



**Kingsborough Community College**  
**The City University of New York**  
*Department of Nursing*

**NUR 2000 – Nursing the Emotionally Ill**  
**Course Syllabus: Spring 2024**

Professor Diane McDevitt DNP, ANP, MS, ACNS-BC ,RN Professor Co-Course Coordinator NUR 2000	Professor Erin Murphy Smith RN, MS Associate Professor Co-Course Coordinator NUR 2000
Professor Catherine Wilson-Mooney RN, MS Assistant Professor Co-Deputy Chair of Clinical Affiliations	
Credit – Hours: 4 credits, 14 hours.	
Prerequisites:	NUR 1800, NUR 2100, PSY 3200
Recommended	SOC 3100; ENG 2400

**Contact Information**

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**Course Description**

This course focuses on nursing care of emotionally ill patients who are experiencing difficulty meeting psychosocial needs. It also focuses on how emotional illness affects the needs of the individual and family in their efforts to adapt to stressors. The physiological and psychological

needs of the patient are addressed through Quality and Safety for Nurses (QSEN) initiative incorporating the concepts of patient centered care, teamwork and collaboration, evidence-based practice, safety, quality improvement and informatics, the nursing process, and the Categories of Client Needs. Students are also introduced to the principles of management of patient groups. In addition, this class is designated as a Civic Engagement Course by KCC. To fulfill the Civic Engagement requirement, students will attend an open Alcoholics Anonymous meeting and submit a reflection paper about that experience. Class work for a typical week consists of five (5) hours of classroom instruction, two (2) hours weekly college laboratory/simulation, and eight (8) hours of health agency experiences. It is essential for students to engage in additional practice for further development of skills. Provisions are available for additional time in the college laboratory for practice.

All students should ensure they have access to their cuny.edu email, their library account, CUNYfirst, Office365, CUNY Virtual Desktop, CUNY Dropbox. For assistance, contact the student Helpdesk at L-106 or email at [helpdesk@students.kbcc.cuny.edu](mailto:helpdesk@students.kbcc.cuny.edu) or phone 718-368-6679.

**COURSE STUDENT LEARNING OUTCOMES (SLOs)**

Upon completion of NUR 2000, using the Nursing Process in a variety of health care settings to a diverse population of mental health patients, the student will:

Course SLOs
1. Structure safe, compassionate, nursing care to patients within the continuum of care in mental health services.
2. Prioritize patient-centered nursing interventions for patients with mental health problems and disorders.
3. Deliver nursing care supported by principles of evidence-based practice.
4. Apply critical thinking and clinical reasoning strategies when providing care in mental health nursing.
5. Implement principles of teamwork and collaboration when working with members of the interdisciplinary mental health team.
6. Analyze pertinent leadership/management methods when providing care.
7. Demonstrate accurate quality documentation while using the principles of information services and systems when providing care.
8. Practice professional nursing within an ethical and legal framework to protect the rights of mental health patients.

### **ASSESSMENT MEASURES for COURSE SLOs**

Students will perform satisfactorily in the classroom, laboratory/simulation and clinical setting as evidenced by achieving 75% or greater on written exams, completion/submission of various course specific written assignments, and demonstration of satisfactory performance on course specific clinical competency and evaluation tools.

### **ASSESSMENT TECHNOLOGY INSTITUTE (ATI) TESTING**

Kingsborough's Nursing Department uses ATI Nursing Education tutorials, testing and remediation each semester. Completion of ATI practice assessments and exams are requirements of this course. ATI will account for 2% of the course grade. A grade of incomplete will be entered for any student failing to submit all scheduled ATI assignments by the due date. Similarly, a grade of incomplete will result if a student fails to take the proctored ATI exam. A grade of incomplete will prevent progression in the program.

### **ATTENDANCE**

Complete participation in class is possible only when students are able to focus attention on the class; therefore, entering class after it has begun is disrespectful to Faculty and classmates. Talking out of turn or exhibiting other disruptive behaviors is not tolerated and students will be asked to leave the classroom or lab.

All cell phones, smart devices or other multimedia devices that generate sound must be muted or turned off during lectures, labs and clinicals. Students must exit the virtual classroom to make or receive calls.

A student is deemed excessively absent in any course when he or she has been absent 15% of the number of contact hours a class meets during a semester. When a student is excessively absent, a grade of "WU" will be assigned as described in the college catalogue. Attendance at pre- and post-conference for clinical experience is required. Absence from either pre- or post-conference constitutes an absence for the day's experience.

### **STUDENTS WITH DISABILITIES**

Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation from the Access-Ability office (D-205). Please contact AAS for assistance.

### **EXAM POLICY**

All course exams are administered on-campus electronically via Exam Soft. In the event of a virtual exam, students will be monitored during the exam. Therefore, it is imperative that the student use a computer with audio and video capabilities. All students are required to have a camera on during the virtual exam. The student testing environment should be in an area with adequate Wi-Fi and free from distractions and personal items. The CUNY Policy on Academic Integrity is strictly enforced throughout the exam. Any suspected violation of this policy may result in removal from the course. Examples of this behavior include, but are not limited to, talking, use

of any reading material, hand gesturing, and presence of other individuals in the immediate area. No headphones (both wireless and non-wireless) or any other device that can receive sound is permitted during the exam. There will be no individual exam reviews with faculty members and there will be no group exam review at the end of the exam.

Please be advised that, pursuant to accreditation requirements, the nursing program requires the mandatory use of remote proctoring tools for exams for all students in all nursing courses, regardless of whether a course is given in person or remotely.

### **DOSAGE CALCULATION EXAM POLICY**

A Dosage Calculation Competency Quiz will be administered at the beginning of each semester to validate drug calculation competency.

Worksheets will be distributed prior to each exam. Please write your name at the top of the worksheet. All worksheets will be collected at the end of the exam by the faculty. All work must be shown on the exam worksheet.

Students must score at least 80% on the first exam. If a student does not receive a minimum of 80%, they must attend the two (2) hour scheduled *Mandatory Math Workshop* that is held on the 2<sup>nd</sup> Tuesday of the semester.

At the end of the Mandatory Math Workshop, the student will be given a 2<sup>nd</sup> math calculation quiz.

Failure to attend the workshop will result in being *withdrawn from all nursing courses for the current semester*.

If the student does not achieve a 100% on the 2<sup>nd</sup> exam, they will be *withdrawn from all nursing courses for the current semester*.

You will receive a satisfactory/unsatisfactory grade for Dosage Calculation as it is not part of the numerical calculation for your Final Grade in a course.

Keep in mind that this is a requirement for all clinical courses, therefore the above requirements must be completed to receive a Final grade in the course. Failure to complete the requirements will result in an INC (incomplete).

### **ACADEMIC INTEGRITY POLICY**

Kingsborough Community College strives to promote academic integrity among students to help prepare them for their future endeavors. [The International Center for Academic Integrity](#) defines academic integrity by 5 core values. These values are as follows:

- 1 Honesty: The quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service
- 2 Trust: Academic institutions must foster a climate of mutual trust in order to stimulate the free exchange of ideas.
- 3 Fairness: All interactions among students, faculty and administrators should be grounded in clear standards, practices and procedures.

- 4 Respect: Learning is acknowledged as a participatory process, and a wide range of opinions and ideas is respected.
- 5 Responsibility: A thriving community demands personal accountability on the part of all members and depends upon action in the face of wrongdoing.

Please note the Kingsborough Community College Academic Integrity Policy:

[https://www.kbcc.cuny.edu/studentaffairs/student\\_conduct/academic\\_integrity.html](https://www.kbcc.cuny.edu/studentaffairs/student_conduct/academic_integrity.html)

To reach academic success, one needs to uphold the 5 core values of honesty, trust, fairness, respect and responsibility. Failure to do so may result in charges of academic dishonesty. Academic dishonesty is prohibited by CUNY and Kingsborough Community College and is punishable by penalties, including failing grades, suspension, and expulsion. Examples of academic dishonesty include, but are not limited to, cheating, plagiarism, internet plagiarism, obtaining unfair advantages, and falsification of records.

## EVALUATION

Grades will be calculated according to college and departmental policy as follows:

A	+97 – 100	B+	87 – 89	C+	78 – 79	D+	66 – 69
A	93 – 96	B	83 – 86	C	75 – 77	D	60 – 65
A-	90 – 92	B-	80 – 82	C-	70 – 74	F	< 60

W	Withdrew without penalty
WU	Unofficial withdrawal (counts as failure)
INC	Doing passing work, but missing an assignment or an examination; changes to a “FIN” if work is not made up by the 10 <sup>th</sup> week of the next 12-week session
FIN	Failure as a result of an Incomplete.

## Assessments

**NUR 2000 grades will be calculated as follows:**

1. Lecture examinations average (3 exams)
  - Exam 1 = 31.5%,
  - Exam 2 = 31.5%
  - Final Exam = 35%
  - ATI Assignments and Testing = 2%

2. Reflection Paper after attendance at an open Alcoholics Anonymous meeting	Satisfactory or Unsatisfactory
3. Clinical competency	Satisfactory or Unsatisfactory
4. Lab Case Studies	Satisfactory or Unsatisfactory
5. Unfolding Process Recordings in Clinical	Satisfactory or Unsatisfactory

For purpose of completing the requirements for assessments 2 through 5, “Satisfactory” is defined as a grade of 75 or above. All peer reviewed and /or reflection papers/assignments are part of the lecture grade.

Students are expected to take all exams when scheduled. Exceptions to this rule will be for emergency situations and the faculty must know in advance. Students who do not take an exam on the scheduled date are required to take a makeup exam. All makeup exams may be given at the end of the semester. Students who fail to take the scheduled exams or makeup exams will receive a grade of zero for that test.

All written assignments must comply with college standards for written work. Your essays will be submitted via Turnitin on Blackboard. All assignments must be handed in by the end of the course to complete the requirements of the course. However, please submit your essays by the due date. Late essays will be assessed a penalty of 5 points for each day late. If written assignments are not submitted by the end of the course or receive a grade of less than 75, the student will receive a grade of "INC" for the course. Students must submit all assignments prior to the beginning of the next semester in order to progress in the program.

Clinical agency performance will be evaluated as Satisfactory (S) or Unsatisfactory (U). Performance that has been designated as "U" at the end of the course will result in failure of the course.

A conference with the instructor is required at mid-semester, and at the end of the course, at which time the student's progress in the course will be discussed. In addition, students may initiate conferences with the instructor at other times.

### **CRITERIA FOR RETENTION IN THE NURSING PROGRAM MANDATES THAT STUDENTS:**

1. Earn a minimum of a “C” grade in every required Nursing and co-requisite course inclusive of BIO 1200, BIO 5100, ENG 2400, and PSY 3200.
2. Students must achieve a grade of "B" in order to pass NUR 1700. Students in NUR 1700 who achieve a failing grade of no less than "C-" may repeat the course one time only after submitting an “Intent to Return to Nursing Course” form.
3. Students who achieve a “C-” grade in required clinical nursing course may apply to repeat the course one time only in the semester immediately following, subject to space availability. The minimum grade for clinical courses that are repeated is a “B.” The “In-

tent to Return to Nursing Course” form can be found on the KCC Website Nursing Department page under “Forms”. This must be completed and include a plan of success that demonstrates significant changes in how they will approach the course when repeated. Only one required nursing course may be repeated. A grade of less than a "C" in a second nursing course will cause the student to be dismissed from the program.

4. Students who enter Nursing 1700 and Nursing 1800 MUST complete the Nursing Program within four years from the date of entry into this course. Any student who has not attended nursing courses for two or more consecutive semesters cannot be readmitted into the Nursing Program unless qualifying examinations have been passed in the required nursing courses previously successfully completed. Qualifying examinations may be repeated only once
5. Students in the clinical component can only appeal the retention criteria one time.
6. Students in the clinical component can only withdraw once and must be passing to do so.

**PLEASE NOTE:** Any student who receives a grade D+, D or F is out of the program and they may appeal the retention criteria by submitting a letter to the chairperson of the department stating why they have not been successful and a plan of action, if reinstated, to be successful.

Teaching Strategies	
<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Role Playing</li> <li>• Group Work</li> <li>• Case Studies</li> <li>• Multimedia</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Assisted Instruction/ATI</li> <li>• Pre and Post Conferences</li> <li>• Health Agency Experiences</li> <li>• Unfolding Process Recording</li> <li>• Simulated Laboratory Experience</li> <li>• Reflective Questions</li> </ul>

**REQUIRED TEXTBOOK**

Required Electronic Textbook for Nursing 2000:

Boyd MaryAnn (2018) Psychiatric Nursing: Contemporary Practice, 7th Edition, Lippincott, Philadelphia. **Course Point Plus Enhanced for Boyd Essentials.** ISBN:978197518650

- 1) The textbook for this course is the electronic version and may be purchased directly at <https://lippincottdirect.lww.com/NursingEducation->

KingsboroughCommunityCollege-Fall2021 OR the textbook may be purchased at the bookstore at their rate . For Bookstore purchases use ISBN to purchase 9781975186500 and get a rebate direct from Lippincott. Details and options are outlined in the purchase instruction document in course information on BB.

**REQUIRED RESOURCES:**

Assessment Technology Institute (ATI).

**RECOMMENDED BUT NOT REQUIRED TEXTBOOKS:**

- Dudek, Susan G. (2021). Nutrition Essentials for Nursing Practice, 9th Edition, Philadelphia, Pa.: J.B. Lippincott.
- Thomas, Clayton L., Editor. (2021). Taber’s Cyclopedic Medical Directory, 24<sup>th</sup> Edition. Philadelphia, Pa. F.A. Davis Company.

All students are expected to read and adhere to the policies pertaining to the following, as outlined in the department’s Nursing Student Handbook:

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| <ul style="list-style-type: none"><li>• Attendance</li><li>• Malpractice insurance, health clearance, and CPR training, criminal background check</li><li>• Evaluation and grading</li><li>• Clinical competencies</li><li>• College laboratory practice requirements</li><li>• Clinical Agency experience requirements</li><li>• Integrity</li></ul> | <ul style="list-style-type: none"><li>• Netiquette</li><li>• Specific dress requirements for each clinical course</li><li>• Drug calculation policy</li><li>• Mandatory skills review</li><li>• Criteria for retention in the nursing program</li><li>• Civility (including appropriate dress)</li></ul> |
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**DRESS REQUIREMENTS**

Nursing students are representatives of Kingsborough Community College and must present themselves as professional role models.



- All students are expected to observe good personal hygiene. Only non-perfumed products are to be used.
- Students are required to be dressed professionally at all times. Short skirts, low cut tops, or tight seductive clothing will not be permitted.
- No attire/tinted glasses which cover the students' eyes and/or face is permitted.
- The dress code for clinical courses (except Nursing 2000) requires a white uniform (no scrubs) with the Nursing Department patch sewn to the left upper sleeve of the uniform, 2 inches below the shoulder seam. Students must wear white shoes (no sneakers). Uniforms are to be neat, clean, fit appropriately and be in a good state of repair. Head wear for religious reasons should conform with the uniform colors (white).
- Hair is to be clean, neat off the face and above the collar line. Men are to be clean shaven or have a neatly trimmed beard and/or mustache. Unusual colored hair or decorative and pointed hair ornaments/coverage are not permitted.
- Nails should not extend beyond the fingertips and should be rounded and clean. Only non-chipped nail polish is permitted. Artificial nails of any type are not permitted.
- No jewelry other than a plain wedding ring and/or small stud earring may be worn. No visible body piercing jewelry is permitted.
- A KCC picture ID badge watch with second hand and stethoscope is required.
- Students must also wear the KCC picture identification badge at all off-campus clinical agency experiences.
- Students will wear a lab coat over street clothes when participating in on-campus simulations.
- The dress code for Nursing 2000 requires professional, business attire. Sneakers, tee shirts, jeans, sweatshirts or sweatpants are not permitted. Students may not carry cigarettes on the unit.

Students who come to the clinical setting improperly attired or unprepared for their assignment will be dismissed by their clinical instructor and counted absent.

### **Additional Dress Code and Other Requirements for NUR 2000**

For in person clinicals students are expected to adhere to the following dress code.

Any attire that may negatively impact a patient's psychopathology is not permitted. Professional attire helps clients/patients view you as professionals and avoids any misimpression that you are at the clinical site as a potential friend. Uniforms are not to be worn. The clothing that you wear should not attract attention. Specifically, the following attire is NOT permitted: jeans and tee shirts, skirts above the knee, low cut tops, sheer or see-through clothing, high heels or open toe/back shoes. Students also cannot wear excessive or hanging jewelry. Students may not carry cigarettes or vaping devices on the psychiatric clinical units. Additionally, all electronic devices including cellular phones are prohibited on any of the psychiatric clinical unit. All students must bring college photo ID. In addition, if the institution requires a hospital photo ID, it must be worn at each clinical.

**“Clinical absence in excess of one full clinical day in the twelve-week semester and one-half clinical day in the six-week semester will result in a course failure.** The academic requirements in the Nursing Curriculum are demanding and students are cautioned to plan their work schedules or extracurricular activities with this in mind.” **NURSING STUDENT HANDBOOK, p.22**

Students who come to the clinical setting improperly attired or unprepared for their assignment will be dismissed by their clinical instructor and counted absent.

## Topical Outline

### UNIT I

Mental Health Care in Contemporary Society

### Unit II

Foundations of Psychiatric Nursing

### Unit III

Contemporary Psychiatric Nursing Practice

### UNIT V

Prevention of Mental Disorders

### UNIT VI

Care and Recovery for Persons with Psychiatric Disorders

### UNIT VIII

Care of Older Adults

### UNIT IX

Care of Special Populations

UNIT I – Mental Health Care in Contemporary Society

Content/Virtual Lecture Discussion

<ul style="list-style-type: none"> <li>• Course Overview             <ul style="list-style-type: none"> <li>- Review of syllabus</li> <li>- Patient assignments</li> <li>- Agency policies</li> <li>- Pre and post-conferences</li> <li>- Psychiatric Mental-Health Nursing Evidenced-Based Practice</li> <li>- Mental Health and Mental Disorders: Fighting Stigma &amp; Promoting Recovery</li> <li>- Cultural and Spiritual Issues Related to Mental Health</li> <li>- Patient Rights and Legal Issues</li> <li>- Mental Health Care in the Community</li> </ul> </li> <li>• Mental Health             <ul style="list-style-type: none"> <li>- Definition</li> <li>- Pathophysiology</li> <li>- Etiological factors</li> <li>- Classifications                 <ul style="list-style-type: none"> <li>o DSM IV</li> <li>o NANDA</li> <li>o Persistent mental illness</li> <li>o Stress/ defense mechanisms</li> <li>o Community management of mental illness</li> </ul> </li> </ul> </li> <li>• Related Factors:             <ul style="list-style-type: none"> <li>- Age</li> <li>- Genetics</li> <li>- Homelessness</li> <li>- Substance abuse</li> <li>- Trans-cultural considerations</li> </ul> </li> <li>• Assessment             <ul style="list-style-type: none"> <li>- Nursing history</li> <li>- Mental Status exam</li> <li>- Physical assessment</li> <li>- Psychological Testing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Planning             <ul style="list-style-type: none"> <li>- Expected outcome criteria</li> <li>- Health promotion activities</li> <li>- Therapeutic interventions</li> <li>- Legal/ethical implications</li> <li>- HIPAA</li> </ul> </li> <li>• Independent activities             <ul style="list-style-type: none"> <li>- Coping strategies</li> <li>- Therapeutic communication</li> </ul> </li> <li>• Collaborative activities             <ul style="list-style-type: none"> <li>- Cognitive therapy</li> <li>- Group</li> <li>- Milieu</li> <li>- Behavior modification</li> <li>- Team concepts</li> <li>- Crisis intervention</li> <li>- Family therapy</li> <li>- Referral/community resources</li> <li>- Discharge planning                 <ul style="list-style-type: none"> <li>o Day hospital</li> <li>o Long-term in-patient care</li> <li>o Domiciliary/assisted living</li> <li>o Case management</li> </ul> </li> </ul> </li> <li>• Evaluation of outcome criteria             <ul style="list-style-type: none"> <li>o Revision of plan</li> </ul> </li> </ul>
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Related Learner Experiences

## UNIT I – Mental Health Care in Contemporary Society

### Required Reading

- Nursing 2000 Syllabus
- Review: PSY 1100 and PSY 3200, NUR 1700, 1800, 2100
- Boyd, Chapters 1, 2, 3, 4, 5

### Recommended Resources

Assessment Technology Institute (ATI)

### Recommended Reading

- McDevitt, D. “Psychiatric advance directives: Navigating the regulatory landscape.”  
Nursing 2019.49(12): 14-17.

### Learner Activities

- Pretest and case study on each chapter covered
- Article review and group discussion
- Simulations, role-playing
- Watch and learn videos
- NCLEX-Style Chapter Review Questions

### Lab #1 Objectives

- Identify manifestations of various mental health disorders
- Analyze data from case study and prioritize nursing problems
- Identify ethical frameworks used in psychiatric nursing
- Discuss the basic tools of psychiatric –mental health nursing
- Develop a comprehensive plan of care for a patient with mental health disorder
- Identify teaching strategies for patients with mental health disorders
- Discuss selected challenges of psychiatric –mental health nursing

### Clinical Agency Objectives

The student will:

- Perform a nursing assessment on a patient who has a mental health disorder
- Analyze assessment data
- Formulate relevant nursing problems for the patient
- Prioritize nursing problems
- Formulate plan to achieve optimum patient outcomes
- Implement the plan
- Evaluate patient outcomes
- Communicate & collaborate with the patient and healthcare team
- Educate patient
- Preventive health strategies
- Health maintenance
- Coping Skills

UNIT I – Mental Health Care in Contemporary Society

- Medications
- Community resources
- Incorporate national patient safety goals to ensure safe effective care.

Unit II – Foundations of Psychiatric Nursing	
Content/Lecture Discussion	
<ul style="list-style-type: none"> <li>• Overview</li> <li>• Ethics, Standards and Nursing Frameworks</li> <li>• Psychosocial Theoretic Basis of Psychiatric Nursing</li> <li>• Biological Foundations of Psychiatric Nursing</li> </ul>	
Related Learner Experiences	

## Unit II – Foundations of Psychiatric Nursing

### Required Reading

- Boyd, Chapters 6,7,8

### Recommended Resources

Assessment Technology Institute (ATI)

### Recommended Reading

- Murphy Smith, E. “A first episode of psychosis.” *Nursing Made Incredibly Easy*. 2020; 18(4): 23-26.
- Haddad, L., Geiger, R. “Nursing ethical considerations” NCSB 2020

### Learner Activities

- Virtual Simulation “Hearing Voices”
- Article review and group discussion
- Pre-test and case study on each chapter covered
- Watch and learn videos
- NCLEX-Style Chapter Review Questions

### Lab #2 Objectives

The student will:

- Identify manifestations of schizophrenia and other mental health disorders
- Analyze data from case study and prioritize nursing problems
- Identify ethical frameworks used in psychiatric nursing
- Discuss the basic tools of psychiatric –mental health nursing
- Develop a comprehensive plan of care for a patient with mental health disorder
- Identify teaching strategies for patients with mental health disorders
- Discuss selected challenges of psychiatric –mental health nursing

### Clinical Agency Objectives

The student will:

- Perform a nursing assessment on a patient who has mental health disorder
- Analyze data
- Formulate relevant nursing problems for a patient who has a mental health disorder
- Prioritize nursing problems
- Formulate plan to achieve patient outcomes for a patient who has mental health disorder
- Implement the plan
- Evaluate patient outcomes
- Communicate & collaborate with the patient and healthcare team
- Teach a patient who has a mental health disorder
- Preventative health strategies
- Health maintenance



## Unit II – Foundations of Psychiatric Nursing

- Coping skills
- Medications
- Lifestyle modifications
- Incorporate National Patient Safety Goals to ensure safe effective care delivery

Unit III – Contemporary Psychiatric Nursing Practice

Content/Virtual Lecture Discussion

<ul style="list-style-type: none"> <li>• Communication and Therapeutic Relationship</li> <li>• The Psychiatric-Mental Health Nursing Process</li> <li>• Psychopharmacology, Dietary Supplements and Biological Interventions</li> <li>• Cognitive Interventions in Psychiatric Nursing</li> <li>• Overview             <ul style="list-style-type: none"> <li>- Definitions</li> <li>- Classification</li> <li>- Pathophysiology</li> <li>- Etiological factors                 <ul style="list-style-type: none"> <li>○ Genetic</li> <li>○ Biochemical</li> <li>○ Psychological</li> </ul> </li> </ul> </li> <li>• Assessment             <ul style="list-style-type: none"> <li>- Nursing history</li> <li>- Physical assessment</li> <li>- Diagnostic/Lab tests</li> </ul> </li> <li>• Nursing Priority Problems             <ul style="list-style-type: none"> <li>- Hopelessness</li> <li>- Powerlessness</li> <li>- Chronic low self-esteem</li> <li>- Social isolation</li> <li>- Risk for suicide</li> <li>- Risk for loneliness</li> <li>- Ineffective mgmt. of therapeutic regimen</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Planning             <ul style="list-style-type: none"> <li>- Expected outcome criteria</li> <li>- Health promotion activities</li> <li>- Therapeutic intervention</li> <li>- Legal/ethical considerations</li> <li>- Cultural considerations</li> </ul> </li> <li>• Implementation - Independent Activities             <ul style="list-style-type: none"> <li>- Health promotion                 <ul style="list-style-type: none"> <li>○ Physical/protective needs</li> <li>○ Interpersonal relationships</li> <li>○ Cognitive- behavioral therapy</li> <li>○ Dietary restrictions</li> </ul> </li> </ul> </li> <li>• Implementation - Collaborative Activities             <ul style="list-style-type: none"> <li>- Medications</li> <li>-- Procedures/Treatments                 <ul style="list-style-type: none"> <li>○ Group therapy</li> <li>○ Family therapy</li> </ul> </li> <li>- Discharge planning</li> <li>- Referrals/community resources</li> </ul> </li> <li>• Evaluation             <ul style="list-style-type: none"> <li>- Evaluation of outcome criteria</li> <li>- Revision of plan</li> </ul> </li> </ul>
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Related Learner Experiences

### Unit III – Contemporary Psychiatric Nursing Practice

#### Required Reading

- Boyd, Chapters 10, 11, 12,13

#### Recommended Resources

Assessment Technology Institute (ATI)

#### Recommended Reading

- Stuart, W. Moore, B. “Communicating with empathy in a world of polarity conflict.” Nursing Management 2019. 49(8): 16-23.

#### Learner Activities

- Pre-test and case study on each chapter covered
- Article review and group discussion
- Simulation, role playing
- Watch and learn videos
- NCLEX-Style Chapter Review Questions

#### Lab #3 Objectives

The student will:

- Develop a repertoire of verbal and non-verbal communication
- Discuss the significance of defense mechanisms
- Explain what occurs in each of the three phases of the nurse patient relationship; orientation, working and resolution
- Explain how the nurse can establish a therapeutic relationship with patients by using rapport and empathy
- Analyze data from case study and prioritize nursing problems
- Describe measures to detect a medication side effect
- Describe the use of cognitive therapy for a patient with mental health disorders

#### Clinical Agency Objectives

- Perform a nursing assessment on a patient who has a mental health disorder
- Analyze data.
- Formulate all relevant nursing problems.
- Prioritize problems
- Formulate a plan of care to achieve patient outcomes for a patient who has a mood disorder.
- Implement the plan
- Evaluate patient outcomes
- Communicate & collaborate with the patient, and health care provider.
- Teach a patient who has a mental health disorder
- Preventive Health strategies
- Health Maintenance
- Dietary MAOIs

Unit III – Contemporary Psychiatric Nursing Practice

- Medication use
- Lifestyle modifications
- Incorporates National Patient Safety Goals into plan of care to ensure safe effective care delivery

UNIT V – Prevention of Mental Disorders Health

Content/ Virtual Lecture Discussion

- Stress and Mental Health
- Management of Anger, Aggression and Violence
- Crisis, Loss, Grief, Response, Bereavement and Disaster management
- Suicide Prevention: Screening, Assessment, Intervention

UNIT V – Prevention of Mental Disorders Health

<p>Overview of aggression</p> <ul style="list-style-type: none"> <li>- Definitions             <ul style="list-style-type: none"> <li>o Aggression</li> <li>o Hostility</li> <li>o Anger</li> <li>o Passivity</li> <li>o Assertiveness</li> </ul> </li> <li>- Pathophysiology</li> <li>- Etiological factors R/T disorders of aggression             <ul style="list-style-type: none"> <li>o Genetic/biochemical</li> <li>o Psychological</li> <li>o Socio-cultural</li> </ul> </li> </ul> <p>• Factors affecting the development of aggressive disorders</p> <ul style="list-style-type: none"> <li>- Age</li> <li>- Gender</li> <li>- Culture</li> <li>- Environment</li> <li>- Support network</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment             <ul style="list-style-type: none"> <li>- Nursing history</li> <li>- Physical assessment</li> <li>- Diagnostic tests</li> </ul> </li> </ul> <p style="text-align: center;">Nursing Priority Problems</p> <ul style="list-style-type: none"> <li>- Risk for other directed violence</li> <li>- Self-mutilation</li> <li>- Ineffective coping.</li> <li>- Compromised family coping</li> <li>- Ineffective sexuality patterns</li> <li>- Ineffective role performance</li> </ul> <ul style="list-style-type: none"> <li>• Planning             <ul style="list-style-type: none"> <li>- Expected outcome criteria</li> <li>- Health promotion activities</li> <li>- Therapeutic interventions</li> <li>- Legal/ethical considerations</li> <li>- Cultural considerations</li> </ul> </li> <li>• Implementation – Independent activities             <ul style="list-style-type: none"> <li>- Health promotion/teaching                 <ul style="list-style-type: none"> <li>o Anger management strategies</li> <li>o Behavior modification</li> <li>o Support groups</li> <li>o Follow-up care</li> </ul> </li> </ul> </li> <li>• Implementation – Collaborative activities             <ul style="list-style-type: none"> <li>- Medications                 <ul style="list-style-type: none"> <li>o Anti-psychotics</li> <li>o Anti-depressants</li> <li>o Anti-anxiety needs</li> </ul> </li> <li>- Procedures/treatments                 <ul style="list-style-type: none"> <li>o Restraint</li> <li>o Seclusion</li> <li>o Behavioral management</li> </ul> </li> <li>- Anger control</li> <li>- Referrals/community resources</li> </ul> </li> <li>• Evaluation             <ul style="list-style-type: none"> <li>- Evaluation of outcome criteria</li> <li>- Revision of plan</li> </ul> </li> </ul>
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Related Learner Experiences

UNIT V – Prevention of Mental Disorders Health

Required Reading: Boyd, Chapters 19, 20, 22, 23

Recommended Resources: Assessment Technology Institute (ATI)

Recommended Reading

- Browne Bradwisch, S., Murphy Smith, E., Wilson Mooney, C. “Helping children and adolescents who lost a caregiver during the Covid-19 pandemic.” *Nursing* 2023, 53(7): 36-39
- McDevitt, D. & McDevitt, M. “Beyond the shield: promoting mental health for law enforcement.” *Nursing* 2020. 2020; 50(6): 62-65
- Murphy Smith, E. “Suicide: A growing public health concern.” *Nursing Made Incredibly Easy*. 2017; 15(4): 20-16.
- Murphy Smith, E. “Suicide risk assessment and prevention.” *Nursing Management: The Journal of Excellence in Nursing Leadership*. 2018; 49(11): 22-29
- Wilson-Mooney, C., Murphy-Smith, E., Browne-Bradwisch, S. “Addressing nurses’ prolonged grief due to the COVID-19 pandemic.” *Nursing* 2023; 53(1): 30-33

Learner Activities

- Discuss the concept of stress as it relates to mental health/ and mental illness
  - Pre-test and case study on each chapter covered
  - Watch and learn videos
  - NCLEX-Style Chapter Review Questions
- Analyze data from case study and prioritize nursing problem
  - Discuss the concept of stress as it relates to mental health and mental illness
  - Explore differences between healthy and maladaptive styles of anger

- Differentiate acute stress from chronic stress
- Explain the role of coping and adaptation in maintaining and promoting mental health
- Apply critical thinking skills to the nursing process for person experiencing stress
- Explore difference between healthy and maladaptive styles of anger
- Generate options for responding to the expression of anger, aggression, and violent behaviors in clinical nursing practice
- Describe the types of crisis and losses
- Evaluate the effects of the crisis, loss, or disaster experience on lifestyle and survival
- Identify suicide as a major mental health problem in the United States
- Define suicide, suicidality, suicide attempt, parasuicide, and suicidal ideation

- Describe population groups that have high rates of suicide
- Describe evidenced-based interventions used to reduce imminent and ongoing suicide risk
- Explain the importance of documentation and reporting when caring for patients who may be at risk of suicide
- Describe measures to prevent self-mutilation, impulsivity and manipulation
- Develop a comprehensive plan of care for a borderline personality disorder patient.
- Describe the use of cognitive therapy with a patient who has borderline personality disorder

#### Lab #4

##### The student will

- Identify manifestations of anger, aggression and violence
- Analyze data from case study and prioritize nursing problem
- Discuss the concept of stress as it relates to mental health and mental illness
- Explore differences between healthy and maladaptive styles of anger
- Evaluate the effects of the crisis, loss, or disaster experience on lifestyle and survival
- Identify suicide as a major mental health problem in the United States
- Develop a comprehensive plan of care for patients with these mental health disorders

##### Clinical Setting

##### The student will

- Perform a nursing assessment on a patient who has anxiety management disorder
- Analyze data
- Formulate all relevant nursing problems for a patient who is experiencing stress, anger aggression, violence, patients in crisis, loss, grief, bereavement, disaster management, and suicide prevention
- Prioritize nursing problems
- Formulate a plan to achieve patient outcomes
- Implement the plan
- Evaluate patient outcome
- Communicate & collaborate with patient and healthcare team
- Teach patients
- Preventive health care strategies
- Health maintenance
- Dietary
- Medications
- Lifestyle modifications
- Incorporates National Patient Safety Goals into the plan of care in order to ensure safe effective care delivery.



**UNIT VI – Care and Recovery for Persons with Mental Disorders**

**Content/Lecture Discussion**

UNIT VI – Care and Recovery for Persons with Mental Disorders

<p>Overview</p> <ul style="list-style-type: none"> <li>• Schizophrenia and Related Disorders</li> <li>• Depression: Management of Depressive Moods and Suicidal Behavior</li> <li>• Bipolar Disorders: Management of mood lability</li> <li>• Anxiety Disorders</li> <li>• Obsessive Compulsive and Related Disorders</li> <li>• Trauma and Stress Related Disorders</li> <li>• Personality Disorders</li> <li>• Addiction and Substance-Related Disorders</li> <li>• Eating Disorders: Management of Eating and Weight</li> <li>• Somatic Symptom and Related Disorders             <ul style="list-style-type: none"> <li>- Definition</li> <li>- Pathophysiology</li> <li>- Etiological factors</li> <li>- Classifications                 <ul style="list-style-type: none"> <li>o Paranoid</li> <li>o Disorganized</li> <li>o Catatonic</li> <li>o Undifferentiated</li> <li>o Residual</li> </ul> </li> <li>- Complications                 <ul style="list-style-type: none"> <li>o Water intoxication</li> <li>o Neuroleptic malignant syndrome</li> <li>o Extrapyramidal side effects</li> <li>o Agranulocytosis</li> </ul> </li> </ul> </li> <li>Depression: Management of Depressive Moods and Suicidal Behavior</li> <li>• Related Factors:             <ul style="list-style-type: none"> <li>-Age;</li> <li>- Support network</li> <li>- GAF/ chronicity</li> <li>- Trans-cultural considerations</li> </ul> </li> <li>• Assessment:             <ul style="list-style-type: none"> <li>-Nursing history</li> <li>- Mental status exam                 <ul style="list-style-type: none"> <li>o Positive symptoms</li> <li>o Negative symptoms</li> </ul> </li> <li>- Diagnostic tests/lab tests                 <ul style="list-style-type: none"> <li>o Neuroanatomical studies</li> <li>o Psychological testing</li> </ul> </li> </ul> </li> <li>• Nursing Priority Problems             <ul style="list-style-type: none"> <li>- Disturbed thought processes</li> <li>- Disturbed sensory perception</li> <li>- Decisional conflict</li> <li>- Ineffective management of therapeutic regimen</li> <li>- Impaired social interaction</li> <li>- Impaired verbal communication</li> </ul> </li> <li>• Disturbed personal identity</li> <li>• Overview             <ul style="list-style-type: none"> <li>- Define anxiety</li> <li>- Describe levels/stages of anxiety</li> </ul> </li> </ul> <p>Classifications</p> <ul style="list-style-type: none"> <li>- Generalized anxiety disorder</li> <li>- Phobias</li> <li>- Obsessive-compulsive disorder</li> <li>- Panic disorder</li> <li>- Conversion disorder</li> </ul>	<ul style="list-style-type: none"> <li>• Planning             <ul style="list-style-type: none"> <li>- Expected outcome criteria</li> <li>- Health promotion activities</li> <li>- Therapeutic interventions</li> <li>- Legal/Ethical implications</li> </ul> </li> <li>• Implementation – Independent activities</li> </ul> <p>Health promotion</p> <ul style="list-style-type: none"> <li>• Implementation – Collaborative activities</li> </ul> <p>Medications</p> <p>Traditional anti-psychotics</p> <p>Atypical anti-psychotics</p> <p>Anti-cholinergic/anti-Parkinson medications.</p> <p>Procedures/ treatments</p> <p>Electroconvulsive therapy</p> <p>Acute phase</p> <p>Rehabilitation phase</p> <p>Referrals/community resources</p> <p>Discharge planning</p> <ul style="list-style-type: none"> <li>• Day hospital</li> <li>• Case management</li> <li>• Long-term placement</li> <li>• Domiciliary care</li> </ul> <p>Trans-cultural considerations</p> <ul style="list-style-type: none"> <li>• Evaluation of outcomes</li> </ul>
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UNIT VI – Care and Recovery for Persons with Mental Disorders

Related Learner Experiences

Required Reading

- Boyd, Chapters 24, 25, 26, 27, 28, 29, 30, 31, 32

Recommended Resources

Assessment Technology Institute (ATI)

Recommended Reading

- Murphy Smith, E. “Sodium nitrite suicide and social media influence.” Nursing 2023. 2023;53(7):44-47
- Browne Bradwisch, S., Murphy Smith, E., Wilson Mooney, C., Scaccia, D. “Obesity in children and adolescents.” Nursing 2020. 2020;50(11):60-66
- Gattullo, B. & McDevitt, D. “Anxiety and depression in patients with diabetes.” Nursing Made Incredibly Easy. 2019;17(5):9-12

Learner Activities

- Assessment Technology Institute (ATI)
- Pre-test and case study on each chapter covered
- Article review and group discussion
- Simulation, role playing
- Watch and learn videos
- NCLEX-Style Chapter Review Questions

Lab #5

The student will:

- Identify manifestations of various mental health disorders
- Analyze data from case study and prioritize nursing problem
- Describe measures to detect anti-depressant medication side effects
- Develop a comprehensive plan of care for a depressed patient.
- Present AA reflection paper to class.
- Identify manifestations of anorexia
- Analyze data from case study and prioritize nursing priority problems
- Describe measures to prevent purging by an eating disorder patient
- Develop a comprehensive plan of care for an anorexic patient.
- Describe the use of cognitive therapy for an eating disorder patient

Clinical Setting

The student will:

- Utilizing VSIMS, conduct a nursing assessment on patients with various mental health disorders
- Analyze data

## UNIT VI – Care and Recovery for Persons with Mental Disorders

- Formulate nursing problem related to anxiety disorders
  
- Prioritize nursing problems
- Formulate a plan to achieve patient outcomes
- Implement the plan
- Evaluate patient outcomes
- Communicate and collaborate with patient and healthcare team
- Teach anxiety disorder patients
  - Prevention health strategies
  - Health maintenance
  - Dietary
  - Medication use
  - Lifestyle modifications
- Incorporates National Patient Safety Goals into the plan of care in order to ensure safe effective care delivery.

UNIT VIII – Care of Older Adults	
Content/Virtual Lecture Discussion	
<ul style="list-style-type: none"> <li>• Mental Health Assessment of Older Adults</li> <li>• Neurocognitive Disorders</li> <li>• Overview             <ul style="list-style-type: none"> <li>- Definition                 <ul style="list-style-type: none"> <li>o Mental Health and the Older Adult</li> <li>o Death and Grief and Loss</li> <li>o Cognition,</li> <li>o Delirium</li> <li>o Neurocognitive Disorders</li> </ul> </li> <li>- Pathophysiology of Neurocognitive Disorders and Delirium</li> </ul> </li> <li>• Etiological factors:             <ul style="list-style-type: none"> <li>- Cerebral atherosclerosis</li> <li>- Alcoholism/substance abuse</li> <li>- Trauma</li> <li>- Infection/fever</li> <li>- Parkinson's</li> <li>- Neurocognitive Disorders</li> </ul> </li> <li>• Complications             <ul style="list-style-type: none"> <li>- Injury</li> <li>- Caregivers stress</li> <li>- Institutional care</li> </ul> </li> <li>• Factors related to delirium/dementia             <ul style="list-style-type: none"> <li>- Age</li> <li>- Genetic/biochemical</li> <li>- Psychological</li> <li>- Societal attitudes</li> <li>- Cultural considerations</li> </ul> </li> <li>• Assessment             <ul style="list-style-type: none"> <li>- Physical</li> <li>- Emotional</li> <li>- Behavioral</li> <li>- Social</li> <li>- Cultural</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Nursing Priority Problems             <ul style="list-style-type: none"> <li>- Acute confusion</li> <li>- Chronic confusion</li> <li>- Impaired memory</li> <li>- Caregiver role strain</li> <li>- Wandering</li> </ul> </li> <li>• Planning             <ul style="list-style-type: none"> <li>- Expected outcome criteria</li> <li>- Therapeutic interventions</li> <li>- Health promotion activities</li> <li>- Legal/ethical implications of care</li> </ul> </li> <li>• Collaborative activities             <ul style="list-style-type: none"> <li>- Procedures/treatments                 <ul style="list-style-type: none"> <li>o Physical needs</li> <li>o Safety needs</li> <li>o Structured environment</li> <li>o Socialization needs</li> <li>o Self-esteem needs</li> </ul> </li> <li>- Medication therapy                 <ul style="list-style-type: none"> <li>o Neurocognitive Disorders</li> <li>o Anti-psychotics</li> </ul> </li> <li>- Health teaching                 <ul style="list-style-type: none"> <li>o Physical/protective measures</li> </ul> </li> <li>- Discharge planning, follow up care</li> <li>- Referrals/community resources (support groups, day programs)</li> <li>- Trans-cultural considerations</li> </ul> </li> <li>• Evaluation             <ul style="list-style-type: none"> <li>- Evaluation of outcome criteria</li> <li>- Revision of plan</li> </ul> </li> </ul>
Related Learner Experiences	

## UNIT VIII – Care of Older Adults

### Required Reading

- Boyd, Chapter 38

### Recommended Resources

Assessment Technology Institute (ATI)

### Recommended Reading

- Volland, J; Fisher, A; Drexler, D. “Preventing and identifying hospital-acquired delirium.” Nursing. January 2020. 50(1): 32-37

### Learner Activities

- Pre-test and case study on each chapter covered
- Article review and group discussion
- Virtual Simulations, role playing
- Watch and learn videos
- NCLEX-Style Chapter Review Questions

### Lab # 6 Objectives

The student will:

- Compare changes in normal aging with those associated with mental health problems in older adults
- Select various techniques in assessing older adults who have mental health problems
- Delineate important areas of assessment in the geropsychiatric nursing assessment
- Distinguish the clinical characteristics, onset, and course of delirium and dementia
- Discuss the nursing care of persons with delirium and dementia

### Clinical Agency Objectives

The student will:

- Perform a nursing assessment on a patient who has a neurocognitive disorder
- Analyze data
- Formulate priority nursing problems
- Formulate a plan of care to achieve patient outcomes
- Implement the plan of care
- Evaluate patient outcomes
- Communicate and collaborate with patient, and healthcare team
- Teach patients
- Preventive health strategies
- Health maintenance
- Dietary

UNIT VIII – Care of Older Adults	
<ul style="list-style-type: none"> <li>- Medications</li> <li>- Lifestyle modifications</li> <li>- Incorporates National Patient Safety Goals into the plan of care in order to ensure safe effective care delivery.</li> </ul>	

Unit IX- Care of Special Populations	
Content/Lecture Discussion	
<ul style="list-style-type: none"> <li>• Overview</li> <li>• Intimate Partner Violence</li> <li>• Psychological Abuse</li> <li>• Sexual Assault</li> <li>• Child Maltreatment</li> </ul>	<ul style="list-style-type: none"> <li>• Elder Abuse</li> <li>• Cycle of Violence</li> <li>• Lethality Assessment Tools</li> <li>• History and Physical</li> <li>• Psychoeducation Checklist</li> </ul>
Related Learner Experiences	

## Unit IX- Care of Special Populations

### Required Reading

- Boyd, Chapter 23 Survivors of Violence

### Recommended Resources

ATI

### Recommended Reading

- Perkins, A. "The red flags of child abuse." Nursing Made Incredibly Easy. March/April 2018. 16(2): 34-41.

### Learner Activities

- Pretest and case study on each chapter covered
- Article review and group discussion
- Simulations, role-playing
- Watch and learn videos
- NCLEX-Style Chapter Review Questions

### Lab # 6 Objectives

The student will:

- Describe types of violence and abuse, including intimate partner violence (IPV), stalking, rape, and sexual assault, child maltreatment, and elder abuse
- Analyze data from case study and prioritize nursing problems
- Define selected theories of violence
- Interpret various lethality assessment tools
- Discuss the formation of a therapeutic relationship with a victim of violence
- Formulate a comprehensive plan of care for a survivor of violence and abuse
- Identify teaching strategies for patients who are survivors of violence and abuse
- Describe treatment for perpetrators of abuse and violence

### Clinical Agency Objectives

The student will:

- Perform a nursing assessment on a patient who is a survivor of violence /or abuse
- Analyze data
- Formulate relevant nursing problems for a patient with a survivor of violence or abuse
- Prioritize nursing problems
- Formulate plan to achieve optimum patient outcomes
- Implement the plan
- Evaluate patient outcomes
- Communicate & collaborate with the patient and healthcare team
- Educate a patient who is a survivor of violence /or abuse



Unit IX- Care of Special Populations

- Preventative health strategies
- Health maintenance
- Coping skills
- Medications
- Community resources
- Incorporate National Patient Safety Goals to ensure safe effective care