RNSG 2213 Course Syllabus

DEL MAR COLLEGE
DEPARTMENT of NURSING EDUCATION

Mental Health Nursing Syllabus
RNSG 2213

COURSE INFORMATION
College Year: 2013-2014
Pre-Requisite: RNSG 1160, 1201, 1413, 1300, 1441, 1261, 1412, 2162, PSYC 2301, PSYCH 2314, BIOL 2420 (CHEM 1406-RN degree plan only)
Co-requisite: ENGL 1301, PHIL 2306, SPCH 1311 / 1315 / or 1321
Credit Hours: 2 Semester hours
Campus Lab: 16 Hours Total (Lab hours per course calendar)
Course Placement: Semester 3, Year 2, (REM R3, E3, M3)

PROFESSOR CONTACT INFORMATION
Sylvia Wells, RN MSN NP-C (Course Coordinator)  E-Mail: swells1@delmar.edu
Office: HS2.248  Canvas course email
Phone: 698-2884

COURSE DESCRIPTION
Principles and concepts of mental health, psychopathology, and treatment modalities related to the nursing care of clients and their families. This course lends itself to a blocked approach. The course includes the study of role of the professional nurse as a provider of patient-centered care, patient advocate, member of the health care team, and member of the profession for selected adult clients and families with mental health needs. Emphasis is placed on clinical judgment skills and professional values within a legal/ethical framework. This Level III course will focus on mental health concepts / mental illness areas of nursing care relating to the selected conditions of abuse/neglect, behavioral interventions, chemical and other dependencies, coping mechanisms, crisis intervention, grief and loss, religious and spiritual influences on health, sensory and perceptual alterations, stress management, support systems, therapeutic communication, and the therapeutic environment. In addition community based nursing care will be included with a focus on the promotion of mental health and prevention of disease or
disability. A further development of clinical reasoning skills and knowledge will continue with the integration of pharmacology, nutrition, math proficiency, and therapeutic communication skills.

**STUDENT LEARNING OUTCOMES**

Member of the Profession: Exhibit caring behaviors that reflect commitment to growth and development of the role and function of the nurse.
1. Explain the therapeutic role of the nurse necessary to establish trusting, interpersonal relationships with adult clients who have mental health or mental illness care needs.
2. Discuss the patient’s physical, psychosocial, social and spiritual responses to illness.
3. Identify rules and regulations affecting nursing practice.

Provider of Patient Centered Care: Demonstrate competency by accepting responsibility for the provision of safe, compassionate, evidence-based care to patients, families, and significant others across the lifespan.
1. Recognize therapeutic communication skills in the nurse-patient relationship.
2. Determine the priority needs of clients.
3. Outline the plan of care utilizing the nursing process.
4. Identify the appropriate nursing diagnosis as it relates to mental health / mental illness conditions.
5. Describe the basic concepts of nursing including healthcare delivery, community-based nursing, critical thinking, ethical decision-making, the nursing process, health education, health promotion, and health assessment.
6. Utilize appropriate medical terminology, approved abbreviation and symbols in written and oral communication.
7. Discuss patient and their family’s physical, social and spiritual responses to illness.

Patient Safety Advocate: Advocate for a quality and safe environment for patients/families/significant others across the lifespan.
1. Interpret diagnostic lab values.
2. Explain the rationale for the various pharmacological and treatment modalities utilized in the nursing care of the adult psychiatric nursing client.
3. Identify safe, effective nursing care for individuals with selected conditions or needs relating to abuse / neglect, behavioral interventions, chemical and other dependencies, coping mechanisms, crisis intervention, grief and loss, religious and spiritual influences on health, sensory and perceptual alterations, stress management, support systems, therapeutic communication, and the therapeutic environment.

Member of the Health Care Team: Participate in patient care administered by the interdisciplinary healthcare team.
1. Describe the structure, function, and interdisciplinary relationships within the healthcare delivery system.
2. Examine the role of the professional nurse as a member of the health team.

SCANS and DECs Curriculum Statement

This course involves the interplay among The Secretary's Commission on Achieving Necessary Skills (SCANS) and the Texas Board of Nursing Differentiated Essential Competencies (DECs) to effectively prepare graduates who will provide safe competent, compassionate care.

General Course Overview (Calendar)

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<tr>
<td>8/25-8/31</td>
<td>1</td>
<td><strong>Module 1 Starts</strong>&lt;br&gt;Read Syllabus&lt;br&gt;Review Required Text&lt;br&gt;Answer Key to Chapter Review&lt;br&gt;Case Studies and Nursing Care Plans&lt;br&gt;NCLEX® Review Questions&lt;br&gt;Pre-Tests and Post-Tests&lt;br&gt;Visit ATI</td>
<td>Quiz 1 Opens Monday 08/21 and Closes Sunday 08/31</td>
<td>Assignments: Syllabus Agreement&lt;br&gt;Visit and familiarize self with the online course&lt;br&gt;Introduce self in the discussion board&lt;br&gt;Register with evolve.elsevier.com and create&lt;br&gt;Visit ATI Psych Module&lt;br&gt;Complete Quiz (Q)1</td>
<td>Assignments:&lt;br&gt;Review the Varcarolis student resources.&lt;br&gt;Activate the complete learning experience that comes with your textbook. Visit <a href="http://evolve.elsevier.com/Varcarolis">http://evolve.elsevier.com/Varcarolis</a> (Activation code located on the inside front cover page).&lt;br&gt;Locate the student resources&lt;br&gt;Visit ATI website and Psych Module located under the Review Modules in ATI</td>
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<td>• Do Reading assignments early in order to take the quizzes when they become available.</td>
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<td>Relevant Theories &amp; Therapies for Nursing Practice, 19</td>
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<td>Quiz 2,3, Opens Monday 08/25 and Closes Sunday 09/07</td>
<td>• Complete Q2</td>
<td>ATI: Read Unit 1</td>
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<td>• Biological Basis for Understanding Psychiatric Disorders and Treatments, 37</td>
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<td>• Complete Q3</td>
<td>Do all application questions and review</td>
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<td>Note Exam 1 and prepare</td>
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<td>• Complete Chapter Assignments</td>
<td>o Nurses Touch: Wellness and Self-Care:Eating healthy and Maintaining a healthy weight</td>
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<td>o Self-Care: Physical Activity Tutorials and quiz</td>
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<td>9/8-9/14</td>
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<td>Chapter 2, Chapter 3</td>
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<td>ATI: Nurses Touch Tutorial and quiz.</td>
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<td>• Settings for Psychiatric Care, 65</td>
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<td>Quiz 4,5, Opens Monday 09/01 and Closes Sunday</td>
<td>• Complete Q4</td>
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<td>• Cultural Implications for Psychiatric Health</td>
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<td>• Complete Q5</td>
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<td>9/15-9/21</td>
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<td>Nursing, 83</td>
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<td>• Legal &amp; Ethical Guidelines for Safe Practice, 98</td>
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<td><strong>Module 2 Starts</strong> encompassing Unit II; chapters 7-10</td>
<td>Exam 1</td>
<td>Quiz 7, 8, 9 &amp; 10</td>
<td>• Complete Q7, Q8, Q9, Q10, Chapters 1-5 Assignments</td>
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<td>• The Nursing Process &amp; Standards of Care for Psychiatric Mental Health Nursing, 115</td>
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<td>• Therapeutic Relationships, 131</td>
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<td>• Communication and the Clinical Interview, 147</td>
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<td>• Understanding and Managing Responses to Stress, 166</td>
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<td>9/22-9/28</td>
<td>5</td>
<td><strong>Module 3 Starts</strong></td>
<td>Note Exam 2 and Quiz 11, 12</td>
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<td>• Complete Q11</td>
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<td>9/29-10/5</td>
<td>6</td>
<td>Module 2/Exam 2 covers Chapter 7-10</td>
<td>In Class</td>
<td>Quiz 12 &amp; 13 Opened Monday 09/22 and Closes Sunday 10-05</td>
<td>• Complete Q13</td>
<td>ATI: • Unit 3</td>
<td>LAB 2.0</td>
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<td>• Chapter 13</td>
<td>Exam 2</td>
<td>• Complete Q14</td>
<td>• Complete Chapter Assignments</td>
<td>• Do all application questions and review</td>
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<td>• Chapter 14</td>
<td>Wednesday,</td>
<td>• Complete Q15</td>
<td>• Complete Chapter Assignments</td>
<td>• Do all application questions and review</td>
<td>Theory 2</td>
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<td>• Chapter 15</td>
<td>September</td>
<td>• Do the application questions and review</td>
<td>• Note Exam 2 Schedule</td>
<td>• Do the application questions and review</td>
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<td>• Bipolar and Related Disorders, 227</td>
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<td>• Do the application questions and review</td>
<td>• Note Exam 2 Schedule</td>
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<td>• Depressive Disorders, 249</td>
<td>1200-1400</td>
<td>• Do the application questions and review</td>
<td>• Note Exam 2 Schedule</td>
<td>• Do the application questions and review</td>
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<td>• Anxiety &amp; Obsessive-Compulsive Related Disorders, 278</td>
<td>hrs ET-124A</td>
<td>• Do the application questions and review</td>
<td>• Note Exam 2 Schedule</td>
<td>• Do the application questions and review</td>
<td>Theory 2</td>
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<td>• Encompassing Unit IV (partial); chapters 11-17</td>
<td>prepare</td>
<td>• Do the application questions and review</td>
<td>• Note Exam 2 Schedule</td>
<td>• Do the application questions and review</td>
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<td>• Childhood and Neurodevelopmental Disorders, 181</td>
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<td>• Do the application questions and review</td>
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<td>• Do the application questions and review</td>
<td>Theory 2</td>
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<td>• Schizophrenia and Schizophrenia Spectrum Disorders, 200</td>
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<td>• Do the application questions and review</td>
<td>• Note Exam 2 Schedule</td>
<td>• Do the application questions and review</td>
<td>Theory 2</td>
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### Notes:
- Quiz 12 & 13 opens Monday 09/22 and closes Sunday 10-05
- Psych Mental Health Practice Exam Closes. Submit Remediation assignment. Psych Mental Health Practice Exam B opens. Don’t forget to remediate!
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<td>10/6-10/12</td>
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<td>Chapter 16, Chapter 17, Trauma, Stressor-Related, &amp; Dissociative Disorders, Somatic Symptom Disorders, 304, 324</td>
<td>Note Exam 3 and prepare</td>
<td>Quiz 14 &amp; 15 Opens Monday 09/29 and Closes Sunday 10/12</td>
<td>Complete Q16, Complete Q17, Complete Chapter Assignments</td>
<td>ATI/ Real Life, Mental Health, Mood Disorder, Anxiety Disorder, Schizophrenia, Alcohol Abuse</td>
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<td>Module 3 Ends</td>
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<td>10/13-10/19</td>
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<td>Module 3/Exam 3 Covers Chapters 11-17, Chapter 18, Chapter 19, Module 4 Starts</td>
<td>In Class Exam Wednesday</td>
<td>Quiz 18, 19, 20 Open Monday 10/6 and Closes</td>
<td>Complete Q18, Complete Q19, Complete Q20</td>
<td>ATI Tutorial: Pharmacology Made Easy;</td>
<td>LAB 1.0</td>
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<tr>
<td>10/20-</td>
<td>9</td>
<td>• Chapter 20: <strong>encompassing Unit IV; chapters 18-24</strong></td>
<td>October 15th 1200-1400 hrs ET-124A</td>
<td>Sunday 10/19</td>
<td>• Complete Chapter Assignments</td>
<td>Neurological System Part 1</td>
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<td>10/26</td>
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<td>• Feeding, Eating, &amp; Elimination Disorders, 343</td>
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<td>• Sleep-Wake Disorders, 364</td>
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<td>• Sexual Dysfunctions, Gender Dysphoria, &amp; Paraphilias, 380</td>
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<td>10/20-</td>
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<td>• Chapter 21, Chapter 22: <strong>Impulse Control Disorders, 400</strong></td>
<td>Quiz 21 &amp; 22 Open Monday 10/13 and Closes 10/19</td>
<td>• Complete Q21</td>
<td>• Complete Q22</td>
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<td>• Substance-Related and Addictive Disorders, 412</td>
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<td>• Complete Chapter Assignments</td>
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| 11/3-11/9 |         | **Module 5 Starts** encompassing Unit V; chapters 25-29                   | In Class Exam 3 Wednesday, November 5th 1200-1400 hrs ET-124A               | 27 Open Monday 10/27 and Closes Sunday 11/09 | • Complete Q26  
• Complete Q27  
• Complete Chapter Assignments | • Unit 4  
• Do all application questions and review | LAB 1.25 |
|           | 11/10-11/16 | • Chapter 28  
• Chapter 29                                                                  | Note Exam 5 and prepare ATI Proctored Exam November 12th at 1200-1400 hrs TBA | Quiz 28 & 29 Opens Monday 11/03 and Closes Sunday 11/16 | • Complete Q28  
• Complete Q29  
• Complete Chapter Assignments | ATI: Skills Module Medication administration 1, 2, &3 | LAB 1.25 |
|           | 11/17-11/23 | **Module 5/Exam 5 covers Chapters 17-21**                                | Exam 5 In Class Exam Wednesday November 19th 1200-1400 hrs ET-124A          | Quiz 30, 31 & 32 Open Monday 11/18 and Closes Sunday 11/23 | • Complete Q30  
• Complete Q31  
• Complete Q32  
• Complete Chapter Assignments | Note Exam 4 Schedule | Theory 2 |
|           |         | **Module 6 Starts** encompassing UNIT VI; Chapter 30-32; and UNIT VII; chapters 33-35 |                                                                                 |                                       |                                                                      |                                        | Theory 2 |
|           |         | • Psychosocial needs of the Older Adult, 565                              |                                                                               |                                       |                                                                      |                                        |         |
|           |         | • Serious Mental Illness, 584                                              |                                                                               |                                       |                                                                      |                                        |         |
|           |         | • Forensic Psychiatric Nursing, 598                                      |                                                                               |                                       |                                                                      |                                        |         |
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| 11/24-11/30| 14      | • Chapter 33  
• Chapter 34  
• Chapter 35  
• Therapeutic Groups, 607  
• Family Interventions, 619  
• Integrative Care, 636 | Note Exam 6 and prepare  | Quiz 33, 34 & 35 Open Monday 11/18 Closes Sunday 11/30 | • Complete Q33  
• Complete Q34  
• Complete Q35  
• Complete Chapter Assignments | ATI:  
• Unit 5  
• Do all application questions and review | Lab 1.50 |
|            |         | **Module 6 Ends**                            |                           |                             |                             |                             | Theory 2 |
| 12/1-12/7  | 15      | Module 6/Exam 6 Covers Chapters 30-35        | Final Exam Review Time  
Review pre-tests, post-tests, NCLEX questions, powerpoint presentations and chapter quizzes. Watch the student presentations and review the group project discussion board questions and responses. | Exam 6  
In Class Exam  
Wednesday December 3rd 1200-1400 hrs ET-124A  
Psych Mental Health Proctored Remediation assignment due | Review for Final |                             | LAB 0 |
|            |         |                                              |                           |                             |                             |                             | Theory 2 |
| 12/8-12/12 | 16      | Comprehensive Final Exam (7)                 | Exam 7  
In Class Exam  
Wednesday 1200-1400 hrs ET-124A |                             |                             |                             | Theory 2 |

**Final Exams will be on HS3-227 Time to be Announced.**

**Note: ATI Psychiatric Mental Health Proctored See Calendar.**

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<th>Total Theory Hours</th>
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<tr>
<td>Total Lab Hours</td>
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- Indicates an exam/unit test in the Med/Surg Course
Required


**Required Reference Books:** You must own or have access to one of the reference books in each of the categories listed below as required by the Nursing Education Department:

- Nursing Diagnosis Handbook
- Health Assessment
- Medical Dictionary
- Drug Guide
- Laboratory Diagnostic

**Other Resources**


ATI Comprehensive Assessment and Review Program (CARP) [www.atitesting.com](http://www.atitesting.com)

Curriculum support review books, on-line resources, and exams

**TECHNOLOGY REQUIREMENTS:**

Electronic Course Delivery System: Each unit contains assignments available on Canvas and student is responsible for completing the Student Canvas Tutorial found on the following website: [http://ecourse.delmar.edu/webct/logonDisplay.dowebct](http://ecourse.delmar.edu/webct/logonDisplay.dowebct)

Student is required to login to the course on a daily basis to complete assignments that include quizzes, discussions and case studies. The student is to secure proper configuration of personal computers that support the Electronic Course Delivery System in order to complete assignments by scheduled due dates. Additional online resources are available through [www.delmar.edu](http://www.delmar.edu)

**METHODS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES**

The DMC Nurse Education organizing structure serves as a framework for this course. The nursing process is the method used to plan and implement care to the patient. Methods of instruction include interactive lectures, small group discussions, written assignments, computer-
assisted programs, and directed practice in the laboratory setting. The lab experience is correlated with theory content/concepts. ATI’s Comprehensive Assessment and Review Program (CARP) are integrated throughout the nursing program and are utilized for this course. CARP is an online resource that focuses on student development of study and test taking skills, critical thinking, and problem solving to succeed throughout the program and NCLEX-success.

COURSE OUTCOMES
Utilize critical reasoning skills and knowledge in a systematic problem-solving process as a framework for providing care for adult and adolescent clients in structured health care settings with mental health needs; integrate the roles of the professional nurse in the provision of care of those clients and families; use therapeutic communication; and explain the roles of the professional nurse in caring for clients and families experiencing mental health problems.

COURSE OBJECTIVES:
1. The Level 3 student will exhibit caring behaviors that reflect commitment to the growth and development of the role and function of the nurse.
2. The Level 3 student will demonstrate competency by accepting responsibility for the quality of basic psychiatric nursing care, and providing safe, compassionate, evidence-based patient care.
3. The Level 3 student will demonstrate an understanding of advocacy.
4. The Level 3 student will initiate collaboration, communication, and coordination of patient care as part of the health care team.

TEACHING/LEARNING STRATEGIES:
The DMC Nurse Education organizing structure serves as a framework for this course. The nursing process is the method used to plan and implement care to the patient. Methods of instruction include interactive lectures, small group discussions, written assignments, computer-assisted programs, and directed practice in the laboratory setting. The lab experience is correlated with theory content/concepts. Curriculum support is integrated throughout the nursing program and is utilized for this course.

No audio, video recording or webcams will be permitted during lecture. Cell phones are permitted, but must be kept on vibrate mode. Please, no texting during lecture. If consistent interruption occurs the student will be asked to leave the classroom.

STUDENT EVALUATION AND COURSE REQUIREMENTS:
Methods of evaluation include computer/written assignments, unit exams, and return-demonstration of skills. The laboratory experience is mandatory and focuses on group work with simulations. The laboratory setting is the opportunity for the student to practice/apply concepts learned in theory on simulated patient conditions and scenario’s.
RNSG 2213 Course Syllabus

GRADING SCALE:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
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<td>83% - 89%</td>
<td>B</td>
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<td>75% - 82%</td>
<td>C</td>
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<td>70% - 74%</td>
<td>D</td>
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<tr>
<td>69% or less</td>
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In a strong effort to ensure student success the components of ATI’s Comprehensive Assessment and Review Program (CARP) will be used in this course. Students have access to the following components of ATI’s CARP: Nurse Logic, Learning System, Content Mastery series, Focused Reviews and Remediation Plans. An orientation to these resources is provided during the course orientation. Faculty will identify specific ATI CARP components that must be completed in order to receive credit for this course. Additional resources may be utilized at the discretion of the faculty for further remediation as indicated by individual student performance.

- Remediation must be completed on missed items on ATI practice exams and ATI Proctored Exam.

GRADING POLICY:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Chapter Quizzes</td>
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<tr>
<td>Chapter Assignments</td>
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<tr>
<td>Unit Exams (6)</td>
<td>60%</td>
</tr>
<tr>
<td>Final Exam</td>
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</tr>
<tr>
<td>ATI</td>
<td>10%</td>
</tr>
<tr>
<td>• Mental Health Practice Exam A with remediation</td>
<td></td>
</tr>
<tr>
<td>• Mental Health Proctored Exam B with remediation</td>
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<tr>
<td>• Proctored Exam with remediation</td>
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</table>
Imported Assignments: Lab
- ATI Real Life
- ATI Skills Module
- ATI Pharmacology Made Easy
- ATI Nurses Touch
- ATI-RN Mental Health Nursing Edition
  - Application Exercises:
    - Unit 1-Foundations for Mental Health Nursing
    - Unit 2-Traditional Non-pharmacological Therapies
    - Unit 3-Psychobiologic Disorders
    - Unit 4-Psychopharmacological Therapies
    - Unit 5-Special Populations
    - Unit 6-Psychiatric Emergencies

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<tr>
<td>Application Exercises</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

The average of the exam grades, before weighted calculation is performed, must be 75% or above to pass the course. Grades will not be rounded when calculating the average (74.5-74.9 is not rounded to 75). Students with an exam average of 75% or higher will have course grades calculated based on the weighted calculation of the exams and other required course work.

A minimum grade of 75% and a letter grade of “C” or higher is required to receive credit for this nursing course.

A failure or withdrawal in RNSG 2213 means that all Level III RNSG 2213, RNSG 1443, and clinical RNSG 1262 courses must be repeated regardless of the grades earned in the other Level III courses.

The Handbook for Nursing Students (http://www.delmar.edu/rn) details the Progression Policy for the department in case of a failure.

**STUDENT TESTING POLICY**

1. Attendance is required and students will not be allowed entry to classroom after exam has started.
2. All student possessions (backpacks, cell-phones, beverages, hats, study materials etc.) must be left at the front of the room or designated area 10 minutes prior to the start of the exam. The student may have a pen or pencil during the testing period. Only a “Basic Function”
calculator is permissible and if necessary, paper will be provided by faculty.

3. If you are going to be absent you must contact your instructor by phone or email prior to the scheduled exam.

4. Make-up exams must be taken within 24-48 hours of absence. Make up exams will only be given at the discretion of the faculty member and can be a different version than that of the scheduled exam. Maximum one make up exam per course.

5. Students are allotted one tardy without penalty. On the second tardy a 5-point deduction will be applied to the exam score; any subsequent tardiness will receive a 10-point deduction to the exam score. Students will take the exam within the allotted scheduled time. If another nursing student has completed the exam, the student who is tardy will not be admitted to the exam.

6. Exams or quizzes can be delivered in a written, online, or “clicker response system”. In the use of the “Clicker response system” or “scantron” grades will only reflect answers entered into the clicker response pad or scantron answer sheet.

7. 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 desks must be cleared.

8. Individual exam reviews may be scheduled with the faculty during office hours and within 7 calendar days from the return of exam grades.

9. Any student achieving an examination grade of less than 75% must schedule an appointment with faculty within 7 calendar days from the return of exam grades.

10. Students must pass a dosage calculation test at 100% per level prior to the date of scheduled clinical. Failure to obtain a 100% will result in failure of the course.

11. The average of the exam grades, before weighted calculation is performed must be 75% or above to pass the course. Grades will not be rounded when calculating the average (74.5 – 74.9 is not rounded to 75). Students with an exam average of 75 or higher will have course grades calculated based on the weighted calculation of the exams and other required course work.

12. Failure to follow policies can result in a zero for an exam. A common form of cheating involves exams. Copying from someone else’s paper or computer screen, using notes, altering an exam for re-grading, getting an advance copy of the examination, or hiring a surrogate test-taker are all forms of misconduct.

A common form of cheating involves exams. Copying from someone else’s paper or computer screen, using notes, altering an exam for re-grading, getting an advance copy of the examination, or hiring a surrogate test-taker are all forms of misconduct. The Del Mar College Handbook stipulates that unauthorized possession, or misuse of College documents and or equipment is form of a student’s breach of conduct. Students are not authorized to take or copy any written or computerized exam in this course. A clear violation of this is the copying and pasting of completed or uncompleted exams even when there is no intent to share this document. Students are not allowed to visit or open any sites or programs on their computers at any time during the testing period.

This information should help you avoid unintentional misconduct and clarify that the consequences of not adhering to the policy can result in a suspension or dismissal from the Del Mar Nurse Education program.

PROFESSIONAL DEVELOPMENT:
Students are expected to participate in community service and activities. Level III requires 2 professional points: One that correlates with RNSG 1262 content and one that correlates with RNSG 2213 content. The activities should provide meaningful supplementation to the content presented in clinical and class. Please refer to the RN Student Handbook for guidelines.

Final RNSG 2213 course grade is determined as outlined above in the grading policy. A total of 100% is achievable. Final course grades are not rounded up (i.e., if your final course grade is 74.5%, you would receive a 74.5% or a D).

LABORATORY EXPERIENCES:

The laboratory experience requires the student to perform as in the clinical setting; therefore, students are required to attend these labs in DNE dress code as outlined in the student handbook located at on the RN homepage, [http://www.delmar.edu/rn](http://www.delmar.edu/rn)

Students in the laboratory setting will work individually or in groups to achieve delineated outcomes. The grade is earned by completing all assignment, quality of work and timely submissions.

Laboratory experiences are posted on the course calendar. Students will work on assignments and submit required documents online. Any Assignments that is not submitted during the submission availability time will generate a zero grade for the lab. Therefore, students are encouraged to complete all laboratory assignments per calendar schedule.

END-OF-COURSE EVALUATIONS:

Uses therapeutic communication; utilizes critical thinking skills and a systematic problem-solving process as a framework for providing care to clients and families experiencing mental health problems; and explains the roles of the professional nurse in caring for clients and families experiencing mental health problems.

ADDITIONAL MATERIALS AND SUPPLIES REQUIRED:

Students will need the Halter, J. H. (2014). Varcarolis’ Foundations of Psychiatric Mental Health Nursing: A Clinical Approach, (7th ed.). St. Louis. Elsevier. Textbook and electronic student resources, and ATI. It is the students’ responsibility to obtain the student access and schedule their lab time. Lab hours are allotted into the course schedule. Lab assignments are mandatory for course completion.

METHODS OF EVALUATION
RNSG 2213 Course Syllabus

Methods of instruction may include but not limited to lectures, small group discussions, audio-visual media, written assignments, case studies, computer-assisted programs, games, demonstrations; directed practice and simulation-learning activities in the learning laboratory. The laboratory experience is correlated with theory, which emphasizes the application of the nursing process in caring for clients in basic mental health situations.

EXPECTED STUDENT BEHAVIOR

1. Attendance is expected to be regular and punctual. In accordance with the Del Mar College Attendance Policy students are subject to withdrawal due to lack of attendance. Refer to DMC Catalog for attendance policy and student conduct on the following websites:
   a. [http://www.delmar.edu/sthandbook/rights.php#3](http://www.delmar.edu/sthandbook/rights.php#3)
   b. [http://hb2504.delmar.edu/AcademicClassroomPolicy.pdf](http://hb2504.delmar.edu/AcademicClassroomPolicy.pdf)
2. Cell phones are to be off or on vibrate during class or lab. It is not permissible to text during class or lab.
3. Classroom Assignments: Each unit contains assignments that guide the student toward meeting specified course objective. The student is expected to do the required preparation prior to class.
4. Completion of required ATI CARP activities as outlined by faculty.
5. Laboratory Experiences: Each student is responsible for personal preparation related to the laboratory experience. Students will need the FA Davis Required Text Accompanying CD and their ATI access. It is the students’ responsibility to obtain the CD and schedule their lab time. Lab hours are allotted into the course schedule.
6. Multi-media Assignments: The student is expected to view all assigned AV/Computer material as designated and scheduled.
7. Electronic Course Delivery System: Each unit contains assignments available on Canvas and student is responsible for completing the Student Canvas Tutorial found on the following website: [http://ecourse.delmar.edu/webct/logonDisplay.dowebct](http://ecourse.delmar.edu/webct/logonDisplay.dowebct)
8. Student is required to login to the course on a daily basis to complete assignments that can include i.e. quizzes, discussions and case-studies. The student is to secure proper configuration of personal computers that support the Electronic Course Delivery System in order to complete assignments by scheduled due dates.
9. Student is required to review the DMC catalog and the DMC Department of Nursing Education Handbook located on the homepage: [http://www.delmar.edu/rn](http://www.delmar.edu/rn)
10. No student use of video/audio recordings, WEBCAMS or social networking media is allowed during classroom, laboratory or clinical activities.

Learning Activities:

Student account setup for the student electronic resources for course work and lab assignments
Elsevier Student Resources:
  Chapter Pre-Test
  Chapter Post-Test
  Chapter NCLEX Review Questions

ATI:
  RN Mental Health Nursing (current edition)
  https://www.atitesting.com
  NCLEX practice questions in ATI
  Client education teaching guides in ATI
  Application Questions and Reviews
  Student Resources

  NCLEX practice questions
  Case studies
  Selected prototype drugs
  Selected Nursing Process content

Students failing or withdrawing from RNSG 2213 must re-admit per the RN Handbook policy and seek re-admission for RNSG 2213, RNSG 1443 and RNSG 1262, regardless of whether or not one of the courses was successfully passed. Advancing to Level 4 is contingent upon successful completion of RNSG 2213, RNSG 1443, the clinical component RNSG 1262 (clinical grade (P/F), and curriculum support assigned activities.

Failure or withdrawal in RNSG 2213 will require students to transition to the new Concept Based Curriculum. Students eligible for readmission must successfully complete RNSG 1170 and 1171 (once accepted for re-admission) in the new curriculum prior to enrolling in Level 3 courses RNSG 2173, RNSG 2573, and RNSG 2363.

STUDENT GRIEVANCES

A student grievance and appeals policy, applicable to all students of Del Mar College, is used to provide reasonable assurance that all practices and actions are relevant, reasonable and applied in a nondiscriminatory manner. A grievance is defined as “a student’s disagreement with the application of a specific College rule and/or policy” (Del Mar College Manual of Policies and
Procedures, source online). A complaint is defined as a student’s disagreement with specific practices of a particular department or division (non-established College policy).

Nursing Departmental Grievance Policy

Non-grade grievance:

A student’s non-academic (grade) grievance will adhere to the following procedure: See organizational structure Appendix E to determine whom to contact during this process.

1. The grievance must first be presented to the source of the concern for discussion, consideration and resolution within 5 business days of occurrence. In the case of a complaint about an instructor, for example each point of complaint must be aired with that instructor before the process may continue.

2. If the grievance is not successfully resolved at the first level of contact, the student will proceed within 5 business days to contact the course coordinator. If not resolved the Level Coordinator will be contacted.

3. If the grievance is not satisfactorily resolved at this level of the program it will then continue with involvement of the Program Director and Department Chair.

4. If the complaint cannot be resolved within the DNE then the student will be referred to the formal grievance process through the Dean of Student Engagement and Retention.

Grade grievance:

The Department of Nurse Education follows the DMC policy for all grade grievances (http://www.delmar.edu/engage/stud_complaint_policy.aspx). The evaluation of academic work is the prerogative of the instructor and the rules for determining final course grade are established by the instructor and provided to the students in an electronic or printed course syllabus at the beginning of the semester. A student who believes grounds exist for the appeal of a final grade must first consult with the instructor. If the appeal cannot be resolved, a student may proceed to the grade appeal process once the grade has been finalized and recorded in the registrar’s office. The procedures for submitting a grade appeal and the proper forms may be obtained from the Office of the Dean of Student Engagement and Retention.
OTHER INFORMATION

DMC Safety
The student is required to register with DMC Alert found on their MyDMC account page. This alert system will notify students of any emergency or campus closure via the students’ method of notification. Visit the website http://mydmc.delmar.edu/cp/home/login

Dial 698-1600 when obtaining information regarding campus closures.

In the event of fire or other emergency, you should cautiously exit the classroom/building through nearest exit(s). In the event of fire, elevators should not be used. It is the instructor’s responsibility to insure that assistance is given to those students who need help in exiting the classroom/building. Fire extinguishers are located in hallways on each floor of the health science buildings.

Dial 1199 when using campus telephone.
Dial 911 when using pay telephone.

AMERICAN DISABILITIES ACT STATEMENT:
If you have a disability, including a learning disability for which you can request an accommodation please refer to the link below. A student requesting accommodation must provide documentation of disability to the Counseling and Advising Centers Special Services office at 361-698-1741. If you require additional assistance such as for testing you must provide the course coordinator documentation that indicates the necessary accommodations within the first week of class. http://www.delmar.edu/specserv/refguide/

Additional expectations will be discussed by faculty.

COLLEGE POLICIES:
http://hb2504.delmar.edu/AcademicClassroomPolicy.pdf

The course syllabus is a general plan for the course; the instructor reserves 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. This disclaimer does not abrogate any student rights as described by College rules and regulations.

RNSG 2213 Syllabus Acceptance Statement
I have read the syllabus of this nursing course I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average on exams must be 75% or higher in order to attain a passing grade for the course.

I will maintain and uphold the academic integrity policy of the Department of Nurse Education and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another’s assigned work.

I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment in the Department of Nurse Education.

I will not accept or access any unauthorized information related to any exam administered during my enrollment in the Department of Nurse Education.

I will sign only my own papers and other documents and will not sign any other student's name to anything, including class rolls.

I will not allow any other student access to any of my paperwork for the purpose of copying.

___________________________  __________________________
Student Signature            Date

__________________________
Printed Name
Module 1: Unit 1 & Unit II (Chapters 1-6)

CHAPTER 1. Mental Health and Mental Illness

CHAPTER FOCUS

OBJECTIVES

After reading this chapter, the student will be able to:
1. Describe the continuum of mental health and mental illness.
2. Explore the role of resilience in the prevention of and recovery from mental illness and consider resilience in response to stress.
3. Identify how culture influences the view of mental illnesses and behaviors associated with them.
4. Discuss the nature/nurture origins of psychiatric disorders.
5. Summarize the social influences of mental health care in the United States.
6. Explain how epidemiological studies can improve medical and nursing care.
7. Identify how the Diagnostic and Statistical Manual, 5th edition (DSM-5) is used for diagnosing psychiatric conditions.
8. Describe the specialty of psychiatric mental health nursing and list three phenomena of concern.
9. Compare and contrast a DSM-5 medical diagnosis with a nursing diagnosis.
10. Discuss future challenges and opportunities for mental health care in the United States.
11. Describe direct and indirect advocacy opportunities for psychiatric mental health nurses.

STUDENT CHAPTER RESOURCES

<table>
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<tr>
<th>Chap. 01</th>
<th>READ – Textbook (pp. 1-18)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• NCLEX Review Questions as Appropriate for Chapter 01</td>
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<table>
<thead>
<tr>
<th>REVIEW – Evolve Resources</th>
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</thead>
<tbody>
<tr>
<td>• Chapter Review (from text) Answers and Rationales</td>
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<td>• Critical Thinking (from text) Answer Guidelines</td>
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<tr>
<td>• Chapter POST-Test</td>
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<td>• NCLEX Review Questions</td>
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</table>
CHAPTER 2. Relevant Theories and Therapies for Nursing Practice

CHAPTER FOCUS

OBJECTIVES

After reading this chapter, the student will be able to:

1. Evaluate the premises behind the various therapeutic models discussed in this chapter.
2. Describe the evolution of therapies for psychiatric disorders.
3. Identify ways each theorist contributes to the nurse’s ability to assess a patient’s behaviors.
4. Provide responses to the following based on clinical experience:
   a. An example of how a patient’s irrational beliefs influenced behavior;
   b. An example of countertransference in your relationship with a patient;
   c. An example of the use of behavior modification with a patient.
5. Identify Peplau’s framework for the nurse-patient relationship.
6. Choose the therapeutic model that would be most useful for a particular patient or patient problem.

STUDENT CHAPTER RESOURCES

<table>
<thead>
<tr>
<th>Chap.</th>
<th>READ – Textbook (pp. 19-36)</th>
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<tbody>
<tr>
<td>02</td>
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</table>

REVIEW – Evolve Resources

• Chapter Review (from text) Answers and Rationales
• Critical Thinking (from text) Answer Guidelines

INTERACTIVE REVIEW – Evolve Resources

• Chapter PRE-TEST
• Chapter POST-Test
• NCLEX Review Questions

CHAPTER 3. Biological Basis for Understanding Psychiatric Disorders and Treatments

CHAPTER FOCUS

OBJECTIVES

After reading this chapter, the student will be able to:

1. Discuss major functions of the brain and how psychotropic drugs can alter these functions.
2. Identify how specific brain functions are altered in certain mental disorders (e.g., depression, anxiety, schizophrenia).
3. Describe how a neurotransmitter functions as a chemical messenger.
4. Describe how the use of imaging techniques can be helpful for understanding mental illness.
5. Develop a teaching plan that includes side effects from dopamine blockage (e.g., antipsychotic drugs) such as motor abnormalities.
6. Describe the result of blockage of the muscarinic receptors and the $\alpha_1$ receptors by the standard neuroleptic drugs.
7. Identify the main neurotransmitters that are affected by the following psychotropic drugs and their subgroups:
   a. Antianxiety and hypnotic drugs
   b. Antidepressant drugs
   c. Mood stabilizers
   d. Antipsychotic drugs
   e. Psychostimulants
   f. Acetyl cholinesterase Inhibitors
8. Identify special dietary and drug restrictions in a teaching plan for a patient taking a monoamine oxidase inhibitor.
9. Identify cautions you might incorporate into your medication teaching plan with regard to the following:
   a. Herbal medicine
   b. Genetic pharmacology (i.e., variations in effects and therapeutic actions of medications among different ethnic groups)

### STUDENT CHAPTER RESOURCES

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<td><strong>INTERACTIVE REVIEW – Evolve Resources</strong></td>
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<td>Chapter POST-Test</td>
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<td>NCLEX Review Questions</td>
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**CHAPTER 4. Settings for Psychiatric Care**

**CHAPTER FOCUS**

**OBJECTIVES**

After reading this chapter, the student will be able to:
1. Compare the process of obtaining care for physical problems with obtaining care for psychiatric problems.
2. Analyze the continuum of psychiatric care and the variety of care options available.
3. Describe the role of the primary care provider and the psychiatric specialist in treating psychiatric disorders.
4. Explain the purpose of patient-centered medical homes and implications for holistically treating individuals with psychiatric disorders.
5. Evaluate the role of community mental centers in the provision of community-based care.
6. Identify the conditions that must be met for reimbursement of psychiatric home care.
7. Discuss other community-based care providers including assertive community treatment (ACT) teams, partial hospitalization programs, and alternate delivery of care methods such as telepsychiatry.
8. Describe the nursing process as it pertains to outpatient settings.
9. List the standard admission criteria for inpatient hospitalization.
10. Discuss the purpose of identifying the rights of hospitalized psychiatric patients.
11. Explain how the multidisciplinary treatment team collaborates to plan and implement care for the hospitalized patient.
12. Discuss the process for preparing patients to return to the community for ongoing care and promoting the continuation of treatment.

STUDENT CHAPTER RESOURCES

<table>
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<tr>
<td>• Critical Thinking (from text) Answer Guidelines</td>
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</table>

INTERACTIVE REVIEW – Evolve Resources

| • Chapter PRE-TEST |
| • Chapter POST-Test |
| • NCLEX Review Questions |

CHAPTER 5. Cultural Implications for Psychiatric Mental Health Nursing

CHAPTER FOCUS

OBJECTIVES

After reading this chapter, the student will be able to:

1. Explain the importance of culturally relevant care in psychiatric mental health nursing practice.
2. Discuss potential problems in applying Western psychological theory to patients of other cultures.
3. Compare and contrast Western nursing beliefs, values, and practices with the beliefs, values, and practices of patients from diverse cultures.
4. Perform culturally sensitive assessments that include risk factors and barriers to quality mental health care that culturally diverse patients frequently encounter.
5. Develop culturally appropriate nursing care plans for patients of diverse cultures.
RNSG 2213 Course Syllabus

STUDENT CHAPTER RESOURCES

Chap. 05

READ – Textbook (pp. 83-97)
- NCLEX Review Questions as Appropriate for Chapter 05

REVIEW – Evolve Resources
- Chapter Review (from text) Answers and Rationales
- Critical Thinking (from text) Answer Guidelines

INTERACTIVE REVIEW – Evolve Resources
- Chapter PRE-TEST
- Chapter POST-Test
- NCLEX Review Questions

CHAPTER 6. Legal and Ethical

CHAPTER FOCUS

OBJECTIVES

After reading this chapter, the student will be able to:
1. Compare and contrast the terms ethics and bioethics and identify five principles of bioethics.
2. Discuss at least five patient rights, including the patient’s right to treatment, right to refuse treatment, and right to informed consent.
3. Identify the steps nurses are advised to take if they suspect negligence or illegal activity on the part of a professional colleague or peer.
4. Apply legal considerations of patient privilege (a) after a patient has died, (b) if the patient tests positive for human immunodeficiency virus, or (c) if the patient’s employer states a “need to know.”
5. Provide explanations for situations in which health care professionals have a duty to break patient confidentiality.
6. Discuss a patient’s civil rights and how they pertain to restraint and seclusion.
7. Develop awareness of the balance between the patient’s rights and the rights of society with respect to the following legal concepts relevant in nursing and psychiatric mental health nursing: (a) duty to intervene, (b) documentation, and (c) confidentiality.
8. Identify legal terminology (e.g., torts, negligence, malpractice) applicable to psychiatric nursing and explain the significance of each term.
Learning Activities for Module 1: Chapters 1-6

- Reading assignments.
- Accompanying quiz and homework assignment
- Elsevier Student Electronic Resources: Pre-Test, Post-Test, NCLEX Review
- NCLEX Practice Questions
- Client Education Teaching Guides
- Interactive learning activities
- Psychotropic drug monographs
- http://evolve.elsevier.com/KeeHayes/pharmacology
- NCLEX practice questions
- Case Studies
- Selected Nursing Process content for psychotropic drugs
- Application of material presented to clinical setting
- Documentation and Care of a patient with associated diagnosis
- ATI Psych Mental Health reading assignment and chapter review related to chapter content
- ATI Nurses Touch Rest & Sleep Tutorial and Quiz

Module 1/exam 1 to assess student learning for Module 1

Module 2: Unit III (Chapters 7-10)
CHAPTER 7. The Nursing Process and Standards of Care for Psychiatric Mental Health Nursing

CHAPTER FOCUS

OBJECTIVES

After reading this chapter, the student will be able to:
1. Compare the different approaches you would consider when performing an assessment with a child, an adolescent, and an older adult.
2. Differentiate between the use of an interpreter and a translator when performing an assessment with a non-English-speaking patient.
3. Conduct a mental status examination (MSE).
4. Perform a psychosocial assessment, including brief cultural and spiritual components.
5. Explain three principles a nurse follows in planning actions to reach agreed-upon outcome criteria.
6. Construct a plan of care for a patient with a mental or emotional health problem.
7. Identify three advanced practice psychiatric mental health-nursing interventions.
8. Demonstrate basic nursing interventions and evaluation of care following the ANA’s Standards of Practice.
9. Compare and contrast Nursing Interventions Classification (NIC), Nursing Outcomes Classification (NOC), and evidence-based practice (EBP).

STUDENT CHAPTER RESOURCES

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CHAPTER 8. THERAPEUTIC RELATIONSHIPS

CHAPTER FOCUS

OBJECTIVES

After reading this chapter, the student will be able to:
1. Explain the three phases of the nurse-patient relationship.
2. Compare and contrast a social relationship and a therapeutic relationship regarding purpose, focus, communications style, and goals.
3. Identify at least four patient behaviors a nurse may encounter in the clinical setting.
4. Explore qualities that foster a therapeutic nurse-patient relationship and qualities that contribute to a nontherapeutic nursing interactive process.
5. Define and discuss the roles of empathy, genuineness, and positive regard on the part of the nurse in a nurse-patient relationship.
6. Identify two attitudes and four actions that may reflect the nurse’s positive regard for a patient.
7. Analyze what is meant by boundaries and the influence of transference and countertransference on boundary blurring.
8. Understand the use of attending behaviors (e.g., eye contact, body language, vocal qualities, and verbal tracking).
9. Discuss the influences of disparate values and cultural beliefs on the therapeutic relationship.

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CHAPTER 9. COMMUNICATION AND THE CLINICAL INTERVIEW

CHAPTER FOCUS

OBJECTIVES

*After reading this chapter, the student will be able to:*

1. Describe the communication process.
2. Identify three personal and two environmental factors that can impede communication.
3. Discuss the differences between verbal and nonverbal communication.
4. Identify two attending behaviors the nurse might focus on to increase communication skills.
5. Compare and contrast the range of verbal and nonverbal communication of different cultural groups in the areas of (a) communication style, (b) eye contact, and (c) touch. Give examples.
6. Relate problems that can arise when nurses are insensitive to cultural aspects of patients’ communication styles.
7. Demonstrate the use of four techniques that can *enhance* communication, highlighting what makes them *effective*.
8. Demonstrate the use of four techniques that can obstruct communication, highlighting what makes them ineffective.
9. Identify and give rationales for suggested (a) setting, (b) seating, and (c) methods for beginning the nurse-patient interaction.
10. Explain to a classmate the importance of clinical supervision.

STUDENT CHAPTER RESOURCES

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CHAPTER 10. UNDERSTANDING AND MANAGING RESPONSES TO STRESS

CHAPTER FOCUS

OBJECTIVES

*After reading this chapter, the student will be able to:*

1. Recognize the short- and long-term physiological consequences of stress.
2. Compare and contrast Cannon’s fight-or-flight theory, Selye’s general adaptation syndrome, and psychoneuroimmunological models of stress.
3. Describe how responses to stress are mediated through perception, personality, social support, culture, and spirituality.
4. Assess stress level using the Recent Life Changes Questionnaire.
5. Identify and describe holistic approaches to stress management.
6. Teach a classmate or patient a behavioral technique to help lower stress and anxiety.
7. Explain how cognitive techniques can help increase a person’s tolerance for stressful events.

STUDENT CHAPTER RESOURCES
### Chap. 10

**READ – Textbook (pp. 166-180)**
- NCLEX Review Questions as Appropriate for Chapter 10

**REVIEW – Evolve Resources**
- Chapter Review (from text) Answers and Rationales
- Critical Thinking (from text) Answer Guidelines

**INTERACTIVE REVIEW – Evolve Resources**
- Chapter PRE-TEST
- Chapter POST-Test
- NCLEX Review Questions

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**Learning Activities for Module 2: Chapters 7-10**
- Reading assignments.
- Accompanying quiz and homework assignment
- Elsevier Student Electronic Resources: Pre-Test, Post-Test, NCLEX Review
- NCLEX Practice Questions
- Client Education Teaching Guides
- Interactive learning activities
- Psychotropic drug monographs
- [http://evolve.elsevier.com/KeeHayes/pharmacology](http://evolve.elsevier.com/KeeHayes/pharmacology)
- NCLEX practice questions
- Case Studies
- Selected Nursing Process content for psychotropic drugs
- Application of material presented to clinical setting
- Documentation and Care of a patient with associated diagnosis
- ATI Psych Mental Health reading assignment and chapter review related to chapter content
- ATI Nurses Touch:
  - Professional Communication Tutorials (5) and accompanying Quizzes
  - Wellness, Health Promotion, Disease Prevention Tutorials and Quizzes
  - Stress: Causes, effects and management Tutorial and Quiz
Module 2/Exam 2 to assess student learning for Module 2

**Module 3 UNIT IV: Chapters 11-17**

CHAPTER 11. CHILDHOOD AND NEURODEVELOPMENTAL DISORDERS

CHAPTER FOCUS

OBJECTIVES

*After reading this chapter, the student will be able to:*

1. Identify the significance of psychiatric disorders in children and adolescents.
2. Explore factors and influences contributing to neurodevelopmental disorders.
3. Identify characteristics of mental health and factors that promote resilience in children and adolescents.
4. Describe the specialty area of psychiatric mental health nursing.
5. Discuss the holistic assessment of a child or adolescent.
6. Compare and contrast at least six treatment modalities for children and adolescents with neurodevelopmental disorders.
7. Describe clinical features and behaviors of at least three child and adolescent psychiatric disorders.
8. Formulate one nursing diagnosis, stating patient outcomes and interventions, for patients with intellectual development disorder, autism spectrum disorder, and attention deficit hyperactivity disorder.

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**REVIEW – Evolve Resources**

- Chapter Review (from text) Answers and Rationales
- Critical Thinking (from text) Answer Guidelines

**INTERACTIVE REVIEW – Evolve Resources**

- Chapter PRE-TEST
- Chapter POST-Test
- NCLEX Review Questions

CHAPTER 12. SCHIZOPHRENIA AND SCHIZOPHRENIA SPECTRUM DISORDERS

CHAPTER FOCUS

OBJECTIVES
After reading this chapter, the student will be able to:

1. Identify the schizophrenia spectrum disorders.
2. Describe the symptoms, progression, nursing care, and treatment needs for the prepsychotic through maintenance phases of schizophrenia.
3. Discuss at least three of the neurobiological-anatomical-genetic findings that indicate that schizophrenia is a brain disorder.
4. Differentiate among the positive and negative symptoms of schizophrenia in terms of treatment and effect on quality of life.
5. Discuss how to deal with common reactions the nurse may experience while working with a patient with schizophrenia.
6. Develop teaching plans for patients taking first-generation (e.g., haloperidol [Haldol]) and second-generation (e.g., risperidone [Risperdal]) antipsychotic drugs.
7. Compare and contrast the first-generation and second-generation antipsychotics.
8. Create a nursing care plan incorporating evidence-based interventions for symptoms of psychosis, including hallucinations, delusions, paranoia, cognitive disorganization, anosognosia, and impaired self-care.
9. Role-play intervening with a patient who is hallucinating, delusional, and exhibiting disorganized thinking.

STUDENT CHAPTER RESOURCES

READ – Textbook (pp. 200-226)
- NCLEX Review Questions as Appropriate for Chapter 12

REVIEW – Evolve Resources
- Chapter Review (from text) Answers and Rationales
- Critical Thinking (from text) Answer Guidelines

INTERACTIVE REVIEW – Evolve Resources
- Chapter PRE-TEST
- Chapter POST-Test
- NCLEX Review Questions

CHAPTER 13. BIPOLAR AND RELATED DISORDERS

CHAPTER FOCUS

OBJECTIVES

After reading this chapter, the student will be able to:

1. Assess a patient with mania for (a) mood, (b) behavior, and (c) thought processes, and be alert to possible dysfunction.
2. Formulate three nursing diagnoses appropriate for a patient with mania and include supporting data.
3. Explain the rationales behind five methods of communication that may be used with a patient experiencing mania.
4. Teach a classmate at least four expected side effects of lithium therapy.
5. Distinguish between signs of early and severe lithium toxicity.
6. Write a medication care plan specifying five areas of patient teaching regarding lithium carbonate.
7. Compare and contrast basic clinical conditions that may respond better to anticonvulsant therapy with those that may respond better to lithium therapy.
8. Evaluate specific indications for the use of seclusion for a patient experiencing mania.
9. Defend the use of electroconvulsive therapy for a patient in specific situations.
10. Review at least three of the items presented in the patient and family teaching plan (see Box 13-2) with a patient with bipolar disorder.
11. Distinguish the focus of treatment for a person in the acute manic phase from the focus of treatment for a person in the continuation or maintenance phase.

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CHAPTER 14. DEPRESSIVE DISORDERS
CHAPTER FOCUS
OBJECTIVES

*After reading this chapter, the student will be able to:*

1. Compare and contrast major depressive disorder and dysthymic disorder.
2. Explore disruptive mood dysregulation disorder and its impact on children.
3. Describe the symptoms of premenstrual dysphoric disorder.
4. Discuss the complex origins of depressive disorders.
5. Assess behaviors in a patient with depression in regard to each of the following areas: (a) affect, (b) thought processes, (c) feelings, (d) physical behavior, and (e) communication.
6. Formulate five nursing diagnoses for a patient with depression and include outcome criteria.
7. Name unrealistic expectations a nurse may have while working with a patient with depression and compare them to your own personal thoughts.
8. Role-play six principles of communication useful in working with patients with depression.
9. Evaluate the advantages of the selective serotonin reuptake inhibitors (SSRIs) over the tricyclic antidepressants (TCAs).
10. Explain the unique attributes of two of the atypical antidepressants for use in specific circumstances.
11. Write a medication teaching plan for a patient taking a tricyclic antidepressant, including (a) adverse effects, (b) toxic reactions, and (c) other drugs that can trigger an adverse reaction.
12. Write a medication teaching plan for a patient taking a monoamine oxidase inhibitor, including foods and drugs that are contraindicated.
13. Write a nursing care plan incorporating the recovery model of mental health.
14. Discuss the use of electroconvulsive therapy (ECT) for depressive disorders.

**STUDENT CHAPTER RESOURCES**

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- Chapter Review (from text) Answers and Rationales
- Critical Thinking (from text) Answer Guidelines

**INTERACTIVE REVIEW – Evolve Resources**

- Chapter PRE-TEST
- Chapter POST-Test
- NCLEX Review Questions

**CHAPTER 15. MOOD DISORDERS—DEPRESSION**

**CHAPTER FOCUS**

**OBJECTIVES**

*After reading this chapter, the student will be able to:*

1. Compare and contrast the four levels of anxiety in relation to perceptual field, ability to problem solve, and physical and other defining characteristics.
2. Identify defense mechanisms and consider one adaptive and one maladaptive (if any) use of each.
3. Describe clinical manifestations of each anxiety and obsessive-compulsive disorder.
4. Identify genetic, biological, psychological, and cultural factors that may contribute to anxiety and obsessive-compulsive disorders.
5. Formulate four appropriate nursing diagnoses that can be used in treating a person with anxiety and obsessive-compulsive disorders.
6. Describe feelings that may be experienced by nurses caring for patients with anxiety and obsessive-compulsive disorders.
7. Propose a realistic outcome criteria for a patient with (a) generalized anxiety disorder, (b) panic disorder, and (c) obsessive-compulsive disorder.
8. Describe five basic nursing interventions used for patients with anxiety and obsessive-compulsive disorders.
9. Discuss four classes of medications appropriate for anxiety and obsessive-compulsive disorders.
10. Describe advanced-practice and basic-level interventions for anxiety and obsessive-compulsive disorders.

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- Chapter Review (from text) Answers and Rationales
- Critical Thinking (from text) Answer Guidelines

**INTERACTIVE REVIEW – Evolve Resources**
- Chapter PRE-TEST
- Chapter POST-Test
- NCLEX Review Questions

CHAPTER 16. TRAUMA, STRESSOR-RELATED, AND DISSOCIATIVE DISORDERS

CHAPTER FOCUS

OBJECTIVES

After reading this chapter, the student will be able to:

1. Describe clinical manifestations of each disorder covered under the general umbrella of trauma-related and dissociative disorders.
2. Describe the symptoms, epidemiology, comorbidity, and etiology of trauma-related disorders in children.
3. Discuss at least five of the neurobiological changes that occur with trauma.
4. Apply the nursing process to the care of children who are experiencing trauma-related disorders.
5. Differentiate between the symptoms of posttraumatic stress, acute stress, and adjustment disorders in adults.
6. Describe the symptoms, epidemiology, comorbidity, and etiology of trauma-related disorders in adults.
7. Discuss how to deal with common reactions the nurse may experience while working with a patient who has suffered trauma.
8. Apply the nursing process to trauma-related disorders in adults.
10. Identify dissociative disorders, including depersonalization/derealization disorder, dissociative amnesia, and dissociative identity disorder.
11. Create a nursing care plan incorporating evidence-based interventions for symptoms of dissociation, including flashbacks, amnesia, and impaired self-care.
12. Role-play intervening with a patient who is experiencing a flashback.

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CHAPTER 17. SOMATIC SYMPTOM DISORDERS

CHAPTER FOCUS

OBJECTIVES

After reading this chapter, the student will be able to:

1. Describe clinical manifestations of each disorder covered under the general umbrella of trauma-related and dissociative disorders.
2. Describe the symptoms, epidemiology, comorbidity, and etiology of trauma-related disorders in children.
3. Discuss at least five of the neurobiological changes that occur with trauma.
4. Apply the nursing process to the care of children who are experiencing trauma-related disorders.
5. Differentiate between the symptoms of posttraumatic stress, acute stress, and adjustment disorders in adults.
6. Describe the symptoms, epidemiology, comorbidity, and etiology of trauma-related disorders in adults.
7. Discuss how to deal with common reactions the nurse may experience while working with a patient who has suffered trauma.
8. Apply the nursing process to trauma-related disorders in adults.
10. Identify dissociative disorders, including depersonalization/derealization disorder, dissociative amnesia, and dissociative identity disorder.
11. Create a nursing care plan incorporating evidence-based interventions for symptoms of dissociation, including flashbacks, amnesia, and impaired self-care.
12. Role-play intervening with a patient who is experiencing a flashback.
STUDENT CHAPTER RESOURCES

Chap. 17  READ – Textbook (pp. 323-342)
- NCLEX Review Questions as Appropriate for Chapter 17

REVIEW – Evolve Resources
- Chapter Review (from text) Answers and Rationales
- Critical Thinking (from text) Answer Guidelines

INTERACTIVE REVIEW – Evolve Resources
- Chapter PRE-TEST
- Chapter POST-Test
- NCLEX Review Questions

Learning Activities for Module 3
- Reading assignments.
- Accompanying quiz and homework assignment
- Elsevier Student Electronic Resources: Pre-Test, Post-Test, NCLEX Review
- NCLEX Practice Questions
- Client Education Teaching Guides
- Interactive learning activities
- Psychotropic drug monographs
- http://evolve.elsevier.com/KeeHayes/pharmacology
- NCLEX practice questions
- Case Studies
- Selected Nursing Process content for psychotropic drugs
- Application of material presented to clinical setting
- Documentation and Care of a patient with associated diagnosis
- ATI Psych Mental Health reading assignment and chapter review related to chapter content

Module 3/Exam 3 to assess student learning for Module 3
Module 4: UNIT IV (Chapters 18-24)

CHAPTER 18. FEEDING, EATING, AND ELIMINATION DISORDERS
CHAPTER FOCUS
OBJECTIVES
After reading this chapter, the student will be able to:
1. Compare and contrast the signs and symptoms (clinical picture) of anorexia nervosa and bulimia nervosa and binge-eating disorder.
2. Describe the biological, psychological, and environmental factors associated with eating disorders.
3. Apply the nursing process to patients with anorexia nervosa, patients with bulimia nervosa, and patients with binge-eating disorder.
4. Identify three life-threatening conditions, stated in terms of nursing diagnoses, for a patient with an eating disorder.
5. Identify two realistic outcome criteria for a patient with anorexia nervosa, a patient with bulimia nervosa, and a patient with binge-eating disorder.
6. Describe three feeding disorders usually seen in childhood including pica, rumination disorder, and avoidant/restrictive food intake disorders.
7. Identify the elimination disorders, enuresis and encopresis.

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CHAPTER 19. SLEEP-WAKE DISORDERS
CHAPTER FOCUS
OBJECTIVES
After reading this chapter, the student will be able to:
1. Discuss the impact of inadequate sleep on overall health and well-being.
2. Describe the social and economic impact of sleep disturbance and chronic sleep deprivation.
3. Recognize the risks to personal and community safety imposed by sleep disturbance and chronic sleep deprivation.
4. Describe normal sleep physiology and explain the variations in normal sleep.
5. Identify the major categories and medical diagnoses for sleep disorders.
6. Identify the predisposing, precipitating, and perpetuating factors for patients with insomnia.
7. Apply the nursing process in caring for individuals with sleep disorders.
8. Describe the use of two assessment tools in the evaluation of patients experiencing sleep disturbance.
9. Formulate three nursing diagnoses for patients experiencing a sleep disturbance.
10. Develop a teaching plan for a patient with insomnia disorder, incorporating principles of sleep restriction, stimulus control, and cognitive-behavioral therapy.
11. Develop a care plan for the patient experiencing sleep disturbance, incorporating basic sleep hygiene principles.

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**REVIEW – Evolve Resources**

- Chapter Review (from text) Answers and Rationales
- Critical Thinking (from text) Answer Guidelines

**INTERACTIVE REVIEW – Evolve Resources**

- Chapter PRE-TEST
- Chapter POST-Test
- NCLEX Review Questions

**CHAPTER 20. SEXUAL DYSFUNCTION, GENDER DYSPHORIA, AND PARAPHILIAS**

**CHAPTER FOCUS**

**OBJECTIVES**

After reading this chapter, the student will be able to:

1. Describe the four phases of the sexual response cycle.
2. Define clinical manifestations of each major sexual dysfunction/disorder.
3. Consider the impact of medical problems and medications on normal sexual functioning.
4. Describe biological, psychological, and environmental factors related to sexual dysfunction.
5. Apply the nursing process to caring for individuals with sexual dysfunction.
6. Examine the importance of nurses being knowledgeable about and comfortable discussing topics pertaining to sexuality.
7. Describe treatments available for sexual dysfunction.
8. Identify the problem of gender dysphoria in children and adults
9. Identify sexual preoccupations considered to be sexual disorders.
10. Discuss personal values and biases regarding sexuality and sexual behaviors.
11. Develop a plan of care for individuals diagnosed with sexual disorders.

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CHAPTER 21. IMPULSE CONTROL DISORDERS

CHAPTER FOCUS

OBJECTIVES

After reading this chapter, the student will be able to:
1. Describe impulse control disorders.
2. Differentiate characteristics of oppositional defiant disorder, intermittent explosive disorder, and conduct disorder.
3. Discuss etiology and comorbidities of the impulse control disorders.
4. Compare your feelings about working with someone with an impulse control disorder with someone in your class.
5. Formulate three nursing diagnoses for impulse control disorders, identifying patient outcomes and interventions for each.
6. Identify evidence-based treatments for oppositional defiant, intermittent explosive, and conduct disorders.

STUDENT CHAPTER RESOURCES
## CHAPTER 22. SUBSTANCE RELATED/ADDICTIVE DISORDERS

### CHAPTER FOCUS

**OBJECTIVES**

*After reading this chapter, the student will be able to:*

1. Describe the terms substance use, intoxication, tolerance, and withdrawal.
2. Define addiction as a chronic disease.
3. Describe the neurobiological process that occurs in the brain and neurotransmitters involved with substance use.
4. Identify potential co-occurring medical and psychological disorders.
5. Name the common classification of substances used.
6. Identify patterns of substance use.
7. Apply the nursing process to caring for an individual who is using substances.

### STUDENT CHAPTER RESOURCES

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CHAPTER 23. NEUROCOGNITIVE DISORDERS
CHAPTER FOCUS
OBJECTIVES
After reading this chapter, the student will be able to:
1. Compare and contrast the clinical picture of delirium with that of dementia.
2. Discuss three critical needs of a person with delirium, stated in terms of nursing diagnoses.
3. Identify three outcomes for patients with delirium.
4. Summarize the essential nursing interventions for a patient with delirium.
5. Recognize the signs and symptoms occurring in the stages of Alzheimer’s disease.
6. Give an example of the following symptoms assessed during the progression of Alzheimer’s disease: (a) amnesia, (b) apraxia, (c) agnosia, and (d) aphasia.
7. Formulate three nursing diagnoses suitable for a patient with Alzheimer’s disease and define two outcomes for each.
8. Formulate a teaching plan for a caregiver of a patient with Alzheimer’s disease, including interventions for (a) communication, (b) health maintenance, and (c) safe environment.
9. Compose a list of appropriate referrals in the community—including a support group, hotline for information, and respite services—for persons with dementia and their caregivers.

STUDENT CHAPTER RESOURCES

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CHAPTER 24. PERSONALITY DISORDERS
CHAPTER FOCUS
OBJECTIVES
After reading this chapter, the student will be able to:
1. Identify characteristics of each of the ten personality disorders.
2. Analyze the interaction of biological determinants and psychosocial stress factors in the etiology of personality disorder.
3. Describe the emotional and clinical needs of nurses and other staff when working with patients who meet criteria for personality disorders.
4. Formulate a nursing diagnosis for each of the personality disorders.
5. Discuss two nursing outcomes for patients with borderline personality disorder.
6. Plan basic interventions for a patient with impulsive, aggressive, or manipulative behaviors.
7. Identify the role of the advanced practice nurse when working with patients with personality disorders.

STUDENT CHAPTER RESOURCES

Chap. 24
READ – Textbook (pp. 457-479)
- NCLEX Review Questions as Appropriate for Chapter 24

REVIEW – Evolve Resources
- Chapter Review (from text) Answers and Rationales
- Critical Thinking (from text) Answer Guidelines

INTERACTIVE REVIEW – Evolve Resources
- Chapter PRE-TEST
- Chapter POST-Test
- NCLEX Review Questions

Learning Activities for Module 4
- Reading assignments.
- Accompanying quiz and homework assignment
- Elsevier Student Electronic Resources: Pre-Test, Post-Test, NCLEX Review
- NCLEX Practice Questions
- Client Education Teaching Guides
- Interactive learning activities
- Psychotropic drug monographs
- http://evolve.elsevier.com/KeeHayes/pharmacology
- NCLEX practice questions
Module 5: UNIT V (Chapters 25-29)

CHAPTER 25. SUICIDE AND NON-SUICIDAL SELF-INJURY

CHAPTER FOCUS

OBJECTIVES

After reading this chapter, the student will be able to:
1. Describe the profile of suicide in the United States, noting psychosocial and cultural factors that affect risk.
2. Identify three common precipitating events for suicide attempts.
3. Describe risk factors for suicide, including coexisting psychiatric disorders.
4. Name the most frequent coexisting psychiatric disorders.
5. Use the SAD PERSONS scale to assess suicide risk.
6. Describe three expected reactions a nurse may have when beginning work with suicidal patients.
7. Give examples of primary, secondary, and tertiary interventions.
8. Describe basic-level interventions that take place in the hospital or community.
9. Identify key elements of suicide precautions and environmental safety factors in the hospital.
10. Describe the problem of non-suicidal self-injury.
CHAPTER 26. CRISIS AND DISASTER

CHAPTER FOCUS

OBJECTIVES

After reading this chapter, the student will be able to:

1. Differentiate among three types of crisis. Provide an example of each from the reader’s own experience.
2. Delineate six aspects of crisis that have relevance for nurses involved in crisis intervention.
3. Develop a handout describing areas to assess during crisis. Include at least two sample questions for each area.
4. Discuss four common problems in the nurse-patient relationship that are frequently encountered by beginning nurses when starting crisis intervention. Discuss two interventions for each problem.
5. Compare and contrast the differences among primary, secondary, and tertiary intervention, including appropriate intervention strategies.
6. Explain to a classmate four potential crisis situations that patients may experience in hospital settings.
7. Provide concrete examples of interventions to minimize the situations.
8. List at least five resources in the community that could be used as referrals for a patient in crisis.
9. Recognize disaster occurrences and management as global concerns.
10. Differentiate among disaster types.
11. Describe three reasons why professional nurses should have disaster preparedness training.
CHAPTER 27. ANGER, AGGRESSION, AND VIOLENCE

CHAPTER FOCUS

OBJECTIVES

After reading this chapter, the student will be able to:

1. Compare and contrast three theories that explore the determinants for anger, aggression, and violence.
2. Compare and contrast interventions for a patient with healthy coping skills with those for a patient with marginal coping behaviors.
3. Apply at least four principles of de-escalation with a moderately angry patient.
4. Describe two criteria for the use of seclusion or restraint over verbal intervention.
5. Discuss two types of assessment and their value in the nursing process.
6. Role-play with classmates by using understandable but unhelpful responses to anger and aggression in patients; discuss how these responses can affect nursing interventions.
7. Describe three reasons why professional nurses should have disaster preparedness training.
8. 

STUDENT CHAPTER RESOURCES
CHAPTER 28. CHILD, OLDER ADULT, AND INTIMATE PARTNER ABUSE

CHAPTER FOCUS

OBJECTIVES

After reading this chapter, the student will be able to:

1. Identify the nature and scope of family violence and factors contributing to its occurrence.
2. Identify three indicators of (a) physical abuse, (b) sexual abuse, (c) neglect, and (d) emotional abuse.
3. Describe risk factors for both victimization and perpetration of family violence.
4. Describe four areas to assess when interviewing a person who has experienced abuse.
5. Identify two common emotional responses the nurse might experience when faced with a person subjected to abuse.
6. Formulate four nursing diagnoses for the survivor of abuse, and list supporting data from the assessment.
7. Write out a safety plan for a victim of intimate partner abuse.
8. Discuss the legal and ethical responsibilities of nurses when working with families experiencing violence.
9. Compare and contrast primary, secondary, and tertiary levels of intervention, giving two examples of intervention for each level.
10. Describe at least three possible referrals for an abusive family, including the telephone numbers of appropriate agencies in the community.
11. Discuss three psychotherapeutic modalities useful in working with abusive families.

STUDENT CHAPTER RESOURCES
CHAPTER 29. SEXUAL ASSAULT

CHAPTER FOCUS

OBJECTIVES

After reading this chapter, the student will be able to:

1. Define sexual assault, sexual violence, rape, and attempted rape.
2. Discuss the implications for the underreporting of sexual assault.
3. Describe the profile of the victim and the perpetrator of sexual assault.
4. Distinguish between the acute and long-term phases of the rape-trauma syndrome, and identify some common reactions during each phase.
5. Identify five areas to assess when working with a person who has been sexually assaulted.
6. Analyze personal thoughts and feelings regarding rape and its impact on survivors.
7. Formulate two long-term outcomes and two short-term goals for the nursing diagnosis post-trauma syndrome.
8. Identify six overall guidelines for nursing interventions related to sexual assault.
9. Describe the role of the sexual assault nurse examiner to a colleague.
10. Discuss the long-term psychological effects of sexual assault that might lead a patient to seek psychological care.
11. Identify three outcome criteria that would signify successful interventions for a person who has suffered a sexual assault.

STUDENT CHAPTER RESOURCES
Learning Activities for Module 5

- Reading assignments.
- Accompanying quiz and homework assignment
- Elsevier Student Electronic Resources: Pre-Test, Post-Test, NCLEX Review
- NCLEX Practice Questions
- Client Education Teaching Guides
- Interactive learning activities
- Psychotropic drug monographs
- http://evolve.elsevier.com/KeeHayes/pharmacology
- NCLEX practice questions
- Case Studies
- Selected Nursing Process content for psychotropic drugs
- Application of material presented to clinical setting
- Documentation and Care of a patient with associated diagnosis
- ATI Psych Mental Health reading assignment and chapter review related to chapter content

Module 5/Exam 5 to assess student learning for Module 5

Module 6: UNIT VI and UNIT VII (Chapters 30-35)

CHAPTER 30. PSYCHOSOCIAL NEEDS OF THE OLDER ADULT
CHAPTER FOCUS
OBJECTIVES

After reading this chapter, the student will be able to:
1. Describe mental health disorders that may occur in older adults.
2. Discuss the importance of pain assessment, and identify three tools used to assess pain in older adults.
3. Explain the importance of a comprehensive geriatric assessment.
4. Recognize the significance of health care costs for older adults.
5. Discuss facts and myths about aging.
6. Analyze how ageism may affect attitudes and willingness to care for older adults.
7. Identify the requirements for the use of physical and chemical restraints.
8. Identify legislation and legal documents that protect the rights of older patients, and describe their impact on nursing care.
9. Describe the role of the nurse in various geriatric care settings.

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• Chapter Review (from text) Answers and Rationales
• Critical Thinking (from text) Answer Guidelines

INTERACTIVE REVIEW – Evolve Resources
• Chapter PRE-TEST
• Chapter POST-Test
• NCLEX Review Questions

CHAPTER 31. SERIOUS MENTAL ILLNESS
CHAPTER FOCUS
OBJECTIVES

After reading this chapter, the student will be able to:
1. Discuss the effects of serious mental illness on daily functioning, interpersonal relationships, and quality of life.
2. Describe three common problems associated with serious mental illness.
3. Discuss five evidence-based practices for the care of the person with serious mental illness.
4. Explain the role of the nurse in the care of the person with serious mental illness.
5. Develop a nursing care plan for a person with serious mental illness.
6. Discuss the causes of treatment non-adherence, and plan interventions to promote treatment adherence.

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CHAPTER 32. FORENSIC PSYCHIATRIC NURSING

CHAPTER FOCUS

OBJECTIVES

After reading this chapter, the student will be able to:

1. Define forensic nursing, forensic psychiatric nursing, and correctional nursing.
2. Describe the educational preparation required for the forensic nurse generalist and the advanced practice forensic nurse.
3. Identify the functions of forensic nurses.
4. Discuss the specialized roles in forensic nursing.
5. Identify three roles of psychiatric nurses in the specialty of forensic nursing.
6. Discuss the roles of the forensic psychiatric nurse within the legal system.
7. Compare and contrast the roles of forensic psychiatric nurses and corrections nurses.

STUDENT CHAPTER RESOURCES
CHAPTER 33. THERAPEUTIC GROUPS

CHAPTER FOCUS

OBJECTIVES

After reading this chapter, the student will be able to:

1. Identify basic concepts related to group work.
2. Describe the phases of group development.
3. Define task and maintenance roles of group members.
4. Discuss the therapeutic factors that operate in all groups.
5. Discuss seven types of groups commonly led by basic level registered nurses.
6. Describe a group intervention for (1) a member who is silent or (2) a member who is monopolizing the group.

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CHAPTER 34. FAMILY INTERVENTIONS
CHAPTER FOCUS
OBJECTIVES
After reading this chapter, the student will be able to:
1. Discuss the characteristics of a healthy family.
2. Differentiate between functional and dysfunctional family patterns of behavior as they relate to five universal family functions: management, boundaries, communication, emotional support, and socialization.
3. Compare and contrast insight-oriented family therapy and behavioral family therapy.
4. Identify five family theorists and their contributions to the family therapy movement.
5. Analyze the meaning and value of the family’s sociocultural context when assessing and planning intervention strategies.
7. Formulate seven outcome criteria that a therapist and family might develop together.
8. Identify strategies for family intervention.
9. Distinguish between the nursing intervention strategies of a basic level nurse and those of an advanced practice nurse with regard to counseling, psychotherapy, and psychobiological issues.
10. Explain the importance of the nurse’s role in psychoeducational family therapy.
11. Recognize the significance of self-assessment to successful work with families.

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CHAPTER 35. INTEGRATIVE CARE
CHAPTER FOCUS
OBJECTIVES
After reading this chapter, the student will be able to:
1. Define the terms integrative care and complementary and alternative medicine.
2. Identify trends in the use of nonconventional health treatments and practices.
3. Explore the category of alternative medical systems, along the domains of integrative care: natural products, mind and body approaches, manipulative and body-based practices, and other therapies.
4. Discuss the techniques used in major complementary therapies and potential applications to psychiatric mental health nursing practice.
5. Discuss how to educate the public in the safe use of integrative modalities and avoidance of false claims and fraud related to the use of alternative and complementary therapies.
6. Explore information resources available through literature and online sources.

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|          | • Critical Thinking (from text) Answer Guidelines |

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|          | • Chapter POST-Test |
|          | • NCLEX Review Questions |

Learning Activities for Module 6
- Reading assignments.
- Accompanying quiz and homework assignment
- Elsevier Student Electronic Resources: Pre-Test, Post-Test, NCLEX Review
- NCLEX Practice Questions
- Client Education Teaching Guides
- Interactive learning activities
- Psychotropic drug monographs
- http://evolve.elsevier.com/KeeHayes/pharmacology
- NCLEX practice questions
RNSG 2213 Course Syllabus

- Case Studies
- Selected Nursing Process content for psychotropic drugs
- Application of material presented to clinical setting
- Documentation and Care of a patient with associated diagnosis
- ATI Psych Mental Health reading assignment and chapter review related to chapter content

Module 6/Exam 6 to assess student learning for Module 6
Final Comprehensive Examination to assess student learning and retention of course material.