

Grayson College
Vocational Nursing Program



VNSG 1238
Mental Illness Nursing
Course Syllabus

Notice: This syllabus may be modified as deemed necessary by the instructor. Major modifications will be issued to the student in writing.

Reviewed and Revised:
MH

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Grayson College
Vocational Nursing Program
VNSG 1238 Mental Illness

Course Hours:	2 credit hour course
Course Level:	Level II, Third Semester Course
Course Description:	Study of human behavior with emphasis on emotional and mental abnormalities and modes of treatment incorporating the nursing process.
Prerequisites:	All first and second semester vocational nursing courses must be passed in order to take this course.
Co-requisites:	All third semester courses must be taken concurrently with this course.
WECM Learning Outcomes:	<ol style="list-style-type: none">1. Identify mental illness and maladaptive behavior.2. Utilize the nursing process to assist in planning care for the individual with mental illness or maladaptive behavior.3. Discuss trends in the management of the individual requiring psychotherapeutic treatment.
Differentiated Essential Competencies (DEC):	<p>DEC are defined as competencies determined by the Texas Board of Nursing for each level of nursing education that should typically be achieved by exit from the program. The competencies document the background knowledge which can be used upon exit from the program to progress from beginner to expert. The DEC framework consists of knowledge and clinical judgment and behaviors in the following four nursing roles: Member of the Profession; Provider of Patient-Centered Care; Patient-Safety Advocate; Member of the Health Care Team. The GC VN Program incorporates the DEC into all theory courses and documentation of the DEC is maintained in a curriculum matrix. Information retrieved on April 01, 2011 from http://www.bon.state.tx.us/nursingeducation/edudocs/dec-presentation.pdf</p>
Course Outcomes:	<p>At the end of VNSG 1238, the Vocational Nursing Student should be able to:</p> <p>Member of the Profession</p> <ol style="list-style-type: none">1. Discuss the historical, legal, ethical and social issues surrounding the nursing care of clients/families that are at various stages of the health-illness continuum and who are experiencing problems with mental illness.2. Determine resources available to the nurse for policies and procedures surrounding the safe nursing care of assigned clients/clients/families with common mental illnesses.3. Discuss the vocational nursing scope of nursing practice in relationship to the nursing care of clients/clients who are experiencing imbalances in mental homeostasis. <p>Provider of Patient Centered Care</p> <ol style="list-style-type: none">4. Recall the growth, development, nutritional needs of adults across the lifespan and relate these factors to the holistic nursing care of the clients/clients/families that are experiencing mental illness5. Apply the nursing process as a critical thinking approach when providing

basic nursing skills for patient/clients/families that are experiencing mental illness.

6. Apply basic pharmacologic theory to the holistic nursing care of the clients/clients with mental illness who require medications.
7. Implement specific nursing plans of care and teaching plans for clients/clients/families that are experiencing mental illness, followed by evaluation of effectiveness.

Patient Safety Advocate

8. Discuss the role of patient/client advocate for clients/clients/families.
9. Identify changes in homeostasis in clients/clients/families with mental illness and associated responsibilities.
10. Determine safe nursing practices for clients/clients/families that are experiencing mental illness by providing careful assessment of psychological, physiologic and safety needs, planning prioritizing, implementation, and evaluation.
11. Assess educational needs of clients/clients/families on disease processes, treatments, and medications and provide or reinforce education needed.
12. Recognize and report adverse abnormal findings or symptoms to the appropriate supervisor.
13. Implement restorative, preventative, and palliative nursing care to the clients/clients with mental illness.

Member of the Health Care Team

14. Determine the role of the LVN as a member of the health care team in following roles: Provision of care, communication, collaboration, delegating.,
15. Discuss the role of cost containment when the nurse is administering nursing care.
16. Determine the need for consultation or assistance from others when administering nursing care.
17. Discuss the role and members of the mental health team.
18. Discuss how the nurse works collaboratively within the health care system and with outside social agencies to provide care.

Withdrawal/Drop Date: It is the student's responsibility to formally withdraw from this course. Failure to do so will result in an "F" on the student's transcript. Last date to withdraw for summer semester is.

Required Texts: Morrison-Valfre, *Foundations of Mental Health Care*. (6th ed). St. Louis, MO. Mosby Elsevier. (2017). ISBN 978-0-323-08620-2
Skidmore, L., *Mosby's Drug Reference* (30th ed). St Louis, MO. ISBN: 978-0-323-44826-0.
Pagana, K., Pagana, T. (2013). *Mosby's Diagnostic & Laboratory Test Reference*. (9th ed) St. Louis, MO. Mosby Elsevier. ISBN-:9780323053457.

Methods of Instruction: Student engagement within Canvas
Required readings / class activities /class discussions
Posted notes on Canvas
Posted Power Points on Canvas
Videos /You Tubes and posted articles
Internet research as assigned

Methods of Evaluation: Exams and Final Exam
Pharmacological agents will be included in most exams
3 Unit exams and Final Exam:

Average of all grades on Unit exams and Final exam: (Final course grade must equal 75% or higher)

Grading Criteria:	90 – 100%	= A
	80 – 89	= B
	75 – 79	= C
	60 – 74	= D
	< 60	= F
	W = withdraw	

All exam grades are recorded and averaged in Microsoft Excel for accuracy. Students should refer to grading policies in the GC VN Handbook.

Exam Day Absences: A student that misses an exam must make an appointment with the Program Director. Make-up exams are **not** automatic. Make-up exams will be at the discretion of the Program Director and the Course Professor.

Test Review: Test review will be held with the Professor. Students are encouraged to make an appointment with the Professor.

Remediation: Students are encouraged to seek help and remediation from the professor as needed. Extended counseling requires an appointment with the professor. Remediation assignments are made by the professor in order to assist a student who has low grades. It is the responsibility of the student to complete and return the assignment when it is due.

Progression: Each student must successfully pass this course and all of the third semester courses in order to complete the program. Please refer to the Grayson College Vocational Nursing Program Handbook.

Course Behaviors: Students will follow all policies on classroom behaviors as outlined in the Grayson College VN Handbook.

Cell Phones: Cell phones are not allowed to be used and must be turned off during classroom lecture and exams.

Course Attendance: Professors will follow the policies of GC Vocational Nursing Student Handbook for student attendance and tardies. All policies on absences/tardies as stated in the GC Vocational Nursing Program Handbook will be adhered to for VNSG 1238. Discussions will be counted as your attendance on days you are not taking an exam.

Special Needs Students: Students with special needs should contact the Disability Services Coordinator during the first week. Please refer to the Grayson College 2018-2019 College Catalog.

Scans Competencies: Refer to Appendix A

Student Rights Student rights are described in the GC Policy and Procedures Manual (Policy FL local) located on the college website at www.grayson.edu. A formal grievance procedure (Policy FLD local) is available if a student believes unfair treatment has occurred. The student should first meet with the course professor and then, if unable to resolve the differences, should file a written appeal to the Program Director or Health Sciences Chairperson in accordance with the grievance procedure. Whenever meeting with faculty or administrative personnel, students

have the right to waive their privacy rights and request the presence of an additional person of their choice

Disclaimer:

GC is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

Course Instructor:

Melinda Howard, RN
Office Hours: As posted
email: howardm@grayson.edu
Phone: 903-415-2507

Course Schedule
VNSG1238
MENTAL ILLNESS NURSING
Course Teaching and Exam Schedule

WEEK	Lecture/Tests
Week 1	Orientation in Lecture Hall Unit 1 Mental Health Care: Past and Present (Chapters 1-7) Unit 2 The Caregiver's Therapeutic Skills (Chapters 8-12)
Week 2	EXAM #1 Units 1-2 On-Campus Unit 3 Mental Health Problems Throughout the Life Cycle (Chapters 13-17) Unit 4 Clients With Psychological Problems (Chapters 18-24)
OFF WEEK	SUMMER BREAK
Week 3	Exam #2 Units 3-4 On-Campus Unit 5 Clients With Psychosocial Problems (Chapters 25-28)
Week 4	Unit 5 contd. Clients With Psychosocial Problems (Chapters 29-33)
Week 5	Exam #3 Unit 5 On-Campus Review for Final
Week 6	Final Comprehensive Exam On-Campus

Unit I
Mental Health Care: Past and Present

Objective	Content	Learning Activities
1. The history of mental health care	<ul style="list-style-type: none"> A. Early years <ul style="list-style-type: none"> a. Primitive societies b. Greece and Rome c. Middle Ages d. The Renaissance e. The Reformation f. Seventeenth Century g. Eighteenth Century B. Nineteenth Century USA C. Twentieth Century <ul style="list-style-type: none"> a. Psychoanalysis b. Influences of war c. Psychotherapeutic drugs d. Congressional actions D. Twenty-First Century 	<p>Reading assignment: Morrison-Valfre 6th edition</p> <p>Chapters: 1-7</p>
2. Current mental health care systems	<ul style="list-style-type: none"> A. Mental Health Care in Canada B. Mental Health Care in Norway C. Mental Health Care in Britain D. Mental Health Care in Australia E. Mental Health Care in the United States F. Care Settings <ul style="list-style-type: none"> a. Inpatient Care b. Outpatient Care G. Delivery of Community Mental Health <ul style="list-style-type: none"> a. Community Care Setting H. Multidisciplinary Mental Health Care Team <ul style="list-style-type: none"> a. Care Team b. Client and Family I. Client Populations J. Impact of Mental Illness <ul style="list-style-type: none"> a. Incidence of Mental Illness b. Economic Issues c. Social Issues 	

<p>3. Ethical and Legal Issues</p>	<p>A. Values and Morals a. Acquiring Values b. Values Clarification</p> <p>B. Rights a. Client Rights b. Care Provider Rights</p> <p>C. Ethics a. Ethical Principles b. Codes of Ethics c. Ethical Conflict</p> <p>D. Laws and Legal System a. General Concepts b. Legal Concepts in Health Care</p> <p>E. Laws and Mental Health Care a. Client-Caregiver Relationship b. Adult Psychiatric Admissions c. Areas of Potential Liability</p> <p>F. Care Providers' Responsibilities a. The Reasonable and Prudent Caregiver Principle</p>	
<p>4. Sociocultural issues</p>	<p>A. Nature of Culture a. Characteristics of culture</p> <p>B. Influences of Culture a. Health and Illness Beliefs</p> <p>C. Cultural Assessment a. Communication b. Environmental Control c. Space, Territory, and Time d. Social Organization e. Biological Factors</p> <p>D. Culture and Mental Health Care</p>	
<p>5. Theories/therapies for mental illness</p>	<p>A. Historical a. Darwin's Theory b. Psychoanalytic Theories c. Other Theories</p> <p>B. Developmental</p>	

<p>6. Complementary And Alternative Therapies</p>	<ul style="list-style-type: none"> a. Cognitive Development b. Psychosocial Development C. Behavioral <ul style="list-style-type: none"> a. B.F. Skinner b. Other Behavioral Therapies D. Humanistic <ul style="list-style-type: none"> a. Perls and Gestalt Therapy b. Maslow's Influence c. Rogers's Client-Centered Therapy d. Current Humanistic Therapies E. System F. Cognitive <ul style="list-style-type: none"> a. Cognitive Restructuring Therapies b. Coping Skills Therapies c. Problem-Solving Therapies d. Reality Therapy G. Sociocultural <ul style="list-style-type: none"> a. Mental Illness as Myth H. Biobehavioral <ul style="list-style-type: none"> a. Homeostasis b. Stress Adaptation Theory I. Psychobiology <ul style="list-style-type: none"> a. Psychoneuroimmunology J. Nursing theories K. Psychotherapies <ul style="list-style-type: none"> a. Individual Therapies b. Group Therapies c. Online Therapy L. Somatic Therapies <ul style="list-style-type: none"> a. Brain Stimulation Therapies b. Pharmacotherapy M. Future Developments A. Definition of Terms p.56 B. National Center for Complementary and Alternative 	
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<p>7. Psychotherapeutic Drug Therapy</p>	<p>Medicine</p> <ul style="list-style-type: none"> C. Body-Based CAM Therapies <ul style="list-style-type: none"> a. Whole Medical Systems b. Biologically Based Practices c. Body-Based Practices D. Energy-Based CAM Therapies <ul style="list-style-type: none"> a. Mind-Body Medicine b. Energy Medicine E. Technology-Based CAM Therapies F. CAM Approaches to Mental Health Care <ul style="list-style-type: none"> a. CAM Mental Health Therapies G. Words of Caution <ul style="list-style-type: none"> a. Adverse Effects b. Implications for Care Providers <ul style="list-style-type: none"> A. How Psychotherapeutic Drug Therapy Works B. Classifications of Psychotherapeutic Drugs <ul style="list-style-type: none"> a. Antianxiety Medications b. Antidepressant Medications c. Mood Stabilizer Medications d. Antipsychotic (Neuroleptic) Medications e. Other Psychotropic Medications C. Client Care Guidelines <ul style="list-style-type: none"> a. Assessment b. Coordination c. Drug Administration d. Monitoring and Evaluating e. Client Teaching D. Special Considerations <ul style="list-style-type: none"> a. Adverse Reactions b. Noncompliance c. Informed Consent 	
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VNSG 1238
Unit 2
 The Caregiver's Therapeutic Skills

Objective	Content	Learning Activities
8. Principles and Skills of Mental Health Care	<ul style="list-style-type: none"> a. Principals of Mental Health Care <ul style="list-style-type: none"> a. Mentally healthy adult b. Mental health care practice c. Do No Harm d. Holistic care e. Accept Each Client as a Whole Person f. Develop mutual trust g. Explore behaviors and h. emotions i. Encourage responsibility j. Encourage effective k. Adaptation l. Provide Consistency b. Skills for Mental Health Care <ul style="list-style-type: none"> a. A Self-awareness b. Caring c. Insight d. Risk taking and failure e. Acceptance f. Boundaries and over-involvement g. Commitment h. Positive outlook i. Nurturing yourself c. Principles and Practices for Caregivers 	Reading assignment Morrison-Valfre Chapters: 8-12 Classroom activity on Therapeutic Communication
9. Mental Health Assessment Skills	<ul style="list-style-type: none"> A. Mental health treatment plan <ul style="list-style-type: none"> a. DSM-IV_TR Diagnosis b. Nursing therapeutic process B. About Assessment <ul style="list-style-type: none"> a. Data collection b. Assessment process C. Physical Assessment D. Mental Status Assessment <ul style="list-style-type: none"> a. General Description b. Emotional State c. Experiences d. Thinking <p style="margin-left: 40px;">Sensorium and Cognition</p>	

<p>10. Therapeutic communication</p>	<ul style="list-style-type: none"> A. Theories of communication <ul style="list-style-type: none"> a. Ruesch's b. Transactional analysis c. Neurolinguistic programming B. Characteristics of communication <ul style="list-style-type: none"> a. Types of communication b. Process of communication c. Factors that influence communication C. Levels of communication <ul style="list-style-type: none"> a. Verbal communication b. Nonverbal communication D. Intercultural communication <ul style="list-style-type: none"> a. Intercultural Differences E. Therapeutic skills <ul style="list-style-type: none"> a. Listening b. Interacting F. Non-therapeutic communication <ul style="list-style-type: none"> a. Barriers to communication b. Non-therapeutic messages G. Problems with Communications <ul style="list-style-type: none"> a. Communicating with Mentally Troubled b. Assessing communication 	<p>Classroom activity on sympathy vs. empathy</p>
<p>11. Therapeutic Relationship</p>	<ul style="list-style-type: none"> A. Dynamics of the relationship <ul style="list-style-type: none"> a. Trust b. Empathy c. Autonomy d. Caring e. Hope 	
	<ul style="list-style-type: none"> B. Characteristics of the relationship <ul style="list-style-type: none"> a. Acceptance b. Rapport c. Genuineness d. Therapeutic use of self 	

<p>12. Therapeutic environment</p>	<ul style="list-style-type: none"> C. Phase of the relationship <ul style="list-style-type: none"> a. Preparation b. Orientation c. Working d. Termination D. Roles of the caregiver <ul style="list-style-type: none"> a. Change agent b. Teacher c. Technician d. Therapist E Problems in the therapeutic relationship <ul style="list-style-type: none"> a. Environmental b. Care providers c. Clients A. Use of the Inpatient setting <ul style="list-style-type: none"> a. Crisis stabilization b. Acute care c. Chronically ill B. Goals of environment <ul style="list-style-type: none"> a. Help Client Meet Needs b. Teach Psychosocial Skills C. Client Needs <ul style="list-style-type: none"> a. Physiological b. Safety and security c. Love and belonging d. Self-esteem e. Self-actualization D. Variables of the Therapeutic Environment <ul style="list-style-type: none"> a. Admission and Discharge b. Compliance 	
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Objective	Content	Learning Activities
<p>13. Problems of Childhood</p>	<ul style="list-style-type: none"> A. Normal Childhood Development <ul style="list-style-type: none"> a. Common Behavioral Problems b. Mental Health Problems B. Environmental Problems <ul style="list-style-type: none"> a. Homelessness b. Abuse and Neglect C. Problems with Parent-Child Interactions <ul style="list-style-type: none"> a. Parent-Child Conflicts D. Emotional Problems <ul style="list-style-type: none"> a. Anxiety b. Depression c. Somatoform Disorders d. Posttraumatic Stress Disorder E. Behavioral Problems <ul style="list-style-type: none"> a. Children and Violence b. Children and Electronic Media c. ADHD d. Disruptive Behavioral Disorder F. Problems with Eating and Elimination <ul style="list-style-type: none"> a. Eating Disorders b. Elimination Disorders G. Developmental Problems <ul style="list-style-type: none"> a. Mental Retardation b. Learning Disorders c. Communication Disorders H. Pervasive Developmental Disorders <ul style="list-style-type: none"> a. Autism I. Schizophrenia 	<p>Reading assignment:</p> <p>Morrison –Valfre</p> <p>Chapter: 13-17</p>

<p>14. Problems of Adolescence</p>	<ul style="list-style-type: none"> J. Therapeutic Actions <ul style="list-style-type: none"> a. Met Basic Needs b. Provide Opportunities c. Encourage Self-Care and Independence A. Adolescent Growth and Development <ul style="list-style-type: none"> a. Physical b. Psychosocial c. B. Common Problems of Adolescence <ul style="list-style-type: none"> a. Internal (Developmental) b. External (Environmental) c. Teens and Electronic Media C. Mental Health Problems of Adolescence <ul style="list-style-type: none"> a. Behavioral Disorders b. Emotional Disorders c. Eating Disorders d. Chemical Dependency e. Personality Disorders f. Sexual Disorders g. Psychosis h. Suicide D. Therapeutic Interventions <ul style="list-style-type: none"> a. Surveillance and Limit Setting b. Building Self-Esteem c. Skill Development 	
<p>15. Problems of Adulthood</p>	<ul style="list-style-type: none"> A. Adult Growth and Development B. Common Problems of Adulthood <ul style="list-style-type: none"> a. Internal (Developmental) b. External (Environmental) 	

<p>16. Problems of Late Adulthood</p>	<ul style="list-style-type: none"> C. Mental Health Problems of Adults <ul style="list-style-type: none"> a. Therapeutic Interventions b. Health Care Interventions c. Preventing Mental Illness A. Overview of Aging <ul style="list-style-type: none"> a. Facts and Myths of Aging b. Physical Health Changes c. Mental Health Changes d. Research and Aging B. Common Problems of Older Adults <ul style="list-style-type: none"> a. Physical Adaptations b. Psychosocial Adaptation C. Mental Health Problems of Older Adults <ul style="list-style-type: none"> a. Elder Abuse b. Depression D. Therapeutic Interventions <ul style="list-style-type: none"> a. Standards of Geriatric Care b. Age Related Interventions c. Mentally Ill Older Adults d. Mental Health Promotion and Prevention 	
<p>17. Cognitive Impairment, Alzheimer's Disease, and Dementia</p>	<ul style="list-style-type: none"> A. Confusion Has Many Faces <ul style="list-style-type: none"> a. Normal Changes in Cognition b. The 5 "Ds" of Confusion c. Medication and the Elderly Population 	

	<ul style="list-style-type: none"> B. Clients With Delirium <ul style="list-style-type: none"> a. Finding the Cause b. Treating Delirium Causes of Dementia c. Symptom of Dementia C. Alzheimer's Disease <ul style="list-style-type: none"> a. Symptoms and Course b. After the Diagnosis c. Principles of Management D. Therapeutic Interventions <ul style="list-style-type: none"> a. Assessment b. Interventions With Alzheimer's Disease c. Caregiver Support 	
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VNSG 1238
Unit 4
Clients With Psychological Problems

Objective	Content	Learning Activities
18. Managing Anxiety	<ul style="list-style-type: none"> A. Continuum of Anxiety Responses <ul style="list-style-type: none"> a. Types of Anxiety b. Types of Anxiety Responses c. Coping Methods d. Defense Mechanisms e. Crisis f. Self-Awareness and Anxiety B. Theories Relating to Anxiety 	Reading assignment: Morrison –Valfre Chapter 18-20 Classroom activity personal evaluation of Anxiety level form

<p>19. Illness and Hospitalization</p>	<ul style="list-style-type: none"> a. Biological Models b. Psychodynamic Model c. Interpersonal Model d. Behavioral Model e. Other Models f. C. Anxiety Throughout the Life Cycle <ul style="list-style-type: none"> a. Childhood b. Adolescence c. Adulthood d. Older Adulthood D. Anxiety Disorders <ul style="list-style-type: none"> a. Separation Anxiety Disorders b. Generalized Anxiety Disorder c. Panic Disorders d. Agoraphobia e. Phobic Disorders f. Selective Mutism g. Obsessive Compulsive Disorder h. Body Dysmorphic Disorder i. Hoarding Disorder j. Hair-Pulling Disorder k. Excoriation Disorder l. Behavioral Addictions m. Stressor and Trauma Disorders n. Traumatic Stress Reaction o. Acute Stress Disorder p. Adjustment Disorder q. Posttraumatic Stress Disorder E. Therapeutic Interventions <ul style="list-style-type: none"> A. The Nature of Illness <ul style="list-style-type: none"> a. Stages of Illness Experience b. Effects of Illness B. The Hospitalization Experience <ul style="list-style-type: none"> a. Situational Crisis b. Psychiatric Hospitalization 	
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<p>20. Loss and Grief</p>	<ul style="list-style-type: none"> C. Therapeutic Interventions <ul style="list-style-type: none"> a. Psychosocial Care b. Discharge Planning A. The Nature of Loss <ul style="list-style-type: none"> a. Characteristics of Loss b. Loss Behaviors Throughout Life B. The Nature of Grief and Mourning <ul style="list-style-type: none"> a. The Grieving Process b. Stages of the Grieving Process C. The Dying Process <ul style="list-style-type: none"> a. Age Differences and Dying b. Terminal Illness c. Cultural Factors, Dying, and Mourning d. Stages of Dying D. Therapeutic Interventions <ul style="list-style-type: none"> a. Hospice Care b. Meeting the Needs of Dying Clients c. Loss, Grief, and Mental Health 	
<p>21. Depression and Other Mood Disorders</p>	<ul style="list-style-type: none"> A. Continuum of Emotional Responses B. Theories Relating to Emotions and Their Disorders Biological Evidence Other Theories C. Emotions Throughout the Life Cycle <ul style="list-style-type: none"> Children Adolescence Adulthood Older Adulthood Characteristics of Mood Disorders D. Mood Disorders <ul style="list-style-type: none"> a. Major Depressive Episode b. Major Depressive Disorders c. Dysthymia d. Premenstrual Dysphoric Disorder 	

<p>22. Physical Problems, Psychological Sources</p>	<ul style="list-style-type: none"> e. Bipolar Disorders f. Cyclothymic Disorders g. Other Problems With Affect h. Medical Problems and Mood Disorders <p>E. Therapeutic Interventions</p> <ul style="list-style-type: none"> a. Treatment and Therapy b. Drug Therapies c. Nursing (Therapeutic) Process <p>A. Role of Emotions in Health</p> <p>B. Anxiety and Stress</p> <ul style="list-style-type: none"> a. Childhood Sources <p>C. Common Psychophysical Problems</p> <ul style="list-style-type: none"> a. Theories of Psychophysical Disorders <p>D. Somatic Symptom Disorders</p> <ul style="list-style-type: none"> a. Cultural Influences b. Criteria for Diagnosis c. Somatic Symptom Disorder d. Illness Anxiety Disorder e. Conversion Disorder f. Factitious Disorders and Malingering g. Clinical Presentations <p>E. Implications for Care Providers</p>	
<p>23. Eating and Sleeping Disorders</p>	<p>A. Eating Disorders</p> <ul style="list-style-type: none"> a. Anorexia Nervosa b. Bulimia c. Obesity d. Other Eating Disorders e. Guidelines for Intervention <p>B. Sleep-Wake Disorders</p> <ul style="list-style-type: none"> a. Dyssomnias b. Parasomnias c. Other Sleep 	

24. Dissociative Disorders	<p style="text-align: center;">Disorders</p> <p style="text-align: center;">d. Guidelines for Intervention</p> <p>A. Continuum of Self-Concept Responses</p> <p style="padding-left: 20px;">a. The Health Personality</p> <p>B. Self-Concept Throughout the Life Cycle</p> <p style="padding-left: 20px;">a. Childhood</p> <p style="padding-left: 20px;">b. Adolescence</p> <p style="padding-left: 20px;">c. Adulthood</p> <p style="padding-left: 20px;">d. Older Adulthood</p> <p>C. Dissociative Disorders</p> <p>a. Characteristics</p> <p>b. Depersonalization/Derealization Disorder</p> <p>c. Dissociative Amnesia</p> <p>d. Dissociative Trance Disorder</p> <p>e. Dissociative Identity Disorder</p> <p>D. Therapeutic Interventions</p>	
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VNSG 1238

Unit 5

Clients With Psychosocial Problems

Objective	Content	Learning Activities
25. Anger and Aggression	<p>A. Anger and Aggression in Society</p> <p style="padding-left: 20px;">a. Gender Aggression</p> <p style="padding-left: 20px;">b. Aggression Throughout the Life Cycle</p> <p style="padding-left: 20px;">c. Scope of the Problem Today</p> <p>B. Theories of Anger and Aggression</p> <p style="padding-left: 20px;">a. Biological Theories</p> <p style="padding-left: 20px;">b. Psychosocial Theories</p> <p style="padding-left: 20px;">c. Sociocultural Theories</p> <p>C. The Cycle of Assault</p> <p style="padding-left: 20px;">a. Trigger Stage</p> <p style="padding-left: 20px;">b. Escalation Stage</p> <p style="padding-left: 20px;">c. Crisis Stage</p>	<p>Assigned reading:</p> <p>Morrison-Valfre</p> <p>Chapters: 25-33</p>

<p>26. Outward-Focus Emotions: Violence</p>	<ul style="list-style-type: none"> d. Recovery Stage e. Depression Stage D. Anger-Control Disorders <ul style="list-style-type: none"> a. Aggressive Behavioral Disorders of Childhood b. Impulse-Control Disorders c. Adjustment Disorders E. Guidelines for Intervention <ul style="list-style-type: none"> a. Assessing Anger and Aggression b. Therapeutic Interventions A. Social Factors and Violence <ul style="list-style-type: none"> a. Theories of Violence B. Abuse, Neglect, and Exploitation Within the Family <ul style="list-style-type: none"> a. Domestic Violence b. Gender Abuse c. Abuse During Pregnancy d. Child Abuse e. Adolescent Abuse f. Elder Abuse g. Sexual Abuse C. Abuse, Neglect, and Exploitation Within the Community <ul style="list-style-type: none"> a. Violence, Trauma, and Crime b. Group Abuse D. Mental Health Disorders Relating to Violence <ul style="list-style-type: none"> a. Posttraumatic Stress Disorders b. Rape-Trauma Syndrome E. Therapeutic Interventions <ul style="list-style-type: none"> a. Special Assessments b. Treating Victims of Violence Preventing Violence in Your Life 	
<p>27. Inward-Focused Emotions: Suicide</p>	<ul style="list-style-type: none"> A. Continuum of Behavioral Responses <ul style="list-style-type: none"> a. Myths About Suicide B. Impact of Suicide on Society 	

<p>28. Substance-Related Disorders</p>	<ul style="list-style-type: none"> a. Cultural Factors b. Social Factors C. Dynamics of Suicide <ul style="list-style-type: none"> a. Characteristics of Suicide b. Categories of Motivation D. Theories About Suicide <ul style="list-style-type: none"> a. New Biological Evidence b. Effects of Suicide on Others E. Suicide Throughout the Life Cycle <ul style="list-style-type: none"> a. Children b. Adolescents c. Adults d. Older Adults F. Therapeutic Interventions <ul style="list-style-type: none"> a. Assessment of Suicidal Potential b. Therapeutic Interventions for Suicidal Clients A. Vocabulary of Terms B. Role of Chemicals in Society <ul style="list-style-type: none"> a. Substance Use and Age b. Scope of the Problem Today C. Categories of Abused Substances <ul style="list-style-type: none"> a. Chemicals of Abuse D. Other/Medications E. Characteristics of Substance Use and Abuse <ul style="list-style-type: none"> a. Stages of Addiction b. Criteria for Diagnosis c. Clinical Presentation F. Guidelines for Intervention <ul style="list-style-type: none"> a. Assessment b. Treatments and Therapies c. Relapse d. Nursing/Therapeutic Process 	
<p>29. Sexual Disorders</p>	<p>A. Continuum of Sexual</p>	

<p>30. Personality Disorders</p>	<p>Responses</p> <ul style="list-style-type: none"> a. Self-Awareness and Sexuality <p>B. Sexuality Throughout the Life Cycle</p> <ul style="list-style-type: none"> a. Childhood b. Adolescence c. Adulthood d. Older Adulthood e. Disability <p>C. Modes of Sexual Expression</p> <ul style="list-style-type: none"> a. Bisexuality b. Heterosexuality c. Homosexuality d. Transgenders e. Transvestism f. Theories Relating to Psychosexual Variations <p>D. Psychosexual Disorders</p> <ul style="list-style-type: none"> a. Sexual Dysfunctions b. Gender Dysphoria c. Paraphilias d. Sexual Addiction <p>E. Therapeutic Interventions</p> <ul style="list-style-type: none"> a. Psychosexual Assessment b. Nursing/Therapeutic Process <p>A. Continuum of Social Responses</p> <p>B. Personality Throughout the Life Cycle</p> <ul style="list-style-type: none"> a. Childhood b. Adolescence c. Adulthood d. Older Adulthood <p>C. Theories Relating to Personality Disorders</p> <ul style="list-style-type: none"> a. Biological Theories b. Psychoanalytical Theories c. Behavioral Theories d. Sociocultural Theories <p>D. Personality Disorders</p> <ul style="list-style-type: none"> a. Eccentric Cluster b. Erratic Cluster 	
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<p>31. Schizophrenia and Other Psychoses</p>	<ul style="list-style-type: none"> c. Fearful Cluster d. Dual Diagnosis E. Therapeutic Interventions <ul style="list-style-type: none"> a. Treatment and Therapy b. Nursing (Therapeutic) Process A. Continuum of Neurobiological Responses B. Psychoses Throughout the Life Cycle <ul style="list-style-type: none"> a. Childhood b. Adolescence c. Adulthood d. Older Adulthood C. Theories Relating to Psychoses <ul style="list-style-type: none"> a. Biological Theories b. Other Theories D. Psychotic Disorders <ul style="list-style-type: none"> a. Schizophrenia b. Other Psychoses E. Therapeutic Interventions <ul style="list-style-type: none"> a. Treatment and Therapy b. Nursing (Therapeutic) Process c. Special Considerations 	
<p>32. Chronic Mental Health Disorders</p>	<ul style="list-style-type: none"> A. Scope of Mental Illness B. Public Policy and Mental Health <ul style="list-style-type: none"> a. Effects of Deinstitutionalization C. Experience of Chronic Mental Illness <ul style="list-style-type: none"> a. Meeting Basic Needs b. Access to Health Care D. Characteristics of Chronic Mental Illness <ul style="list-style-type: none"> a. Behavioral Characteristics b. Physical Characteristics c. Psychological Characteristics E. Special Populations <ul style="list-style-type: none"> a. Children and Adolescents with Chronic Mental Illness b. Older Adults with Chronic Mental Illness 	

<p>33. Challenges for the Future</p>	<ul style="list-style-type: none"> c. Persons with Multiple Disorders F. Providing Care for Chronically Mentally Ill People <ul style="list-style-type: none"> a. Inpatient Settings b. Outpatient Settings c. Psychiatric Rehabilitation G. Therapeutic Interventions <ul style="list-style-type: none"> a. Treatments and Therapies b. Nursing (Therapeutic) Process A. Changes in Mental Health Care <ul style="list-style-type: none"> a. Change in Settings b. Homelessness c. Drug Use and Abuse d. The Americans with Disabilities Act B. The Mental Health Care Team <ul style="list-style-type: none"> a. Team Members b. Mental Health Care Delivery Settings C. Change and Mental Health Clients <ul style="list-style-type: none"> a. Competency b. Empowerment of Clients c. Obligations of Clients d. Obligations of Care Providers e. Expanded Role for Nurses D. Managing Change <ul style="list-style-type: none"> a. The Change Process E. Other Challenges <ul style="list-style-type: none"> a. Challenges to Society b. Information Overload c. The Challenge to Care d. A Look to the Future 	
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VNSG 1238
Grayson County College
Vocational Nursing Program
Appendix A

SCANS Competencies
Student Evaluation/Grade

Scans Competencies

The course VNSG 1238 assists the students to complete the following competencies by providing scientific theory as a foundation for nursing care of psychiatric clients.

Workplace Competencies:

- Interpersonal skills: Works within the health care team; communicates with clients, families, and staff.
- Information: Acquires data on clients, organize data through prioritization; interpret client data with help of the clinical instructor.

Foundation Skills:

- Basic skills: Reads information on clients, speak and listens to clients, families, other members of the health care team
- Thinking skills: Uses the nursing process which is a problem solving model to plan nursing care and interactions at a beginning level
- Personal qualities: Assumes responsibility for assigned clients; performs as a member of a profession.

Resources:

- Manages time: Sets goals for clients and attempts to reach goals during shift

Interpersonal:

- Participates as a member of a team: Works with members of the health care team to provide holistic patient care
- Teaches others: Provides basic teaching for clients and families
- Serves clients: Provides holistic nursing care to assigned clients
- Exercises leadership: Communicates needs to instructor or primary care nurse during assigned shift; seeks help when needed
- Negotiates to arrive at a decision: Seeks the advice of experienced nurses when a decision needs to be made
- Works with cultural diversity: Provides care to men, women, and people of various culture

Information:

- Acquires and evaluates data: Gathers data on clients and evaluates data under the supervision of an instructor; evaluates mental assessment data
- Organizes data: Completes database and records on mental health needs.
- Interprets and communicates data: Reports significant findings to registered nurse

Systems:

- Understands systems: Becomes familiar with mental health and mental illnesses.
- Monitors and corrects performance: Distinguishes between the types of care given to the client with a mental disorder.

Technology:

- Selects technology: Uses Blackboard to achieve course objectives.
- Applies technology to task: Works with Blackboard to learn assigned material and to complete assignments.

Reading

- Reads assigned reading in textbook, notes and PowerPoint slides. Follows written instructions in syllabus.

Writing

- Submits written assignments to instructor as required.

Listening

- Listens to receive instructions on course requirements and on exams. Follows verbal instructions from course instructor.

Speaking

- Communicates with instructor and other students in order to complete course outcomes.
- Asks questions of instructor as needed.

Thinking skills

- Creative Thinking: Participates in role-playing on mental illness disorders as assigned.
- Decision –Making: Considers what is best for clients and discusses nursing care and interactive techniques.
- Problem-Solving: Uses nursing process to determine problems and what nursing care can assist with solving the problems.

Student Evaluation/Grading Tool

At the end of this course, the vocational nursing student is able to:

Member of The Profession	Met	Unmet
<ol style="list-style-type: none"> 1. Discuss the historical, legal, ethical and social issues surrounding the nursing common mental illnesses who are at various stages of the health-illness continuum and who are experiencing problems with mental illness. 2. Determine resources available to the nurse for policies and procedures surrounding the safe nursing care of assigned clients/clients/families with common mental illnesses. 3. Discuss the vocational nursing scope of nursing practice in relationship to the nursing care of clients/clients who are experiencing imbalances in mental homeostasis. 		
Provider of Patient Centered Care		
<ol style="list-style-type: none"> 4. Recall the growth, development, nutritional needs of adults across the lifespan and relate these factors to the holistic nursing care of the clients/clients/families that are experiencing mental illness. 5. Apply the nursing process as a critical thinking approach when providing basic nursing skills for patient/clients/families that are experiencing mental illness. 6. Apply basic pharmacologic theory to the holistic nursing care of the clients/clients with mental illness who require medications. 7. Implement specific nursing plans of care and teaching plans for clients/clients/families that are experiencing mental illness, followed by evaluation of effectiveness. 		
Patient Safety Advocate		
<ol style="list-style-type: none"> 8. Discuss the role of patient/client advocate for clients/clients/families. 9. Identify changes in homeostasis in clients/clients/families with mental illness and associated responsibilities. 10. Determine safe nursing practices for clients/clients/families that are experiencing mental illness by providing careful assessment of psychological, physiologic and safety needs, planning prioritizing, implementation, and evaluation. 11. Assess educational needs of clients/clients/families on disease processes, treatments, and medications and provide or reinforce education needed. 12. Recognize and report adverse abnormal findings or symptoms to the appropriate supervisor. 13. Implement restorative. Preventative, and palliative nursing care to the clients/clients with 		
Member of the Health Care Team		
<ol style="list-style-type: none"> 14. Determine the role of the LVN as a member of the health care team in following roles: Provision of care, communication, collaboration, delegating. 15. Discuss the role of cost containment when the nurse is administering nursing care. 16. Determine the need for consultation or assistance from others when administering nursing care. 17. Discuss the role and members of the mental health team. 18. Discuss how the nurse works collaboratively within the health care system and with outside social agencies to provide care. 		
Student: _____	Date: _____	
Instructor: _____	Date: _____	