RNSG 2213
MENTAL HEALTH NURSING
SYLLABUS
(THEORY LECTURE)
Summer Semester
2015

INSTRUCTOR INFORMATION
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Office Hours: Monday- 9:00 AM- 4:00 PM
Class Day- Tuesday & Wednesday 9:00 AM- 11:00 AM and 1:00- 3:00 PM
CRNs-56289,56290
Credits- 2
Term:- First 8 Weeks, Summer 2015

Revised May 18, 2015
COURSE EXPECTATIONS CONTRACTUAL AGREEMENT

RNSG 2213
PSYCHIATRIC - MENTAL HEALTH NURSING

I _____________________________________, have read the syllabus and fully understand the expectations of me as a student in this theory course.

My signature below signifies my willingness to comply with the course requirements.

Signature: ________________________________    Date: _______________

In addition to the course expectations, I agree to neither give nor receive any information about test content in this course.

Note: #1: Students who repeat a course three or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring/other assistance prior to considering course withdrawal, or if you are not obtaining passing grades.

Note: #2: If you make less than a 75 on a theory exam you are required to submit to your instructor the completed Student Remediation Confirmation Form included in this syllabus.

Signature: ________________________________    Date: _______________

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Revised May 18, 2015
I. COURSE DESCRIPTION: RNSG 2213

Integration of principles and concepts of mental health, psychopathology, and treatment modalities related to the nursing care of clients and their families with mental health concerns. Emphasis on communication skills, critical thinking skills and professional values within a legal/ethical framework.

II. STUDENT LEARNING OUTCOMES (SLO’s):

1. Utilize therapeutic communication and critical thinking skills and a systematic problem-solving process as a framework for providing care to clients and families experiencing mental health problems.
2. Identify therapeutic interventions used regarding mental health promotion, maintenance, and restoration in the stabilization of acutely ill or complex clients.
3. Apply clinical reasoning skills relevant to the care of the client with mental health concerns.

III. COURSE GOAL:

Utilize a systematic problem-solving process and critical thinking skills as a framework for providing care for clients in structured health care settings with mental health care needs.

IV. PRE-REQUISITES:

RNSG 1413 (Foundations of Nursing Practice) and RNSG 1360 (Clinical component)
RNSG 1115 (Health Assessment)

V. CO-REQUISITE:

RNSG 2263 (Clinical component for Mental Health Nursing)

VI. LEARNING OBJECTIVES:

At the completion of the course, the students will have been provided opportunities and resources to:

1. Determine mental health care needs of clients and families across the life span experiencing mental health problems.
2. Describe physiological and psychological symptoms of clients and families experiencing mental health problems.
3. Identify the roles of the associate degree nurse in caring for clients and families experiencing mental health problems.
4. Compare the various psychiatric disorders and current treatment modalities.
5. Discuss the various treatment levels and options for clients and families experiencing mental health problems.
6. Explain the principles of the teaching / learning process in promoting, maintaining, and/or restoring health to clients and families experiencing mental health problems.
7. Relate research from nursing literature pertinent to planning and implementing nursing care for clients and families experiencing mental health problems.

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VII. METHODS OF ACCOMPLISHING LEARNING OUTCOMES

A. Contemporary Technology
   1. Computer Assisted Instruction (explanatory/interactive)
   2. Classroom Instructional Software
   3. Internet Access
   4. Medline Access

B. Concept Reinforcement
   1. Hesi Case Studies
   2. Critical thinking scenarios
   3. Seminar activities
   4. Study Guide exercises
   5. Current EBN research findings and literature discussion
   6. Individual faculty-student conferences.
VIII. EVALUATION

A. THEORY

1. **Exams:** Two (2) unit examinations consisting of fifty (50) items per exam and a final exam consisting of one hundred (100) items will be administered during specified dates. One hour will be provided for each exam; two (2) hours will be provided for the final exam. Students who arrive more than 15 minutes after the start of the exam will not be allowed to take the exam and will have to take a make-up exam during the week of finals. Any material related to the examination will not be allowed in the examination room. All electronic devices must be in the **OFF POSITION** during class.

2. **No electronic devices allowed in the testing room.** Please bring college ID, pen or pencil and a light sweater if need to the testing center. No books, purses, bags, etc. are allowed in the testing room and the staff in the testing will not be responsible for your belongings.

3. **Test Reviews:** All test reviews for RNSG 2213 will be conducted IMMEDIATELY AFTER the test. The Test Review is the time designated for you to review the questions you missed and obtain the rationale supporting the correct response. Twenty minutes is the maximum time allocated for the test review. No other test review will be conducted. Final exams will not be reviewed.

4. **Make-up examinations only for hardship cases** will be given during the week of the final examination. Make-up examinations will cover the same content areas as the missed exam, and may be given in one or more of the following formats: essay, short answer, multiple choice.

5. You have seven (7) Hesi Case Studies to complete with due dates. These Case studies are online and available through evolve.elsevier.com. They are: Attention Deficit Hyperactivity Disorder, Neurocognitive Disorder (Alzheimer’s Disease), Depression, Major Depressive Disorder, Psychosis, Schizophrenia and Alcoholism.

6. **Theory Grading Score:**

   a) Unit Exam 1 = 25%  
   b) Unit Exam 2 = 25%  
   c) Final Exam = 30%  
   d) Hesi = 15%  
   e) Hesi Case studies = 5%

   A = 90 - 100  
   B = 80 – 89  
   C = 75 – 79  
   D = 60 – 74  
   F = below 60

*In order to pass the theory component of a course with a RNSG prefix, a minimum score of 75 must be achieved.

IX. ATTENDANCE AND TARDINESS

Revised May 18, 2015
THEORY:
A student may miss only one (1) theory day during the semester. Absences exceeding this number may result in the administrative withdrawal of the student from the course. Daily classroom attendance records will be maintained. All cell phones and pagers are to be turned off during class.

Tardiness may sometimes be unavoidable. The student is expected to make a concerted effort to arrive on time for all classes. If, for some unavoidable reason the student must be late, they are requested to enter the class during the next break. This will avoid disruption of the ongoing lecture. If the student has a pattern of tardiness, this will be dealt with by the lead instructor and program director.

X. REQUIRED TEXTBOOKS:


B. Recommended Reading: Any supplemental reading materials or learning tools will be announced by the instructor of the course. American Nurses’ Association: A statement on psychiatric mental health clinical nursing practice and standards of psychiatric-mental health clinical nursing practice. (Latest edition)

XI. POLICIES:

All students will adhere to HCCS policies as delineated in the HCCS and ADN handbooks.

XII. SPECIAL NEEDS:

Any student with a documented disability (e.g. physical, learning, psychiatric, visual, hearing, etc) who needs to arrange reasonable accommodations must contact the Disability Services Office at their respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. If a student has a disability or needs instructional accommodation due to a disability, please meet with the instructor at the beginning of the course. Documentation, with an official letter of accommodation, must be submitted at this time. Students with special needs should refer to the procedure identified in the HCCS Student Handbook. The procedure may be started with a phone call to the Coleman College Disabilities counselor.
XIII. COURSE OUTLINE:

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XIV. UNIT LEARNING OUTCOMES AND RELATED CONTENT

Chapter 1: Mental Health & Mental Illness

Revised May 18, 2015
Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

1.1 Define mental health and mental illness
1.2 Discuss cultural elements that influence attitudes toward mental health and mental illness.
1.3 Identify physiological responses to stress
1.4 Discuss the concepts of anxiety and grief as psychological responses to stress.

KEY TERMS

Anticipatory grief
Bereavement Overload

CORE CONCEPTS

Grief
Anxiety

Ego defense mechanisms
Fight or flight syndrome
Neurosis
Psychosis

Revised May 18, 2015
Chapter 2: Concepts of Personality Development

Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

2.1 Define personality.

2.2 Identify the relevance of knowledge associated with personality development to nursing in the psychiatric/mental health setting.

2.3 Discuss the major components of the following developmental theories:
   a) Psychoanalytic theory – Freud
   b) Interpersonal theory – Sullivan
   c) Theory of psychosocial development – Erikson
   d) Theory of object relations development – Mahler
   e) A nursing model of interpersonal development - Peplau

KEY TERMS

Counselor
Ego
Id
Libido
Psychodynamic nursing
Superego
Surrogate
Symbiosis
Technical expert
Temperament

CORE CONCEPT

Personality

Revised May 18, 2015
Chapter 3: Biological Implications

Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

3.1 Identify gross anatomical structures of the brain and describe their functions.

3.2 Discuss the physiology of neurotransmission within the central nervous system.

3.3 Describe the role of neurotransmitters in human behavior.

3.4 Discuss the association of endocrine functioning to the development of psychiatric disorders.

3.5 Discuss the correlation of alteration in brain function to various psychiatric disorders.

3.6 Identify various diagnostic procedures used to detect alteration in biological functioning that may be contributing to psychiatric disorders.

3.7 Discuss historical perspectives related to psychopharmacology.

3.8 Describe the physiological mechanism by which various psychotropic medications.

3.9 Discuss the implications of psychobiological concepts to the practice of psychiatric/mental health nursing.

**KEY TERMS**

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<td>Neurons</td>
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**CORE CONCEPT**

| Neurotransmitter |
| Psychobiology |
| Psychotropic medication |
| System receptor |
| Endocrine system |

Revised May 18, 2015
Chapter 4: Ethical & Legal Issues

Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

4.1 Differentiate among *ethics, morals, values, and rights*.

4.2 Discuss ethical theories including utilitarianism, Kantianism, Christian ethics, natural law theories, and ethical egoism.

4.3 Define *ethical dilemma*.

4.4 Discuss the ethical principles of autonomy, beneficence, nonmaleficence, justice, and veracity.

4.5 Use an ethical decision-making model to make an ethical decision.

4.6 Describe ethical issues relevant to psychiatric/mental health nursing.

4.7 Define *statutory law* and *common law*

4.8 Differentiate between civil and criminal law.

4.9 Discuss legal issues relevant to psychiatric/mental health nursing.

4.10 Differentiate between *malpractice* and *negligence*.

4.11 Identify behaviors relevant to the psychiatric/mental health setting for which specific malpractice action could be taken

**KEY TERMS**

Assault  
Autonomy  
Battery  
Beneficence  
Christian ethics  
Civil law  
Common law  
Criminal law  
Defamation of character  
Ethical dilemma  
Ethical egoism  
False imprisonment  
Informed consent  
Justice  
Kantianism  
Libel

**CORE CONCEPTS**

Bioethics  
Ethics  
Moral behavior  
Right  
Values  
Values clarification

Revised May 18, 2015
Chapter 5: Cultural & Spiritual Concepts

Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

5.1 Identify cultural differences based on six characteristic phenomena

5.2 Describe cultural variances, based on the six phenomena, for
   a) Northern European Americans
   b) African Americans
   c) Native Americans
   d) Asian/Pacific Islander Americans
   e) Latino Americans
   f) Western European Americans
   g) Arab Americans
   h) Jewish Americans

5.3 Apply the nursing process in the care of individuals from various cultural groups.

5.4 Define and differentiate between spirituality and religion

5.5 Identify clients’ spiritual and religious needs.

5.6 Apply the six steps of the nursing process to individuals with spiritual and religious needs

KEY TERMS

- culture-bound syndromes
- curandera
- curandero
- density
- distance
- folk medicine
- shaman
- Stereotyping

CORE CONCEPTS

- culture
- ethnicity
- religion
- spirituality

Revised May 18, 2015
Chapter 6: Relationship Development & Therapeutic Communication

Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

6.1 Describe the relevance and dynamics of a therapeutic nurse-client relationship

6.2 Identify goals of the nurse-client relationship.

6.3 Identify and discuss essential conditions for a therapeutic relationship to occur.

6.4 Describe the phases of relationship development and the tasks associated with each phase.

6.5 Identify types of preexisting conditions that influence the outcome of the communication process.

7.6.1 Define territoriality, density, and distance as components of the environment.

6.7 Identify components of nonverbal expression.

6.8 Describe therapeutic and non-therapeutic verbal communication techniques.

6.9 Describe active listening.

6.10 Discuss therapeutic feedback.

KEY TERMS

Concrete thinking
Communication
Confidentiality
Counter transference
Density
Empathy
Sympathy
Genuineness
Territoriality
Intimate distance
Transference
Paralanguage
Unconditional positive regard

CORE CONCEPTS

Personal distance
Therapeutic relationship
Public distance therapeutic
Rapport
Social distance

Revised May 18, 2015
Chapter 7: The Nursing Process in Psychiatric/Mental Health Nursing

Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

7.1 Define nursing process.

7.2 Identify six steps of the nursing process and describe nursing actions associated with each.

7.3 Describe the benefits of using nursing diagnosis.

7.4 Discuss the list of nursing diagnoses approved by NANDA International for clinical use and testing.

7.5 Define and discuss the use of case management and critical pathways of care in the clinical setting.

7.6 Apply the six steps of the nursing process in the care of a client within the psychiatric setting.

7.7 Document client care that validates use of the nursing process

KEY TERMS

Case management
Case manager
Concept mapping
Critical pathways of care (CPCs)
Focus Charting
Interdisciplinary
Managed care
Nursing Interventions Classification (NIC)
Nursing Outcomes Classification (NOC)
Nursing process
PIE charting
Problem-oriented recording (POR)

CORE CONCEPTS

Assessment
Evaluation
Nursing diagnosis
Outcomes

Revised May 18, 2015
Chapter 8: Milieu Therapy – The therapeutic Community

Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

8.1 Define *milieu therapy.*

8.2 Explain the goal of therapeutic community/milieu therapy.

8.3 Identify seven basic assumptions of a therapeutic community.

8.4 Discuss conditions that characterize a therapeutic community.

8.5 Identify the various therapies that may be included within the program of the therapeutic community and the health-care workers who make up the interdisciplinary treatment team.

8.6 Describe the role of the nurse on the interdisciplinary treatment team.

KEY TERMS

| Milieu | Therapeutic |

CORE CONCEPTS

| Milieu therapy | Community |
Chapter 9: Intervention in Groups

Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

9.1 Define a group.
9.2 Discuss eight functions of a group.
9.3 Identify various types of groups.
9.4 Describe physical conditions that influence groups.
9.5 Discuss “curative factors” that occur in groups.
9.6 Describe the phases of group development.
9.7 Identify various leadership styles in groups.
9.8 Identify various roles that members assume within a group.
9.9 Discuss psychodrama and family therapy as specialized forms of group therapy.
9.10 Describe the role of the nurse in group therapy.

KEY TERMS

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<td>Autocratic</td>
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<td>Democratic</td>
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<td>Genogram</td>
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<td>Laissez-faire</td>
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<td>Psychodrama</td>
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<td>Universality</td>
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Chapter 10: Intervening in Crisis

Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

10.1 Define *crisis*.

10.2 Describe four phases in the development of a crisis.

10.3 Identify types of crises that occur in people’s lives.

10.4 Discuss the goal of crisis intervention.

10.5 Describe the steps in crisis intervention.

10.6 Identify the role of the nurse in crisis intervention.

10.7 Apply the nursing process to clients experiencing crises.

10.8 Apply the nursing process to clients expressing anger or aggression.

10.9 Apply the nursing process to care of victims of disaster.

KEY TERMS

Crisis intervention

Disaster

Prodromal syndrome

Chapter 11: The Recovery Model

Revised May 18, 2015
Learning Outcomes

After completion of this unit the learner will have been provided the learning activities to:

11.1 Define recovery

11.2 Discuss the 10 guiding principles of recovery as delineated by the Substance Abuse and Mental Health Services Administration.

11.3 Describe three models of recovery: the Tidal Model, the WRAP Model and, the Psychological Recovery Model

11.4 Identify nursing interventions to assist individuals with mental illness in the process of recovery

Key Terms

Hope

Purpose

Tidal Model

WRAP Model

Psychological Recovery Model

Chapter 12: Complementary & Psychosocial Therapies

Revised May 18, 2015
Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

12.1 Compare and contrast various types of conventional and alternative therapies.

12.2 Describe the philosophies behind various complementary therapies, including herbal medicine, acupressure and acupuncture, diet and nutrition, chiropractic medicine, therapeutic touch and massage, yoga, and pet therapy.

12.3 Discuss the historical background of various complementary therapies.

12.4 Describe the techniques used in various complementary therapies.

12.5 Discuss the objectives and therapeutic strategies of various psychosocial therapies, including individual psychotherapy, assertiveness training, relaxation therapy, and cognitive therapy.

KEY TERMS

Abreaction
Acupoints
Acupressure
Acupuncture
Aggressive
Allopathic medicine
Psychoanalysis
Assertive techniques
Cognitive therapy
Free association
Meridians
Nonassertive
Passive-aggressive
Automatic thoughts
Reality therapy
Catharsis
Subluxation
Chiropractic medicine
Yoga

CORE CONCEPTS

Alternative medicine
Complementary medicine

Revised May 18, 2015
Chapter 13: Neurocognitive Disorders

Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

13.1 Define and differentiate among delirium, dementia, and amnestic disorders.
13.2 Discuss etiological implications associated with delirium, dementia, and amnestic disorders.
13.3 Describe clinical symptoms and use the information to assess clients with delirium, dementia, and amnestic disorders.
13.4 Identify nursing diagnoses common to clients with delirium, dementia, and amnestic disorders, and select appropriate nursing interventions for each.
13.5 Identify topics for client and family teaching relevant to cognitive disorders.
13.6 Discuss criteria for evaluating nursing care of clients with delirium, dementia, and amnestic disorders.
13.7 Describe various treatment modalities relevant to care of clients with delirium, dementia, and amnestic disorders.

KEY TERMS

Aphasia
Apraxia
Ataxia
Confabulation
Primary dementia
Pseudodementia
Secondary dementia
Sundowning

CORE CONCEPTS

Amnesia
Delirium
Dementia

Revised May 18, 2015
Chapter 14: Substance-Related & Addictive Disorders

Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

14.1 Define abuse, dependence, intoxication, and withdrawal.

14.2 Discuss etiological implications for substance-related disorders.

14.3 Identify symptomatology and use the information in assessment of clients with various substance-use disorders and substance-induced disorders.

14.4 Identify nursing diagnoses common to clients with substance-use disorders and substance-induced disorders, and select appropriate nursing interventions for each.

14.5 Identify topics for client and family teaching relevant to substance-use disorders and substance-induced disorders.

14.6 Describe relevant outcome criteria for evaluating nursing care of clients with substance-use disorders and substance-induced disorders.

14.7 Describe various modalities relevant to treatment of individuals with substance-use disorders and substance-induced disorders.

KEY TERMS
Alcoholics Anonymous
Amphetamines
Ascites
Cannabis
Detoxification
Disulfiram (Antabuse)
Dual diagnosis
Esophageal varices
Hepatic encephalopathy
Korsakoff’s psychosis
Opioids
Phencyclidine
Substitution therapy
Wernicke’s encephalopathy

CORE CONCEPTS
Abuse
Dependence
Intoxication
Withdrawal

Revised May 18, 2015
Chapter 15: Schizophrenia Spectrum & Other Psychotic Disorders

Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

15.1 Discuss the concepts of schizophrenia and related psychotic disorders.

15.2 Identify etiological implications in the development of these disorders.

15.3 Describe various types of schizophrenia and related psychotic disorders.

15.4 Identify symptomatology associated with these disorders and use this information in client assessment.

15.5 Formulate nursing diagnoses and outcomes of care for clients with schizophrenia and other psychotic disorders.

15.6 Identify topics for client and family teaching relevant to schizophrenia and other psychotic disorders.

15.7 Describe appropriate nursing interventions for behaviors associated with these disorders.

15.8 Describe relevant criteria for evaluating nursing care of clients with schizophrenia and related psychotic disorders.

15.9 Discuss various modalities relevant to treatment of schizophrenia and related psychotic disorders.

KEY TERMS
Agranulocytosis
Illusion
Akathesia
Magical thinking
Akinesia
Neologism
Amenorrhea
Neuroleptic malignant syndrome
Anhedonia
Neuroleptics
Associative looseness
Oculogyric crisis
Autism
Paranoia
Catatonic
Perseveration
Circumstantiality
Pseudoparkinsonism
Clang association
Religiosity
Delusions

Revised May 18, 2015
Chapter 16: Depressive Disorders

Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

16.1 Recount historical perspectives of depression.
16.2 Discuss epidemiological statistics related to depression.
16.3 Describe various types of depressive disorders.
16.4 Identify etiological implications in the development of depression.
16.5 Discuss implications of depression related to developmental stage.
16.6 Identify symptomatology associated with depression and use this information in client assessment.
16.7 Formulate nursing diagnoses and goals of care for clients with depression.
16.8 Identify topics for client and family teaching relevant to depression.
16.9 Describe appropriate nursing interventions for behaviors associated with depression.
16.10 Describe relevant criteria for evaluating nursing care of clients with depression.
16.11 Discuss various modalities relevant to treatment of depression.
16.12 Apply the nursing process in care of suicidal clients and their significant others.

KEY TERMS

Cognitive therapy
Dysthymic disorder
Melancholia
Postpartum depression
Premenstrual dysphoric disorder
Psychomotor retardation
Tyramine

CORE CONCEPTS

Depression
Mood

Revised May 18, 2015
Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

17.1 Recount historical perspectives of bipolar disorder.

17.2 Discuss epidemiological statistics related to bipolar disorder.

17.3 Describe various types of bipolar disorders.

17.4 Identify etiological implications in the development of bipolar disorder.

17.5 Discuss implications of bipolar disorder related to developmental stage.

17.6 Identify symptomatology associated with bipolar disorder and use this information in client assessment.

17.7 Formulate nursing diagnoses and goals of care for clients with bipolar disorder.

17.8 Identify topics for client and family teaching relevant to bipolar disorder.

17.9 Describe appropriate nursing interventions for behaviors associated with bipolar mania.

17.10 Describe relevant criteria for evaluating nursing care of clients with bipolar mania.

17.11 Discuss various modalities relevant to treatment of bipolar disorder.

KEY TERMS

Bipolar disorder

Cyclothymic disorder

Delirious mania

Hypomania

CORE CONCEPT

Mania

Revised May 18, 2015
Chapter 18: Anxiety, Obsessive-Compulsive, and Related Disorders

Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

18.1 Differentiate among the terms stress, anxiety, and fear.

18.2 Discuss historical aspects and epidemiological statistics related to anxiety disorders.

18.3 Differentiate between normal anxiety and psychoneurotic anxiety.

18.4 Describe various types of anxiety disorders and identify symptomatology associated with each.
   Use this information in client assessment.

18.5 Identify etiological implications in the development of anxiety disorders.

18.6 Formulate nursing diagnoses and outcome criteria for clients with anxiety disorders.

18.7 Describe appropriate nursing interventions for behaviors associated with anxiety disorders.

18.8 Identify topics for client and family teaching relevant to anxiety disorders.

18.9 Evaluate nursing care of clients with anxiety disorders.

18.10 Discuss various modalities relevant to treatment of anxiety disorders.

KEY TERMS

Agoraphobia
Flooding
Generalized anxiety disorder
Implosion therapy
Obsessive-compulsive disorder (OCD)
Panic disorder
Post-traumatic stress disorder (PTSD)
Ritualistic behavior
Social phobia
Specific phobia
Systematic desensitization

CORE CONCEPTS

Anxiety
Compulsions
Obsessions
Panic
Phobia

Revised May 18, 2015
Chapter 19: Trauma- and Stressor-Related Disorders

Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

19.1 Discuss historical aspects and epidemiological statistics related to trauma-stressor-related disorders.
19.2 Describe various types of trauma-and stressor related and identify symptomology associated with each; use this in information client assessment.
19.3 Identify predisposing factors in the development of trauma and stressor-related disorders.
19.4 Formulate nursing diagnoses and goals of care for clients with trauma and stressor-related disorders.
19.5 Describe appropriate nursing interventions for behaviors associated with trauma and stressor-related disorders.
19.6 Evaluate the nursing care of clients with trauma and stressor-related disorders.
19.7 Discuss various modalities relevant to treatment of trauma and stressor-related disorders.

Key Terms

Acute stress disorder
Adjustment disorder
Posttraumatic stress disorder

Revised May 18, 2015
Chapter 20: Somatic Symptom and Dissociative Disorders

At the completion of this unit the learner will have been provided the learning activities to:

20.1 Discuss historical aspects and epidemiological statistics related to somatic symptom and dissociative disorders.

20.2 Describe various types of somatic symptom and dissociative disorders and identify symptomology associated with each; use this information in client assessment.

20.3 Identify predisposing factors in the development of somatic symptoms and dissociative disorders.

20.4 Formulate nursing diagnoses and goals of care for clients with somatic symptom and dissociative disorders.

20.5 Describe appropriate nursing interventions for behaviors associated with somatic symptom and dissociative disorders.

20.6 Evaluate the nursing care of clients with somatic symptom and dissociative disorders.

20.7 Discuss various modalities relevant to treatment of somatic symptom and dissociative disorders

KEY TERMS

Abreaction
Integration
Anosmia la belle indifference
Aphonia primary gain
Depersonalization
Pseudocyesis
Somatization
Derealization
Secondary gain
Fugue
Tertiary gain
Hypochondriasis

CORE CONCEPTS

Amnesia
Dissociation
Hysteria

Chapter 21: Issues Related to Human Sexuality & Gender Dysphoria

Revised May 18, 2015
Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

21.1 Describe developmental processes associated with human sexuality.

21.2 Discuss historical and epidemiological aspects of paraphilias and sexual dysfunction disorders.

21.3 Identify various types of paraphilias and sexual dysfunction disorders.

21.4 Discuss etiological implications of paraphilias and sexual dysfunction disorders.

21.5 Describe the physiology of the human sexual response.

21.6 Conduct a sexual history.

21.7 Formulate nursing diagnoses and goals of care for clients with sexual disorders.

21.8 Identify appropriate nursing interventions for clients with sexual disorders.

21.9 Identify topics for client/family education relevant to sexual disorders.

21.10 Evaluate care of clients with sexual disorders.

21.11 Describe various medical treatment modalities for clients with sexual disorders.

21.12 Discuss variations in sexual orientation.

21.13 Identify various types of sexually transmitted diseases and discuss the consequences of each.

**KEY TERMS**

- Anorgasmia
- Pedophilia
- Dyspareunia
- Premature ejaculation
- Transvestic
- Homosexuality
- Fetishism
- Masochism
- Orgasm
- Voyeurism
- Paraphilia
- Exhibitionism
- Retarded ejaculation

**CORE CONCEPT**

- Sexuality
- Frotteurism
- Sadism
- Vaginismus
- Sensate focus
- Homosexuality
- Transgenderim
- Lesbianism

Revised May 18, 2015
Chapter 22: Eating Disorders

Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

22.1 Identify and differentiate among the various eating disorders.

22.2 Discuss epidemiological statistics related to eating disorders.

22.3 Describe symptomatology associated with anorexia nervosa, bulimia nervosa, and obesity, and use the information in client assessment.

22.4 Identify etiological implications associated with the development of eating disorders.

22.5 Formulate nursing diagnoses and outcomes of care for clients with eating disorders.

22.6 Describe appropriate interventions for behaviors associated with eating disorders.

22.7 Identify topics for client and family teaching relevant to eating disorders.

22.8 Evaluate the nursing care of clients with eating disorders.

22.9 Discuss various modalities relevant to treatment of eating disorders

KEY TERMS

Amenorrhea

Anorexia nervosa

Anorexiants

Binging

Bulimia nervosa

Emaciated

Obesity

Purging

CORE CONCEPTS

Anorexia

Body image

Bulimia

Chapter 23: Personality Disorders

Revised May 18, 2015
Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

23.1 Define personality.

23.2 Compare stages of personality development according to Sullivan, Erikson, and Mahler.

23.3 Identify various types of personality disorders.

23.4 Discuss historical and epidemiological statistics related to various personality disorders.

23.5 Describe symptomatology associated with borderline personality disorder and antisocial personality disorder, and use these data in client assessment.

23.6 Identify etiological implications for borderline personality disorder and antisocial personality disorder.

23.7 Formulate nursing diagnoses and goals of care for clients with borderline personality disorder and antisocial personality disorder.

23.8 Describe appropriate nursing interventions for behaviors associated with borderline personality disorder and antisocial personality disorder.

23.9 Evaluate nursing care of clients with borderline personality disorder and antisocial personality disorder.

23.10 Discuss various modalities relevant to treatment of personality disorders.

KEY TERMS

- Histrionic
- Narcissism
- Object constancy
- Passive-aggressive
- Schizoid
- Schizotypal
- Splitting

CORE CONCEPT

Personality

Revised May 18, 2015
Unit 24: Children & Adolescents

Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

24.1 Identify psychiatric disorders usually first diagnosed in infancy, childhood, or adolescence.

24.2 Discuss the etiological implications of mental retardation, autistic disorder, attention deficit-hyperactivity disorder, conduct disorder, oppositional defiant disorder, Tourette’s disorder, and separation anxiety disorder.

24.3 Identify symptomatology and use the information in the assessment of clients with the aforementioned disorders.

24.4 Identify nursing diagnoses common to clients with these disorders and select appropriate nursing interventions for each.

24.5 Discuss relevant criteria for evaluating nursing care of clients with selected infant, childhood, and adolescent psychiatric disorders.

24.6 Describe treatment modalities relevant to selected disorders of infancy, childhood, adolescence.

KEY TERMS

Aggression
Spectrum disorders
Autistic disorder
Clinging
Echolalia
Impulsivity
Negativism
Palilalia

CORE CONCEPTS

Autism
Temperament
Disruptive behavior disorders
Hyperactivity
Impulsiveness

Revised May 18, 2015
Chapter 25: Survivors of Abuse or Neglect

Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

25.1 Describe epidemiological statistics associated with intimate partner violence, child abuse, and sexual assault.

25.2 Discuss characteristics of victims and victimizers.

25.3 Identify etiological implications associated with abusive behaviors.

25.4 Describe physical and psychological effects on the victims of intimate partner violence, child abuse, and sexual assault.

25.5 Identify nursing diagnoses, goals of care, and appropriate nursing interventions for care of victims of intimate partner violence, child abuse, and sexual assault.

25.6 Evaluate nursing care of victims of intimate partner violence, child abuse, and sexual assault.

25.7 Discuss various modalities relevant to treatment of victims of abuse.

KEY TERMS

Child sexual abuse
Expressed response pattern
Compounded rape reaction
Marital rape
Controlled response pattern
Physical neglect
Cycle of battering
Safe house or shelter neglect
Date (acquaintance) rape
Sexual exploitation of a child rape
Emotional abuse
Silent rape reaction
Emotional neglect
Statutory rape

CORE CONCEPTS

Abuse
Battering

Revised May 18, 2015
Chapter 26: The Aging Individual

Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

26.1 Discuss societal perspectives on aging.
26.2 Describe an epidemiological profile of aging in the United States.
26.3 Discuss various theories of aging.
26.4 Describe biological, psychological, sociocultural, and sexual aspects of the normal aging process.
26.5 Discuss retirement as a special concern to the aging individual.
26.6 Explain personal and sociological perspectives of long-term care of the aging individual.
26.7 Describe the problem of elder abuse as it exists in today’s society.
26.8 Discuss the implications of the increasing number of suicides among the elderly population.
26.9 Apply the steps of the nursing process to the care of aging individuals.

KEY TERMS

Attachment theory
Long-term memory
Bereavement
Overload
Medicaid
Disengagement theory
Medicare
Geriatrics
Menopause
Gerontology
Osteoporosis
Geropsychiatry
Reminiscence therapy
“Granny-bashing”
Short-term memory
“Granny-dumping”

Revised May 18, 2015
Chapter 27: Community Mental Health Nursing

Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

27.1 Discuss the changing focus of care in the field of mental health.
27.2 Define the concepts of care associated with the public health model.
27.3 Discuss primary prevention of mental illness within the community.
27.4 Identify populations at risk for mental illness within the community.
27.5 Discuss nursing intervention in primary prevention of mental illness within the community.
27.6 Discuss secondary prevention of mental illness within the community.
27.7 Describe treatment alternatives related to secondary prevention within the community.
27.8 Discuss tertiary prevention of mental illness within the community as it relates to the seriously mentally ill and homeless mentally ill.
27.9 Relate historical and epidemiological factors associated with caring for the seriously mentally ill and homeless mentally ill within the community.
27.10 Identify treatment alternatives for care of the seriously mentally ill and homeless mentally ill within the community.
27.11 Apply steps of the nursing process to care of the seriously mentally ill and homeless

KEY TERMS

Case manager
Case management
Deinstitutionalization
Diagnostically related groups (DRGs)
Mobile outreach units
Prospective payment
Shelters
Store-front clinics

CORE CONCEPTS

Community
Primary prevention
Secondary prevention
Tertiary prevention

Revised May 18, 2015
Chapter 28: The Bereaved Individual

Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

28.1 Describe various types of loss that trigger the grief response in individuals.
28.2 Discuss theoretical perspectives of grieving as proposed by Elisabeth Kübler-Ross, John Bowlby, George Engel, and J. William Worden.
28.3 Differentiate between normal and maladaptive responses to loss.
28.4 Discuss grieving behaviors common to individuals at various stages across the life span.
28.5 Describe customs associated with grief in individuals of various cultures.
28.6 Formulate nursing diagnoses and goals of care for individuals experiencing the grief response.
28.7 Describe appropriate nursing interventions for individuals experiencing the grief response.
28.8 Identify relevant criteria for evaluating nursing care of individuals experiencing the grief response.
28.9 Describe the concept of hospice care for people who are dying and their families.
28.10 Discuss the use of advance directives for individuals to provide directions about their future medical care.

KEY TERMS
Advance directives
Anticipatory grieving
Bereavement
Delayed grief
Hospice
Luto
Mourning
Shiva
Velorio

CORE CONCEPTS
Grief
Loss
Overload

Chapter 29: Military Families
Revised May 18, 2015
Learning Outcomes

At the completion of this unit the learner will have been provided the learning activities to:

29.1 Discuss historical aspects and epidemiological statistics related to members and veterans of the US Military.

29.2 Describe the lifestyle of career military families.

29.3 Discuss the impact of deployment on families of service members.

29.4 Discuss concerns of women in the military.

29.5 Describe combat related illnesses common in members and veterans of the U.S. military.

29.6 Apply steps of the nursing process in care of veterans with traumatic brain injury and posttraumatic stress disorder.

29.7 Discuss various treatment modalities for clients with traumatic brain injury and posttraumatic stress disorder.
# Student Remediation Confirmation Form

(Confirmation of student activities for remediation)

- **Student NAME:** ___________________________________________________
- **Remediation Activity:**
- **Date:**
- **Signature:**
- **Comments:**

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Revised May 18, 2015