



RNSG-2213-101C3
Mental Health Nursing
Fall Semester 2025
Tuesdays @ 3:00pm-5:00pm

Instructor Information:

Facilitator: Stephanie Griggs, DNP, FNP-BC; sgriggs2@com.edu; 409-933-8920

Student hours and location: Office Hours: Wednesday and Thursdays 9:00am-1:30pm; [STEAM 225-25](#)

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

Elsevier Content:

[Book-Organized: Halter Varcarolis' Foundations of Psychiatric-Mental Health Nursing - Sherpath for Mental Health Nursing, 9th Edition](#)

By Elsevier Inc

ISBN: 9780323876070

Course ID: 165746_bketcherside3_8003

Instructor: Benjamin Ketcherside

[Lilley Pharmacology and the Nursing Process - Sherpath for Pharmacology, 10th Edition](#)

By Elsevier Inc

ISBN: 9780323876315

Course ID: 165875_sgriggs83_8003

Instructor: Stephanie Griggs

Course Description: Principles and concepts of mental health, psychopathology and treatment modalities related to the nursing care of patients and their families. Content includes knowledge, judgment, skills and professional values within a legal/ethical framework. (LECTURE 2, LAB 0).
CREDIT 2

Course requirements:

1) Unit exams/Final exam: Assess knowledge and application of incremental course content. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to answer Next Generation NCLEX-RN testing format. Students will have 4 unit exams and 1 final exam. **The nursing curriculum is meant to build on knowledge learned in prior semesters. Exam content may include questions related to any previously learned content from prior courses.** If a student

receives a grade below 75% on any exam including the final, he/she should schedule a counseling appointment with the instructor. Remediation will be required before student is eligible to take the next exam.

2) Standardized/Benchmark 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 Next Generation NCLEX-RN testing format. Remediation will be required for students that are unsuccessful in reaching the benchmark passing scores.

3) Pharmacology Lesson Quizzes (Sherpath for Pharmacology): 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.

4) 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.

5) Classroom Participation/Attendance- Student participation includes preparation for class and active participation in activities. See the Attendance Policy in the Nursing Student Handbook.

Determination of Course Grade/Detailed Grading Formula:

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 Exam 1*	12.5
Unit Exam 2*	12.5
Unit Exam 3*	12.5
Unit Exam 4*	12.5
Final Exam*	10
Total Exams	60

Sherpath Pharmacology lessons**	10
Classroom participation/attendance**	10
Varcarolis' weekly online EAQ quizzes** If you complete the mastery level quiz, you will receive 100%, if you do not complete the quiz you will receive a 0.	15
Standardized/Benchmark Exam**	5
Weighted Assignments**	40
Course Total	100%
* $\geq 75\%$ weighted exam average required to pass the course **Weighted assignments and attendance/participation calculated only after 75% weighted exam average met.	

The 75% Rule must be met to pass the course. The 75% rule is defined as:

1. The cumulative unit exam score must equal 75%.
2. Weighted assignments are calculated only after the 75% Rule is met.
3. The weighted average exam score and the weighted average assignment score must be 75% or greater to pass the course

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

All course assignments are expected to be completed and submitted on the specified due date.

See Grade Determination & Calculation in the Nursing Student Handbook.

^All Sherpath Pharmacology and EAQ assignments are due by the due date and will result in a zero if not completed by the due date.

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 D2L or other LMS)

WECM End-of-Course Outcomes

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

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Describe and analyze the pathophysiology and clinical management of patients with diverse mental health needs, including the pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, interactions, precautions, and administration routes of relevant psychotropic medications.	EPSLO 1,4	Unit exams and final Standardized/benchmark exam
2. Apply the nursing process/CJMM 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.	EPSLO 1,4,5	Unit and Final examination, Benchmark assessments
3. Examine the roles and responsibilities of the associate degree nurse in the management and delivery of care for patients with mental health needs and their families.	EPSLO 3,4	Unit exams EAQs chapter quizzes
4. Utilize effective communication with culturally and spiritually diverse patients with mental health needs, their families, and members of the health care team.	EPSLO 2,3	Communication questions in each exam. EAQs chapter quizzes
5. Select appropriate principles of teaching and learning for culturally and spiritually diverse patients with mental health needs and their families	EPSLO 2,6	Weekly online Varcarolis's EAQ chapter quizzes: Unit exams nursing intervention management questions

6. Integrate clinical data, current literature, and ethical/legal considerations to inform decision making in the care of patients with mental health needs and their families.	EPSLO 4	Weekly online Varcariolis's EAQ chapter quizzes: Unit exams Bench mark assessment Teaching and Learning-Patient Education scores
7. Compare and contrast health care and financial resources available to assist culturally diverse patients with mental health needs and their families.	EPSLO 2,6	Unit exams

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 follow the chain of command and contact the Director of Nursing, Rachel Fano @ rfano@com.edu.

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. 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.

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

Methods of Instruction

Lecture Critical Thinking Exercises
Small group discussion Case Studies
Role Play Independent Study
Audiovisual instruction Online Student Response System
EAQs
Presentations

Course Content**Unit 1: Mental Health Mental Illness****Unit Student Learning Outcomes**

Upon completion of this unit, the student will:

- Describe the continuum of mental health and mental illness
- Explore the role of resilience in the prevention of and recovery from mental illness and consider resilience in response to stress.
- Identify how culture influences the view of mental illnesses and behaviors associated with them.
- Discuss the nature/nurture origins of psychiatric disorders.
- Summarize the social influences of mental healthcare in the United States.
- Explain how epidemiological knowledge supports mental healthcare.
- Identify how the Diagnostic and Statistical Manual, Fifth Edition (DSM-5) is used for diagnosing psychiatric conditions.
- Compare and contrast a personal relationship and a therapeutic relationship regarding purpose,
 - focus, communications style, and goals
- Describe legal, ethical, and professional boundaries, along with boundary crossings, violations,
 - and sexual misconduct.
- Identify the influence of transference and countertransference on boundary blurring.
- Explain Peplau's four phases of the nurse-patient relationship.

- Define and discuss the roles of genuineness, empathy, and positive regard on the part of the nurse in a nurse-patient relationship

- Identify two personal, two environmental, and two relationship factors that can interfere with communication.
- Discuss the differences between verbal and nonverbal communication.
- Discuss verbal and nonverbal communication of different cultural groups in the areas of communication style, eye contact, and touch.
- Relate problems that can arise when nurses are insensitive to cultural influences on patients' communication styles.
- Discuss the increasing role of information communication technology in the delivery of healthcare, both in terms of advantages and concerns
- Summarize the best pace, setting, and seating arrangement for engaging in the nurse-patient interaction
- Identify two attending behaviors the nurse might focus on to increase communication skills.

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:

- Discuss the structure and major functions of the brain and how psychotropic medications can alter these functions
- Identify how specific brain functions are altered in certain mental disorders (e.g., depression, anxiety, schizophrenia).
- Describe how a neurotransmitter functions as a chemical messenger.
- Describe how the use of imaging techniques can be helpful for understanding mental illness.
- Identify the major neurotransmitters that are affected by the following psychotropic drugs and their subgroups (anxiety and hypnotic drugs, antidepressant drugs, cholinesterase inhibitors, mood stabilizers, antipsychotic drugs, and psychostimulants).

- Identify special dietary and drug restrictions in a teaching plan for a patient taking a monoamine oxidase inhibitor.
- 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:

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

Learning Content

- I. Standards of practice for psychiatric mental health nursing: Assessment
- II. Standards of practice for psychiatric mental health nursing: Diagnosis
- III. Standards of practice for psychiatric mental health nursing: Planning

- IV. Standards of practice for psychiatric mental health nursing: Implementation
- V. Standards of practice for psychiatric mental health nursing: Evaluation
- VI. Documentation

Learning Activities

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

Unit 4: Stress responses and stress management

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

- Recognize the short- and long-term physiological consequences of stress.
- Compare and contrast Cannon's (fight-or-flight) and Selye's (general adaptation syndrome) models of stress.
- Describe how responses to stress are mediated through perception, individual temperament, social support, support groups, culture, spirituality, and religion.
- Assess stress level using the Recent Life Changes Questionnaire.
- Describe relaxation techniques that help to manage stress responses.
- Explain how cognitive techniques can help increase a person's tolerance for stressful events

Learning Content

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

Learning Activities

- Read: Chapter 10
- Complete review questions at the end of the chapter

Unit 5: Crisis and disaster

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

Learning Content

- I. Crisis Characteristics
- II. Types of crises
- III. Phases of crisis
- IV. Application of the nursing process
 1. Phase 1. Assessment
 2. Phase 2. Planning of Therapeutic Intervention
 3. Phase 3. Intervention
 4. Phase 4. Evaluation of Crisis Resolution and Anticipatory Planning

Crisis on the Inpatient Unit: Anger/Aggression Management

1. Assessing Anger/Aggression
 2. De-escalating Techniques
 3. Stimuli reduction-redirection
 4. Validation of feelings
 5. Offering alternatives
 6. Setting boundaries
- V. Disaster Nursing

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:

- Compare and contrast the four levels of anxiety in relation to perceptual field, ability to solve problems, and other defining characteristics.
- Identify defense mechanisms and consider one adaptive and one maladaptive (if any) use of each.
- Describe the clinical manifestations of separation anxiety disorder, specific phobia, social anxiety disorder, panic disorder, agoraphobia, and generalized anxiety disorder.
- Identify risk factors that may contribute to anxiety disorders.
- Formulate four priority nursing diagnoses that can be used in treating a person with an anxiety disorder.
- Propose realistic outcome criteria for patients with an anxiety disorder
- Describe five basic nursing interventions used for patients with anxiety disorders.
- Discuss the classes of medications used to treat anxiety disorders.
- Describe psychological therapies for anxiety disorders.

- Describe clinical manifestations of obsessive-compulsive disorder, body dysmorphic disorder, hoarding disorder, trichotillomania, and excoriation disorder
- Formulate four priority nursing diagnoses that can be used in treating patients with obsessive compulsive disorders.
- Propose realistic outcome criteria for patients with obsessive-compulsive disorders
- Describe three basic nursing interventions used for patients with obsessive-compulsive disorders.
- Describe how anxiety, depression, and trauma can result in physical distress.
- Apply the nursing process to the care of children and adolescents who are experiencing posttraumatic stress disorder.
- Apply the nursing process to the care of adults who are experiencing posttraumatic stress disorder.
- Describe dissociative amnesia and depersonalization/derealization disorder.
- Apply the nursing process to the care of individuals who are experiencing dissociative identity disorder.
- Describe the clinical manifestations of each of the somatic symptom disorders, including somatic symptom disorder, illness anxiety disorder, conversion disorder, and psychological factors affecting medical condition.
- Describe how anxiety, anger, depression, and loneliness trauma can result in physical distress.
- Apply the nursing process to individuals with somatic symptom disorders.
- Describe five psychosocial interventions for the care of the patient who has a somatic symptom disorder.
- Differentiate factitious disorder and malingering from the other somatic symptom disorders.
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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
 - Sherpath for Pharmacology:
 - 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:

- Compare and contrast the clinical picture of delirium with that of dementia.
- Discuss critical needs of a person with delirium, stated in terms of nursing diagnoses.
- Identify three outcomes for patients with delirium.
- Summarize the essential nursing interventions for a patient with delirium.
- Recognize the clinical picture of mild and major neurocognitive disorders.
- Give an example of the following symptoms assessed during the progression of major neurocognitive disorders: (a) amnesia, (b) apraxia, (c) agnosia, and (d) aphasia.

- Formulate three nursing diagnoses suitable for a patient with a major neurocognitive disorder and define two outcomes for each.
- 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.
- 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.
- Discuss pharmacological treatments for Alzheimer's disease.

Learning Content

I. Delirium

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

II. Alzheimer's Disease

- A. Epidemiology
- B. Risk factors
- C. Clinical picture
- D. Application of the nursing process
- E. Pharmacological interventions.

Learning Activities

- Read: Chapter 23
- Complete review questions at the end of the chapter
- *Required lessons

Lessons: Central Nervous system depressants and muscle relaxants due

Unit 8: Mood Disorders/ Bipolar and related disorders

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

- Identify symptoms of disruptive mood dysregulation disorder, persistent depressive disorder
- (dysthymia), and premenstrual dysphoric disorder.
- Discuss the epidemiology of major depressive disorder.
- 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.
- Formulate nursing diagnoses for a patient with depression and include outcome criteria.

- Identify the major classifications of antidepressants and general advantages and disadvantages of each.
- Discuss brain therapies for major depressive disorder, such as electroconvulsive therapy (ECT) and vagus nerve stimulation.
- Describe the signs and symptoms of bipolar I, bipolar II, and cyclothymic disorder.
- Distinguish between mania and hypomania.
- Describe the differences in care for the acute phase versus the maintenance phase of mania and hypomania.
- Evaluate specific indications for the use of seclusion with a patient experiencing mania
- Identify medications used for mood stabilization, including lithium, anticonvulsant drugs, and second-generation antipsychotics.
- Distinguish between signs of early and severe lithium toxicity.
- Identify five areas of patient and family teaching regarding lithium carbonate.
- Discuss a medication care plan specifying five areas of patient and family teaching regarding lithium carbonate.
- Discuss the role of brain stimulation therapies, such as electroconvulsive therapy (ECT) and repetitive transcranial magnetic stimulation (rTMS) in treating bipolar disorders.

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
- Sherpath for Pharmacology:
Read: Psychotherapeutic Drugs to treat Affective Disorders:
Psychotherapeutic Drugs: Antidepressants:
*Required lessons
Lessons: 4A: Antidepressant and Anti-Mania Drugs*

Unit 9: Schizophrenia spectrum disorders

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

- I. Schizophrenia spectrum disorders
 1. Delusional disorder
 2. Brief psychotic disorder
 3. Schizophreniform disorder
 4. schizoaffective disorder
 4. Substance induced psychotic disorder
 5. Psychotic disorder due to a General Medical Condition
- II. Schizophrenia

- A. Clinical picture
- B. Epidemiology
- C. Risk factors
- III. Application of the Nursing Process
- IV. Pharmacology

Learning Activities

- Read: Chapter 12
 - Complete review questions at the end of the chapter
 - 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:

- Identify the prevalence and significance of psychiatric disorders in children and adolescents.
- Examine factors and influences contributing to neurodevelopmental disorders.
- Identify characteristics of mental health and factors that promote resilience in children and adolescents.
- Describe the specialty area of psychiatric-mental health nursing.
- Discuss the assessment of a child or adolescent.
- Compare and contrast at least six treatment modalities for children and adolescents with neurodevelopmental disorders.
- Describe clinical features and behaviors of at least three childhood neurodevelopmental disorders.
- Formulate one nursing diagnosis, stating patient outcomes and interventions for patients with intellectual disability, autism spectrum disorder, and attention-deficit/hyperactivity disorder.
- Describe clinical manifestations of oppositional defiant disorder, intermittent explosive disorder, and conduct disorder.
- Describe the biological, cognitive, and environmental factors related to the development of impulse control disorders.
- Compare your feelings about working with someone who has an impulse control disorder with someone in your class.
- Formulate three nursing diagnoses for impulse control disorders, identifying patient outcomes and interventions for each.
- Identify pharmacotherapy and psychological therapies used for oppositional defiant disorder, conduct disorder, and intermittent explosive disorder

Learning Content

- I. Childhood and neurodevelopment disorders
 - A. Risk factors
 - B. Health policy
 - C. Child and adolescent psychiatric-Mental health nursing
- II. Application of the nursing process
 - A. Neurodevelopment disorders
 - B. Communication disorders
 - C. Mood disorders
 - D. Tic disorders
 - E. Specific learning disorder
 - F. Intellectual disability
 - G. Autism spectrum disorder
 - H. Attention deficit/hyperactivity disorder
 - I. Application of the nursing process
 - J. Psychobiological interventions
- III. Oppositional defiant disorder
 - A. Risk factors
 - B. Treatment approaches
- IV. Intermittent explosive disorder
 - A. Risk factors
 - B. Treatment approaches
- V. Conduct disorder
 - A. Risk factors
 - B. Treatment approaches
- VI. Application of the nursing process

Learning Activities

- Read: Chapter 11 & 21
 - Complete review questions at the end of the chapter
 - Sherpath for Pharmacology:
- *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:

- Define anger, aggression, and violence.
- Identify biological and cognitive risk factors for increased angry, aggressive, or violent feelings and behaviors

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

Learning Content

I. Anger, aggression, and violence.

A. Clinical picture

B. Epidemiology

C. Etiology

D. Application of the nursing process

II. Child, older adult, and intimate partner violence

A. Child abuse

B. Intimate partner violence

C. Older adult abuse

D. Application of the nursing process

III. Sexual assault

A. Sexual assault and sexual violence

B. Epidemiology

C. Clinical picture

D. Application of the nursing process

Learning Activity

- Read: Chapter 27, 28 & 29
- Complete review questions at the end of the chapter

Unit 12: Personality Disorders

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

- Describe characteristics of each personality disorders.
- Analyze the interaction of biological determinants and psychosocial risk factors in the development of personality disorders.
- Describe the emotional and clinical needs of nurses and other staff when working with patients who have personality disorders.
- Formulate a nursing diagnosis for each of the personality disorders.
- Discuss two nursing outcomes for patients with antisocial and borderline personality disorder.
- Plan basic interventions for a patient with impulsive, aggressive, or manipulative behaviors.
- Identify biological treatments and psychological therapies for each of the personality disorders.

Learning Content

I. Types of Personality Disorders

- A. Clinical picture
- B. Epidemiology
- C. Risk factors
- D. Cluster A personality disorders
- E. Cluster B personality disorders
- F. Cluster C personality disorders

II. Antisocial personality disorders

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

III. Borderline personality disorder

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

Learning Activities

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

Unit 13: Sexual dysfunction, gender dysphoria, and paraphilias

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

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

Learning Activities

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

Unit 14: Substance-Related and addictive disorders

Unit Student Learning Outcomes

Upon completion of this unit, the student will:

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

Learning Content

I. Substance abuse disorders

A. Epidemiology and comorbidity

B. Risk factors

C. Clinical picture

II. Alcohol use disorder

A. Clinical picture

B. Application of the nursing process

III. Treatment Modalities for Substance-Related Disorders

A. Alcoholics Anonymous

B. Pharmacotherapy

Learning Activities

• Read: Chapter 22

• Complete review questions at the end of the chapter

• Sherpath for Pharmacology:

*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:

- Compare and contrast the signs and symptoms of anorexia nervosa, bulimia nervosa, and binge eating disorder.
- Describe the biological, psychological, and environmental factors associated with eating disorders.
- Apply the nursing process to patients with anorexia nervosa, bulimia nervosa, and binge-eating disorders.
- Identify three life-threatening conditions, stated in terms of nursing diagnoses, for a patient with an eating disorder.
- Identify two realistic outcome criteria for a patient with anorexia nervosa, bulimia nervosa, and binge-eating disorder.
- Describe biological treatments and psychological therapies for eating disorders.
- 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: drugs used in the management of specific neurodegenerative disorders*

Unit 16: Older adults and serious mental illness

Unit Student Learner Outcomes

Upon completion of this unit, the student will:

Describe mental health disorders that may occur in older adults.

Discuss the importance of pain assessment and tools used to assess pain in older adults.

Explain the importance of a comprehensive geriatric assessment.
Recognize the significance of healthcare costs for older adults.
Explain the negative impact of ageism that is evident in discriminatory labels, public policy, and research.
Apply the nursing process to the care of older adults.
Discuss basic nursing interventions in the care of older adults.
Identify psychological therapies used in the treatment of older adults
Identify treatment settings for the care of older adults.
Discuss the effects of serious mental illness on daily functioning, interpersonal relationships, and quality of life.
Describe three common problems associated with serious mental illness.
Discuss five evidence-based practices for the care of individuals with serious mental illness
Explain the role of the nurse in the care of people with a serious mental illness.
Develop a nursing care plan for an individual with serious mental illness.
Discuss the causes of treatment non-adherence and plan interventions to promote treatment adherence.

Learning Content

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

Learning Activity

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

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_2024-2025_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 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 Kimberly Lachney at 409-933-8919 or AccessibilityServices@com.edu. The Office of Services for Students with Disabilities is located in COM Doyle Family Administration Building, 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 1. The last date to withdraw from the 16-week session is November 14. The last date to withdraw for the 2nd 8-week session is November 25.

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 or communityresources@com.edu.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

