

RIVERSIDE COMMUNITY COLLEGE DISTRICT
SCHOOL OF NURSING
NURSING 3 PSYCHIATRIC/MENTAL HEALTH
CHALLENGE EXAMINATION CONTRACT
2009 – 2010

TO: LVN Advanced Placement Students

FROM: Sandra Baker, DNP, RN, CNE, Dean, School of Nursing

RE: Preparation for the Nursing 3 Psychiatric/Mental Health (MENTAL HEALTH) Challenge Examination.

We are pleased to inform you that Advanced Placement LVNs (with **documented 60 hours or more of prior clinical rotation** in psychiatric/mental health nursing from their VN program) and students who have successfully completed RCCD's NVN-63 are provided with the opportunity to take the Nursing 3 Psychiatric/Mental Health Challenge examination! **This exam can be taken ONE time only.** Those who successfully pass the exam are not required to complete the psychiatric clinical rotation. Additionally, LVNs who pass the Psych/Mental Health Challenge Exam may opt to not attend the MENTAL HEALTH theory and not take the MENTAL HEALTH portion of N3 exams; this decision is irrevocable. You will be asked to make a decision about the M/H theory and exams at the time of your acceptance to Nursing 3. Please note this decision will be irrevocable.

The next exam is scheduled to be given:

Friday, November 6, 2009 at 1:00p.m.

Martin Luther King Teaching and Learning Center (MLK)

The Psychiatric Mental Health Challenge Examination and study guide that includes the course outline for Nursing 3 psychiatric/mental health content, along with the required textbook list for Nursing 3, can be found on the Nursing Education Web Site www.rcc.edu/academicprograms/nursing. You are encouraged to review the Nursing 3 course outline to familiarize yourself with the psychiatric lecture material that is covered in the class. Also, before taking the exam it is recommended that you review your psychiatric lecture notes and other materials from your LVN program. Students are further encouraged to use any NCLEX-RN review books to refresh on the concepts to be tested. Note also that the Digital Library houses several sets of NCLEX review tapes that may be helpful for content review.

The exam costs **\$40.00 (cash or money order only), which must be paid no later than two weeks before the exam date, in order to qualify to participate in the Psychiatric/ Mental Health Challenge Exam.** Please submit exam fees to the Auxiliary Business Services/Cashier's Office, which is located in the Bradshaw Student Center, Second floor, across from the Hall of Fame Room. **Deposit the money in to the account entitled Mental Health Challenge Examination. Tell the cashier this exact title to identify the account into which the fee should be deposited.**

You will receive a receipt of payment that must be presented at the time of the exam. PLEASE NOTE THAT STUDENTS WITHOUT A RECEIPT WILL BE INELIGIBLE TO TAKE THE EXAM. Your RECEIPT and a COPY of your picture ID and VN license will be required the day of the test to be admitted to the test.

Exam Eligibility:

1. Candidates must be graduates of the RCC LVN program, or have successfully completed NVN-63. or;
2. Graduates from non-RCC LVN programs with a **documented 60 hours or more of prior clinical rotation** in psychiatric/mental health nursing.
3. Verification of the above through transcripts and other official documentation, as confirmed by the Nursing Enrollment Technician.

Exam Information:

1. The exam is held in the MLK Teaching and Learning Center. The date and time can be found on the RCCD School of Nursing Website.
2. The exam consists of 100 computerized multiple choice/objective items that primarily have a clinical focus. Included may also be additional test items that are being pilot tested, but will not be calculated into your final exam score.
3. The exam will be taken on a computer and students will be given an access code.
4. Please bring a jacket or sweater, since it may be cool in the computer lab.
5. The primary focus of the exam is principles of application of Psychiatric/MENTAL HEALTH nursing to demonstrate psychiatric clinical proficiency and safety in the clinical setting. An overview of major psychiatric diagnoses and problems will be addressed. Situations using therapeutic communication are included. (The exam is designed for beginning practitioners in the CLINICAL setting. It is not heavily theory based.)
6. Remember to use the nursing process including assessment, analysis, nursing and medical interventions, rationales, and evaluation. Consider NANDA diagnoses and outcomes also.

Best wishes as you prepare for the exam! We look forward to working with you!

My signature below signifies acceptance of the conditions set forth in this contract and I agree not to divulge any information contained in the HESI-Psyc/Mental Health Challenge Exam.

Print Name

Signature

Date

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
SCHOOL OF NURSING**

Associate Degree Nursing Program Textbook List, Fall, 2009

Please purchase the books **required** for your semester **only** as books are subject to change each semester.

NURSING 1

Required: Required texts are those that will be used in class.

ATI Comprehensive Assessment and Review Program. Available for purchase at atitesting.com.

Skills Supply Bag. Information to follow.

ADN Student Handbook. (2009-2010). Unpublished manuscript. Riverside: Riverside Community College. (Will be distributed at orientation.)

Colucci, M., Duller, S., Dyogi, N., Kroetz, S., LaCava, W., & Vermillion, A. (2009-2010). *Nursing I Study Guide Handbook*. Unpublished manuscript. Riverside: Riverside Community College. (Need First Day of Class.)

McKenry, L. M. & Salerno, E. (2006). *Mosby's pharmacology in nursing* (22nd ed.). St. Louis: Mosby, Inc. (ISBN 978-0-323-03008-3).

Potter, P A. & Perry, A. G. (2009). *Fundamentals of nursing* (7th ed.). St. Louis: Mosby. (ISBN 978-0-323-06784-3).

Smeltzer, S., Bare, B., Hinkle, J., & Cheever, K. (2008). *Brunner & Suddarth's textbook of medical-surgical nursing*(11th ed.). Philadelphia: Lippincott, Williams & Wilkins. (ISBN 978-1-58255-992-6).

A subscription to Nursing 2009 is required for each semester.

Supplemental: Supplemental textbooks are those that may offer additional information and enhance your learning. Supplemental texts are available in Nursing 7. (Note: Updated editions may be available.)

de Castillo, S. & Werner-McCullough, M. (2007). *Calculating drug dosages*. Philadelphia: F. A. Davis Co. (ISBN 978-0-8036-1532-8).

Eliopoulous, C. (2004). *Gerontological nursing* (6th ed.). Philadelphia: J. B. Lippincott. (ISBN 0-7817-4428-8).

Giger, J. & Davidhizar, R. (2008). *Transcultural nursing assessment & intervention* (4th ed.). St. Louis: Mosby, Inc. (ISBN 978-0-323-04811-8).

Hodgson, B. B. & Kizior, R. J. (2009). *Saunders nursing drug handbook 2009*. St Louis: Mosby, Inc. (ISBN 978-1-4160-5989-9).

Karch, A. (2009). *Lippincott's nursing drug guide*. Philadelphia: J. B. Lippincott. (ISBN 0-7817-9288-6).

Kee, J. L. (2009). *Handbook of laboratory and diagnostic tests with nursing implications* (5th ed.). Upper Saddle River: Prentice Hall. (ISBN 0-1351-4278-3).

NURSING 1 (continued)

Supplemental: (continued)

- Newman, B. & Newman, P. (2006). *Development through life* (9th ed.). Pacific Groves: Brooks/Cole Publishing Company. (ISBN 0-534-60725-X).
- Pagana, K. D. & Pagana, T. J. (2009). *Mosby's manual of diagnostic and laboratory tests* (9th ed.). St. Louis: Mosby, Inc. (ISBN 978-0-323-05345-7).
- Potter, P. & Perry, A. (2009). *Study guide and skills performance checklists for fundamentals of nursing* (7th ed.). St. Louis: Mosby, Inc. (ISBN 978-0-323-05251-1).
- Ralph, S. & Taylor, C. (2007). Sparks & Taylor's *Nursing diagnosis reference manual* (7th ed.). Springhouse, PA: Springhouse. (ISBN 978-0-7817-7178-8).
- Schlenker, E., & Long, S. (2007). *Williams essentials of nutrition & diet therapy* (9th ed.). St. Louis: Mosby, Inc. (ISBN 978-0-323-03764-8).
- Skidmore-Roth, Linda. (2009). *Mosby's drug guide for nurses* (8th ed). St. Louis: Mosby, Inc. (ISBN 978-0-323-05663-2).
- Venes, D. (Ed.). (2005). *Taber's cyclopedic medical dictionary* (20th ed.). Philadelphia: F. A. Davis. (ISBN 978-0-8036-1207-5).

NURSING 2

Required: Required texts are those that will be used in class.

All texts required in Nursing 1 and supplemental as appropriate for semester level.

Skills Supply Bag. Information to follow.

ADN Student Handbook. (2008-2009). Unpublished manuscript. Riverside: Riverside Community College. (Need First Day of Class.)

Farrington, S., Huerta, G., Indermuehle, D., Leifer, G., & Valadez, A. (2009). *Nursing 2 Study Guides and Lab Manuals*. Unpublished manuscript. Riverside: Riverside Community College. (online)

Hockenberry, J. & Wilson, D. (2009). *Wong's essentials of pediatric nursing* (8th ed.). St. Louis: Mosby, Inc. (ISBN 978-0-323-05353-2).

Murray, S. & McKinney, E. (2006). *Foundations of maternal-newborn nursing* (4th ed.). Philadelphia: W. B. Saunders. (ISBN 978-1-4160-0141-6).

A subscription to Nursing 2009 is required for each semester.

Supplemental: Supplemental textbooks are those that may offer additional information and enhance your learning. Supplemental texts are available in Nursing 7 or Reference Section of library.

Hockenberry, M. & Wilson, D. (2009). *Study guide to accompany Wong's essentials of pediatric nursing* (8th ed.). St. Louis, Mosby, Inc. (ISBN 978-0-323-05757-8).

NURSING 2 (continued)

Supplemental: (continued)

John Hopkins Hospital (2008). *The Harriet Lane handbook* (18th ed). St. Louis: Mosby, Inc. (ISBN 978-0-323-05303-7).

Hockenberry, M. & Wilson, D. (2009) *Virtual clinical excursions for essentials of pediatric nursing* (8th ed.). St. Louis: Mosby, Inc. (ISBN 978-0-323-04897-2).

Murray, S. & McKinney, E. (2006). *Study guide to accompany foundations of maternal-newborn nursing* (4th ed.). Philadelphia: W. B. Saunders. (ISBN 1-4160-0144-1).

Nugent, P. & Vitale, B (2008). *Test success: Test-taking techniques for beginning nursing students* (5th ed.). F. A. Davis. (ISBN 978-0-8036-1894-7).

Swearigen, P. (2008). *All-in-one care planning resource* (2nd ed.). St. Louis: Mosby, Inc. (ISBN 978-0-323-04416-5).

NURSING 3

Required: Required texts are those that will be used in class.

All texts required in Nursing 1, Nursing 2, and supplemental as appropriate for semester level.

ADN Student Handbook. (2009-2010). Unpublished manuscript. Riverside: Riverside Community College. (Need First Day of Class.)

Alexander, S., Havener, K., Lange, M., Lowry, S., Moncrieff, M., & Schutte, D. (Fall 2009). *Medical/Surgical Orientation Manual/Nursing 3 Study Guide*. Unpublished manuscript. Riverside: Riverside Community College. (online)

Keltner, N., Bostrom, C. & Schwecke, L. (2007). *Psychiatric nursing* (5th ed.). St. Louis: Mosby, Inc. (ISBN 978-0-323-03906-2).

Moncrieff, M. (2009). *Psychiatric/Mental Health Clinical Lab Manual*. Unpublished manuscript. Riverside: Riverside Community College.

A subscription to Nursing 2009 is required for each semester.

Supplemental:

Gahart, B. & Nazareno, A. (2009). *2009 intravenous medications* (25th ed.). St. Louis: Mosby, Inc. (ISBN 978-0-323-04554-4).

Townsend, M. (2009). *Nursing diagnoses in psychiatric nursing* (7th ed.). Philadelphia: F. A. Davis Co. (ISBN 978-0-8036-1834-3).

NURSING 4

Required: Required texts are those that will be used in class.

All texts required in Nursing 1, Nursing 2, and Nursing 3 and supplemental as appropriate for semester level.

ADN Student Handbook. (2009-2010). Unpublished manuscript. Riverside: Riverside Community College. (Need First Day of Class.)

Anderson, K., Christiansen, J., Fawson, A., Nelson, L., Tutor, P., & Vant Hul, T. (2009). *Nursing 4 Lab Manual*. Unpublished manuscript. Riverside: Riverside Community College. (online)

Gahart, B. & Nazareno, A. (2009). *2009 intravenous medications* (25th ed.). St. Louis: Mosby, Inc. (ISBN 978-0-323-04554-4).

Supplemental:

Eliopoulous, C. (2004). *Gerontological nursing* (6th ed.). Philadelphia: J. B. Lippincott. (ISBN 0-7817-44288).

NURSING 15

Required: Required texts are those that will be used in class.

Board of Registered Nursing. (2007). *Nursing practice act: Rules and regulations*. Sacramento: Author. (Retrieve from <http://www.rn.ca.gov> - **students will be provided a copy in class**).

Christiansen, J., Dyogi, N., Kroetz, S., & Vermillion, A. (2009-2010). *Nursing 15 Study Guide*. Unpublished manuscript. Riverside: Riverside Community College.

Doenges, M. E. & Moorhouse, M.F. (2008). *Application of nursing process and nursing diagnosis: An interactive text for diagnostic reasoning* (5th ed.). Philadelphia: F. A. Davis. (ISBN 978-0-8036-1909-8).

Ellis, J. & Hartley, C. (2007). *Nursing in today's world* (9th ed.). Philadelphia: PA: Lippincott, Williams & Wilkins. (ISBN 978-0-7817-6525-1).

(Students are required to purchase one care plan text)

Ralph, S. & Taylor, C. (2008). Sparks and Taylor's *Nursing diagnosis reference manual* (7th ed.). Springhouse, PA: Springhouse. (ISBN 978-0-7817-7178-8).

OR

Doenges, M. E., Moorhouse, M. F., & Murr, A. C. (2006). *Nursing care plans: Guidelines for individualizing client care across the life span* (7th ed.). Philadelphia: F. A. Davis. (ISBN 978-0-8036-1294-5).

OR

Ulrich, S. P. & Canale, S. W. (2005). *Nurse care planning guides: For adults in acute, extended and home care settings* (6th ed.). St. Louis: Saunders. (ISBN 978-0-7216-3923-9).

NURSING 15 (continued)

Supplemental: Supplemental textbooks are those that may offer additional information and enhance your learning. Supplemental texts are available in Nursing 7.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author. (ISBN 1-55798-810-2).

North American Nursing Diagnosis Association. (2005). *NANDA nursing diagnoses: Definitions and classification, 2005-2006*. Philadelphia: NANDA. (ISBN 0-9637042-49).

NURSING 16

Required: Required texts are those that will be used in class.

Board of Registered Nursing. (2009). *Nursing practice act with rules & regulations*. Sacramento: Author. (Retrieve from <http://www.rn.ca.gov>).

Ellis, J. & Hartley, C. (2007). *Nursing in today's world* (9th ed.). Philadelphia: PA: Lippincott, Williams & Wilkins. (ISBN 0-7817-6525-0).

NURSING 17

Required: Required texts are those that will be used in class.

Christiansen, J. & Vermillion, A. (2008-2009). *Nursing 17 Study Guide*. Unpublished manuscript. Riverside: Riverside Community College.

Doenges, M. E. & Moorhouse, M.F. (2008). *Application of nursing process and nursing diagnosis: An interactive text for diagnostic reasoning* (5th ed.). Philadelphia: F. A. Davis. (ISBN 978-0-8036-1909-8).

Supplemental:

(NOTE: Students are required to purchase one care plan text.)

Ackley, B.J. & Ladwig, G.B. (2008). *Nursing diagnosis handbook* (8th ed.). Mosby, Inc. (ISBN 978-0-323-04826-2).

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington D.C. (ISBN 1-55798-810-2).

Doenges, M. E., Moorhouse, M. F., & Murr, A. C. (2006). *Nursing care plans: Guidelines and individualizing client care across the life span* (7th ed.). Philadelphia: F. A. Davis. (ISBN 978-0-8036-1294-5).

Harrington, N. & Terry, C. (2008). *LPN to RN transitions: Achieving success in your new role* (3rd ed.). Philadelphia: J. B. Lippincott. (ISBN 0-7817-6757-1).

Ulrich, S. P. & Canale, S. W. (2005). *Nursing care planning guides: For adults in acute, extended and home care settings* (6th ed.). St. Louis: Saunders. (ISBN 978-0-7216-3923-9).

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**RIVERSIDE COMMUNITY COLLEGE DISTRICT
 SCHOOL OF NURSING
 NURSING 3 City Campus
PSYCHIATRIC/MENTAL HEALTH NURSING LECTURE SYLLABUS
 Fall, 2009**

DATE	MAJOR CONCEPT	FOCUS	BEHAVIORAL LEARNING OBJECTIVES	LEARNING EXPERIENCES/ OPPORTUNITIES AND ASSIGNMENTS
WEEK 2 9-8-09 0800-1600 * Introductory Concepts of Mental Health Nursing Theory/ Clinical	RCC Conceptual Framework Basic Human Needs Life Cycle Health/Illness Continuum Nursing Process Roles of the AD Nurse Safety in the Clinical Setting	INTRODUCTION TO NURSING 3 <u>Use of RCC Nursing Conceptual Framework in Mental Health Setting:</u> Maslow's Hierarchy Erikson/Newman's Psychosocial Model Health-Illness Continuum Nursing Process Roles of the Nurse	1. Relate the RCC Nursing Conceptual Framework to the mental health setting. 2. Provide examples of how each component of Maslow's Hierarchy of Basic Human needs relates to the mental health client. 3. Relate the positive/negative resolution in each of the developmental crises in Erikson/Newman's eleven stages of the life cycle in the mental healthcare of children, adolescents, and adults. 4. Discuss the health-illness continuum as presented in the RCC Nursing Conceptual Framework, incorporating aspects of mental health and mental illness. 5. Define the nursing process and give a summary of the five steps related to mental health nursing. 6. Identify the role expectations of the ADN nurse in the psychiatric/mental health setting.	<u>Lecture/Discussion</u> <u>Videotape:</u> "They Have Souls Too"; DVD <u>Required Readings:</u> <u>Keltner Text:</u> <u>Psychiatric Nursing</u> (5th ed.) (2007) ATI Mental Health Nursing, RN Edition 7 <u>Handouts:</u> Orientation Guidelines/Lecture Schedule Psychiatric Nursing Syllabus <u>Review:</u> RCC Conceptual Framework <u>Townsend:</u> <u>Nursing Diagnoses in Psychiatric Nursing</u> (6th ed.). 2004. Ch 1, App. D-H <u>Psychiatric Nursing Made Incredibly Easy</u> (Springhouse, 2001) NCLEX-RN Review (Mosby, 2007) Davis Drug Guide (F.A. Davis, 2007) McKenry, L. M. & Salerno, E. (2006) <i>Mosby's pharmacology in nursing</i> (22nd ed.). St. Louis Kee, J. L. (2005). <i>Handbook of laboratory and diagnostic tests with nursing implications</i> (7th ed.) Newman, B. & Newman, P. (2006). <i>Development through life</i> (9th ed.). Pacific Groves: Brooks/Cole Publishing Company. Taber's Medical Dictionary (F.A. Davis,

DATE	MAJOR CONCEPT	FOCUS	BEHAVIORAL LEARNING OBJECTIVES	LEARNING EXPERIENCES/ OPPORTUNITIES AND ASSIGNMENTS																
				2009)																
WEEK 2 9-8-09 0800-1600 * Introductory Concepts of Mental Health Nursing Theory/ Clinical	Health-Illness Continuum Roles of the AD Nurse	<u>Introduction to Mental Health Nursing</u> <u>Psychotherapeutic Management</u>	<ol style="list-style-type: none"> Describe the three components of psychotherapeutic management. Define the following terms: <table border="0"> <tr> <td>Behavior therapy</td> <td>1:1 Communication</td> </tr> <tr> <td>Milieu</td> <td>Therapy, OT, RT</td> </tr> <tr> <td>Psychopathology</td> <td>Group Therapy</td> </tr> <tr> <td>Psychopharmacology</td> <td>Therapeutic Communication</td> </tr> <tr> <td>Psychotropic drug</td> <td>Nurse-Patient Relationship</td> </tr> <tr> <td>Somatic therapy/ECT</td> <td>Support systems</td> </tr> <tr> <td>Nutrition</td> <td>Crisis intervention</td> </tr> <tr> <td>Religion</td> <td>Spirituality</td> </tr> </table> Identify techniques for increasing or decreasing a behavior. Describe the concept of token economy. Outline basic goals of group therapy. 	Behavior therapy	1:1 Communication	Milieu	Therapy, OT, RT	Psychopathology	Group Therapy	Psychopharmacology	Therapeutic Communication	Psychotropic drug	Nurse-Patient Relationship	Somatic therapy/ECT	Support systems	Nutrition	Crisis intervention	Religion	Spirituality	<u>Lecture/Discussion</u> <u>Required Reading:</u> <u>Keltner: Ch. 1-3</u> <u>ATI: Ch. 1, 3</u> <u>Recommended Videos (IMC):</u> Who's Normal Anyway? RC533.W46 2004 Crossing the Line: When Professional Boundaries are Violated RT86.3.C7 1998 Asylum: A History of the Mental Institutions in America: RC445.D6S3 2003
Behavior therapy	1:1 Communication																			
Milieu	Therapy, OT, RT																			
Psychopathology	Group Therapy																			
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Psychotropic drug	Nurse-Patient Relationship																			
Somatic therapy/ECT	Support systems																			
Nutrition	Crisis intervention																			
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WEEK 2 9-8-09 0800-1600 * Introductory Concepts of Mental Health Nursing Theory/ Clinical <i>Continued.</i>	Roles of the AD Nurse	<u>Theoretical Models for Working with Mental Health Patients</u>	<ol style="list-style-type: none"> Briefly compare and contrast major theoretical models that contribute to the understanding of mental health patients and their behaviors. (Freud, Erikson, Sullivan, Peplau, Ellis, Glasser, Selye) Describe the five axes of the mental health classification system. (DSM IV-TR) Review/define the following terms: <table border="0"> <tr> <td>Interpersonal security</td> <td>Euphoria</td> <td>Id</td> </tr> <tr> <td>Irrational belief</td> <td>Terror</td> <td>Ego</td> </tr> <tr> <td>Free Association</td> <td>Satisfaction</td> <td>Superego</td> </tr> <tr> <td>Preconscious</td> <td>Anxiety</td> <td>Stress</td> </tr> <tr> <td>Dysphoria</td> <td>Fear</td> <td>GAD</td> </tr> </table> Identify adaptive/maladaptive/palliative/dysfunctional use of defense mechanisms. 	Interpersonal security	Euphoria	Id	Irrational belief	Terror	Ego	Free Association	Satisfaction	Superego	Preconscious	Anxiety	Stress	Dysphoria	Fear	GAD	<u>Lecture/Discussion</u> <u>Required Reading:</u> <u>Keltner, Ch. 4</u>	
Interpersonal security	Euphoria	Id																		
Irrational belief	Terror	Ego																		
Free Association	Satisfaction	Superego																		
Preconscious	Anxiety	Stress																		
Dysphoria	Fear	GAD																		
WEEK 2 9-8-09 0800-1600 * Introductory Concepts of Mental	Roles of the AD Nurse	<u>Legal Issues</u>	<ol style="list-style-type: none"> Identify landmark court rulings and their impact on mental healthcare. (McNaughton, Rouse, Rogers, Tarasoff) Distinguish the three categories of voluntary/involuntary commitment. (DTS, DTO, GD) Discuss rights of mental health clients and implications 	<u>Lecture/Discussion</u> <u>Required Reading</u> <u>Keltner, Ch. 5</u> ATI Ch. 2																

DATE	MAJOR CONCEPT	FOCUS	BEHAVIORAL LEARNING OBJECTIVES	LEARNING EXPERIENCES/ OPPORTUNITIES AND ASSIGNMENTS
Health Nursing Theory/ Clinical <i>Continued.</i>			<p>in mental healthcare.</p> <p>4. Define and apply the following concepts: Confidentiality Right to treatment Least restrictive alternative Right to refuse treatment Freedom from restraint/seclusion Patient rights-privacy</p> <p>5. Address the competing interests of individual rights and the state's interest in maintaining the health and safety of its citizens.</p> <p>6. Describe the liability of the nurse in issues such as wrongful commitment and duty to warn.</p> <p>7. Review/define the following terms: Assault Malpractice Riese hearing Battery Probable cause AMA Civil law Informed consent AWOL Conservator or guardian Negligence (temporary or long-term) Writ of Habeas Corpus ADA 5150/5250 Doe Gallinot Certification</p>	
	Health/Illness Continuum Nursing Process Roles of the AD Nurse	<u>Nursing Process:</u> <u>Assessment, Mental Status Exam.</u> <u>Introduction to DSM-IV-TR</u>	<p>1. Relate the nursing process to psychiatric nursing practice.</p> <p>2. Identify the components of an initial holistic patient assessment.</p> <p>3. Describe the components of the mental status examination.</p> <p>4. Discuss the history and use of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR).</p> <p>5. Identify categories of illness and data that are placed on each axis of the DSM-IV-TR.</p> <p>6. Demonstrate how the DSM-IV-TR multiaxial system allows the clinician to develop a holistic assessment of the client when assigning a diagnosis.</p>	Keltner Chs. 9, and appendix pp. 680-689 Lecture Handout ATI Ch. 1
WEEK 2 9-8-09 0800-1600 * Introductory Concepts of Mental	Roles of the AD Nurse	<u>The Nurse-Client Relationship</u>	<p>1. Describe the stages of a therapeutic nurse-client relationship.</p> <p>2. Identify the major tasks of each stage of the nurse-client relationship.</p> <p>3. Define "unconditional human regard."</p>	<u>Required Reading:</u> Keltner: Ch. 8 ATI ch. 3 <u>Recommended CAI:</u> Communication Skills: Building Rapport and

DATE	MAJOR CONCEPT	FOCUS	BEHAVIORAL LEARNING OBJECTIVES	LEARNING EXPERIENCES/ OPPORTUNITIES AND ASSIGNMENTS
Health			4. Discuss psychosocial impact of a mental illness diagnosis to a client/family.	Trust (1997)
WEEK 2 9-8-09 0800-1600 * Introductory Concepts of Mental Health	Basic Human Needs Life Cycle Health-Illness Continuum Nursing Process Roles of the AD Nurse	<u>Therapeutic Communication</u>	<ol style="list-style-type: none"> 1. Distinguish between social and therapeutic communication. 2. Identify goals of therapeutic communication with psychiatric/mental health clients. 3. Discuss critical therapeutic communication issues in the mental health setting. 4. Describe a variety of techniques that facilitate client-centered communication. 5. State common blocks to therapeutic communications. 6. Review the following terms: Proxemics Objectivity Kinesics Therapeutic Communications Therapeutic listening 7. Identify basic principles of therapeutic communication with mental health clients. 8. List basic counseling techniques by the nurse. 	<u>Lecture/Discussion</u> <u>Required Reading:</u> <u>Keltner:</u> Ch. 7 <u>ATI ch.</u> 4 <u>Recommended Videos (IMC):</u> Communication: RT23.C65 1993 <u>Recommended CAI's:</u> Nurse-Patient Interaction (Disc 1 & 2, 1997) (Techniques of Therapeutic Communication and Blocks to Therapeutic Communication) Communication Skills: Building Trust and Rapport
	Roles of the AD Nurse	<u>Milieu Management</u>	<ol style="list-style-type: none"> 1. Define and describe the therapeutic milieu. 2. Describe the goal of milieu management in the care of mental health clients. 3. Identify the elements of the therapeutic milieu. 4. Discuss safety issues on the mental health unit. 5. Identify behaviors which possibly could escalate to violence in the healthcare work place. 	<u>Lecture/Discussion</u> <u>Required Reading:</u> <u>Keltner:</u> Chs. 23, 24
WEEK 2 9-8-09 0800-1600 * Introductory Concepts of Mental Health	Roles of the AD Nurse	<u>Developing the Therapeutic Environment</u>	<ol style="list-style-type: none"> 1. Discuss the implications for the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) guidelines for a therapeutic environment. 2. Identify major safety issues on a mental health unit. 3. Describe common themes of limit setting on mental health units. 	<u>Lecture/Discussion</u> <u>Required Reading:</u> <u>Keltner:</u> Ch. 23, 24 (as above)

DATE	MAJOR CONCEPT	FOCUS	BEHAVIORAL LEARNING OBJECTIVES	LEARNING EXPERIENCES/ OPPORTUNITIES AND ASSIGNMENTS
Health <i>Continued.</i>			<ol style="list-style-type: none"> Identify important measures in unit modification. Define policy on seclusion and restraint (S&R) policy including legal implications and nursing responsibilities. 	
	Roles of the AD Nurse	<u>Behavior Therapy</u>	<ol style="list-style-type: none"> Describe behavior modification. Describe operant conditioning and positive reinforcement. Identify nursing interventions to increase positive behaviors and interventions to decrease negative behaviors. 	<u>Lecture/Discussion</u> <u>Required Reading:</u> <u>Keltner: Ch. 38</u>
	Roles of the AD Nurse	<u>Continuum of Care</u>	<ol style="list-style-type: none"> Define hospital-based care and community-based care. Describe the case management concept. 	<u>Required Reading:</u> <u>Keltner: Chs. 2, 3</u>
	Roles of the AD Nurse	<u>Aggressive Patient</u> <u>Working with the Aggressive Client</u>	<ol style="list-style-type: none"> Describe the differences between anger, aggression, passive aggression, and assertiveness. Compare the legal and social definitions of assault and battery. Describe the five stages of the assault cycle. Explain the verbal nursing interventions for anger and non-violent aggression. Describe the nursing care of clients in seclusion and restraints. Identify/apply therapeutic communication techniques for interacting with aggressive clients. List key principles in the management of assaultive behavior. Describe procedure for seclusion and restraints (S/R). Explain rationale for important nursing interventions for S/R and documentation. 	<u>Lecture/Discussion</u> <u>Required Reading:</u> <u>Keltner: Ch. 11</u> <u>ATI: Ch. 33</u> <u>Recommended P.D.S. online software LMS (Learning Management System) at www.SoftwareForNurses.com:</u> <ul style="list-style-type: none"> Anger, Hostility & Aggression Crisis
	Basic Human Needs Life Cycle Health-Illness Continuum	<u>Child and Adolescent Psychiatric Nursing</u>	<ol style="list-style-type: none"> Describe the major categories of child psychiatric disorders Identify genetic and environmental factors that can elevate the risk of developing a psychiatric disorder. Describe the symptoms of the selected child and adolescent psychiatric disorders. 	Keltner, Ch. 42 ATI Chs. 18 & 36

DATE	MAJOR CONCEPT	FOCUS	BEHAVIORAL LEARNING OBJECTIVES	LEARNING EXPERIENCES/ OPPORTUNITIES AND ASSIGNMENTS
WEEK 3 9-15-09 0800-1015 Schizophrenia	Basic Human Needs Life Cycle Health-Illness Continuum	<u>Psychotic Disorders:</u> <u>Schizophrenia:</u> Paranoid Disorganized Catatonic Undifferentiated Residual <u>Other Psychoses:</u> Schizophreniform Schizoaffective Delusional Brief Psychosis Shared Psychosis	4. Identify principles of nursing intervention with children and adolescents. 1. Define the term schizophrenia. 2. Describe the major historical figures, events, and theories that have contributed to the current understanding of schizophrenia. 3. Identify Bleuler's four A's of schizophrenia. 4. Recognize DSM-IV-TR criteria and terminology for schizophrenia/related psychoses. 5. Recognize and describe objectives and subjective symptoms of schizophrenia assessment. 6. Identify theoretical biological explanations (including dopamine hypothesis) for schizophrenia and the psychodynamic theories of schizophrenia. 7. Review/define the following terms: Ambivalence Hallucination Catatonia Psychosis Concrete Ideas of Reference Delusion Illusion Echolalia Loose Association Echopraxia Neologism Word Salad Paranoia Religiosity Perseveration Tangentiality Neurosis Flight of Ideas Circumstantiality	<u>Lecture/Discussion</u> <u>Required Reading:</u> <u>Keltner:</u> Ch. 18, 27 & 28 <u>ATI:</u> Ch. 16 & 26 <u>Recommended Reading:</u> <u>Townsend:</u> Ch 5, 27, 28, Appendix C <u>Torrey:</u> Surviving Schizophrenia: A Family Manual <u>Recommended Videos/Movies:</u> A Beautiful Mind I Never Promised You a Rose Garden One Flew Over the Cuckoo's Nest <u>Recommended Videos (IMC):</u> Managing Psychotic Behaviors:
WEEK 3 9-15-09 0800-1015 Schizophrenia <i>Continued</i>	Health-Illness Continuum Roles of the AD Nurse Nursing Process Life Cycle		8. Develop a nursing care plan for patients with schizophrenia. 9. Identify therapeutic communication techniques for clients with delusions, hallucinations, illusions and psychotic behavior. 10. Discuss the psychosocial ramifications of a diagnosis of schizophrenia and other catastrophic diagnoses. 11. Identify community resources to aid in follow-up care for the mental health client with schizophrenia or other psychoses.	

DATE	MAJOR CONCEPT	FOCUS	BEHAVIORAL LEARNING OBJECTIVES	LEARNING EXPERIENCES/ OPPORTUNITIES AND ASSIGNMENTS
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Basic Human
Needs

12. Describe interdisciplinary treatment modalities for the
psychotic client.

DATE	MAJOR CONCEPT	FOCUS	BEHAVIORAL LEARNING OBJECTIVES	LEARNING EXPERIENCES/ OPPORTUNITIES AND ASSIGNMENTS
NOTE: WEEK 4			Focus on Schizophrenia, Therapeutic Communication	
Monday, 9-21-09			Legal issues with psych	
EXAM #1			History of mental health care	
1015-1215				
MLK Library				
WEEK 4 09-22-09 0800-1015 Psychotropic Medications	Basic Human Needs Life Cycle Health-Illness Continuum Roles of the AD Nurse Nursing Process	<u>Psychotropic Medications.</u> <u>Major Tranquilizers:</u>	<ol style="list-style-type: none"> 1. Define the role of psychopharmacology in psychotherapeutic management. 2. Identify the nurse's responsibilities in administering psychotropic drugs, including informed consent. 3. Describe the function and inactivation of neurotransmitters. 4. Discuss the functions of the blood-brain barrier and the significance of lipid solubility. 5. Differentiate between the following classes of psychotropic medications: Antipsychotics Anxiolytics Antiparkinson Antimanics Antiseizure Antidepressants Stimulants Hypnotics/Sedatives 6. Identify several commonly prescribed antipsychotic, antiparkinson, and antiseizure medications. 7. Define the term extrapyramidal side effect (EPSE) and give examples. 8. Discuss prevention and treatment of EPSEs. 9. Describe issues related to non-compliance with medication regimes for the mentally ill client. 	<u>Lecture/Discussion</u> <u>Required Reading:</u> <u>Keltner:</u> Ch. 18, 19, 20, Appendix D & E <u>ATI:</u> Ch. 13-16 <u>Recommended Videos (IMC):</u> Psychotropic Medications: Assessment, Intervention & Treatment (NEW) Psychotropic Medications: Schizophrenia & Bipolar Disorders (NEW) Medication Issues in Mental Health: Understanding Movement Disorders (NEW) Medication Issues in Mental Health: Preventing Adverse Drug Reactions
WEEK 4 09-22-09 0800-1015 Psychotropic Medications <i>Continued</i>			<ol style="list-style-type: none"> 10. Define the following terms: Dystonic reaction Tardive dyskinesia EPSEs Torticollis Akathisia Neuroleptic Dyskinesia Oculogyric crisis Opisthotonus Akinesia Laryngeal-pharyngeal dystonia Neuroleptic malignant syndrome (NMS) 11. State the benefits of teaching clients about psychotropic 	

DATE	MAJOR CONCEPT	FOCUS	BEHAVIORAL LEARNING OBJECTIVES	LEARNING EXPERIENCES/ OPPORTUNITIES AND ASSIGNMENTS
WEEK 5 9-29-09 0800-1015 Mood Disorders	Basic Human Needs Life Cycle Health-Illness Continuum Roles of the AD Nurse Nursing Process Maslow	<u>Mood Disorders:</u> Bipolar Illness Cyclothymia Mania Acute Manic Episode	<ol style="list-style-type: none"> 1. Describe the biological and psychodynamic explanations for mood disorders. 2. Recognize the DSM-IV-TR criteria and terminology for mood disorders, mania and bipolar illness. 3. Identify behavioral manifestations of the expansive client. 4. Discuss strategies for maintaining client dignity, safety, and self-esteem. 5. Discuss the effectiveness of nursing interventions for the bipolar client. 6. Develop a nursing care plan (assessment, analysis, interventions, and evaluation) for the bipolar client. 7. Identify therapeutic communication techniques for interacting with manic/bipolar clients. 8. Describe the psychosocial impact of a mood disorder diagnosis. 9. Define the following terms: Acute mania Bipolar Cyclothymia Rapid cycler Hypomania 10. Identify treatment strategies and community resources for the bipolar client. 	<u>Lecture/Discussion</u> <u>Required Readings:</u> <u>Keltner:</u> Ch. 30 <u>ATI:</u> Ch. 13-16 <u>Recommended Videos (IMC):</u> Bipolar Disorder RC516.B47 1997 Mood Disorders: Antidepressants and Mood Stabilizers RM332.M66 2001 <u>Recommended Reading:</u> <u>Townsend:</u> Ch 6 <u>Recommended PDS online software LMS (Learning Management System) at www.SoftwareForNurses.com</u> • Depression & Elation
WEEK 5 9-29-09 0800-1015 Mood Disorders <i>Continued</i>	Basic Human Needs Life Cycle Health-Illness	<u>Mood Disorders:</u> Depression Antidepressants	<ol style="list-style-type: none"> 1. Describe the historical classification of depression and other mood disorders. 2. Recognize the DSM-IV-TR criteria and terminology for depression. 3. Compare objective and subjective assessments of a 	<u>Lecture/Discussion</u> <u>Required Reading:</u> <u>Keltner:</u> Ch. 29 <u>Recommended Reading:</u>

DATE	MAJOR CONCEPT	FOCUS	BEHAVIORAL LEARNING OBJECTIVES	LEARNING EXPERIENCES/ OPPORTUNITIES AND ASSIGNMENTS
	Continuum Roles of the AD Nurse Nursing Process Maslow	Suicide Electroconvulsant Therapy	client with major depression. 4. Describe nursing assessments, interventions and treatment protocols for the depressed client. 5. Develop a nursing care plan for the depressed client. 6. Identify therapeutic communication techniques for interacting with depressed clients. 7. List symptoms of severe depression and suicide, prevention, and related nursing interventions.	<u>Townsend</u> : Ch 6 <u>Recommended Videos (IMC)</u> : Mood Disorders: Antidepressants & Mood Stabilizers RM332.M66 2001 Cognitive-Behavior Therapy for Depression RC489.C63 C64 2000 Psychotropic Medications: Depression & Anxiety (NEW) <u>Recommended CAI</u> : TLC Medical Center: The Client with Depression
WEEK 5 9-29-09 0800-1015 Medications for Depression	Roles of the AD Nurse Nursing Process	<u>Antidepressant Drugs</u> - TCAs - SSRIs - MAOIs - NSSRIs	1. Understand the differences among the three major classes of antidepressant drugs (TCAs, SSRIs, NSSRIs and MAOIs). 2. Explain the mechanism of action of antidepressants. 3. Discuss side effects of antidepressant medications. 4. Identify therapeutic vs. toxic serum levels of these drugs. 5. Describe potential interactions of antidepressants and antimanic drugs. 6. Develop a teaching plan related to clients on antidepressant medications. 7. Define the following terms: Anticholinergic effect Depression Monoamine oxidase inhibitors Dysthymia Tyramine Suicide 8. Describe the special dietary needs of clients on MAOI drugs.	<u>Lecture/Discussion</u> <u>Required Reading</u> : <u>Keltner</u> : Ch. 21 <u>Recommended Reading</u> : <u>Townsend</u> : Ch 25
WEEK 7 Mon, 10-12-09 EXAM #2 1015- 1215MLK		Focus on mood disorders (Major Depression and Bipolar) Medications: Antipsychotics, Antiparkinson meds, Mood stabilizers and antidepressants (actions and side-effects)		

DATE	MAJOR CONCEPT	FOCUS	BEHAVIORAL LEARNING OBJECTIVES	LEARNING EXPERIENCES/ OPPORTUNITIES AND ASSIGNMENTS
Library				
WEEK 7 10-13-09 0800-1015 Substance Abuse	Health-Illness Continuum Roles of the AD Nurse Nursing Process Life Cycle Basic Human Needs	Abuse/Dependence Alcohol Stimulants (cocaine, methamphetamine) Hallucinogens Opioids (heroin, rx pain killers) Antianxiety rx Marijuana Nicotine	<ol style="list-style-type: none"> 1. Recognize the personal and societal toll of the abuse of alcohol and other drugs 2. Recognize the DSM-IV-TR criteria and terminology for substance-related disorders 3. Recognize and describe objective and subjective symptoms of substance dependence and abuse. 4. Describe physiologic, emotional, and interpersonal theoretical explanations for the development of substance-related disorders. 5. Describe how different neurotransmitters are influenced by various drugs of abuse 6. Develop a nursing care plan for patients with substance-related disorders 7. Evaluate the relative effectiveness of nursing interventions for patients with substance-related disorders. 8. Understand the contributions of nonmedical interventions in recovery from substance-related disorders 9. Understand the impact of substance-related disorders on the family. 10. Utilize stages of change theory to formulate appropriate verbal interventions for patients with substance abuse issues. 	<u>Lecture/Discussion</u> <u>Required Reading:</u> <u>Keltner, ch 35</u> <u>ATI: Ch. 29</u> <u>Recommended Movies:</u> "My Name is Bill W." (James Woods, James Garner) "When a Man Loves a Woman (Andy Garcia, Meg Ryan) "28 Days" (Sandra Bullock)
WEEK 8 10-20-09 0800-1015 Cognitive Disorders	Health-Illness Continuum Basic Human Needs Nursing Process Roles of the AD Nurse	<u>Cognitive Disorders:</u> Dementias: - HIV - Alzheimer's - Head Trauma - Parkinson's - Huntington's Chorea	<ol style="list-style-type: none"> 1. Differentiate between dementia and delirium. 2. Recognize DSM-IV criteria for delirium, dementia, amnesic, and other cognitive disorders. 3. Describe the cardinal symptoms of dementia. 4. Understand theories that explain the psychopathology of Alzheimer's disease and other dementias. 5. Develop a nursing care plan (assessment, analysis [ND], 	<u>Lecture/Discussion</u> <u>Required Reading:</u> <u>Keltner: Ch. 32, 43, Appendix C</u> <u>ATI: Ch. 27</u> <u>Recommended Reading:</u> <u>Townsend: Ch 3</u> <u>Recommended Videos (IMC):</u>

DATE	MAJOR CONCEPT	FOCUS	BEHAVIORAL LEARNING OBJECTIVES	LEARNING EXPERIENCES/ OPPORTUNITIES AND ASSIGNMENTS			
Life Cycle	<ul style="list-style-type: none"> - Pick's - Creutzfeldt-Jakob - Substance Induced Dementia - Vascular (MID) 	<p>interventions, evaluation) for a patient with dementia.</p> <ol style="list-style-type: none"> 6. Identify appropriate therapeutic communication techniques in caring for clients with cognitive deficits. 7. Discuss components of the mini-mental status exam. 8. Define: <table style="margin-left: 20px; border: none;"> <tr> <td style="padding-right: 20px;">Alogia</td> <td>Apraxia</td> </tr> <tr> <td>Agnosia</td> <td>Aphasia</td> </tr> </table> 9. Identify community resources to aid in meeting the biopsychosocial needs of the client with a cognitive disorder. 10. Describe types of medications used for clients with dementia. 11. Discuss the psychosocial impact of a diagnosis of dementia. 	Alogia	Apraxia	Agnosia	Aphasia	<p>Disease RC523.W47 2000 The Forgetting: A Portrait of Alzheimer's RC523.2.F67 2003</p>
Alogia	Apraxia						
Agnosia	Aphasia						
<p>WEEK 10 Mon, 11-2-09 EXAM #3 1015-1215 MLK Library</p>	<p>Focus on alcohol and alcohol withdrawal, prescription medication abuse, heroin, meth, cocaine, hallucinogens, marijuana</p> <p>Know about the use of detox medications</p> <p>Cognitive Disorders (especially Alzheimers, Vascular Dementia, Delirium)</p>						

DATE	MAJOR CONCEPT	FOCUS	BEHAVIORAL LEARNING OBJECTIVES	LEARNING EXPERIENCES/ OPPORTUNITIES AND ASSIGNMENTS
WEEK 11 11-10-09 0800-1015 Anxiety and Anxiety Disorders	Health-Illness Continuum Coping and adaptation Roles of the AD Nurse Nursing Process	<u>Anxiety</u> Levels of anxiety Managing anxiety <u>Anxiety Disorders:</u> - Panic - Agoraphobia - Phobia - Obsessive- Compulsive - Post-traumatic Stress	<ol style="list-style-type: none"> 1. Explain the relationship among anxiety, neurochemical and physiological responses, coping, and anxiety-related disorders. 2. Describe major theories that contribute to the understanding of anxiety, somatoform disorders, and dissociative disorders. 3. Recognize the special terms related to anxiety, somatoform disorders, and dissociative disorders. 4. Describe DSM-IV-TR criteria for major anxiety, somatoform disorders, and dissociative disorders. 	<u>Lecture/Discussion</u> <u>Required Reading:</u> <u>Keltner:</u> Chs. 10, 21, 31 <u>ATI:</u> Chs. 13, 19 <u>Recommended Reading:</u> <u>Townsend:</u> Ch7, 9, Appendix B <u>Recommended Videos (IMC):</u> Lost in the Mirror: Women with Multiple Personalities RC569.5M8L67 2003 Obsessions: Understanding OCD: Seeking Perfection RC533.S44 2004
	Life Cycle Basic Human Needs	- Acute Stress - Generalized Stress - Anxiety Disorder Dissociative D-O's Somatoform D-O's	<ol style="list-style-type: none"> 5. Describe objective and subjective symptoms of anxiety, somatoform disorders, and dissociative disorders. 6. Discuss the psychosocial impact of an anxiety-related diagnosis. 7. Develop nursing care plans (assessment, analysis [ND], interventions, and evaluation) for individuals with various anxiety, somatoform, and dissociative disorders. 8. Identify appropriate therapeutic communication techniques to use with clients with anxiety-related disorders. 9. Identify community resources for helping the client with an anxiety related disorder. 	Obsession: Understanding OCD: Who's Normal Anyway RC533.W46 2004 <u>Recommended CAI:</u> Communication Skills: Identifying, Underlying Anxiety (1998) <u>Recommended P.D.S. online software LMS (Learning Management System) at www.SoftwareForNurses.com</u> • Anxiety <u>Recommended Video/Movie:</u> As Good as it Gets (Jack Nicholson)
	Roles of the AD Nurse	<u>Antianxiety Drugs:</u> Benzodiazepines Valium Xanax Ativan Librium Restoril Ambien Other Agents	<ol style="list-style-type: none"> 1. Describe the differences between benzodiazepines and buspirone. 2. Discuss the side effects of benzodiazepines. 3. Identify therapeutic vs. toxic levels of benzodiazepines. 4. Identify the new specific antidote for benzodiazepines, particularly with CNS depressants such as alcohol. 5. Discuss the implications for teaching clients about antianxiety drugs. 6. Define the following terms: Abuse Disinhibition 	<u>Lecture/Discussion</u> <u>Required Reading:</u> <u>Keltner:</u> Ch. 21 <u>Recommended Reading:</u> <u>Townsend:</u> Ch. 24 <u>Recommended Videos/DVD:</u> Anxiolytic Medications: RC531.A58, 2002 Psychotropic Medications: Depression & Anxiety

DATE	MAJOR CONCEPT	FOCUS	BEHAVIORAL LEARNING OBJECTIVES	LEARNING EXPERIENCES/ OPPORTUNITIES AND ASSIGNMENTS
			Anxiety Anxiolytic Dependence	Tolerance Withdrawal
WEEK 12 <u>Tuesday</u> 11-17-09 0800-1015 Personality Disorders	Health-Illness Continuum Roles of the AD Nurse Nursing Process Life Cycle Basic Human Needs	Borderline Antisocial Histrionic Narcissistic Avoidant Schizoid Dependent Paranoid Schizotypal Obsessive- Compulsive	<ol style="list-style-type: none"> 1. Define the terms personality, id, ego, and superego. 2. Describe personality processes and ego defense mechanisms. 3. Recognize DSM-IV-TR criteria of each personality disorder. 4. Describe behaviors of persons with each personality disorder. 5. Describe nursing interventions for patients with each personality disorder. 6. Recognize issues related to the care of patients with personality disorders. 7. Discuss the treatment plan for the client with a disordered personality. 8. Identify therapeutic communication techniques appropriate for interaction with clients with personality disorders. 9. Formulate a nursing care plan for clients with personality disorders. 10. Identify community resources for helping the client with a personality disorder. 	<u>Lecture/Discussion</u> <u>Required Reading:</u> <u>Keltner: Ch. 33</u> <u>ATI: Ch. 22</u> <u>Recommended Reading:</u> <u>Townsend: Appendix A</u> <u>Recommended Videos (IMC):</u> <u>Personality Disorders: Causes, Assessment, & Treatment (NEW)</u> <u>Personality Disorders: Paranoid, Schizoid, & Schizotypal (NEW)</u> <u>Personality Disorders: Antisocial, Borderline, Histrionic & Narcissistic (NEW)</u> <u>Personality Disorders: Avoidant, Dependent & Obsessive-Compulsive (NEW)</u> <u>Recommended Reading:</u> <u>Townsend: Ch 15</u> <u>Recommended Video/Movies:</u> “Fatal Attraction” and “The Caine Mutiny”
WEEK 13 Mon. 11-23-09 1015-1215 EXAM 4 MLK		Focus on Anxiety: Levels of anxiety, panic, phobias, somatoform disorders, antianxiety medications		
		Focus on Alzheimer’s, delirium vs.		

DATE	MAJOR CONCEPT	FOCUS	BEHAVIORAL LEARNING OBJECTIVES	LEARNING EXPERIENCES/ OPPORTUNITIES AND ASSIGNMENTS
		dementia, caregiver role strain, antidementia drugs Focus on Personality Disorders, especially Antisocial and Borderline		
Week 13 Tu, 11-24-09 08-11 MLK			ATI Testing	All City Campus Students Including Flex Students to Test
WEEK 14 Tuesday 12-1-09 0800-1015 Eating Disorders/ Cultural Competence in Psychiatric Nursing	Health-Illness Continuum Basic Human Needs Nursing Process Roles of the AD	<u>Eating Disorders:</u> Anorexia Nervosa Bulimia Nervosa	<ol style="list-style-type: none"> 1. Recognize the criteria and terminology used in the DSM-IV for eating disorders. 2. Recognize and describe objectives and subjective symptoms of eating disorders. 3. Describe biological explanations for eating disorders. 4. Describe psychodynamic explanations for eating disorders. 5. Develop nursing care plans (assessment, analysis [ND], interventions and evaluation) for patients with eating disorders. 6. Identify appropriate therapeutic communication techniques in interacting with client with eating disorders. 7. Discuss the psychosocial impact of an eating disorder diagnosis. 8. Identify community resources for clients with eating disorders. 	<u>Required Reading:</u> Keltner: Ch 37 <u>ATI:</u> Ch. 23 <u>Recommended Reading:</u> Townsend: Ch 11, 30 <u>Recommended Videos (IMC):</u> Dying to Be Thin RC552.E18D94 2000 <u>Recommended Video/Movie:</u> Superstar: Karen Carpenter Story

DATE	MAJOR CONCEPT	FOCUS	BEHAVIORAL LEARNING OBJECTIVES	LEARNING EXPERIENCES/ OPPORTUNITIES AND ASSIGNMENTS
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Cultural Competence

9. Understand the importance of cultural variables on health and health care. Keltner: Ch. 14
ATI: Ch. 8
10. Describe the components of cultural competence.
11. Articulate the differences in and importance of worldview
12. Explain how incorporation of cultural competence can enhance psychiatric nursing clinical excellence.
13. Analyze the symptomatology suggestive of culture-bound syndromes.

WEEK 15
Tuesday
12-8-09
0800-1015
Crisis and Family Violence

Health-Illness Continuum
Nursing Process
Basic Human Needs
Life Cycle
Roles of the AD Nurse
Crisis and Crisis Management
Elder Abuse, Child Abuse, Spousal Abuse
Family Dynamics
The Perpetrator, The Vulnerable Person
Treatment for the Whole Family
The Nurse's Need for Professionalism

1. Describe characteristics and effects of crisis situations.
2. Outline major crisis intervention goals and strategies.
3. Identify differences among adaptive, palliative, maladaptive, and dysfunctional coping mechanisms
4. Recognize the seriousness of violence and trauma in the USA
5. Describe the emotional reactions of adult victims of crime, violence, and abuse
6. Recognize the dynamics involved in interpersonal violence crimes.
7. Analyze the way in which the cycle of violence inhibits individuals from leaving abusive relationships
8. Identify the needs of victims of violence and trauma
9. Describe strategies for facilitating the transition from victim to survivor of violence or trauma.
10. Develop a nursing care plan for survivors of violence and trauma.

Lecture/Discussion
Required Reading:
Keltner: Ch. 10, 41,
ATI: Ch. 30, 33

NOTE: FINAL EXAM
Monday, 12-14-09
2-5 p.m.
MLK Library

Focus on everything!! ☺ Especially substance abuse, mood disorders, and schizophrenia