



**HOUSTON COMMUNITY COLLEGE SYSTEM
ASSOCIATE DEGREE NURSING PROGRAM
John Coleman Health Science Center**

RNSG 2213

**MENTAL HEALTH NURSING
SYLLABUS**

**(THEORY COMPONENT)
Fall Semester 2017**

INSTRUCTOR INFORMATION

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Content Delivery- Face to Face

Theory :Credits- 2

Term: Fall 2017

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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 provides the foundation for this course.

II. PROGRAM STUDENT LEARNING OUTCOMES (PSLO's):

1. Communication effectively with patients, families and members of the health care team.
2. Utilize a systematic problem-solving approach in caring for patients with common and complex needs.
3. Demonstrate appropriate entry level Associate Degree Nursing Program didactic competencies to pass the NCLEX-RN licensure exam.
4. Demonstrate safe entry level nursing practice as defined by the four roles of the Differentiated Essential Competencies of Graduate of Texas Nursing Programs (DECs).

DIFFERENTIATED ESSENTIAL COMPETENCIES (DECs)

Competencies assigned to RNSG 2213 are based on the TBON Differentiated Essential Competencies (DECs).

Utilize critical thinking skills, communication and a systematic problem-solving process as a framework for providing care for clients and their families with mental health concerns.

(DECs: I. A, B, II. A, B, C, D, E, G; III. A, B, C, D; IV. A, B, C, D, E).

DECs Four Roles (See the BON website www.bne.state.tx.us for a list of the DECs)

The competencies are written to guide nursing programs to meet the approval criteria established by the Texas Board of Nursing (BON) and to ensure that programs prepare graduates to provide safe, competent care to the people of Texas. A competency is described as "An expected level of performance that integrates knowledge, skills, abilities, and judgment" (American Nurses Association, 2008, p.3).

Member of the Profession: listed as primary role to focus on the profession
Provider of Patient-Centered Care: Emphasizing patient-centered care
Patient Safety Advocate: New concerns about patient safety

Member of the Health Care Team: Relates to the nurse' participation in the health care team

III. COURSE OUTCOME:

The student will be able to explain the roles of the professional nurse in caring for patients and families experiencing mental health problems; use therapeutic communication, utilize critical thinking skills and a systematic problem solving process for providing care to patients and families experiencing mental health problems.

IV. PRE-REQUISITES:

ENGL 1301, ENGL 1302, BIOL 1406, BIOL 2401, BIOL 2402, BIOL 2420, PSYC 2201, PSYC 2314, RNSG 1413, RNSG 1360, RNSG 1105, RNSG 1341, RNSG 2360, RNSG 2201, RNSG 2261

CO-REQUISITE:

RNSG 2160 RNSG 1251, RNSG 1160

V. COURSE 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.

VI. 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. Critical thinking scenarios
2. Seminar activities
3. Study Guide exercises
4. Current EBN research findings and literature discussion
5. Individual faculty-student conferences.

VII. EVALUATION

A. THEORY

1. **Exams:** Four (4) unit examinations consisting of fifty (50) items per exam and a Hesi as the final exam consisting of fifty –five (55) items will be administered during specified dates. One hour and fifteen minutes will be provided for each exam. Two hours is allocated for the benchmark, Hesi Final Examination. 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 needed to the testing center. No books, purses, bags, hats, or cell phones are allowed in the testing room and the staff in the testing will not be responsible for your belongings.
3. No computerized raw score will be provided.
4. The official exam grade will be available to students within a working week.
5. **A graded unit exam may only be reviewed up to the day before the next exam. All students have the option to review exam regardless of the results.**
All test reviews for RNSG 2213 will be conducted **AFTER** all students have taken the exam.
6. If “scratch paper” is requested during an exam, the paper must be returned to the proctor after finishing the exam or the test review. The scratch paper will be shredded. All questions or concerns about the test must be formally submitted in writing/email to the instructor(s) prior to the next exam.
7. Make-up Exam Policy

It is an expectation that exams will be taken at the scheduled date and time. If an exam is missed or taken at a time other than the student’s scheduled class/testing time, one and only one makeup or rescheduled exam will be considered on an emergency basis. If a second exam is missed a zero will be recorded. The missed exam must be made up within 5 business days of the scheduled exam in the testing center. Appropriate documentation will be required for the missed exam, and must be submitted to the instructor of record and the Dean of the ADN Program within two days of the missed exam. Emergencies will be defined by The Nursing Program.

7. Theory Grading Score:

- A) Unit Exam 1= 15%
- B) Unit Exam 2= 20%
- C) Unit Exam 3= 20%
- D) Unit Exam 4 = 20%
- E) Hesi Final = 25%

HCCS ADN GRADING SCALE:

- 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.

FINAL EXAM HESI SCORE IS BASED ON CONVERSION SCORE

VIII. ATTENDANCE AND TARDINESS

THEORY:

A student may miss up to 12.5% of the course (two days) 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.

Withdrawal Date for Fall is November 3, 2017 at 4:30 pm

IX. REQUIRED TEXTBOOKS:

- A. **Townsend, Mary C., and Morgan, Karyn. (2017) Essentials of Psychiatric Mental Health Nursing (Concepts of Care in Evidence-Based Practice), 7th edition.**
- 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)*

X. POLICIES:

HCC Policy Statement: ADA, Academic Honesty, Student Attendance, 3-peaters, Withdrawal deadlines

Access student services policies on their website:

<http://www.hccs.edu/district/students/student-handbook/>

Accommodations due to a qualified disability

The college strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability contact the campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the beginning of each semester.

Faculty is authorized to provide only the accommodations requested by the disability support services office. For questions, contact the disability counselor at Coleman. To visit the ADA logon to <http://www.hccs.edu/district/student/disability-services/>

EARLY ALERT PROGRAM:

The Houston Community College Early Alert program has been established to assist in the overall effort to retain students who are at risk of failing, withdrawing, or dropping a course. This process requires instructional faculty and student support staff to identify students who are performing poorly as early as possible and provide relevant support services to help students overcome their deficiencies. A student is identified when an instructor notices academic or personal difficulties that affect student's academic performance. The possible problem(s) could be tardiness, missed/failed test scores, excessive absences, or a number of other circumstances. Once a referral is made counselors will then contact students to discuss the issues and possible solutions to their academic difficulties.

Remediation Process:

1. Upon the initial failure the instructor shall submit an early alert notification
2. Student will meet with the instructor to review the test (or this can be done by the retention specialist if desired by the instructor.
3. The student will schedule and attend a meeting with the advisor if recommended by the instructor
4. The student will meet with the retention remediation specialist to discuss the test
5. Student will attend a remediation session for study skills, time management, and test taking skills for nursing students if recommended by the instructor.
6. No student shall be allowed to sit for a subsequent exam until remediation has been completed. Remediation is MANDATORY and a zero will be received for the missed exam.
7. Student shall be required to repeat the above steps for each exam failure.
8. Faculty/peer tutoring will be provided if requested by the student or if deemed necessary by the retention retention/remediation coach.
9. Upon completion of remediation, complete and submit your remediation form

Campus Carry

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>."

EGLS3 – Evaluation for Greater Learning Student Survey System:

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the EGLS3 as part of the Houston Community College Student System online near the end of the term.

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

Sex/Gender Discrimination

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations. Log in to www.edurisksolutions.org Sign in using your HCC student email account, then go to the button at the top right that says Login and enter your student number.

Academic Dishonesty:

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with Houston Community College's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. "Scholastic dishonesty" includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating includes:

- Copying from another student's assignment;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;

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- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of "0" or "F" in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System (See Student Handbook).

Professional Behavior

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor in achieving this critical goal.

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

NCSBN BLUEPRINT

[https://www.ncsbn.org/2016 NCLEX Test PLAN.Pdf](https://www.ncsbn.org/2016%20NCLEX%20Test%20PLAN.Pdf)

As your instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up procedures
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as needed

To be successful in this class, it is the learner's responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments
- Complete the course with a **75%** passing score

**Student Remediation
Confirmation Form (Confirmation of
student activities for remediation)**

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Student NAME: _____

Remediation Activity:	Date:	Signature:	Comments:
Visit Faculty Advisor			
Visit ADN Advisor			
Workshops:			
-Study Skills			
-Time Management			
-Test Taking Skills			
-Peer Tutor			
Davis Edge Online			
Practice Questions from Textbook Homework and End of Chapter Review and Rationales			
Other:			
-			
-			

XIII. COURSE OUTLINE:

Chapter 1	Mental Health & Mental Illness
Chapter 2	Biological Implications
Chapter 3	Ethical & Legal Issues
Chapter 4	Psychopharmacology
Chapter 5	Cultural & Spiritual Concepts
Chapter 6	Relationship Development & Therapeutic Communication
Chapter 7	Nursing Process in Psychiatric/Mental Health Nursing
Chapter 8	Milieu Therapy – The Therapeutic Community
Chapter 9	Intervention in Groups
Chapter 10	Crisis Intervention
Chapter 11	Recovery Model
Chapter 12	Suicide Prevention
Chapter 13	Neurocognitive Disorders
Chapter 14	Substance- Use & Addictive Disorders
Chapter 15	Schizophrenia Spectrum & Other Psychotic Disorders
Chapter 16	Depressive Disorders
Chapter 17	Bipolar & Related Disorders
Chapter 18	Anxiety, Obsessive-Compulsive, & Related Disorders
Chapter 19	Trauma- and Stressor-Related Disorders
Chapter 20	Somatic Symptom & Dissociative Disorders
Chapter 21	Issues related to Human Sexuality & Gender Dysphoria

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Chapter 22	Eating Disorders
Chapter 23	Personality Disorders
Chapter 24	Children & Adolescents
Chapter 25	Aging Individual
Chapter 26	Survivors of Abuse or Neglect
Chapter 27	Community Mental Health Nursing
Chapter 28	Bereaved Individual
Chapter 29	Military Families

XIV. UNIT LEARNING OUTCOMES AND RELATED CONTENT

Chapter 1: Mental Health & Mental Illness

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

Ego defense mechanisms

Fight- or- flight syndrome

Neurosis

Psychosis

CORE CONCEPTS

Grief

Anxiety

Chapter 2: Biological Implications

Learning Outcomes

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

- 2.1 Identify gross anatomical structures of the brain and describe their functions.
- 2.2 Discuss the physiology of neurotransmission within the central nervous system.
- 2.3 Describe the role of neurotransmitters in human behavior.
- 2.4 Discuss the association of endocrine functioning to the development of psychiatric disorders.
- 2.5 Describe the role of genetics in the development of psychiatric disorders.
- 2.6 Discuss the correlation of alteration in brain functioning to various psychiatric disorders
- 2.7 Identify various diagnostic procedures used to detect alteration in biological functioning that may be contributing to psychiatric disorders.
- 2.8 Discuss the influence of psychological factors on the immune system.
- 2.9 Describe the biological mechanisms of psychoactive drugs at neural synapses.
 - 2.10 Recognize various theorized influences in the development of psychiatric disorders, including brain physiology, genetics, endocrine function, immune system and psychosocial and environmental factors.
- 2.11 Discuss the implications of psychobiological concepts to the practice of psychiatric/mental health nursing.

KEY TERMS

Axon

Circadian Rhythm

Cell body

Dendrites

Limbic System

Neurons

Synapse

Neurotransmitter

Phenotype

Genotype

Receptor Sites

Chapter 3: Ethical & Legal Issues

Learning Outcomes

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

- 3.1 Differentiate among *ethics, morals, values, and rights*.
- 3.2 Discuss ethical theories including utilitarianism, Kantianism, Christian ethics, natural law theories, and ethical egoism.
- 3.3 Define *ethical dilemma*.
- 3.4 Discuss the ethical principles of autonomy, beneficence, nonmaleficence, justice, and veracity.
- 3.5 Use an ethical decision-making model to make an ethical decision.
- 3.6 Describe ethical issues relevant to psychiatric/mental health nursing.
- 3.7 Define *statutory law* and *common law*
- 3.8 Differentiate between civil and criminal law.
- 3.9 Discuss legal issues relevant to psychiatric/mental health nursing.
- 3.10 Differentiate between *malpractice* and *negligence*.
- 3.11 Identify behaviors relevant to the psychiatric/mental health setting for which specific malpractice action could be taken.

Chapter 4: Psychopharmacology

Learning Outcomes

- 4.1 Discuss historical perspectives related to psychopharmacology.
- 4.2 Describe indications, actions, contraindications, precautions, side effects and nursing implications for the following classifications of drugs: antianxiety agents, antidepressants, mood-stabilizing agents, antipsychotics, antiparkinsonian agents, sedative hypnotic, agents for attention deficit/ hyperactivity disorder
- 4.3 Apply the steps of the nursing process to the administration of psychotropic medications

Key Terms

Agranulocytosis	Neuroleptic Malignant Syndrome
Akathisia	Neurotransmitter
Akinesia	Oculogyric Crisis
Amenorrhea	Priapism
Dystonia	Retrograde Ejaculation
Extrapyramidal symptoms	Serotonin Syndrome
Gynecomastia	
Tardive Dyskinesia	
Hypertensive Crisis	

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

CORE CONCEPTS

culture

curandera
curandero
density
distance
folk medicine
shaman
Stereotyping
territoriality

ethnicity
religion
spirituality

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.
- 6.6 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.

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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

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)

CORE CONCEPTS

Assessment
Evaluation
Nursing diagnosis
Outcomes

Nursing process
PIE charting
Problem-oriented recording (POR)

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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

Altruism
Autocratic
Catharsis
Democratic
Genogram
Laissez-faire
Psychodrama
Therapeutic group
Universality

CORE CONCEPTS

Family
Family therapy
Group
Group therapy

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

CORE CONCEPT

Crisis

Chapter 11: The Recovery Model

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 **fix** Health Services Administration.

11.3 Describe three models of recovery: the Tidal Model, the WRAP Model and, the Psychological **fix** 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: Suicide Prevention

Learning Outcomes

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

- 12.1 Discuss epidemiological statistics and risk factors related to suicide.
- 12.2 Describe predisposing factors implicated in the etiology of suicide.
- 12.3 Differentiate between facts and myths regarding suicide.
- 12.4 Apply the nursing process to individuals exhibiting suicidal behavior.

KEY TERMS

Altruistic Suicide

Anomic Suicide

Egoistic Suicide

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 *amnesic disorders*.
- 13.2 Discuss etiological implications associated with delirium, dementia, and amnesic disorders.
- 13.3 Describe clinical symptoms and use the information to assess clients with delirium, dementia, and amnesic disorders.
- 13.4 Identify nursing diagnoses common to clients with delirium, dementia, and amnesic 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 amnesic disorders.
- 13.7 Describe various treatment modalities relevant to care of clients with delirium, dementia, and amnesic disorders.

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

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.

CORE CONCEPT

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

Psychosis

Clang association
Religiosity
Delusions
Retrograde
Ejaculation
Dystonia
Social skills training

August 2017

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

CORE CONCEPTS

Depression
Mood

Psychomotor retardation
Tyramine

August 2017

Chapter 17: Bipolar & Related Disorders

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.

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.

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

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

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.

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

Chapter 23: Personality Disorders

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.
- 21.10 Discuss various modalities relevant to treatment of personality disorders.

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

CORE CONCEPTS

Autism
Temperament
Disruptive behavior disorders
Hyperactivity
Impulsiveness

Impulsivity
Negativism
Palilalia

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Chapter 25 : The Aging Individual

Learning Outcomes

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

- 25.1 Discuss societal perspectives on aging.
- 25.2 Describe an epidemiological profile of aging in the United States.
- 25.3 Discuss various theories of aging.
- 25.4 Describe biological, psychological, sociocultural, and sexual aspects of the normal aging process.
- 25.5 Discuss retirement as a special concern to the aging individual.
- 25.6 Explain personal and sociological perspectives of long-term care of the aging individual.
- 25.7 Describe the problem of elder abuse as it exists in today's society.
- 25.8 Discuss the implications of the increasing number of suicides among the elderly population.
- 25.9 Apply the steps of the nursing process to the care of aging individuals.

KEY TERMS

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

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Chapter 26: Survivors of Abuse or Neglect

Learning Outcomes

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

- 26.1 Describe epidemiological statistics associated with intimate partner violence, child abuse, and sexual assault.
- 26.2 Discuss characteristics of victims and victimizers.
- 26.3 Identify etiological implications associated with abusive behaviors.
- 26.4 Describe physical and psychological effects on the victims of intimate partner violence, child abuse, and sexual assault.
- 26.5 Identify nursing diagnoses, goals of care, and appropriate nursing interventions for care of victims of intimate partner violence, child abuse, and sexual assault.
- 26.6 Evaluate nursing care of victims of intimate partner violence, child abuse, and sexual assault.
- 26.7 Discuss various modalities relevant to treatment of victims of abuse.

KEY TERMS

Child sexual abuse

Abuse

Expressed response pattern

Battering

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

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

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

Primary prevention
Secondary prevention
Tertiary prevention

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

CORE CONCEPTS

Grief
Loss
Overload

Hospice

Luto

Mourning

Shiva

Velorio

August 2017

Chapter 29: Military Families

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 post traumatic stress disorder.

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

Signature: _____ Date: _____