The student will construct an outline that discusses the process for assessing the suicidal potential of a patient.
9. The student will formulate therapeutic goals and interventions for patients with suicidal behaviors.

#### **Learning Content**

- I. Continuum of Behavioral Responses
  - A. Myths About Suicide
- II. Impact of Suicide on Society
  - A. Cultural Factors



- B. Social Factors
- III. Dynamics of Suicide
  - A. Characteristics of Suicide
  - B. Categories of Motivation
  - C. Theories About Suicide
  - D. Effects of Suicide on Others
- IV. Suicide Throughout the Life Cycle
  - A. Suicide and Children
  - B. Suicide and Adolescents
  - C. Suicide and Adults
  - D. Suicide and Older Adults
- V. Therapeutic Interventions
  - A. Assessment of Suicidal Potential
  - B. Therapeutic Interventions for Suicidal Clients

### **Learning Activities**

Readings from required and recommended texts

Case study reviews

Role-play  
Worksheets  
Critical thinking activities  
Lecture/Discussion  
Clinical Reasoning Questions  
CAI Assignments to be specified by faculty

**Unit 5 Cont.**

**Chapter 28**

## Substance Related Disorders

### Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will define terms relating to substance use and treatment.
2. The student will articulate how chemical dependency affects persons from different age groups.
3. The student will explain the serious consequences of substance abuse.
4. The student will describe the different categories of abused substances, and give an example from each group.
5. The student will formulate a list of reasons why inhalants are abused by adolescents and young adults.
6. The student will distinguish the stages or phases of becoming addicted.
7. The student will discuss the criteria for the diagnosis of a substance-related disorder.
8. The student will explain what is meant by the term *relapse*.
9. The student will formulate a list of interventions for patients who are diagnosed with substance-related disorders.

### Learning Content

- I. Vocabulary Terms
- II. Role of Chemicals in Society
  - A. Substance Use and Age
  - B. Scope of the Problem Today
- III. Categories of Abused Substances
  - A. Chemicals of Abuse
  - B. Medications
  - C. Inhalants
- IV. Characteristics of Substance Use and Abuse
  - A. Stages of Addiction
  - B. Criteria for Diagnosis
  - C. Clinical Presentation
- V. Guidelines for Intervention
  - A. Assessment
  - B. Treatments and Therapies
  - C. Relapse
  - D. Nursing Process

### Learning Activities

Readings from required and recommended texts

Case study reviews  
Role-play  
Worksheets  
Critical thinking activities  
Lecture/Discussion  
Clinical Reasoning Questions  
CAI Assignments to be specified by faculty

**Unit 5 Cont.**  
**Chapter 29**  
**Sexual**  
**Disorders**

**Student Learning Outcomes**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will comprehend the continuum (range) of sexual responses.
2. The student will explain how self-awareness affects the care of patients with psychosexual problems.
3. The student will identify how sexuality is expressed through each life stage.
4. The student will recognize different modes of sexual expression.
5. The student will articulate possible theories relating to sexual problems.
6. The student will differentiate between a sexual dysfunction and a sexual disorder.
7. The student will define paraphilia, and list examples of paraphiliac behaviors.
8. The student will formulate a list of specific signs of a sexual addiction.
9. The student will demonstrate application of the nursing process when caring for a patient with a psychosexual problem.
10. The student will explain the importance of HIV/AIDS counseling for every patient with a psychosexual problem.

**Learning Content**

- I. Continuum of Sexual Responses A. Self-Awareness and Sexuality
  - B. Sexuality Throughout the Life Cycle
  - C. Sexuality in Childhood
  - D. Sexuality in Adolescence
  - E. Sexuality in Adulthood
  - F. Sexuality in Older Adulthood
  - G. Sexuality and Disability
- II. Modes of Sexual Expression
  - A. Heterosexuality
  - B. Homosexuality
  - C. Bisexuality
  - D. Transvestism
  - E. Theories Relating to Psychosexual Variations

- III. Psychosexual Disorders
  - A. Sexual Dysfunctions
  - B. Paraphilias
  - C. Gender Identity Disorder
  - D. Sexual Addiction
- IV. Therapeutic Interventions
  - A. Psychosexual Assessment
  - B. Nursing Process

**Learning Activities**

Readings from required and recommended texts

Case study reviews

Role-play

Worksheets

Critical thinking activities

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty

**Unit 5 Cont.**  
**Chapter 30**  
**Personality Disorders**

**Student Learning Outcomes**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will explain the continuum of social responses.
2. The student will understand how personality develops throughout the life cycle.
3. The student will explain theories relating to the development of personality disorders.
4. The student will identify four characteristics of a personality disorder.
5. The student will explain the meaning of the term *dual diagnosis*.
6. The student will discuss different types of personality disorders and their most significant associated behaviors.
7. The student will identify the main goal of therapy for patients with personality disorders.
8. The student will differentiate and compare the classes of drugs used to treat patients with personality disorders.
9. The student will demonstrate planning nursing diagnoses and therapeutic interventions for a patient with a personality disorder.

**Learning Content**

- I. Continuum of Social Responses
  - A. Myths About Suicide
- II. Personality Throughout the Life Cycle
  - A. Personality in Childhood
  - B. Personality in Adolescence
  - C. Personality in Adulthood
  - D. Personality in Older Adulthood
- III. Theories Relating to Personality Disorders
  - A. Biological Theories
  - B. Psychoanalytical Theories
  - C. Behavioral Theories
  - D. Sociocultural Theories
- IV. Personality Disorders
  - A. Eccentric Cluster
  - B. Erratic Cluster
  - C. Fearful Cluster
  - D. Dual Diagnosis
- V. Therapeutic Interventions
  - A. Treatment and Therapy
  - B. Nursing (Therapeutic) Process

**Learning Activities**

Readings from required and recommended texts

Case study reviews

Role-play

Worksheets

Critical thinking activities

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty



**Unit 5 Cont.**  
**Chapter 31**  
**Schizophrenia & other Psychoses**

**Student Learning Outcomes**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will differentiate between a psychosis and other mental health disorders.
2. The student will discuss the continuum of neurobiological responses.
3. The student will identify the signs and symptoms of psychosis in childhood, adolescence, and adulthood.
4. The student will discuss theories relating to the causes of schizophrenia and other psychoses.
5. The student will discuss, compare and contrast the subtypes of schizophrenia.
6. The student will recognize the signs, symptoms, and behaviors exhibited by a person with schizophrenia.
7. The student will list the main pharmacological treatments and mental health therapies for persons with schizophrenia.
8. The student will demonstrate application of the therapeutic process to patients suffering from schizophrenia or another psychosis.
9. The student will understand the nursing responsibilities related to antipsychotic medications.

**Learning Content**

- I. Continuum of Neurobiological Responses
- II. Psychoses Throughout the Life Cycle
  - A. Psychoses in Childhood
  - B. Psychoses in Adolescence
  - C. Psychoses in Adulthood
  - D. Psychoses in Older Adulthood
- III. Theories Relating to Psychoses
  - A. Biological Theories
  - B. Other Theories
- IV. Psychotic Disorders
  - A. Schizophrenia
  - B. Other Psychoses
- V. Therapeutic Interventions
  - A. Treatments and Therapies

- B. Nursing (Therapeutic) Process
- C. Special Considerations

**Learning Activities**

- Readings from required and recommended texts
- Case study reviews
- Role-play
- Worksheets
- Critical thinking activities
- Lecture/Discussion
- Clinical Reasoning Questions

