



**CLARENDON COLLEGE**  
**VOCATIONAL NURSING**  
**VNSG 1201 - Mental Health and Mental Illness**

**Division of Workforce:**

**Course Name:** VNSG 1201 - Mental Health and Mental Illness

**Credit Hours:** 2

**Semester:** Summer 2024

**Classroom Location:**

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

**Phone:** (806) 660-2014 Pampa

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

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

**Instructors:**

**Pampa Campus:** Toni Broom, RN

**Office Location:** Auvenshine building, 1601 W. Kentucky, Pampa, Texas 79065

**Phone:** 806-660-2014

**Email:** [toni.broom@clarendoncollege.edu](mailto:toni.broom@clarendoncollege.edu)

**Childress Campus:** Alicia Hunter, RN

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

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

**Email:** [alicia.hunter@clarendoncollege.edu](mailto:alicia.hunter@clarendoncollege.edu)

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

**Clarendon College COVID-19 Updates:** Please click the following link to become informed about our campus responses to COVID-19: <https://www.clarendoncollege.edu/CoronavirusUpdate>

**Course Description:**

Personality development, human needs, common mental mechanisms, and factors influencing mental health and mental illness. Includes common mental disorders and related therapy.

**Statement of Purpose:**

VNSG 1201 Mental Health & Mental Illness partially satisfies the requirement for the vocational nursing certificate at Clarendon College.

**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 e-mail using the student's e-mail address as assigned by Clarendon College. Faculty, students, and staff are expected to use their Clarendon College Microsoft TEAMS or bulldog e-mail 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):**

1. Identify the characteristics of mental health;
2. Identify common mental illness and maladaptive behaviors;
3. Describe trends in psychotherapeutic treatment;
4. Discuss the application of therapeutic communication skills; and
5. Assist in the formulation of a plan of care for the individual with mental illness or maladaptive behavior.

**Course Outcomes (DEC):**

The DEC competencies are fully integrated throughout the curriculum for the VN 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 and 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. Contribute to activities that promote the development and practice of vocational 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 vocational nursing program of study and established evidence-based practice as the basis for decision-making in nursing practice.
- B. Assist in determining the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and in

interpreting health-related data based on knowledge derived from the vocational nursing program of study.

- C. Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered care plans of care in collaboration with patients, their families, and the interdisciplinary health care team.
- D. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.
- E. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.
- F. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.
- G. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.
- H. Assist in the coordination of human, information, and physical resources in providing care for assigned 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. Assist in the formulation of goals and outcomes 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 that take into consideration patient safety and organizational policy.

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

- A. Communicate and collaborate in a timely manner with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.
- B. Participate as an advocate in activities that focus on improving the health care of patients and their families.
- C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.
- D. Communicate patient data using technology to support decision-making to improve patient care.
- E. Assign nursing activities to LVNs or unlicensed personnel based upon an analysis of patient or work place need.
- F. Supervise nursing care by others for whom the nurse is responsible.
- G. Assist 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)

## Vocational Nursing Program DEC's Matrix

**Program:** Vocational Nursing Education

### List of VNSG Courses Required and Identified Competencies

Competencies				Course ID	Course Title
1	2	3	4		
<p>A –Knowledge: 1abc, 2, 3, &amp; 4</p> <p>B –Knowledge: 1abcd, 2, 3, 4, 5, 6, 7abc, &amp; 8</p> <p>C –Knowledge: 1, 2, 3, 4, &amp; 5</p>	<p>A –Knowledge: 1, 2abc, 3, &amp; 4</p> <p>B –Knowledge: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, &amp; 12</p> <p>E –Knowledge: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, &amp; 13</p> <p>F –Knowledge: 1, 2, &amp; 3</p> <p>G –Knowledge: 1, 2, &amp; 3</p> <p>H –Knowledge: 1, 2, 3abc, 4, 5, 6, &amp; 7</p>	<p>A –Knowledge: 1, 2, 3, 4, 5, &amp; 6</p> <p>B –Knowledge: 1, 2, 3abc, 4, &amp; 5</p> <p>C –Knowledge: 1, 2, &amp; 3</p> <p>E –Knowledge: 1abc, &amp; 2</p>	<p>A –Knowledge: 1ab, 2, 3ab, 4ab, &amp; 5</p> <p>B –Knowledge: 1ab, 2ab, 3abc, &amp; 4</p> <p>D –Knowledge: 1ab, 2, &amp; 3</p>	<b>VNSG 1201</b>	<b>Mental Health/ Mental Illness</b>

Competency References			
			4 – Member of the Health Care Team
		3 – Patient Safety Advocate	
	2 – Provider of Patient-Centered Care		
1 – Member of the Profession			

### **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.

### **THECB CORE OBJECTIVES:**

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:**

Morrison-Valfre, M. (2020). *Foundations of mental health care* (8th ed.). Elsevier.

ISBN: 9780323810296

#### **Other Relevant Materials:**

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

### **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 and Evaluation Methods:

EXAMS	PERCENTAGE
Exam 1	21%
Exam 2	22%
Exam 3	22%
ATI CMS Mental Health (EOC)	10%
Final Exam	25%
TOTAL for COURSE GRADE	100%

### Grading Scale:

The following grading scale is utilized for the LVN Nursing Program:

A	90-100
B	81-89
C	78-80
D	68-77
F	Below 67

**Students must achieve an overall course grade at or above 78 to pass all courses in the vocational 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 15% 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)
Remediation (2 Points) - All Levels			

<ul style="list-style-type: none"> <li>• Minimum 1 Hour Focused Review.</li> <li>• For each topic missed, complete a handwritten active learning template.</li> </ul>			
<b>10/10 Points</b>	<b>9/10 Points</b>	<b>7/10 Points</b>	<b>6/10 Points</b>
<b>Proctored Assessment Retake</b>			
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 VNSG 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.**

### **Ticket to Test and/or Class:**

Students will be required to complete specific assignments and/or ATI modules or assignments that must be completed by the designated due date and time. Students are required to complete, print, and bring to their instructor as their ticket to test and/or class. The student's ticket to test and/or class is required to be permitted to sit for the scheduled examination and/or class.

### **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 an 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 discretion 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-PN 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.

**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.

WEEK	COURSE OBJECTIVES	LEARNING ACTIVITIES
1 5/20/2024	<p><b>Chapter 1: The History of Mental Health Care</b></p> <ul style="list-style-type: none"> <li>A. Develop working definitions of mental health and mental illness.</li> <li>B. List three major factors believed to influence the development of mental illness.</li> <li>C. Describe the role of the church in the care of the mentally ill during the Middle Ages.</li> </ul> <p><b>Chapter 2: Current Mental Health Care Systems</b></p> <ul style="list-style-type: none"> <li>A. Describe the current mental health care systems in Canada, Norway, the United Kingdom, Australia, and the United States.</li> <li>B. State one major difference between inpatient and outpatient psychiatric care.</li> <li>C. Explain the community support systems model of care.</li> </ul> <p><b>Chapter 3: Ethical and Legal Issues</b></p> <ul style="list-style-type: none"> <li>A. Compare the differences among values, rights, and ethics.</li> <li>B. Explain the purpose of the Patient Care Partnership.</li> <li>C. List six steps for making ethical decisions.</li> <li>D. Identify the legal importance of practice acts.</li> </ul> <p><b>Chapter 4: Sociocultural Issues</b></p> <ul style="list-style-type: none"> <li>A. Compare the concepts of culture, ethnicity, and religion.</li> <li>B. Explain the consequences of stereotyping mental health clients.</li> </ul>	<p><b>Lecture</b> <b>Discussion</b> <b>Case Studies</b></p>

	<p>C. Describe seven characteristics of culture.</p> <p><b>Chapter 5: Theories and Therapies</b></p> <p>A. Explain how theories can be applied to mental health care.</p> <p>B. Discuss three psychoanalytic therapies that resulted from Freud’s work.</p> <p>C. Identify how developmental, humanistic, and behavioral therapies differ in their viewpoints.</p> <p>D. Discuss how Maslow’s human needs theory can be used in the care of clients with emotional problems.</p> <p>E. Compare and contrast the main concepts of systems, cognitive, and sociocultural theories.</p> <p><b>ATI Mental Health Nursing Ch. 1 &amp; 2</b></p>	
2 5/27/2024	<b>Memorial Day – No School</b>	<b>No School</b>
3 6/3/2024	<p><b>TICKET TO CLASS REQUIRED</b></p> <p><b>Chapter 6: Complementary and Alternative Therapies</b></p> <p>A. Discuss the basic premise of mind-body medicine.</p> <p>B. Identify the theory underlying energy medicine therapies.</p> <p>C. Describe four mental health problems that may be helped by complementary and alternative medicine (CAM) therapies.</p> <p><b>Chapter 7: Psychotherapeutic Drug Therapy</b></p> <p>A. Briefly explain how psychotherapeutic medications affect human beings.</p> <p>B. Identify four classifications of psychotherapeutic medications.</p> <p>C. Discuss three classes of antianxiety agents and the side effects associated with each.</p> <p>D. Prepare a list of three teaching points for clients who are beginning antidepressant therapy.</p> <p>E. Explain the three major guidelines for care of clients taking lithium.</p> <p><b>Chapter 8: Principles and Skills of Mental Health Care</b></p> <p>A. Describe three characteristics of a mentally healthy adult.</p> <p>B. Explain how the phrase “do no harm” applies to mental health care.</p> <p>C. Apply the seven principles of mental health care to client care.</p> <p>D. Identify the four components of any behavior.</p> <p><b>Chapter 9: Mental Health Assessment Skills</b></p> <p>A. Identify two purposes of the mental health treatment plan.</p> <p>B. List and define each step of the nursing process.</p> <p>C. Describe three methods of data collection.</p> <p>D. List six parts of a holistic nursing assessment.</p> <p>E. Identify four guidelines for conducting effective psychiatric interviews.</p>	<b>Lecture Discussion Case Studies</b>
4	<b>TICKET TO CLASS REQUIRED</b>	<b>EXAM</b>

6/10/2024	<b>EXAM 1 – Chapters 1-9 ATI EOC Practice Assessment A</b>	
5 6/17/2024	<p><b>TICKET TO CLASS REQUIRED</b></p> <p><b>Chapter 12: The Therapeutic Environment</b></p> <ul style="list-style-type: none"> <li>A. Demonstrate understanding of relevant nursing issues for patients with chronic illness.</li> <li>B. Examine and identify patients at risk for problems associated with immobility.</li> <li>C. Describe the effect of immobility on each of the major systems of the body.</li> </ul> <p><b>Chapter 13: Problems of Childhood</b></p> <ul style="list-style-type: none"> <li>A. Identify three common problems of childhood and list two therapeutic interventions for each.</li> <li>B. Describe the effects of homelessness, abuse, and neglect on children.</li> <li>C. Identify two therapeutic interventions for the child with anxiety.</li> <li>D. Name four behaviors that are seen in children with attention-deficit/hyperactivity disorder.</li> <li>E. Explain the importance of early diagnosis of disruptive behavioral (conduct) disorders.</li> </ul> <p><b>Chapter 14: Problems of Adolescence</b></p> <ul style="list-style-type: none"> <li>A. Describe three common problems of adolescence.</li> <li>B. Discuss three problems faced by adolescents with troubled family lives.</li> <li>C. Identify the diagnostic criteria for behavioral disorders.</li> <li>D. Explain how the signs and symptoms of adolescent depression differ from those seen in adult depression.</li> </ul> <p><b>Chapter 15: Problems of Adulthood</b></p> <ul style="list-style-type: none"> <li>A. List two developmental tasks of young adults.</li> <li>B. Explain the importance of having a strong sense of personal identity.</li> <li>C. Identify three characteristics of a successful adult.</li> <li>D. Discuss three internal (developmental) problems faced by most adults.</li> <li>E. Name four stresses associated with parenting or guiding the next generation.</li> </ul> <p><b>ATI Mental Health Nursing Ch 3-14, 21-23, 25, 27-29</b></p>	<b>Lecture Discussion Case Studies</b>
6 6/24/2024	<p><b>TICKET TO CLASS REQUIRED</b></p> <p><b>Chapter 16: Problems of Late Adulthood</b></p> <ul style="list-style-type: none"> <li>A. Examine the facts relating to three myths associated with aging.</li> <li>B. Identify three mental and behavioral changes seen in older adults.</li> <li>C. Explain how lack of finances or access to health care affects the mental health of older adults.</li> <li>D. Describe the drug misuse (abuse) patterns of older adults.</li> </ul> <p><b>Chapter 17: Cognitive Impairment, Alzheimer’s Disease, and Dementia</b></p> <ul style="list-style-type: none"> <li>A. Describe two normal age-related changes in cognition.</li> <li>B. Identify five main categories of confusion.</li> </ul>	<b>Lecture Discussion Case Studies</b>

	<p>C. Explain why medication use can lead to confusion in older adults.</p> <p>D. Describe at least three signs or symptoms of delirium.</p> <p>E. Identify five symptoms of dementia.</p> <p><b>Chapter 18: Managing Anxiety</b></p> <p>A. Describe the continuum of responses to anxiety.</p> <p>B. Identify three types of coping mechanisms used to decrease anxiety.</p> <p>C. Explain how anxiety is experienced through each stage of the life cycle.</p> <p>D. Compare the difference between normal anxiety and an anxiety disorder.</p> <p><b>Chapter 19: Illness and Hospitalization</b></p> <p>A. Explain the difference between health and illness.</p> <p>B. Outline the five stages of illness.</p> <p>C. Identify how denial is used as a protective mechanism during illness.</p> <p>D. Explain why hospitalization is considered a situational crisis.</p> <p>E. Describe the three stages of the hospitalization experience.</p> <p><b>Chapter 21: Depression and Other Mood Disorders</b></p> <p>A. Describe the continuum of emotional responses.</p> <p>B. Compare four theories relating to emotions and their disorders.</p> <p>C. Explain how emotions affect individuals throughout the life cycle.</p> <p>D. Compare the differences between a depressive episode and a depressive disorder.</p> <p><b>Chapter 22: Care of Patients with Lower Respiratory Infections</b></p> <p>A. Explain the purpose of the physiological stress response.</p> <p>B. Illustrate how stress can affect immune system functions.</p> <p>C. Describe five physical responses related to the physiological stress response.</p> <p>D. Examine three theories that explain the role of emotions in the development of illnesses.</p> <p>E. Compare three culturally related somatization disorders.</p>	
7 7/1/2024	<p><b>TICKET TO CLASS REQUIRED</b></p> <p><b>EXAM 2 – Chapters 12-22</b></p> <p><b>ATI EOC Practice Assessment B</b></p>	<b>EXAM</b>
7/4/22	<b>NO CLASS</b>	
8 7/8/2024	<p><b>TICKET TO CLASS REQUIRED</b></p> <p><b>Chapter 23: Eating and Sleeping Disorders</b></p> <p>A. List three features of an eating disorder.</p> <p>B. Describe three characteristics of a person with anorexia nervosa.</p> <p>C. Define the complication of anorexia called refeeding syndrome.</p> <p>D. Identify the criteria for the diagnosis of bulimia.</p> <p>E. Forecast the prognosis (outcome) for a client with an untreated eating disorder.</p> <p><b>Chapter 24: Dissociative Disorders</b></p> <p>A. Examine the meaning of the term <i>self-concept</i>.</p>	<p><b>Lecture</b></p> <p><b>Discussion</b></p> <p><b>Case Studies</b></p>

	<p>B. Describe the continuum of self-concept responses.</p> <p>C. Compare the development of self-concept throughout the life cycle.</p> <p>D. Classify the main characteristics of dissociative disorders.</p> <p>E. Describe three types of dissociative disorders.</p> <p><b>Chapter 25: Anger and Aggression</b></p> <p>A. Explain the differences among anger, aggression, and assertiveness.</p> <p>B. Examine the impacts of anger and aggression on society.</p> <p>C. Compare three theories that attempt to explain the causes of aggression.</p> <p>D. Describe each of the five stages of the assault cycle.</p> <p><b>Chapter 26: Outward-Focused Emotions: Violence</b></p> <p>A. Consider how violence influences the members of a society.</p> <p>B. Explain three groups of theories that attempt to explain the cause of violence.</p> <p>C. Describe six characteristics of a dysfunctional family.</p> <p>D. Illustrate three consequences of abuse during pregnancy.</p> <p><b>ATI Mental Health Nursing Ch 18-20, 24, 26, 30-32</b></p>	
<p>9</p> <p>7/15/2024</p>	<p><b>TICKET TO CLASS REQUIRED</b></p> <p><b>ATI EOC 1</b></p> <p><b>Chapter 28: Substance-Related Disorders</b></p> <p>A. Define five terms relating to substance use and treatment.</p> <p>B. Explain how chemical dependency affects individuals from different age groups.</p> <p>C. Describe four serious consequences of substance abuse.</p> <p>D. Classify four categories of abused substances and give an example from each group.</p> <p>E. Identify three reasons why inhalants are abused by adolescents and young adults.</p> <p><b>Chapter 29: Sexual Disorders</b></p> <p>A. Describe the continuum (range) of sexual responses.</p> <p>B. Explain how self-awareness affects the care of clients with psychosexual problems.</p> <p>C. Illustrate how sexuality is expressed through each life stage.</p> <p>D. Describe five modes of sexual expression.</p> <p><b>Chapter 30: Personality Disorders</b></p> <p>A. Describe how personality develops throughout the life cycle.</p> <p>B. Compare four theories relating to the development of personality disorders.</p> <p>C. Discuss four characteristics of a personality disorder.</p> <p><b>Chapter 31: Schizophrenia and Other Psychoses</b></p> <p>A. Compare the differences between a psychosis and other mental health</p>	<p><b>Lecture</b></p> <p><b>Discussion</b></p> <p><b>Case Studies</b></p> <p><b>Exam</b></p>

	disorders. B. Describe the continuum of neurobiological responses. C. Outline the signs and symptoms of psychosis in childhood, adolescence, and adulthood. D. Discuss three theories relating to the causes of schizophrenia and other psychoses. E. Compare and contrast four subtypes of schizophrenia.	
10 7/22/2024	<b>TICKET TO CLASS REQUIRED</b> <b>ATI EOC MENTAL HEALTH Retake</b>	
11 7/29/2024	<b>TICKET TO TEST REQUIRED</b> <b>Exam 3 Chapters 23-31</b>	
12 8/5-7/2024	<b>TICKET TO TEST REQUIRED</b> <b>FINAL EXAM</b>	<b>TIME TBA</b>