



RNSG 2213 Mental Health Nursing

Fall, 2021 16 Weeks

Tuesday 1300-1500

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Required Textbook

Halter, M.J. (2018). *Varc Carolis' Foundations of Psychiatric-Mental Health Nursing: A clinical approach*. St Louis: Elsevier.

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

Elsevier Adaptive Quizzing for Varc Carolis' Foundation of Psychiatric-Mental Health Nursing-Classic Version, 8th Edition.

Elsevier Adaptive Quizzing for NCLEX-RN Exam (36-Month) Classic Version, 2nd Edition.

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)

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.

Course Objectives/Student Learning Outcomes

Upon completion of this course, the student will:

1. Describe the pathophysiology and clinical management of patients with a variety of mental health needs.
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.
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.
4. Examine the roles of the associate degree nurse in caring for patients with mental health needs and their families.
5. Utilize effective communication with culturally and spiritually diverse patients with mental health needs, their families, and members of the health care team.
6. Discuss patient care management of patients with mental health needs.
7. Select appropriate principles of teaching and learning for culturally and spiritually diverse patients with mental health needs and their families.
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.
9. Discuss ethical/legal issues related to the care of patients with mental health needs and their families.
10. Compare and contrast health care and financial resources available to assist culturally diverse patients with mental health needs and their families.

Course Policies

Attendance:

See the Attendance Policy in the Nursing Student Handbook.

Tardiness:

See the Attendance 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://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 in the student 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 6. The last date to withdraw from the 16-week session is November 19. The last date to withdraw for the 2nd 8-week session is December 2.

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.

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.

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](http://www.plagiarism.org)

COVID-19 Statement:

All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at www.com.edu/coronavirus. In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance, when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit www.com.edu/coronavirus for future updates.

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 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 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.

Make-up Policy/Late Assignments:

All course assignments are expected to be completed and submitted on the specific due date. See Late Assignments Policy in the Nursing Student Handbook.

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 lessons**	10
Varcaris' 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).

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	

Faculty Office Hours and Location

All nursing faculty post their office hours on or by their doors. The offices are in Steam Building.

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 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 studies can improve medical and nursing care.
7. Describe the specialty of psychiatric mental health nursing, and direct and indirect advocacy opportunities for psychiatric mental health nurses.
8. Compare and contrast a social and a therapeutic relationship regarding purpose, focus, communication style, and goals.

9. Explore qualities that foster a therapeutic nurse-patient relationship and qualities that contribute to a non-therapeutic relationship.
10. Analyze the meaning of boundaries and the influence of transference and countertransference on boundary blurring.
11. Explain Peplau's four phases of the nurse-patient relationship.
12. Identify the use of attending behaviors (e.g., eye contact, body language, and vocal qualities).
13. Describe the communication process.
14. Discuss the differences between verbal and nonverbal communication.
15. Discuss verbal and nonverbal communication of different cultural groups in the areas of communication style, eye contact, and touch.
16. Identify techniques that can enhance communication highlighting what makes them effective.
17. Identify techniques that can obstruct communication highlighting what makes them ineffective.
18. Summarize the best setting, seating arrangement, and methods for engaging in the nurse-patient interaction.
19. Identify the advantages of information communication technologies and some of the concerns.

Learning 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 major functions of the brain and how psychotropic drugs 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. Consider different approaches when conducting a nursing assessment of a child, an adolescent, and an older adult.
2. Differentiate between the use of an interpreter and a translator when performing an assessment with a non-English speaking patient.
3. Conduct a mental status examination (MSE).
4. Perform a psychosocial assessment including brief cultural and spiritual components.
5. Construct a plan of care for a patient with a mental health problem.
6. Demonstrate basic nursing interventions and evaluation of care following the American Nurses Association's (ANA) Standards of Practice.
7. Compare and contrast *Nursing Interventions Classification* (NIC) *Nursing Outcomes Classification* (NOC), and *Evidenced-based practice* (EBP),

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 short- and long-term physiological consequences of stress.
2. Describe how responses to stress are mediated through perception, personality, social support, culture, and spirituality.
3. Identify and describe holistic approaches to stress management.
4. Explain how cognitive techniques can help increase a personal tolerance to stress.

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 three types of crises and provide an example of each.
2. Identify six aspects of crisis that have relevance for nurses involved in crisis intervention.
3. Provide interventions to minimize crises situations
4. List resources in the community that could be used as resources for a patient in crises.
5. Recognize disaster occurrences and management as global concerns.
6. Differentiate among disaster types.

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-redirecting

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. Identify defense mechanisms.
2. Describe clinical manifestations of each anxiety and obsessive-compulsive disorder.
3. Identify genetic, biological, psychological, and cultural factors that may contribute to anxiety and obsessive-compulsive disorders.
4. Formulate four priority nursing diagnoses that can be used in treating a person with anxiety and obsessive-compulsive disorders.
5. Plan realistic outcome criteria for a patient with (a) generalized anxiety disorder, (b) panic disorder, and (c) obsessive-compulsive disorder.
6. Describe basic nursing interventions used for patients with anxiety and obsessive-compulsive disorders.
7. Discuss the classes of medications used to treat anxiety and obsessive-compulsive disorders.
8. Apply the nursing process to the care of children who are experiencing trauma-related disorders.
9. Differentiate between the symptoms of posttraumatic stress, acute stress, and adjustment disorders in adults.
10. Apply the nursing process to trauma-related disorders in adults.
11. Identify dissociative disorders including depersonalization/derealization disorder, dissociative amnesia, and dissociative identity disorder.
12. Develop a nursing care plan incorporating evidence-based intervention for symptoms of dissociation, including flashbacks, amnesia, and impaired self-care. Describe clinical manifestations of each of the somatic symptom disorders.
13. Describe how anxiety, depression, and trauma can result in physical distress.
14. Apply the nursing process to individuals with somatic symptom disorders.
15. Describe psychosocial interventions for the care of the patient who has a somatic symptom disorder.
16. Define factitious disorder as a distinct, but related problem about which registered nurses need to know.

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.

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

Unit Student Learning Outcomes

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 origins 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 non-pharmaceutical interventions for major depressive disorder such as **electroconvulsive therapy (ECT)**.
7. Describe the signs and symptoms of bipolar I, bipolar II, and cyclothymic disorder.
8. Distinguish between mania and hypomania.
9. Explain the rationale behind five methods of communication that may be used with a patient experiencing mania.
10. Describe common medications used for bipolar disorders.
11. Distinguish between signs of early and severe lithium toxicity.
12. Discuss a medication care plan specifying five areas of patient and family teaching regarding lithium carbonate.

Learning Content

- 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: p. 255-256; p. 267-276
Psychotherapeutic Drugs: Antidepressants: p. 256-263; p. 267-276
- *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. Identify 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.

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. Discuss comorbidities of and risk factors for the 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 evidence-based treatments for oppositional defiant disorder, intermittent explosive disorder, and conduct 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. Compare and contrast interventions for a patient with healthy coping skills with those for a patient with marginal coping behaviors.
2. Apply at least four principles of de-escalation with a moderately angry patient.
3. Describe criteria that make the use of seclusion or restraint more appropriate than verbal intervention.
4. Discuss three types of assessment questions and their value in the nursing process.
5. Identify helpful responses to anger and aggression in patients.
6. Identify three indicators of (a) physical abuse, (b) sexual abuse, (c) neglect, and (d) emotional abuse.
7. Describe risk factors for both victimization and perpetration of family violence.
8. Formulate four nursing diagnoses for the survivor of abuse and list supporting data from the assessment.
9. Discuss the legal and ethical responsibilities of nurses when working with families experiencing violence.
10. Compare and contrast primary, secondary, and tertiary levels of intervention, giving two examples of intervention for each level.
11. Define sexual assault, sexual violence, completed rape, and attempted rape.
12. Distinguish between the acute and long-term phases of the rape-trauma syndrome and identify some common reactions during each phase.
13. Identify five areas to assess when working with a person who has been sexually assaulted.
14. Formulate two long-term outcomes and two short-term goals for the nursing diagnosis post-trauma syndrome.
15. Identify six overall guidelines for nursing interventions related to sexual assault.
16. Identify three outcome criteria that would signify successful interventions 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 the role of the advanced practice nurse when working with patients with 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, psychological, and environmental 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 treatments available for sexual dysfunction.
7. Identify the problem of gender dysphoria in children and adults
8. Identify sexual preoccupations considered to be paraphilic disorders.
9. Discuss personal values and biases regarding sexuality and sexual behaviors.
10. Develop a plan of care for individuals diagnosed with sexual 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 addiction or 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. Identify relevant nursing diagnoses for alcohol use disorder specifically and substance use disorders in general.
7. Identify patterns of substance use.
8. Apply the nursing process to caring for an individual using substances.

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 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 dying, death and grieving

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. Analyze how ageism may affect attitudes and willingness to care for older adults.

6. Explore issues related to the use of physical and chemical restraints in long-term care.
7. Identify legislation, advanced directives, and their impact on nursing care.
8. Describe the role of the nurse in various geriatric care settings.
9. Discuss the effects of serious mental illness on daily functioning, interpersonal relationships, and quality of life.
10. Describe three common problems associated with serious mental illness.
11. Discuss 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 30 & 31
- 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.

Required Website

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

HPR's are to be completed prior to the theory class in which the content is presented by 9am. Do not do the scenarios all at one time, complete and submit with the appropriate learning content. This is part of your theory (RNSG 2213) grade. **If not submitted by due date a score of zero will be given.**

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
08/24/21	1300-1500	Course Introduction Units 1 & 2	Varcrolis' EAQ Quiz due by 08/29 by 2359 1. Therapeutic Communication 2. Therapeutic Relationships
08/31/21	1300-1500	Pre-class case study Units 3 & 4	HPR: Crisis Rogers due by 2359
09/06/21		2Serpath cross walk	4C: Sedative-Hypnotic Drugs 4D Anti-anxiety Drugs Submission due by 2359
09/07/21	1300-1500	Units 5 & 6	HPR: Anxiety Kahn due by 2359 Varcrolis' EAQ Quiz due by 09/12 by 2359 1. Anxiety and Obsessive-Compulsive Disorders 2. Trauma and Stress-related Disorders and Dissociative disorders 3. Somatic Symptom Disorders
09/14/21	1300-1500	Exam 1(Units 1-6) Unit 7	HPR: Sensory perception Wong due by 2359 Varcrolis' EAQ Quiz due by 09/19 by 2359 1. Neurocognitive Disorders
09/20/21		2Serpath cross walk	3K Serotonin-Receptor Agonists Submission due by 2359
09/21/21	1300-1500	Unit 8	HPR: Depression Knight due by 2359 Varcrolis EAQ Quiz due by 09/26 by 2359 1. Depressive Disorders 2. Bipolar related disorders
09/27/21		2Serpath cross walk	4A: Antidepressant and Anti-manipia Drugs due by 2359
09/28/21	1300-1500	Unit 9	HPR: Mistrust Morris due by 2359 Varcrolis EAQ Quiz due by 10/03 by 2359 1. Schizophrenia related disorders
10/04/21		2Serpath cross walk	4B: Antipsychotic drugs due by 2359
10/05/21	1300-1500	Unit 10	Varcrolis' EAQ Quiz due 10/10 by 2359 1. Childhood and Neurodevelopment disorders

			2. Impulse Control Disorders
10/11/21		<u>2Serpath cross walk</u>	3F: Central Nervous System Stimulants
10/12/21	1300-1500	Unit 11	HPR: Anger Iminez due by 2359 Varcarolis' EAQ Quiz due by 10/17 by 2359 1. Anger Aggression and Violence 2. Child, Older Adult, and Intimate Partner Violence 3. Sexual Assault
10/19/21	1300-1500	Exam 2 (Units 7-11)	
10/26/21	1300-1500	Unit 12	HPR: Anger Johnson due by 2359 Varcarolis EAQ Quiz due by 10/31 by 2359 1. Personality Disorders
11/02/21	1300-1500	Unit 13 & 14	HPR: Substance Abuse due by 2359 Varcarolis' EAQ Quiz due 11/07 by 2359 1. Sexual Dysfunctions, Gender Dysphoria and paraphilias 2. Substance Abuse Disorders
11/08/21		<u>2Serpath cross walk</u>	4E Drugs Related to Substance Abuse due by 2359
11/09/21	1300-1500	Unit 15 & 16	Varcarolis' EAQ Quiz due by 11/14 by 2359 1. Eating and Feeding Disorders 2. Death Dying and Grieving 3. Older Adult
11/15/21		<u>2Serpath cross walk</u>	3J: Ergot Alkaloids due by 2359
11/16/21	1300-1500	Exam 3 (Units 12-16)	<i>Poster Presentation to Safe Assign due by 2359</i>
11/23//21	1300-1500	Poster Presentations	
11/30/21	1300-1500	HESI REVIEW EAQ QUIZ	
12/07/21	Final's week	HESI FINAL 1300-1500	

