



**CLARENDON COLLEGE  
PROFESSIONAL NURSING PROGRAM  
RNSG 2213 - Mental Health**

**Division of Workforce:**

**Course:** RNSG 2213 – Mental Health

**Credit Hours:** 2 Hours

**Semester:** Fall 2024

**Classroom Location:**

**Pampa - Center:** 1601 W. Kentucky, Pampa, 79065 - Room 101

**Phone:** (806) 665-8801 Pampa

**Childress Campus:** 1902 Ave G NW, Childress, TX 79201 - Mesquite Room

**Phone:** (940) 937-2201 Childress

**Instructors:**

**Pampa Campus:** JoAnn Genn, MSN, BA, RN

**Office Location:** Auvenshine Bldg. 1601 W. Kentucky Ave., Pampa, TX 79065

**Phone:** (806) 665-8801 ext. 137

**Email:** [joann.genn@clarendoncollege.edu](mailto:joann.genn@clarendoncollege.edu)

**Childress Campus:** Dr. Michael Schlegel, DNP, MSN, RN, MBA, CNE

**Office Location:** 1902 Ave G NW, Childress, TX 79201

**Phone:** (940) 937-2201

**Email:** [micheal.schlegel@clarendoncollege.edu](mailto:micheal.schlegel@clarendoncollege.edu)

**Office Hours:** As posted or by appointment.

**Course Description:**

Principles and concepts of mental health, psychopathology, and treatment modalities related to nursing care of patients and their families.

**Statement of Purpose:**

RNSG 2213 – Mental Health partially satisfies the requirement for the Associate Degree Program at Clarendon College.

**Prerequisites:** Completion of all Level I courses.

**Co-requisite:** RNSG 2160 Clinical (Mental Health)

**\*Note: Students must successfully complete RNSG 2213 & RNSG 2160 simultaneously to receive credit in either course. RNSG 2213 must be successfully completed to progress.**

### **Audio/Video/Photography/Distribution of Course Materials:**

All course materials are only for the use of students enrolled in this course for purposes associated with this course. Audio/Video recording or photography of courses in session is strictly prohibited by students unless previous permission has been granted by the faculty. Duplication and/or distribution of any classroom materials via print, email, or other electronic means to individuals who are not currently enrolled in this course are prohibited.

### **Electronic Communication:**

Clarendon College Allied Health Department faculty and staff will send official correspondence to a student via Microsoft TEAMS or email using the student's email address as assigned by Clarendon College. Faculty, students, and staff are expected to use their Clarendon College Microsoft TEAMS or bulldog email address for all official communication.

### **Syllabus Disclaimer:**

Although every effort will be made NOT to change schedules, unforeseen events may cause changes to the scheduling of campus classes/labs/activities, exams, etc. Class topic and exam schedule may change with notice. Faculty reserve the right to make any changes deemed necessary to best fulfill the course objectives. Students registered for this course will be made aware of any changes in a timely fashion using reasonable means of communication. It is the responsibility of each student to know what changes if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.

**\*Syllabi/Schedules subject to change.**

### **End-of-Course Outcomes: (WECM)**

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

### **Course Outcomes: (DEC)**

The DEC competencies are fully integrated throughout the curriculum for the ADN student. The DEC relates to the entry level skills each student will acquire as they relate to the working world and the competencies required by the Texas Board of Nursing.

#### **Learning Outcomes: (DEC)**

##### **I. Member of the Profession:**

- A. Function within the nurse's legal scope of practice in accordance with regulation and the policies and procedures of the employing health care institution or practice setting.
- B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
- C. Participate in activities that promote the development and practice of professional nursing.
- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

##### **II. Provider of Patient-Centered Care:**

- A. Use clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidenced-based practice outcomes as a basis for decision-making in nursing practice.
- B. Determine the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and the interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study.
- C. Analyze comprehensive assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.
- D. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.
- E. Implement the plan of care for patients and their families with legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.
- F. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.
- G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.
- H. Coordinate human, information, and physical resources in providing care for patients and their families.

**III. Patient Safety Advocate:**

- A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- B. Implement measures to promote quality and a safe environment for patients, self, and others.
- C. Formulate goals and outcomes using evidence-based data to reduce patient risks.
- D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
- E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
- F. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

**IV. Member of the Health Care Team:**

- A. Coordinate, collaborate, and communicate in a timely manner with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care.
- B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.

- C. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.
- D. Communicate and manage information using technology to support decision-making to improve patient care.
- E. Assign and/or delegate nursing activities to other members of the health care team based upon an analysis of patient or work place need.
- F. Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice.
- G. Participate with health care teams during local or global health emergencies or pandemics to promote health and safety, and prevent disease.



### Reference

Texas Board of Nursing, (2021, January). *Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors.* Retrieved from [https://www.bon.texas.gov/pdfs/publication\\_pdfs/Differentiated%20Essential%20Competencies%202021.pdf](https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf)

Program: Professional Nursing Education				Credential: AAS	
Competencies				Course ID	Course Title
1	2	3	4		
A – Knowledge: 1abc, 2, 3, & 4  B – Knowledge: 1abcde, 2ab, 3, 4, 5, 6ab, 7abc, & 8  C – Knowledge: 1, 2, 3, 4, & 5abc	A – Knowledge: 1ab, 2abc, 3, & 4  B – Knowledge: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, & 12  C – Knowledge:	A – Knowledge: 1, 2, 3, 4, 5, & 6  B – Knowledge: 1ab, 2, 3abc, 4, & 5  E – Knowledge: 1abc & 2	A – Knowledge: 1ab, 2, 3ab, 4ab, & 5ab  B – Knowledge: 1ab, 2ab, 3ab, & 4  D – Knowledge: 1ab, 2, & 3	<b>RNSG 2213</b>	<b>Mental Health Nursing</b>

D – Knowledge: 1, 2, 3, 4, & 5	1ab, 2ab, 3, 4ab, 5, 6, 7, & 8  D – Knowledge: 1abcde, 2, 3ab, 4abc, & 5ab  E – Knowledge: 1ab, 2, 3ab, 4ab, 5, 6ab, 7, 8, 9, 10, 11abc, 12, & 13  H – Knowledge: 1, 2, 3abc, 4ab, 5, 6, & 7			
<b>Competency References</b>				
	<b>4 – Member of the Health Care Team</b>			
	<b>3 – Patient Safety Advocate</b>			
	<b>2 – Provider of Patient-Centered Care</b>			
<b>1 – Member of the Profession</b>				

### **SCANS COMPETENCIES:**

The individual SCANS Foundation Skills and competencies have been identified and are located on file in the nursing office. Demonstration of SCANS is documented by the student's ability to provide evidence that the skill has been mastered.

### **Texas Higher Education Coordinating Board: (THECB):**

Clarendon College endeavors to meet the Core Objectives proposed by the Texas Higher Education Coordinating Board (THECB). The THECB has determined the following categories as necessary achievements of core curriculum in higher education:

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Empirical and Quantitative Skills** – including application of scientific and mathematical concepts.
- **Teamwork** – including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making.
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### **Required Instructional Materials:**

#### **Textbook:**

HALTER, M. J. (2022). *Varcarolis' foundations of psychiatric-mental health nursing: A clinical approach* (9th ed.). Elsevier. ISBN: 978-0-323-69707-1

### **Other Relevant Materials:**

Pens, pencils, paper, highlighters, laptop, ATI, Nurse Practice Act, Scantron answer sheets, Nurse Practice Act, and Scope of Practice.

**Methods of Instruction:**

Lectures	Required Reading	Written Assignments	Quizzes
Classroom Discussions	Small Group Work	Audio-Visual Aids	Demonstrations
Return Demonstrations	ATI Modules	Projects	Concept Maps

\*Lectures may be in-class, via zoom, or recorded and uploaded to TEAMS.

**Requirements & Evaluation Methods:**

<b>Exams</b>	<b>Percentage</b>
Exam 1	15
Exam 2	15
Exam 3	15
Exam 4	15
ATI Adaptive Quizzing – 500 Questions	10
ATI CMS Mental Health (EOC)	10
Final Exam	20
<b>TOTAL for COURSE GRADE</b>	<b>100</b>

**Grading Scale:**

The following grading scale is utilized for the ADN Nursing Program

<b>A</b>	<b>90-100</b>
<b>B</b>	<b>81-89</b>
<b>C</b>	<b>78-80</b>
<b>D</b>	<b>68-77</b>
<b>F</b>	<b>Below 68</b>

**Students must achieve an overall course grade at or above 78 to pass all courses in the LVN-to-RN Bridge Nursing Program.**

1. All grades will be posted by the instructor on the Clarendon College online grade book.
2. Grades **will not** be given out by phone, email, or text.
3. ***THERE ARE NO OPTIONS FOR EXTRA-CREDIT WORK OR REPEATING EXAMS OR PAPERWORK TO RAISE COURSE GRADES, EITHER DURING OR AT THE END OF A COURSE.***
4. No late work will be accepted.
5. Refer to individual course syllabi for additional grading criteria.
6. Failure of a total of any two (2) nursing theory courses, two (2) nursing clinical courses, or any combination thereof equaling two (2) courses will result in ineligibility for transfer, admission, or readmission to Clarendon College's Professional Nursing Program at any campus.

**ATI CMS Mental Health EOC Grading Rubric:**

A combination of the practice and proctored assessments to achieve 10% of the course grade.

**Practice Assessment  
(4 Points)**

<ul style="list-style-type: none"> <li>• Complete Practice Assessment A.</li> <li>• Complete Remediation – Minimum 1 Hour Focused Review on Initial Attempt.</li> <li>• For each topic missed, complete a handwritten active learning template.</li> <li>• Take Post Study Quiz (if available) and complete an active learning template for each topic missed</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Practice Assessment B.</li> <li>• Complete Remediation – Minimum 1 Hour Focused Review on Initial Attempt.</li> <li>• For each topic missed, complete a handwritten active learning template.</li> <li>• Take Post Study Quiz (if available) and complete an active learning template for each topic missed.</li> </ul>
--	---

Standardized Proctored Assessment			
Level 3 (4 Points)	Level 2 (3 Points)	Level 1 (1 Point)	Below Level 1 (0 Points)
<b>Remediation (2 Points) - All Levels</b>			
• Minimum 1 Hour Focused Review.			
• For each topic missed, complete a handwritten active learning template.			
10/10 Points	9/10 Points	7/10 Points	6/10 Points
Proctored Assessment Retake			
No retake required.	No retake required.	*Retake required.	*Retake required.

\*If student is required to retake a proctored assessment and student meets the program's benchmark of Level 2 on the retake, the student can earn an additional 1 point.

#### **Rounding Policy:**

In order to successfully complete a nursing course and progress in the nursing program, students are required to achieve an exam average of 78% or greater. The exam average will include all unit exams and the final exam. Students not attaining a major exam average of 78% or greater will not pass the course. Students must achieve a final overall course grade of 78% to pass any RNSG course in the nursing program. Each quiz/exam/project grade will be calculated to two decimal points. At the end of the semester, actual percentages will be used to determine letter grades.

***\*\*NOTE: GRADES WILL NOT BE ROUNDED.*** (Example: A grade of 77.5 to 77.99 will not be considered as passing).

#### **No late work will be accepted!!**

**Failure of a total of any two (2) nursing theory courses, two (2) nursing clinical courses, or any combination thereof equaling two (2) courses will result in ineligibility for transfer, admission, or readmission to Clarendon College's Professional Nursing Program at any campus.**

#### **Student Testing Policy:**

1. Exam schedules will be given to students at the beginning of the course each semester;
2. Examination attendance: Examinations will be given on dates noted on the course syllabus and course schedule. If a student cannot attend an examination, the course instructor/professor must be notified at their office number, Microsoft TEAMS, or by email **before the examination begins**. It is the student's responsibility and a requirement to notify the instructor/professor in advance of any absence.

3. On examination days no late entry into the classroom or laboratory will be permitted to eliminate distractions for other students. In the event a student is going to be late they must notify their course instructor/professor through Microsoft TEAMS or by e-mail **before the examination begins**. The student will receive and absence for the course for the day. It is the student's responsibility to contact the instructor to reschedule their make-up exam. The instructor has the degression to administer a different version of the exam content.
4. Make-up exams will only be given at the discretion of the faculty member and can be a different version or alternate format than the scheduled exam.
5. All major exams include multiple-choice and alternate format questions based on the NCLEX-RN Test Plan;
6. All exams are timed; the Time allotted for a Final Exam is two (2) hours and will follow Clarendon College's policy.
7. Assigned seating may be used during any exam;
8. Grades will be available within one week following an exam;
9. Basic function calculators will be provided for exams with dosage calculation questions;
10. If the exam is given in paper format: SCANTRON™ forms and exam booklets are turned in to the proctor who is monitoring the exam and will be counted at the end of the testing period. Students must NOT remove exams from the testing room; the answer recorded on the Scantron™ will be the official answer sheet or submitted electronically if the test is a computerized test;
11. If the exam is given in electronic format, the student will need to bring a laptop or utilize a laptop/computer from Clarendon College. The device utilized will need the capability of connecting to the internet. It is the student's responsibility to ensure the device is charged or plugged into a power source during the duration of the examination.
12. Scratch paper, if used, will be provided by the instructor/professor and must be turned in immediately following the exam;
13. Classroom exam reviews will be conducted at the discretion of the faculty. Students will not be allowed to take any notes during the review, and all personal belongings must be left at the back of the classroom;
14. Students who score an eighty (80) or below will need to schedule an appointment with their instructor to complete a Student Action Report and be assigned required remediation.
15. Individual review of exams by a student with the instructor/professor must be scheduled within one (1) week of the exam being administered. Individual test reviews will be performed only in the faculty member's office. Students may review only the most recent test (In other words, exam one (1) cannot be reviewed after exam two (2) has been administered). Review of all tests taken by a student at one time will not be allowed;

#### **Test Taking Etiquette**

1. Arrive at least 15 minutes early to prepare for the exam so that it may begin on time;
2. All belongings (book bags, books, caps, hats, purses, study guides, beverages, etc.) must be stored at the back of the classroom 10 minutes before the exam, this will allow the exam to begin on time;
3. You are not allowed to wear a cap, hat, or sunglasses during testing situations;
4. The student may have only a pencil during the testing period;
5. After the exam begins, there will be absolutely NO talking;
6. When you are finished with your exam, please submit the test and answer sheet to the proctor and quietly leave the room. **Do not re-enter the classroom until all students have completed the exam;**
7. Leave the classroom area – **DO NOT** congregate outside the classroom door; remain quiet as not to disrupt the classroom area.

8. It is the responsibility of all students to maintain test security. Do not discuss test content in the presence of students who have not tested. Students who have not tested are expected to remove themselves from the area if such conversations occur.

#### **Remediation:**

Remediation will be required for students scoring an eighty (80) and below on Exams 1-3.

Remediation will be determined by the Course Instructor with consideration to the student's individual needs. It is the student's responsibility to schedule an appointment with their instructor to complete a Student Action Report and assigned required remediation. Remediation is the responsibility of the student and must be completed by the date assigned.

#### **Attendance:**

Regular attendance and consistent study habits are essential to success in college and are expected of all students. Absences are defined as time away from classroom teaching, clinical laboratory, clinical, or clinical simulation of greater than 15 minutes. It is the responsibility of the student to consult with all instructors when an absence occurs. The student will notify the instructor each day the student will not be in attendance for class, lab, or clinical.

To evaluate attainment of course objectives, students are expected to attend and participate in all scheduled classroom/clinical experiences. Failure to meet course objectives, due to lack of attendance, will result in unsatisfactory evaluation, and may result in failure of the course.

#### **Absence Policy:**

Absences are defined as time away from classroom teaching, clinical laboratory, clinical, or clinical simulation of greater than 15 minutes;

1. Any absences more than two absences or any class absences in excess of two absences in one semester will be grounds for dismissal.
2. Documentation of an absence must be submitted by the student immediately upon return or prior to if expected absence (\*see *Documentation of Student Action Report Form*);
3. If a student is to be absent from class or clinical, the student must notify his/her instructor thirty (30) minutes prior to the start of the scheduled experience. Notification will occur according to instructor through Microsoft TEAMS.

#### **Tardiness:**

Students are required to be in the classroom and at clinical on time and remain the full time as scheduled. Excessive tardiness is disruptive to the educational process and may result in disciplinary action. Students who have three (3) tardies in an individual course will be counted as one (1) absence. Due process and the right to appeal will be provided to students subject to disciplinary action. Details can be found in the Student Handbook.

1. Tardiness: Defined as time away from classroom teaching and/or clinical laboratory/simulation teaching for up to 15 minutes. This includes:
  - a. arriving late in the morning;
  - b. returning late from provided breaks and lunch periods; and
  - c. Leaving early.
2. In order to prevent class disruptions, the course faculty member(s) may prohibit tardy students from entering the classroom or laboratory until the next break occurs.

#### **Student Academic Integrity and Classroom Ethics:**

Failure to comply with lawful direction of a classroom instructor is a disruption for all students enrolled in the class.

**Cheating violations include, but are not limited to:**

- (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion.
- (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given.
- (3) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment.
- (4) entering an office or building to obtain unfair advantage.
- (5) taking an examination for another person.
- (6) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person.
- (7) altering grade records.
- (8) using any unauthorized form of electronic communication device during an examination, classroom activity, or laboratory exercise.
- (9) Plagiarism. Plagiarism is the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person without proper credit.
- (10) Students are required to dress in a manner as deemed appropriate for the classroom setting and should not disrupt the learning process.

Disciplinary actions for cheating or plagiarism in any course are at the discretion of the individual instructor. The instructor of that course will file a report with the Director of Nursing and/or the Dean of Students when a student is caught cheating or for plagiarism in the course, whether it be a workforce or academic course. The report shall include the course, instructor, student's name, and the type of cheating involved. Students who are reported for cheating or plagiarism to the Director of Nursing and the Dean of Students more than once shall be disciplined by the Dean. The Dean will notify all involved parties within fourteen days of any action taken.

**American with Disabilities Act Statement:**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the Associate Dean of Enrollment Services at 806-874-4837 / [janean.reish@clarendoncollege.edu](mailto:janean.reish@clarendoncollege.edu) or visit the Clarendon campus at Clarendon College. It is the policy of Clarendon College to provide reasonable accommodation as required to afford equal educational opportunity. It is the student's responsibility to contact the Associate Dean of Enrollment Services.

**Nondiscrimination Policy:**

Clarendon College, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status.

It is the policy of Clarendon College not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation. Harassment of a student in class, i.e., a pattern of behavior directed against a particular student with the intent of humiliating or intimidating that student will not be tolerated. The mere expression of one's ideas is not

harassment and is fully protected by academic freedom, but personal harassment of individual students is not permitted.

**Withdrawal:**

If a student decides that they are unable to complete this course or that it will be impossible to complete the course with a passing grade, you may drop the course and receive a "W" on your transcript. Withdrawal must occur on or before the official Withdrawal Date posted by Clarendon College. Withdrawal from a course is a formal procedure that must be initiated by the student. If the student does not go through the formal withdrawal procedure, the student will receive a grade of "F" on their transcript.

**Cell Phone Policy, Classroom Etiquette, and Academic Honesty:**

See Vocational Nursing Handbook for policies.

**Grievance/Appeals:**

If you have a dispute concerning your grade or policies in this class, it is the student's responsibility to contact the instructor to discuss the matter. Should things remain unresolved, please follow the procedures described in the Clarendon College Student Handbook or College Policy Manual.

**Student Rights and Responsibilities are listed on the College website at:**

<http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf>

For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your instructor or the Vice President of Academic Affairs. You also have the right to request a criminal history evaluation letter from the applicable licensing agency.

Syllabus and Schedule Subject to Change

WEEK	COURSE OBJECTIVES	LEARNING ACTIVITIES
1: 8/29/24	<b>Chapter 1: Mental Health and Mental Illness</b> 1. Define mental health and mental illness. 2. Describe the continuum of mental health and mental illness. 3. Discuss risk and protective factors for mental illness and mental health.  <b>Chapter 2: Theories and Therapies</b> 1. Describe the evolution of theories of psychiatric disorders and conditions. 2. Distinguish between dominant theories and associated theories for psychiatric alterations. 3. Identify how psychiatric theories and therapies are applied in nursing care. 4. Explain the value of developmental theories to patients across the lifespan.  <b>Chapter 3: Neurobiology and Pharmacotherapy</b>	<b>Read Chapters</b> <b>Review</b> <b>PowerPoint</b> <b>Lecture/Discussion</b> <b>Discussion Posts</b> <b>Case Studies</b>

	<ol style="list-style-type: none"> <li>1. Discuss the structure and major functions of the brain and how psychotropic medications can alter these functions.</li> <li>2. Identify how specific brain functions are altered in certain psychiatric disorders.</li> <li>3. Identify the main neurotransmitters that are affected by psychotropic medications.</li> <li>4. Identify cautions you might incorporate into your medication teaching plan with regard to herbal treatments.</li> </ol> <p><b>Chapter 4: Treatment Settings</b></p> <ol style="list-style-type: none"> <li>1. Discuss the unique challenges in accessing and navigating care for psychiatric disorders.</li> <li>2. Analyze the continuum of psychiatric care and the variety of care options available.</li> <li>3. Describe the role of the primary care provider and the psychiatric specialist in treating psychiatric disorders.</li> <li>4. Identify the main types of inpatient care and the functions of each.</li> </ol>	
2: 9/5/2024	<p><b>Chapter 5: Cultural Implications</b></p> <ol style="list-style-type: none"> <li>1. Explain the importance of culturally relevant care in psychiatric-mental health nursing practice.</li> <li>2. Identify cultural barriers to accessing and providing mental health services.</li> </ol> <p><b>Chapter 6: Legal and Ethical Considerations</b></p> <ol style="list-style-type: none"> <li>1. Differentiate the terms ethics and bioethics.</li> <li>2. Describe the legal process for admissions and discharges.</li> <li>3. Discuss patients' rights, including the right to treatment, the right to refuse treatment, informed consent, restraints, and seclusion.</li> <li>4. Explain the concept and legal issues regarding confidentiality in psychiatric care.</li> <li>5. Define laws, including torts, negligence, and malpractice, as they pertain to psychiatric nursing.</li> <li>6. Identify the steps nurses are advised to take if they suspect negligence or illegal activity in the provision of healthcare.</li> <li>7. Discuss the importance of clear and thorough documentation.</li> </ol> <p><b>Chapter 7: The Nursing Process and Standards of Care</b></p> <ol style="list-style-type: none"> <li>1. Identify the steps in the nursing process.</li> <li>2. Compare the different approaches you would consider when you are performing an assessment of a child, an adolescent, older adult, and non-English speaking patient.</li> <li>3. Conduct a mental status examination (MSE).</li> <li>4. Perform a psychosocial assessment, including brief cultural and spiritual components.</li> <li>5. Discuss the evaluation of care based on professional standards of practice.</li> </ol> <p><b>Chapter 8: Therapeutic Relationships</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast a personal relationship and a therapeutic relationship regarding purpose, focus, communications style, and goals.</li> <li>2. Explore qualities that foster a therapeutic nurse-patient relationship.</li> </ol>	<p><b>Read Chapters</b>  <b>Review</b>  <b>PowerPoint</b>  <b>Lecture/Discussion</b>  <b>Discussion Posts</b>  <b>Case Studies</b></p>

	<ol style="list-style-type: none"> <li>3. Identify the influence of transference and countertransference on boundary blurring.</li> <li>4. Define and discuss the roles of genuineness, empathy, and positive regard on the part of the nurse in a nurse-patient relationship.</li> <li>5. Identify the use of attending behaviors such as eye contact, body language, and vocal qualities.</li> </ol> <p><b>Chapter 9: Therapeutic Communication</b></p> <ol style="list-style-type: none"> <li>1. Describe two theoretical models of communication.</li> <li>2. Identify two personal, two environmental, and two relationship factors that can interfere with communication.</li> <li>3. Discuss the differences between verbal and nonverbal communication.</li> <li>4. Summarize the best pace, setting, and seating arrangement for engaging in the nurse-patient interaction.</li> </ol> <p><b>Chapter 10: Stress Responses and Stress Management</b></p> <ol style="list-style-type: none"> <li>1. Recognize the short-and long-term physiological consequences of stress.</li> <li>2. Describe how responses to stress are mediated through perception, individual temperament, social support, support groups, culture, spirituality, and religion.</li> <li>3. Describe relaxation techniques that help to manage stress responses.</li> </ol>	
3: 9/12/24	<b>EXAM 1: Chapters 1-10</b>	<b>EXAM</b>
4: 9/19/24	<p><b>Chapter 11: Childhood and Neurodevelopmental Disorders</b></p> <ol style="list-style-type: none"> <li>1. Identify the prevalence and significance of psychiatric disorders in children and adolescents.</li> <li>2. Examine factors and influences contributing to neurodevelopmental disorders.</li> <li>3. Identify characteristics of mental health and factors that promote resilience in children and adolescents.</li> </ol> <p><b>Chapter 12: Schizophrenia Spectrum Disorders</b></p> <ol style="list-style-type: none"> <li>1. Differentiate among the schizophrenia spectrum disorders.</li> <li>2. Discuss at least three of the neurobiological findings indicating that schizophrenia is a brain disorder.</li> <li>3. Differentiate the positive and negative symptoms of schizophrenia in terms of treatment and effect on quality of life.</li> <li>4. Discuss how to deal with common reactions the nurse may experience in working with a patient with schizophrenia.</li> <li>5. Discuss pharmacotherapy in the treatment of schizophrenia.</li> <li>6. Identify psychological therapies such as cognitive behavioral therapy, family therapy, and support groups for individuals and families with schizophrenia.</li> </ol> <p><b>Chapter 13: Bipolar and Related Disorders</b></p> <ol style="list-style-type: none"> <li>1. Describe the symptoms of bipolar I, bipolar II, and cyclothymic disorder.</li> <li>2. Distinguish between mania and hypomania.</li> </ol>	<a href="#"><b>Read Chapters</b></a> <a href="#"><b>Review</b></a> <a href="#"><b>PowerPoint</b></a> <a href="#"><b>Lecture/Discussion</b></a> <a href="#"><b>Discussion Posts</b></a> <a href="#"><b>Case Studies</b></a>

	<ol style="list-style-type: none"> <li>3. Describe the differences in care for the acute phase versus the maintenance phase of mania and hypomania.</li> <li>4. Identify medications used for mood stabilization, including lithium, anticonvulsant drugs, and second-generation antipsychotics.</li> <li>5. Distinguish between signs of early and severe lithium toxicity.</li> <li>6. Discuss the role of brain stimulation therapies, such as electroconvulsive therapy (ECT) and repetitive transcranial magnetic stimulation (rTMS) in treating bipolar disorders.</li> </ol> <p><b>Chapter 14: Depressive Disorders</b></p> <ol style="list-style-type: none"> <li>1. Identify symptoms of disruptive mood dysregulation disorder, persistent depressive disorder (dysthymia), and premenstrual dysphoric disorder.</li> <li>2. Discuss the biological and cognitive risk factors for the development of major depressive disorder.</li> <li>3. Assess behaviors in a patient with depression in regard to each of the following areas: behavior, mood, feelings and emotions, thought processes, and thought content and perception.</li> <li>4. Identify the major classifications of antidepressants and general advantages and disadvantages.</li> </ol>	
5: 9/26/24	<p><b>Chapter 15: Anxiety and Obsessive-Compulsive Disorders</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast the four levels of anxiety in relation to perceptual field, ability to solve problems, and other defining characteristics.</li> <li>2. Identify defense mechanisms and consider on adaptive and one maladaptive (if any) use of each.</li> <li>3. Describe clinical manifestations of separation anxiety disorder, specific phobia, social anxiety disorder, panic disorder, agoraphobia, and generalized anxiety disorder.</li> <li>4. Identify risk factors that may contribute to anxiety disorders.</li> <li>5. Discuss the classes of medications used for patients with anxiety disorders.</li> <li>6. Describe the psychological therapies for anxiety disorders.</li> <li>7. Describe clinical manifestations of obsessive-compulsive disorder, body dysmorphic disorder, hoarding disorder, trichotillomania, and excoriation disorder.</li> <li>8. Discuss the classes of medications used to treat obsessive-compulsive disorders.</li> <li>9. Describe psychological therapies for obsessive-compulsive disorders.</li> </ol> <p><b>Chapter 16: Trauma, Stressor-Related and Dissociative Disorders</b></p> <ol style="list-style-type: none"> <li>1. Describe reactive attachment disorder and disinhibited social engagement disorders and general care for both attachment disorders.</li> <li>2. Describe the symptoms, epidemiology, comorbidity, and etiology of posttraumatic stress disorder in children, adolescents, and adults.</li> <li>3. Discuss at least five of the neurobiological changes that occur with trauma.</li> <li>4. Identify pharmacological and psychological treatment modalities for posttraumatic stress disorder in children, adolescents, and adults.</li> <li>5. Describe dissociative amnesia and depersonalization/derealization disorder.</li> </ol>	<a href="#">Read Chapters</a> <a href="#">Review</a> <a href="#">PowerPoint</a> <a href="#">Lecture/Discussion</a> <a href="#">Discussion Posts</a> <a href="#">Case Studies</a>

	<p><b>Chapter 17: Somatic Symptom Disorders</b></p> <ol style="list-style-type: none"> <li>1. Describe clinical manifestations of each of the somatic symptom disorders including somatic symptom disorder, illness anxiety disorder, conversion disorder, and psychological factors affecting medical condition.</li> <li>2. Discuss risk factors for the development of somatic symptom disorders.</li> <li>3. Analyze the impact of childhood trauma on adult somatic preoccupation.</li> <li>4. Identify specific treatment modalities for each of the somatic symptom disorders.</li> </ol> <p><b>Chapter 18: Eating and Feeding Disorders</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast the signs and symptoms of anorexia nervosa, bulimia nervosa, and binge-eating disorder.</li> <li>2. Describe the biological, cognitive, and environmental factors associated with eating disorders.</li> <li>3. Apply the nursing process to patients with anorexia nervosa, bulimia nervosa, and binge-eating disorders.</li> <li>4. Describe biological treatments and psychological therapies for eating disorders.</li> <li>5. Describe three feeding disorders: pica, rumination disorder, and avoidant/restrictive food intake disorder.</li> </ol> <p><b>Chapter 19: Sleep-Wake Disorders</b></p> <ol style="list-style-type: none"> <li>1. Discuss the impact of inadequate sleep on overall physical and mental health.</li> <li>2. Describe the social and economic impact of sleep disturbance and chronic sleep deprivation.</li> <li>3. Recognize the risks to personal and community safety imposed by sleep disturbance and chronic sleep deprivation.</li> <li>4. Apply the nursing process in caring for individuals with sleep disorders.</li> <li>5. Identify biological and psychological treatment modalities used for sleep disorders.</li> </ol> <p><b>Chapter 20: Sexual Dysfunction, Gender Dysphoria, and Paraphilic Disorders</b></p> <ol style="list-style-type: none"> <li>1. Describe the four phases of the sexual response cycle.</li> <li>2. Describe clinical manifestations of each major sexual dysfunction.</li> <li>3. Describe biological and cognitive factors related to sexual dysfunction.</li> <li>4. Describe pharmacological treatments and psychological therapies available for sexual dysfunction.</li> <li>5. Describe general nursing care and support for people with gender dysphoria.</li> </ol>	
6: 10/3/24	<b>EXAM 2: Chapters 11-20</b>	<b>EXAM</b>
7: 10/10/24	<p><b>Chapter 21: Impulse Control Disorders</b></p> <ol style="list-style-type: none"> <li>1. Describe clinical manifestations of oppositional defiant disorder, conduct disorder, intermittent explosive disorder, pyromania, and kleptomania.</li> </ol>	<b>Read Chapters</b> <b>Review</b> <b>PowerPoint</b> <b>Lecture/Discussion</b>

	<ol style="list-style-type: none"> <li>2. Describe biological, cognitive, and environmental factors related to the development of impulse control disorders.</li> <li>3. Identify pharmacotherapy and psychological therapies used for oppositional defiant disorder, conduct disorder, and intermittent explosive disorder.</li> </ol> <p><b>Chapter 22: Substance-Related and Addictive Disorders</b></p> <ol style="list-style-type: none"> <li>1. Define addiction, intoxication, tolerance, and withdrawal.</li> <li>2. Define substance use disorder as a chronic disease.</li> <li>3. Explain the system used by the Drug Enforcement Agency (DEA) to rank drugs on a schedule.</li> <li>4. Describe the major groups of substance-related and addictive disorders in terms of use, intoxication, withdrawal, overdose, and treatment.</li> </ol> <p><b>Chapter 23: Neurocognitive Disorders</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast the clinical picture of delirium with that of dementia.</li> <li>2. Discuss three critical needs of a person with delirium, stated in terms of nursing diagnosis.</li> <li>3. Identify three outcomes for patients with delirium.</li> </ol> <p><b>Chapter 24: Personality Disorders</b></p> <ol style="list-style-type: none"> <li>1. Identify characteristics of each of the 10 personality disorders.</li> <li>2. Discuss guidelines for nursing care associated with each of the 10 personality disorders.</li> <li>3. Identify biological treatments and psychological therapies for each of the personality disorders.</li> </ol> <p><b>Chapter 25: Suicide and Nonsuicidal Self-Injury</b></p> <ol style="list-style-type: none"> <li>1. Define essential terms associated with suicide including suicidal ideation, suicide attempt, suicide, and nonsuicidal self-injury.</li> <li>2. Describe the growing problem of suicide in the US.</li> <li>3. Discuss risk factors for the development of suicidal ideation and for suicide.</li> <li>4. Identify evidence-based practice suicide risk assessment tools.</li> <li>5. Discuss basic-level interventions to address suicidality in the hospital or in the community.</li> <li>6. Explain key elements of suicide precautions and environmental safety factors in the hospital.</li> <li>7. Identify biological treatments and psychological therapies for patients with nonsuicidal self-injury.</li> </ol>	<b>Discussion Posts</b> <b>Case Studies</b>
8: 10/17/24	<p><b>Chapter 26: Crisis and Disaster</b></p> <ol style="list-style-type: none"> <li>1. Analyze a critical or crucial time in your life in terms of your perception of the event, situational support, and coping mechanisms.</li> <li>2. Identify the three types of crises –maturational, situational, and adventitious—and provide an example of each.</li> <li>3. Provide concrete examples of interventions to minimize crisis situations.</li> <li>4. Compare and contrast the differences among primary, secondary, and tertiary prevention, and identify appropriate intervention strategies.</li> <li>5. Recognize disaster occurrences and management as global concerns.</li> </ol>	<b>Read Chapters</b> <b>Review</b> <b>PowerPoint</b> <b>Lecture/Discussion</b> <b>Discussion Posts</b> <b>Case Studies</b>

	<p>6. Describe the potential roles of nurses in disaster situations.</p> <p><b>Chapter 27: Anger, Aggression, and Violence</b></p> <ol style="list-style-type: none"> <li>1. Define anger, aggression, and violence.</li> <li>2. Identify biological and cognitive risk factors for increased angry, aggressive, or violent feelings and behaviors.</li> <li>3. Discuss three types of assessment questions and their value in the nursing process.</li> <li>4. Compare and contrast interventions for a patient with healthy coping skills with those for a patient with marginal coping behaviors.</li> </ol> <p><b>Chapter 28: Child, Older Adult, and Intimate Partner Violence</b></p> <ol style="list-style-type: none"> <li>1. Identify the nature and scope of family violence and factors contributing to its occurrence.</li> <li>2. Describe risk factors for both victimization and perpetration of family violence.</li> <li>3. Identify three indicators of physical abuse, sexual abuse, neglect, and emotional abuse.</li> <li>4. Discuss legal and ethical responsibilities for nurses when working with families experiencing violence.</li> </ol> <p><b>Chapter 29: Sexual Assault</b></p> <ol style="list-style-type: none"> <li>1. Define sexual assault, sexual violence, attempted rape and completed rape.</li> <li>2. Identify potential relationships between sexual offenders and victims including marital rape, statutory rape, date rape, and drug-facilitated sexual assault.</li> <li>3. Discuss the epidemiology of rape, stalking and sexual assault.</li> </ol> <p><b>Chapter 30: Dying, Death, and Grieving</b></p> <ol style="list-style-type: none"> <li>1. Describe the evolution of life-saving measures and their impact on end-of-life issues.</li> <li>2. Discuss the role of palliative care and hospice in supporting patients and families facing chronic diseases and terminal illnesses.</li> <li>3. Identify stages of the dying process as described by Kübler-Ross.</li> <li>4. Describe the components of advance care planning for death.</li> <li>5. Discuss the process of death and associated care for the patient and the family.</li> </ol>	
9: 10/24/24	<b>EXAM 3: Chapters 21-30</b>	<b>EXAM</b>
10: 10/31/24	<p><b>Chapter 31: Older Adults</b></p> <ol style="list-style-type: none"> <li>1. Describe mental health disorders that may occur in older adults.</li> <li>2. Discuss the importance of pain assessment and tools used to assess pain in older adults.</li> <li>3. Analyze how ageism may affect attitudes and willingness to care for older adults.</li> <li>4. Apply the nursing process to the care of older adults.</li> </ol> <p><b>Chapter 32: Serious Mental Illness</b></p> <ol style="list-style-type: none"> <li>1. Discuss the effects of serious mental illness on daily functioning, interpersonal relationships, and quality of life.</li> <li>2. Describe three common problems associated with serious mental illness.</li> </ol>	<p><b>Read Chapters</b></p> <p><b>Review</b></p> <p><b>PowerPoint</b></p> <p><b>Lecture/Discussion</b></p> <p><b>Discussion Posts</b></p> <p><b>Case Studies</b></p>

	<ol style="list-style-type: none"> <li>3. Discuss five evidence-based practices for the care of individuals with serious mental illness.</li> <li>4. Explain the role of the nurse in the care of people with a serious mental illness.</li> </ol> <p><b>Chapter 33: Forensic Nursing</b></p> <ol style="list-style-type: none"> <li>1. Define forensic nursing, forensic psychiatric nursing, and correctional nursing.</li> <li>2. Describe the educational preparation required for the forensic nurse generalist and the advanced practice forensic nurse.</li> <li>3. Identify the functions of forensic nurses.</li> </ol>	
11: 11/7/24	<p><b>Chapter 34: Therapeutic Groups</b></p> <ol style="list-style-type: none"> <li>1. Discuss Yalom's therapeutic factors of the group experience.</li> <li>2. Differentiate between group content and process.</li> <li>3. Identify the phases of group development and what is occurring during those phases.</li> <li>4. Describe a group intervention for a monopolizing group member, a member who is disruptive, and a member who is silent.</li> </ol> <p><b>Chapter 35: Family Interventions</b></p> <ol style="list-style-type: none"> <li>1. Discuss the characteristics of a healthy family.</li> <li>2. Identify the evolving nature of traditional family structures.</li> </ol> <p><b>Chapter 36: Integrative Care</b></p> <ol style="list-style-type: none"> <li>1. Define the terms complementary medicine, alternative medicine, and integrative care.</li> <li>2. Identify trends in the use of nonconventional health treatments and practices.</li> <li>3. Discuss the techniques used in major complementary therapies and potential applications to psychiatric-mental health nursing practice.</li> </ol>	<a href="#">Read Chapters</a> <a href="#">Review</a> <a href="#">PowerPoint</a> <a href="#">Lecture/Discussion</a> <a href="#">Discussion Posts</a> <a href="#">Case Studies</a>
12: 11/14/24	<b>EXAM 4: Chapters 31-36</b>	<b>EXAM</b>
13: 11/21/24	<b>ATI CMS Mental Health (EOC)</b>	<b>EXAM</b>
14: 11/28/24	<b>Thanksgiving Holiday</b> <b>HAPPY THANKSGIVING!</b>	<b>HOLIDAY</b>
15: 12/5/24	<b>ATI: Mental health Retake</b>	<a href="#">Read Chapters</a> <a href="#">Review</a> <a href="#">PowerPoint</a> <a href="#">Lecture/Discussion</a> <a href="#">Discussion Posts</a> <a href="#">Case Studies</a>
16	<b>FINAL EXAMS TBA</b>	<b>EXAM</b>