

# **COURSE SYLLABUS**

**RNSG 2213 (3:2:4)**

<b>MENTAL HEALTH NURSING</b>
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**ASSOCIATE DEGREE NURSING PROGRAM**

**DEPARTMENT OF NURSING**

**HEALTH OCCUPATION DIVISION**

**LEVELLAND CAMPUS**

**SOUTH PLAINS COLLEGE**

**Spring, 2020**

**SOUTH PLAINS COLLEGE ASSOCIATE  
DEGREE NURSING PROGRAM**

**MENTAL HEALTH NURSING**

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Levelland

**COURSE SYLLABUS**

COURSE TITLE: RNSG 2213 Mental Health Nursing

INSTRUCTOR: Lourie Winegar MSN, RN, PMHNP-BC

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LIFE

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## I.     COURSE DESCRIPTION AND END-OF-COURSE OUTCOMES

RNSG 2213 integrates the principles and concepts of mental health, psychopathology, and treatment modalities as they relate to providing nursing care to patients and their families suffering from mental illnesses. The course is designed to provide the learner with the basic knowledge and skills necessary to function within the four roles of nursing which include: Member of the profession; Provider of patient-centered care; Patient safety advocate; and Member of the health care team. RNSG 2213 is a foundational course which utilizes classroom instruction, active learning, and role-play as tools to educate the student about nursing roles as they apply to patients/families across the life span and to persons who are receiving care as inpatients in psychiatric facilities as well as in various community settings.

At the end of the course, the student will demonstrate proficiency in the following areas as they relate to providing care for patients and families that are experiencing mental health problems. The student will be able to explain the roles of the professional nurse in caring for patients and families experiencing mental health problems. Additionally, the student will have an applicable foundation for therapeutic communication as demonstrated by submitting a self-critiqued therapeutic conversation that they have had which follows a specified format with faculty feedback. The student will demonstrate critical thinking and use a systemized problem-solving process for providing care to persons and their families that are experiencing mental health problems. Students who successfully pass course requirements for RNSG 2213 are able to enroll in RNSG 2261, which is a clinical-based nursing course.

**A. COURSE COMPETENCIES**

1. Successful completion of this course requires a grade of “C” or better, satisfactory total grade point average on examinations and written assignments, satisfactory achievement of unit outcomes, completion of standardized tests as applicable to the curriculum, and regular classroom/clinical attendance. Upon successful completion of this course, each student will have demonstrated accomplishment of the level outcomes for the course, through a variety of modes (prelims, role play, case studies, individual presentations, group presentations, lab performance).

**B. ACADEMIC INTEGRITY**

1. Refer to the SPC college catalog. Refer to the SPC ADNP nursing student
2. Handbook: “Honesty Policy.”

**C. SCANS and FOUNDATION SKILLS**

1. Scans and foundation skills found within this course, are listed below the unit title
2. (and above the content column) of each unit presented.

**D. VERIFICATION OF WORKFORCE COMPETENCIES**

1. No external learning experiences provided but learning experiences in lab provide setting in which student applies workplace competencies. Successful completion of the Entry Level Competency statements at the level specified by the course (Level Objectives) will allow the student to continue to advance within the program. Upon successful completion of the program, students will be eligible to take the state board exam (NCLEX) for registered nurse licensure.

**II. SPECIFIC COURSE/INSTRUCTOR REQUIREMENTS**

A. REQUIRED TEXTBOOKS

1. Videbeck, Sheila L. (Most recent edition). Psychiatric Mental Health Nursing: Philadelphia, PA: Lippincott.
2. Syllabus: RNSG 2213 (*Mental Health Nursing*)
3. Nurse Practice Act
4. ATI Text and online resources for Mental Health Nursing
5. Access to Blackboard

B. ATTENDANCE POLICY:

1. Punctual and regular class attendance, as stated in the SPC and ADN Handbook, is required of all students attending SPC. **There are no excused absences.** Class hours 9 am – 12 pm or 3pm-See course calendar.
  - a) *Lecture attendance is mandatory. The student will be dropped from RNSG 2213 if they accumulate 9 hours in absences (This is three class meetings).*
  - b) *Tardiness is disruptive and will be cumulative towards an absence.*
  - c) *All absences, partial or complete, are cumulative.*

C. ASSIGNMENT POLICY

1. All required work must be in on time in order that the student may benefit from the corrections and study for future examinations. Assigned outside work is due on the dates specified by the instructor. Assignments turned in later than the due date will not be accepted unless the student clears the circumstances with the instructor. The assignment will be docked 5 points for each day that it is past due, including weekends and holidays. All work is due at the beginning of class and must be in the required format. Work turned in after the date due must be initialed and dated by another nursing department faculty or office staff member and placed in the instructor's mail box in the Nursing Department Office located on the Levelland campus. **Assignments turned in beyond one week from the due date will not be graded and the student will receive a zero.**

2. Students should retain a photocopy or computer-accessible file of all assignments turned in.
3. Assignments are not accepted by email—a “hard” copy is the required format.

**SOUTH PLAINS COLLEGE ASSOCIATE  
DEGREE NURSING PROGRAM  
EDUCATIONAL OBJECTIVES**

The educational outcomes of this program will prepare the graduate to function within the three roles of nursing identified in the conceptual framework and philosophy. These roles are provider of care, manager/coordinator of care, and member of the profession.

Functioning within the three roles, the graduate of this program will be able to:

**PROVIDER OF CARE:**

1. Integrate theoretical concepts with nursing knowledge and skills to meet the basic needs of clients, families, and/or groups throughout the life span in a variety of settings.
2. Integrate the five steps of the nursing process into nursing practice.
3. Communicate **and collaborate** effectively with clients, families, and/or groups in a variety of settings.
4. Provide safe, cost effective nursing care **in collaboration with members of the health care team** using critical thinking, problem solving, and the nursing process in a variety of setting through direct care, assignment, or delegation of care.
5. Integrate principles of teaching-learning in providing information to clients, families, and/or groups regarding promotion, maintenance, and restoration of health or the process of death and dying.
6. Evaluate clinical data, current literature, **and client/family/community responses and outcomes to therapeutic interventions** in order to make appropriate nursing practice decisions.

**MANAGER/COORDINATOR OF CARE:**

1. **Function within the organizational framework of various healthcare settings.**
2. Evaluate the effectiveness of community resources in the delivery of health care to clients, families, and/or groups.
3. Coordinate the health care team in delivering care to clients, families, and/or groups.
4. Coordinate appropriate referral sources to meet the needs of clients, families, and/or groups.
5. Utilize critical thinking and problem solving skills in prioritizing, management and coordination of all aspects of care.



**Plagiarism Declaration  
Department of Nursing  
South Plains College**

By signing this plagiarism declaration I acknowledge that I have received a copy of the honesty policy and been made aware that the penalty for plagiarism is dismissal from the program.

Examples of student plagiarism

- Copying material without quotes, in-text citations, and/or referencing
- Paraphrasing content without in-text citation and/or referencing
- Copying ideas, words, answers, exams, or shared work from others when individual work is required
- Using another's paper in whole or in part
- Allowing another student to use one's work
- Claiming someone else's work is one's own
- Resubmitting one's own coursework, when original work is required (self-plagiarism)
- Falsifying references or bibliographies
- Getting help from another person without faculty knowledge or approval
- Purchasing, borrowing, or selling content with the intent of meeting an academic requirement for oneself or others

#### D. GRADING POLICY (Refer to SPC ADNP Nursing Student Handbook Grading System)

1. Students may review an exam by making an individual appointment with the instructor.

A student **must communicate with one of the course instructors** if they are unable to take an exam on a scheduled day. If there is no communication by exam, a “zero” will be given.

Alternate exams may be given as makeup exams.

2. A grade of 77% must be earned to pass RNSG 2213.

#### E. SPECIAL REQUIREMENTS

1. Skills Laboratory Component:

- a. Lab grade is incorporated into course work. See grade worksheet.
- b. Students are expected to participate in all class and lab activities.
- c. The skill laboratory component serves the following functions:

To provide the opportunity for students to practice their skills prior to clinical practice of those skills. The nursing faculty expects the nursing student to develop safety and a beginning level of proficiency with procedures by utilizing the college laboratory. This will minimize student anxieties in the clinical setting and maximize positive production outcomes for both the client and the nursing student. Professional behavior is expected in class and in lab. There is a correlation in student behavior in class and lab with clinical performance.

Required skills will be reviewed and demonstrated during class time.

#### F. ACCOMODATIONS

##### 4.1.1.1 Diversity Statement:

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

##### 4.1.1.2 Disabilities Statement:

***Levelland Campus***

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

***Reese Center and the Byron Martin Advanced Technology Center (ATC)***

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Special Services Office early in the semester so that the appropriate arrangements may be made.

In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Special Services. For more information, call or visit the Special Services Office in rooms 809 and 811, Reese Center Building 8, 885-3048 ext. 4654.

**COURSE GRADE WORKSHEET****RNSG 2213**

## 1. Four (4) Major Tests = 55%

- a. Test #1 \_\_\_\_\_
- b. Test #2 \_\_\_\_\_
- c. Test #3 \_\_\_\_\_
- d. Test #4 \_\_\_\_\_

i. Total Points on 4 tests \_\_\_\_\_

ii. Average after 4 tests \_\_\_\_\_ x.55 = \_\_\_\_\_

## 2. Participation grades and quizzes = 15%

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

## 3. Communication Process = 5%

a. Total Points \_\_\_\_\_ x.05= \_\_\_\_\_

## 4. ATI Test = 5%

- a. Below Level 1 =
- b. Level 1 =
- c. Level 2 =
- d. Level 3 =

x.05= \_\_\_\_\_

## 5. Final Exam = 20%

a. Final Exam Grade \_\_\_\_\_ x.20= \_\_\_\_\_

## 6. Total Grade \_\_\_\_\_

**MUST HAVE TOTAL OF 77 POINTS TO PASS**

**Students with a B average on Major Tests and evidence of no absences will be exempted from the Final Exam. Major tests will then comprise 75% of the course grade. Passing is 77 or better.**

## SCANS COMPETENCIES

### **RESOURCES--Identifies, organizes, plans and allocates resources.**

- C-1 **TIME**--Selects goal--relevant activities, ranks them, allocates time, and prepares and follows schedules.
- C-2 **MONEY**--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C-3 **MATERIALS & FACILITIES**--Acquires, stores, allocates, and uses materials or space efficiently.
- C-4 **HUMAN RESOURCES**--Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

### **INFORMATION--Acquires and Uses Information**

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to Process information.

### **INTERPERSONAL--Works With Others**

- C-9 Participates as members of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves clients/customers--works to satisfy customer's expectations.
- C-12 Exercises leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- C-13 Negotiates--Works toward agreements involving exchanges of resources resolves divergent interests.
- C-14 Works with Diversity--Works well with men and women from diverse backgrounds.

### **SYSTEMS--Understands Complex Interrelationships**

- C-15 Understands Systems--Knows how social, organizational, and technological systems work and operates effectively with them
- C-16 Monitors and Correct Performance--Distinguishes trends, predicts impacts on system operations, diagnoses systems' performance and corrects malfunctions.
- C-17 Improves or Designs Systems--Suggests modifications to existing systems and develops new or alternative systems to improve performance.

### **TECHNOLOGY--Works with a variety of technologies**

- C-18 Selects Technology--Chooses procedures, tools, or equipment including computers and related technologies.
- C-19 Applies Technology to Task--Understands overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment--Prevents, identifies, or solves problems with equipment, including computers and other technologies.

## FOUNDATION SKILLS

### **BASIC SKILLS--Reads, writes, performs arithmetic and mathematical operations, listens and speaks**

- F-1 Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- F-2 Writing--Communicates thoughts, ideas, information and messages in writing, and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- F-3 Arithmetic--Performs basic computations; uses basic numerical concepts such as whole numbers, etc.
- F-4 Mathematics--Approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-5 Listening--Receives, attends to, interprets, and responds to verbal messages and other cues.
- F-6 Speaking--Organizes ideas and communicates orally.

### **THINKING SKILLS--Thinks creatively, makes decisions, solves problems, visualizes, and knows how to learn and reason**

- F-7 Creative Thinking--Generates new ideas.
- F-8 Decision-Making--Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- F-9 Problem Solving--Recognizes problems and devises and implements plan of action.
- F-10 Seeing Things in the Mind's Eye--Organizes and processes symbols, pictures, graphs, objects, and other information.
- F-11 Knowing How to Learn--Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning--Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

### **PERSONAL QUALITIES--Displays responsibility, self-esteem, sociability, self-management, integrity and honesty**

- F-13 Responsibility--Exerts a high level of effort and preservers towards goal attainment.
- F-14 Self-Esteem--Believes in own self-worth and maintains a positive view of self.
- F-15 Sociability--Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
- F-16 Self-Management--Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
- F-17 Integrity/Honesty--Chooses ethical courses of action.

**Student Learning Outcomes—RNSG 2213**

1. Clinical Decision Making—Students will gain knowledge and develop essential nursing skills enabling them to provide holistic care to persons suffering from mental illnesses.
2. Communications—Students will advance, build on, and apply principles of therapeutic communication.
3. Leadership—Students will acquire foundational knowledge regarding mental health nursing toward the outcome of applying this knowledge in a way that respects the client's rights, cultural beliefs, values, family/support systems, and unique care issues.
4. Safety—Students will acquire knowledge and understand principles of care that reflect prioritizing safety of all persons concerned with and affected by mental illnesses both in institutional and community settings.
5. Professionalism—Students will understand and be able to apply standards of evidence-based care to persons suffering from a mental illness in a safe and legal manner tempering the knowledge with a sense of holistic care that includes the patient as well as their family and support systems in diverse practice settings.

## **Communication Process Recording—RNSG 2213**

### **I. Purpose:**

A communication process recording is a learning tool for professional development. The properly done tool demonstrates skills in observing, interpreting, and recording verbal and nonverbal forms of communication. It is a written, narrative record of a conversation (verbatim) as it occurred in the clinical setting during a nurse-client interaction. It utilizes the learner's analysis of what occurred during the interaction.

The process assists the student to:

1. Objectively observe behavior
2. Recognize nonverbal and personal “feelings” that occurred during the interaction
3. Record, analyze, and evaluate nurse-client interactions
4. Recognize and acquire therapeutic nursing responses through review and analysis of interactions
5. Evaluate one's own communication and interpersonal skills
6. Develop therapeutic communication and interpersonal skills
7. Recognize areas of “needed improvement” in the interpersonal process
8. Express a critique about areas of communication that need improvement or increased awareness
9. Integrate the nursing process as part of the interpersonal processes of communication

### **II. Requirements:**

1. One process recording is required and comprises 5% of the semester's grade
2. The process is ideally from a client-nursing student interaction—if the student is a transition student, the process may be from a “work” setting. If the student is not in a position to record a process from the above scenarios, they may choose to document a conversation with a peer, friend, or family member.
3. The process is due at 0830 on the due date and late penalties of 5 points a day will be imposed for assignments that are turned in late.

### **III. Hints and specific instructions:**

1. Document nonverbal communication and observations in parenthesis. Example (client was slumped and looking down) or (SOLER), etc.
2. Verbal communication for the student nurse and client should be the student's verbatim recall of what was said.
3. “Student nurse's thoughts and feelings” are recorded in column three and this is where the student comments on how they felt during this part of the conversation.

4. “Analysis” or column 4 contains two parts—
  - a. Was the communication technique “therapeutic” or “non-therapeutic”?
  - b. Which therapeutic or non-therapeutic technique was used? *The techniques are listed in your Videbeck textbook in the communication chapter. Students should not invent their own name for the technique—the only accepted ones are the ones that are listed in the textbook.*
  - c. Examples---
    - i. Therapeutic: silence
  - d. Specify which type of communication was used.
    - i. Non-therapeutic: Changing the subject
5. The final column is where the student “Restates” portions of the communication that were non-therapeutic or non-effective. Example: (I should have used “silence” here; I should have used exploring such as “Tell me more about that...”)
6. The student’s critique of the conversation is included at the end of the Communication Process Recording. Comments may be in first person and should be written in a paragraph form using proper grammar, complete sentences, etc. and addressing the following:
  - a. Did you meet any of the goals of therapeutic communication including: establishing rapport, actively listening, gaining the client’s perspective, exploring the client’s thoughts and feelings, and guiding the client toward problem-solving?
  - b. What do you see as your strengths and weaknesses regarding this therapeutic communication process?

**Please include the attached blank “Grading Criteria**



**Grading Criteria**  
**Communication Process Recording**

Completes factual and demographic data	10 points	
Records information according to instructions	15 points	
Evaluates/analyzes the nurse's communication according to instructions identifying therapeutic and non-therapeutic communication and identifies specific type of communication that was used	30 points	
Re-states or corrects non-therapeutic or non-effective responses where indicated	15 points	
Evidence of using and understanding several techniques and if there were ego defense mechanisms used, notes them where indicated	15 points	
Self-evaluation or critique was meaningful and insightful	<u>15 points</u>	
Total		100 points

RNSG 2213

**Demographic Data**

Patient's Initial:

Date and setting of encounter:

Pertinent biopsychosocial information about the patient (age, circumstances, medical information, family data, etc.)

Nurse Verbal (nonverbal)	Client Verbal (nonverbal)	Nurse's thoughts, feelings	Analysis of interaction	Re-state where indicated

# Table of Contents for Course Topics and Objectives

## SEMESTER 2

**Explanation of Syllabus Numbering System** Upon satisfactory completion of the course, the student will meet the Student Learning Outcomes (SLO) for semester 3 and progress toward meeting the SPC ADN Program Graduate Outcomes (GO), Texas BON "Differentiated Essential Competencies" 2010 (DECS) and the "Secretary's Commission on Attaining Necessary Skills" (SCANS) Competencies. The SCANS competencies (S) and foundation (F) skills; SLO; and GO outcomes are designated by letters and/or numbers under the unit title. The DECS are listed by letters and numbers in the corresponding role column on the right side of the page. (Roles are designated by the following numbers: 1=Member of the Profession; 2=Provider of Patient-Centered Care; 3=Patient Safety Advocate; and 4=Member of the Health Care Team).

### Objectives for RNSG 2213

1. Introduction to Mental Health Nursing, part I-II
2. Anger, hostility, and aggression
3. Anxiety and anxiety disorders
4. Bipolar disorder
5. Childhood disorders
6. Cognitive disorders
7. Communication (advanced)
8. Crisis intervention
9. Depression (mood disorder)
10. Ego defense mechanisms
11. Electroconvulsive therapy
12. Family and community violence
13. Grief and loss
14. Group dynamics
15. Impaired health care professionals
16. Personality disorders
17. Psychopharmacology
18. Rape and sexual assault
19. Schizophrenia
20. Substance abuse
21. Suicide
22. Somatoform disorders

Unit: Introduction to Mental Health Nursing-part I

Videbeck Chpt: 1,3,4,5,6,7,8,9

ATI Ch: 1-8

SCANS: c7,c15,f12,f16

SLO:1-5

GO:1-4

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
Introductory concepts for course	Gain an appreciation and understanding of the basic concepts of therapeutic communication as a goal-directed activity aimed at achieving the five goals of therapeutic communication in order to establish a therapeutic nurse-client relationship and as the initial step to providing meaningful nursing interventions.  Define and apply the three phases of the nurse-client relationship  Apply nursing theorist Hildegard Peplau's Interpersonal Theory of Nursing to mental health nursing  Identify how the spirituality of an individual affects their mental and physical well-being.  Identify theorists that operate within the "humanistic framework" and how their theories apply to providing mental health care	Lecture, class discussion.	a3	a1	a2	
			b3	a2	a4	
			b7	b1-2	b2	
				b3	c1	
				b4	c3	
				b5	c4	
				b8	d1	
				b12		
				c1-8		
				d3		
				e2		
				e4		
				e8-9		
				e11		
				e12		
				f2		
				g1		
				h3		

## Unit: Introduction to Mental Health Nursing-II

SCANS: c6, c15

SLO: 1-5

GO: 1,2,3,4

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
Introduction to course	<p>Study the history of caring for persons suffering from a mental illness</p> <p>Explore the roles and responsibilities of mental health nurses.</p> <p>Apply the principle of "the least restrictive environment" to providing care to the mentally ill in specialty facilities and in the community setting.</p> <p>Compare voluntary versus involuntary commitment laws and the civil rights of persons with a mental illness.</p> <p>Apply the principles of primary, secondary, and tertiary prevention to issues concerned with mental illnesses.</p> <p>Apply the principles of "duty to warn" and the history of the Supreme Court ruling that prompted its initiation.</p> <p>Understand the concepts of providing culturally relevant care in the mental health setting.</p> <p>Be able to define and demonstrate how to perform a mental health exam in the clinical setting.</p> <p>Define and apply the use of the multi-axial system of DSM-IV (medical) as well as NANDA approved nursing diagnoses when caring for persons suffering from a mental illness.</p>	<p>Film--The History of Madness and</p> <p>Applicable chapters in texts</p> <p>Group activity: demonstrate health examination</p>	a3	b8	b1	a2
			b7	b12		a4
				e2		d1
				e8-9		
				e11		
				h3		

Unit: Introduction to Mental Health Nursing-II, page 2.

SCANS:

SLO:

GO:

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
Introduction part II, continued.	<p>Explore self-awareness issues as they apply throughout the study of mental health nursing taking measures to correct any stigmas, fears, or biases one may possess in order to provide meaningful interventions to persons who suffer from a mental illness as well as to their families and/or support systems.</p> <p>Apply teaching/learning principles to persons suffering from a mental illness as well as their families and/or support systems in order to prevent complications and enhance compliance.</p> <p>Describe safety interventions as they apply to mental health nursing in psychiatric inpatient settings, in health care facilities and in the community setting.</p>					

Unit: PSYCHOPHARMACOLOGY

Videbeck, Chapter 2

ATI: CH 19-24

SCANS: C5,C9, C11, C14, F1, F2, F6, F7, F12

GO: 1-5

SLO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVAL	DECS (Knowledge)			
			1	2	3	4
Principles of	Integrate principles of brain physiology with psychopharmacology.	Lecture	B3	B1	B1	A4
Psychopharmacology	Identify how neurotransmitters work and how excesses or deficiencies affect behavior and brain function.	Discussion	B7	B2	B3	B1
		Examination		B5		B2
		ATI		B7		
		Learning Video		C1		
				C8		
	Discuss principles that guide pharmacologic treatment, including pharmacokinetics, dynamics, dosing, target symptoms, age, side effects, ethnopharmacology.			E6		
				G1		
		Lecture		H3		
Classes of Medication	Demonstrate an understanding of classes of psychiatric medications, their uses, side effects, and special nursing considerations including: antipsychotics, anxiolytics, antidepressants, mood stabilizers cognitive medications, stimulants, antabuse, and methadone.	Lecture				
		Poster				
		Presentation				
		Learning Video				
Homeopathy	Familiarize self with various herbal remedies and nonpharmacological treatment modalities that treat and augment care of those with psychiatric illnesses.	Lecture				
		Discussion				



Unit: ELECTROCONVULSIVE THERAPY

Videbeck pp 302-303

ATI CH10

SCANS: C5, C9, C13, C19, F12, F13,  
F17

SLO:1-5

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
Electroconvulsive Therapy	Recognize the indications for the use of ECT.  Understand the nurses' role in assisting with ECT.  Verbalize the side effects of ECT.	Lecture  Video  Test Questions	A3	B11	B1	A4
			B7	B12	B3	B2
				C4		
				E4		
				E8		
				E9		
				E12		
				G1		

Unit: SUICIDE

Videbeck ch 17

ATI CH: 28

SCANS: C5, C7, C11, C12,

F5, F6, F8, F9, F17

SLO: SLO:1-5

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
Suicide	Discuss concepts of suicide and suicidal behavior.	<b>Carpenito :</b> "Risk for Suicide" Guest Speaker Lecture ATI Group work Examination	B3	A2	B1	A2
	Recognize risk factors for suicide and identify suicidal behavior.		B7	B3		B2
	Explore myths related to suicide in society.			C1		C1
	Apply nursing process to fictional clients with suicidal behavior and clients at risk for suicide.			C2		D1
	Describe principles for developing and maintaining a therapeutic relationship with clients who are suicidal.			C7		
	Explore nursing care involved with clients demonstrating suicidal behavior.			E2		
	Demonstrate ability to assess a client for suicidal intent.			E4		
	Appraise referral and community resources for clients who are suicidal.			E7		
				E8		
				E9		
				E12		

Unit: BIPOLAR DISORDER

Videbeck CH 17

ATI CH: 13, 21

SCANS: C5, C7, C9, C10, C13, F1, F5, F6, F7, F8, F9, F11, F12, F16

GO: 1-5

SLO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
Bipolar Disorder	<p>Discuss the concept of bipolar disorder.</p> <p>Identify symptoms of mania and relate symptoms to physiological, cognitive, perceptual, socio-cultural behaviors, spiritual, nutritional, and developmental influences and consequences.</p> <p>Discuss current pharmacologic treatments for bipolar disorder including medications, side effects, consequences, nursing implication, and teaching/learning principles.</p> <p>Apply nursing process to clients with bipolar disorder.</p> <p>Discuss and demonstrate knowledge of various methods of interventions and teaching principles for the client with bipolar disorder.</p>	Lecture Discussion Learning Video	B7	A1	B1	A4
				B1	B2	B1
				B2		B2
				B3		C1
				B4		C3
				B7		D1
				B9		
				B11		
				C1		
				C2		
				C3		
				C6		
				C7		
				E4		
				E6		
				E7		
				E12		
				G1		
				H3		

Unit: SCHIZOPHRENIA

Videbeck CH 16

ATI CH: 14,22

SCANS: C5,F1,F2,F5,F8,F11, F12,F13, F15

SLO: 1-5

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
Principles of Schizophrenia	Discuss the concept of psychosis.	Lecture	B3	A1	B1	A2
	Explore various theories as to the etiology of schizophrenia and other psychotic disorders.	Examination		A3		B1
	Relate the concept of schizophrenia and other psychosis to psycho-physiological, cognitive,perceptual,emotional,socio-cultural, behavioral, spiritual, nutritional and developmental influences and consequences.	ATI		B1		C1
	Apply the nursing process to clients with schizophrenia and other psychotic disorders.	Movie: Soloist		B7		D1
	Demonstrate principles of developing and maintaining a therapeutic relationship with clients who have schizophrenia and other psychotic disorders.	Journaling		B9		
	Adapt principles of teaching and learning to clients with schizophrenia and other psychosis.	Ackley:		B11		
	Explore milieu principles to the management of the milieu of clients.	Family Processes,		C2		
	Identify pharmacologic agents used to treat psychosis including full knowledge of effects.			E4		
	Describe typical western medical treatment, homeopathic, and alternative therapies for schizophrenia and other psychotic disorders.			E6		
	Discuss legal and ethical issues related to the care of clients and their families who have psychosis.			E8		
				E12		
				G1		
Pharmacology and Other Treatments						
Legal / Ethical Concerns						

Unit: PERSONALITY DISORDERS

Videbeck CH 18

ATI CH: 15

SCANS:

C5,C9,F1,F5,F6,F8,F11,F14,F15

SLO: 1-5

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
Principles Governing Personality Disorders	Discuss the concepts of personality and personality disorders.	Lecture	B3	A2	B1	A2
	Explore the various theories regarding the etiology of personality disorders.	Discussion	B7	B1	B3	A4
	Discuss current research and trends in treatment for personality disorders.	Examination		B3		B2
	Relate the concept of personality disorders to physiological, cognitive, perceptual, emotional, sociocultural, and developmental influences	ATI		B4		C3
	and consequences.	Guest Speaker		C1		D1
	Apply the nursing process to the clients with personality disorders.	Personality Assess.		C2		
	Demonstrate principles of developing and maintaining a therapeutic relationship- with clients who have personality disorders.	Group Activity		C8		
	Discuss and adapt milieu principles to the management of the milieu of clients and their families experiencing personality disorders.	Carpenito: "Ineffective Coping, Risk for Self Harm, Chronic Low Self-Esteem"		D3		
	Explore own feelings and usual patterns for coping with manipulative behavior in an overall attempt to appreciate self-awareness.			E2		
				E4		
				F2		
Nursing Process						
Self-Awareness						

Unit: CHILDHOOD DISORDERS

Videbeck CH 22-23

ATI:23,26

Scans: C5,C9,F1,F5,F8,F11,F12,F17

SLO: 1-5

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
Childhood Disorders	Discuss the characteristics, risk factors, and family dynamics of psychiatric disorders of childhood and adolescence.  Synthesize the key ideas in the biopsychosocial theories that aid understanding of childhood psychiatric disorders.  Recognize the behavior manifestations and dynamics of developmental challenges of childhood.  Assess the emotional, social, educational, cultural, and spiritual needs and functioning of developmentally challenged children and their families.	Discussion Examination ATI Video: The drugging of our children: Inside the ADHD controversy. <b>Ackley:</b> "Dysfunctional Family Processes, Risk for Other Directed Violence, Disturbed Self-Esteem"	B7	A2	B3	A4
				B1		C1
				B2		C3
				B3		D1
				B7		
				B9		
				B12		
				C1		
				C2		
				C3		
Nursing Process	Apply the five steps of the nursing process to care of developmentally challenged children.  Compare and contrast the various disorders found among the childhood and adolescent population in regards to symptomatology, morbidity, and nursing interventions.  Discuss educational needs of clients, families, teachers, caregivers, and community regarding young clients with developmental challenges.			C8		
				E4		
				E6		
				E9		
				G1		
Self-Awareness	Examine own feelings, attitudes, and impact on nursing care of childhood and adolescence.					
Advocacy	Discuss the role of advocacy for children and adolescents.					

Unit: Substance Abuse

Videbeck CH 17

ATI CH: 17,24

SCANS: C5,C7,C9,C10,C14,C18, F1,F6,F7,F11,F13,F15,F16

SLO: 1-5

GO: 1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
Substances of Abuse          Referral Resources	Discuss the nursing role as it applies to addiction treatment.					
	Explore one's own experiences, feelings, and coping with individuals who have addictive behaviors.					
	Compare and contrast the various substances and the potential for abuse.					
	Describe community and referral resources for clients with addictive behaviors.					

Unit: Advanced Communication

Videbeck CH 6

ATI: CH 3

Scans: c7,c11,f8,f10, f16

SLO: 1-5

GO: 1,2,4,5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
A. Communication Skills	<p>Be able to apply the following principles of therapeutic communication while in the clinical settings: Proxemics, interpreting body language, use of active observation and active listening, use of open-ended versus close-ended questions, proficiency with therapeutic communication techniques, and acknowledgement and ability to recognize and correct non-therapeutic communication techniques.</p> <p>Recognition and avoidance of ineffective communication techniques often used by nursing students while in the clinical setting.</p> <p>Apply knowledge and engage in a conversation that meets the goals of a therapeutic conversation (Listed in order of simple to complex--Establish rapport, Active Listening, Gaining the client's perspective, Exploring the client's thoughts and feelings, and Guiding the client toward problem-solving.)</p>	<p>Required: Applicable chapters in texts</p> <p>Class Discussion</p> <p>Students will submit one Communication Process Recording to be graded for 5% of semesters grade.</p>	a3	a2	b1-3	a2
			b3	b4-5		b2
			b7	d3		c4
				e2		d1
				e8		
				e9		
				e11		
				c1		
				c2		
				c6		
				h3		



Unit: Anger, Hostility, and Aggression

Videbeck CH: 11

ATI CH: 29

Scans: c7, c11, f12, f13

SLO: 1-5

GO: 1,2,4,5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
A. Anger, hostility, and aggression	<p>Identify risk factors associated with persons prone to acts of anger, hostility, and aggression in health care settings.</p> <p>Gain understanding about the clinical course, related disorders, etiology, cultural considerations, and management of persons prone to anger, hostility, or violence.</p> <p>Explain the importance of the therapeutic milieu in regards to primary prevention of episodes of violence in the inpatient psychiatric setting.</p> <p>Be familiar with the various phases of violent behavior and the Nurse's roles and applicable interventions.</p> <p>Explore issues such as workplace hostility and violence in the community from a nursing perspective.</p>	<p>Required: applicable chapters in texts</p> <p>Class discussion</p> <p>Internet search for SOMA demonstration</p>	a3	a1-2	b1-3	a4
			b7	b1-5		b1-2
				b7		c1
				b8		c4
				b12		d1
				c1-2		
				c6		
				d3		
				e2		
				e7-9		
				e11-12		
				f2		

Unit: Anxiety and Anxiety Disorders

Videbeck CH: 14

ATI CH: 11,19

SCANS: c7,c9-10, f9, f12

SLO: 1-5

GO:1,2,4

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
A. Anxiety	<p>Identify the underlying physiology, four stages, applicable nursing interventions, and the nursing interventions for persons in various stages of anxiety. Understand the nursing theorist Hildegard Peplau's role in studying and identifying the four phases of anxiety.</p> <p>Understand, apply, and educate patients and their families about interventions that are useful in managing short-term and long-term anxiety. Interventions may include cognitive behavior therapy, decatastrophizing, positive re-framing, assertiveness training, progressive relaxation, and guided imagery.</p>	Required: Applicable chapters in texts.	b3	a1-2	b1-3	a2
			b7	b1-5		a4
				b7-8		b1-2
				b11		c1-4
		Class Discussion		c1-2		d1
		Active Learning: Practice various types of relaxation techniques		c6		
				e2		
				e6		
				e7		
		in groups and provide return demonstrations.		f2		
				g1		

## Unit: Anxiety and Anxiety Disorders, p.2

SCANS: c7,c9-10, f9, f12

SLO: 1-5

GO:1,2,4

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVAL.	DECS (Knowledge)			
			1	2	3	4
B. Anxiety Disorders	<p>Differentiate between the temporary or short-term symptoms of anxiety versus chronic conditions.</p> <p>Demonstrate an understanding of the symptoms, clinical course, treatment, and application of the nursing process for persons suffering from chronic anxiety disorders including: Panic Disorder, Phobias, Obsessive-compulsive Disorder, Generalized Anxiety Disorder, Post-traumatic Disorder, Acute Stress Disorder, and Dissociative Disorders.</p> <p>Understand the pharmacological actions of the two classes of anxiolytic drugs--benzodiazepines and non-benzodiazepines. Be able to provide meaningful patient and family education for persons who are taking anxiolytic drugs.</p>					

Unit:Cognitive Disorders

Videbeck CH: 24

ATI CH: 16

Scans: c7,f8,f12,f17

GO-1,2,4

SLO-1-5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVAL	DECS (Knowledge)			
			1	2	3	4
A. Cognitive Disorders	<p>Compare and contrast the two disorders: Delirium and Dementia.</p> <p>Identify populations at risk for and settings where nurses would encounter persons suffering from delirium or dementia.</p> <p>Demonstrate an understanding of the clinical course, treatment, and application of the nursing process for persons who have been diagnosed with delirium or dementia.</p> <p>State important teaching principles and staffing preferences for persons affected with dementia and delirium.</p>	<p>Required-applicable chapters in texts.</p> <p>Active learning: Class discussion, using case studies.</p> <p>Perform mini mental status exam in groups of two.</p>	a3	a1-2	b1	a2
			b3	b5	b2	a4
			b7	b12	b3	b1
				c1-4		b2
				c6-8		c1
				d3		c3
				e2		c4
				e4		d1
				e6		
				e7-9		
				e11		
				e12		
				f2		
				g1		
				h3		

Unit: Family and Community Violence

Videbeck CH: 12

ATI: 30

SCANS: c7,c9,c15,f7,f12

SLO: 1-5

GO: 1,2

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
A. Intimate Partner Abuse	<p>Identify the characteristics of a violent family and the role that intergenerational transmission plays in the continuation of the condition wherein another individual in a domestic relationship is abused.</p> <p>Explain Walker's Cycle of Violence and how it relates to providing nursing care to victims of partner violence.</p> <p>Provide meaningful care to victims of partner violence emphasizing assessment, confidentiality, communication, community resources, and development of a "safety plan".</p> <p>Understand legal and ethical principles regarding intimate partner violence.</p>	<p>Required: Applicable chapters in texts</p> <p>Active learning- "Awareness Raising Groups"</p> <p>Speaker from agency or agencies concerned with topic</p>	a3	a1	b1-3	a2
			b3	a2		a4
			b7	b1-5		b1
				b9		b2
				b12		c1
				c1-4		c3
				c6		c4
				c8		d1
				d3		
				e2		
				e4		
				e8-9		
				e11		
				e12		
				f2		

Unit: Family and Community Violence, p. 2.

SCANS: c7,c9,c15,f7,f12

SLO: 1-5

GO: 1,2

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
B. Child Abuse	<p>Understand the various forms of child abuse and be aware of state, national, and local statistics about the issue. Identify children at high risk for abuse. Provide meaningful nursing interventions related to assessment, detection, treatment, and follow-up for the child.</p> <p>Demonstrate knowledge regarding the nurse's duty and obligation to report any situation that is suspicious for child abuse.</p> <p>Be aware of community resources for the abused child.</p>			g1		
				h3		

Unit: Family and Community Violence, page 3

SCANS:

c7,c9,c15,f7,

SLO:1-5

GO: 1,2

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
C. Elder Abuse	<p>Understand the various forms of elder abuse and be aware of national, state, and local statistics pertaining to the issue.</p> <p>Be aware of the profile typical for victimization as well as the usual perpetrators for elder abuse.</p> <p>Provide meaningful care to victims of elder abuse including assessment, confidentiality, communication, community resources, and reporting laws.</p> <p>Understand the legal and ethical principles regarding elder abuse.</p>					

Unit: Eating Disorders  
Videbeck CH: 18

ATI: CH: 20

SCANS: c7, f15

SLO: 1-5

GO: 1,2,4

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
A. Eating Disorders	<p>Discuss developmental factors, family influences, and sociocultural factors related to eating disorders</p> <p>Compare and contrast the eating disorders anorexia nervosa and bulimia disorder taking into consideration the clinical course, recommended treatments, and prognosis.</p> <p>Apply the nursing process to persons and their families suffering from anorexia nervosa and bulimia nervosa</p>	<p>Required:</p> <p>Applicable</p> <p>Chapters in texts</p> <p>Class discussion</p>	b3	a2	b1-3	a2
			b7	b1-5		a4
				b7		b1-2
				b9		c1
				c1-4		c3
				c6		c4
				c8		d1
				d3		
				e2		
				e11		
				e12		



Unit: Ego defense Mechanisms

Videbeck pp. 44-46

SCANS: c6,f5,f14

SLO: 1-5

GO: 2

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
A. Ego Defense Mechanisms	<p>Understand and relate to the origins of ego defense mechanisms based on Sigmund Freud's definition of the three personality components including the id, ego, and super ego.</p> <p>Study the various identified ego defense mechanisms from a perspective of those that are healthy, intermediate, immature, represent a loss of identity, and associated with harm to others.</p> <p>Differentiate between the person who uses ego defense mechanisms to help cope versus those who over-use mechanisms, thus impairing coping.</p>	<p>Required: applicable chapters in texts</p> <p>Class discussion</p>	b3	a1	b3	a2
			b7	b4		d1
				e2		
				e8		
				e9		
				c2		
				c8		

Unit: Grief and Loss

Videbeck CH: 10

ATI CH: 25

SCANS: c7, f9, f11

SLO: 1-5

GO: 1,2,4

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/EVAL	DECS (Knowledge)			
			1	2	3	4
A. Grief and Loss	<p>Describe the typical states of grief including the expected time frame, as well as emotional and physiological findings associated with each stage.</p> <p>Identify factors which could contribute to maladaptive behaviors and ineffective coping related to the grieving process</p> <p>Apply the nursing process to individuals and families experiencing grief.</p> <p>Differentiate between grief and depression</p>	<p>Required: applicable Chapters in texts</p> <p>Class discussion</p>	a3	b1-5	b1-3	a2
			b3	b8		b2
			b7	b9		c1
				c2		c3
				c6		c4
				c8		d1
				e7		
				e8-9		
				e12		
				f2		
				g1		

Unit: Group Dynamics

Videbeck CH: 4

ATI CH: 8

Scans: c9,c11,c15,f5,f6,f15

SLO: 1-5

GO: 1,2,3

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/EVAL	DECS (Knowledge)			
			1	2	3	4
A. Groups in the community and mental health setting	<p>Define the purpose of a group as well as stages of development, characteristics, and its benefits to participants</p> <p>Identify the three leadership styles of a group leader as well as roles that group members may play.</p> <p>Differentiate between an open and closed group.</p> <p>Apply group processes and recognize types of groups as they relate to the treatment aspect of mental health nursing.</p> <p>Identify nursing roles as they apply to groups situated in hospital as well as community settings.</p>	<p>Required: applicable chapters in texts</p> <p>Class discussion</p>	a3	b4-5	b1-3	a2
			b3	b12		a4
			b7	c1-3		b1-2
				c8		c1
				e2		c3
				e4		c4
				e8-9		d1
				e11		
				g1		

Unit: Impaired Health Care Professionals

Videbeck CH: 19

RNSG-2313

SCANS: c5,f13,f16

SLO: 1-5

GO: 2,3,4,5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVAL	DECS (Knowledge)			
			1	2	3	4
A. Impaired Health Care personnel and the professional nurse's role	<p>Gain insight and understanding about the risk factors, legal ramifications, and ethical considerations regarding impaired health care professionals in the workforce.</p> <p>Identify signs and symptoms of impaired health care professionals</p> <p>Understand reporting laws and Board of Nursing considerations for health care professionals who are or have been affected by addictive disorders and/or mental illnesses including: schizophrenia, bipolar, and borderline or antisocial personality disorders.</p> <p>Identify resources for impaired health care professionals</p> <p>Identify primary and secondary prevention strategies for impaired health care professionals.</p>	<p>Required: Applicable chapters in texts</p> <p>Class discussion</p> <p>Explore and locate website for Texas Impaired Nurses Program</p>	a3	a1-3	b1-3	a2
			b7	b12		a4
				e2		b2
				e7-9		c1
				c3		d1
				c8		
				h3		

Somatoform Disorders  
Videbeck CH: 21

SCANS: c7,c15,f6,f7, f15

SLO:1-5

GO: 1,2,4,5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVAL	DECS (Knowledge)				
			1	2	3	4	
Body-Mind Continuum Disorders	Demonstrate an understanding of the symptoms, clinical course, treatment, and application of the nursing process to the following disorders: Somatization, Conversion, Pain, Body Dysmorphic, and Hypochondriasis.	Required:  applicable chapters in texts.	b3	a1-2	b1	a2	
			b7	b1-5	b3	b1	
				b12		b2	
				d3		d1	
	Differentiate between the identified somatoform disorders listed above with known body-mind connections to the disorders that are recognized as factitious disorders and including: Malingering Munchausen, and Munchausen by Proxy. Be aware that this class of disorders are intentionally planned or feigned in order to gain attention or benefit for the person who is demonstrating them.	Active learning:  Group activities		e2			
				e8			
				e12			
				c1			
				c2			
				c8			
	Identify the typical perpetrators for the Munchausen by Proxy Syndrome as it relates to parents or caregivers who are victimizing their children. Recognize that this disorder is a form of child abuse, is dangerous to the child, and if convicted--the perpetrator can be subject to criminal charges.						

Unit: Mood Disorders, Depression

Videbeck CH: 17

ATI CH: 12, 20

SCANS: c7, c15, f5, f9

SLO: 1-5

GO: 1,2,4

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVAL	DECS (Knowledge)			
			1	2	3	4
A. Depression	<p>Demonstrate and understanding of the symptoms, clinical, course, treatment, and application of the nursing process to the following disorders: Major Depression, Dysthymia, Seasonal Affective Disorder, and Postpartum Depression</p> <p>Review various medications recommended for depression with an emphasis on mechanisms of action, serious side effects, patient and family education, priorities of care, and nursing interventions</p> <p>Explore and apply nonpharmacological interventions for the person suffering from a depressive disorder.</p>	Required: Applicable chapters in texts.	a7	a1-2	b1-3	a2
			b3	b1-5		a4
			b7	b7-8		b1-2
		Class discussion		b9		c1
				b11-12		c3
				c1-4		c4
				c6-8		d1
				d3		
				e2		
				e4		
				e6		
				e7		
				e8-9		
				e11-12		
				f2		
				g1		
				h3		

Unit: Rape and Sexual Assault  
Videbeck CH: 12

ATI CH: 31

SCANS: c7,c9,c15,f7,f12

SLO: 1-5

GO: 1,2

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVAL	DECS (Knowledge)			
			1	2	3	4
A. Rape and Sexual Assault	Be aware of local, state, and national statistics regarding the violent issues of rape and sexual assault.  Understand legal definitions related to rape and sexual assault.  Be aware of the incidence of sexual assault and rape in regards to under-age children.  Understand the issue of "date rape" and prevention strategies.  Be aware of the physical toll, costs, and after-effects of rape.  Apply the principles of primary, secondary, and tertiary prevention to the issue of rape and sexual assault.  Identify resources for the victims of rape and sexual assault.  Define the nurse's caregiving role for persons who have been raped or sexually assaulted. Identify applicable nursing diagnoses and nursing interventions for persons who have been affected by rape or sexual assault.	Required applicable chapters in texts	a3	a1-2	b1-3	a2
			b3	b1-5		a4
			b7	b9		b1
		Class discussion and participation in "awareness raising groups".		b12		b2
				c1-4		c1
				c6		c3
				c8		c4
				d3		d1
				e2		
				e4		
				e8-9		
				e11		
				e12		
				f2		
				g1		
				h3		

Unit: Crisis Intervention  
Videbeck CH: 3

ATI CH: 27

Scans:c4,c6, c15, f8

SLO: 1-5

GO: 1,2,3,4

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVAL	DECS (Knowledge)			
			1	2	3	4
A. Crisis Intervention	<p>Differentiate between the three types of "crisis" that a person may experience and identify the various populations at risk to develop them. (Developmental, Situational, and Adventitious)</p> <p>Understand that a crisis phase has a typical time duration of resolution within 4-6 weeks and persons experiencing a crisis may emerge showing successful or unsuccessful resolution.</p> <p>Identify community resources and their roles based on the type of crisis a person or population is experiencing.</p> <p>Describe the nurse's role in a crisis: assessment, planning outcomes, providing interventions, and evaluation of responses.</p> <p>Apply Maslow's Theory to crisis resolution.</p>	<p>Required: Applicable chapters in texts.</p> <p>Class discussion</p>	a3	a1-2	b1-3	a2
			b3	b1-5		a4
			b7	b9		b1-2
				b12		c1
				d5		c3
				e2		c4
				e7		d1
				e8-9		
				e11-12		
				f2		
				c1-2		
				c4		
				c6		
				c8		
				h3		