Course Syllabus: 20010 - 2011
(One-half semester)

Department of Nursing
Nursing 20 Nursing the Emotionally Ill
Credit Hours: 4crs. 14 hrs.
Pre- or Co-requisite: Psy 32
Recommended: Soc 31; Eng 24

Catalog Description:
Introduction to nursing care of clients who are experiencing difficult meeting psychosocial needs and, focuses on how emotional illness affects the needs of the individual and family in their efforts to adapt to stressors. Laboratory sessions are on campus as well as in hospitals or other health agencies.

Course Overview:
This course introduces the student to the nursing care of the client experiencing difficulty meeting psychosocial needs. The major topics are organized to show how emotional illness affects the needs of the individual and family in their efforts of adapting to stressors. Nursing process, man as holistic being, Maslow’s hierarchy of needs and the health illness continuum all provide the organizing structure of this course. Students are introduced to the principles of management of client groups. Classroom, instruction and laboratory sessions, at the college, in the community in selected health agencies are held weekly throughout the semester. The community and other health agency experiences are utilized to extend learning. Classroom instruction: 5 hours, weekly on-campus labs, 1 hour, and 8 hours of community and health agency laboratory.

<table>
<thead>
<tr>
<th>Student Course Learning Outcomes</th>
<th>Assessment Measures</th>
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</thead>
</table>
| 1. Students will integrate knowledge and skills from the biological, physical and behavioral sciences in client nursing care plans | Measured by course exams and clinical process recordings.
Students will attain a minimum grade of 75% on course exams with embedded items that measure students’ understanding of the biological, physical and behavioral sciences.
Students will incorporate this knowledge in process recordings and attain a minimum average grade of 75%. |
| 2. Students will incorporate knowledge of the client’s culture in process recordings. | Measured by process recordings.
Students will incorporate this knowledge in process recordings and attain a minimum average grade of 75%. |
| 3. Students will analyze how developmental stage affects the ability of the individual to adapt psychologically in process recordings | Measured by course exams and process recordings.
Students will attain a minimum grade of 75% on course exams with embedded items that measure students’ understanding of the impact of developmental stage on adaptation.
Students will incorporate this knowledge in process recordings and attain a minimum average grade of 75%. |
| 4. Students will use critical thinking skills in the application of nursing process with assigned clients in clinical setting. | Measured by clinical evaluations and process recordings.
Students will develop a comprehensive plan of care for assigned clients-which |
<table>
<thead>
<tr>
<th>5.</th>
<th>Students will communicate therapeutically to assist assigned clients adapt.</th>
<th>include priority setting units and attain a satisfactory clinical evaluation grade. Students will incorporate this knowledge in process recordings and attain a minimum average grade of 75%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Students will collaborate with the team members in developing treatment plans.</td>
<td>Measured by course exams, clinical evaluations and process recordings. Students will attain a minimum grade of 75% on course exams with embedded items that measure students’ understanding of therapeutic communication. Students will establish a therapeutic relationship with assigned clients on the clinical units and attain a satisfactory clinical evaluation grade. Students will incorporate this knowledge in process recordings and attain a minimum average grade of 75%.</td>
</tr>
<tr>
<td>7.</td>
<td>Students will maintain client confidentiality and promote the client’s legal rights as per NY State code 939 for psychiatric clients.</td>
<td>Measured by course exams and clinical evaluations. Students will interact with assigned clients on the clinical units and attain a satisfactory clinical evaluation grade.</td>
</tr>
<tr>
<td>8.</td>
<td>Students will implement a therapeutic nurse-client relationship maintaining psychosocial safety.</td>
<td>Measured by clinical evaluations and process recordings</td>
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<tr>
<td>9.</td>
<td>Students will explain the effects of psychotropic medication for clients who have various psychiatric disorders.</td>
<td>Measured by course exams and the Anti-psychotic Medication Worksheet. Students will attain a minimum grade of 75% on course exams with embedded items that measure students’ understanding of psychotropic medications. Students will successfully complete the Anti-psychotic Medication worksheet.</td>
</tr>
<tr>
<td>10.</td>
<td>Students will use principles of teaching/ learning when teaching assigned clients adaptive measures.</td>
<td>Measured by course exams and clinical evaluations. Students will implement the care plans with assigned clients on the clinical units and attain a satisfactory clinical evaluation grade.</td>
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<tr>
<td>11.</td>
<td>Students will formulate a comprehensive plan of care for assigned clients.</td>
<td>Measured by clinical evaluations and process recordings. Students will develop appropriate, comprehensive care plans for assigned clients on the weekly Process recordings and attain a minimum average grade of 75%. Students will implement the care plans with assigned clients on the clinical units and attain a satisfactory clinical evaluation grade.</td>
</tr>
</tbody>
</table>
12. Students will manage a group activity on the unit. Measured by clinical evaluations. Students will implement a group activity on the clinical units and attain a satisfactory clinical evaluation grade.

**Topical Outline**
Unit 1-Orientation to nursing care of the emotionally ill client
   2-Assessment and management of the client who has a psychotic disorder
   3-Assessment and management of the client who has a mood disorder
   4-Assessment and management of the client who has a disorder of aggression
   5-Assessment and management of the client who has an anxiety management disorder
   6-Assessment and management of the client who has an addictive disorder
   7-Assessment and management of the client who has an organic brain syndrome

**Teaching Strategies**
Lecture/Discussion
Computer-assisted instruction/on-campus labs
Case Studies
Role play
Multimedia
Pre and Post conference
Health Agency experiences
Community Experiences

**Textbooks:**
1. **Textbooks required for course:**
2. **Program Required texts:**
   LeFevre-Key, Joyce (2010) Laboratory and Diagnostic Tests with Nursing Implications, Pearson
3. **Optional References:**
**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 pagers, wireless phones, electronic games, radios, tape or CD players or other devices that generate sound must be turned off when any member of the academic community enters a classroom. Cellular devices are allowed to be on in the classroom only if the owner is using the caller ID, voice messages or a vibrating battery or universal clip mechanism. NO TEXTING IS ALLOWED AT ANY TIME DURING CLASS AND/OR LABS. Members of the academic community must exit the classroom to make or receive calls.

Attendance at pre and post conference for laboratory experience is required. Absence from either pre or post conference constitutes an absence for the day's experience. **More than 5 hours of lecture/lab or more than one-half clinical agency experience is excessive absence in Nursing 20. Attendance at the first on-campus day is MANDATORY FOR ALL STUDENTS.**

*When a student is excessively absent, a grade of “W” or “WU” will be assigned as described in the college catalog.*

Fatigue can certainly impair a health care worker’s ability to provide safe, professional nursing care. Thus KCC’s Nursing Department states: All students need to carefully assess his/her level of fatigue, school requirements in terms of lecture, on-campus labs and clinical experiences and own work schedules. This assessment should carefully consider the potential impact of excessive employment on his/her ability to provide safe, professional nursing care. Each student has an ethical responsibility to ensure that fatigue does not negatively impact student nurse responsibilities.

**Malpractice Insurance - Health Clearance - CPR Certification:**

*Students are required to have malpractice insurance and health clearance and evidence of CPR certification prior to registration.* *During the semester, any change in the student's health clearance (e.g. serious illness, accident, pregnancy, etc.) necessitates evaluation/clearance by student health service. Student responsibility includes notification of the clinical instructor and course coordinator. Health clearance must be maintained to continue course enrollment.*

**Evaluation:**

Grades will be calculated according to college policy as follows:

- **A+** 97 - 100%
- **A** 93 - 96%
- **A-** 90 - 92
- **B+** 87 - 89%
- **B** 83 - 86%
- **B-** 80 - 82
- **C+** 78 - 79%
- **C** 75 - 77%
- **C-** 70 - 74
- **D+** 66 - 69%
- **D** 60 - 65%
- **F** 59% and below
- **INC** -Incomplete (counts as an F unless work is completed within six months)
- **WU** -Withdrew Unofficially (counts as failure)
- **W** -Withdrew without penalty
Nursing 20 course grades will be determined as described below:

- 60% quiz average (3 quizzes)
- 40% final examination
- Clinical performance (a minimum process recording average of “C” is needed) satisfactory
- Antipsychotic medication report satisfactory
- Support group report satisfactory

**Academic Integrity**

The Department of Nursing adheres to the policy and procedures on academic integrity put forth by the City University of New York. For details, refer to KCC Nursing Handbook, KCC catalogue, and/or CUNY website.

**Students are expected to take all exams on the scheduled dates.** All makeup final exams will follow the college policy. Students who do not take an exam on the scheduled date are required to take a makeup. All makeup exams will be given at the end of the semester. Students who fail to take the scheduled makeup exam will receive a grade of zero for that test.

All Students must use the Test taking strategies program located in M220 within the first two weeks of the course. All students are required to take the mandatory NLN Exam on the scheduled date. Failure to take the exam on the scheduled date will result in a grade of incomplete for the course.

**Clinical Performance.** Student performance in the clinical agency will be evaluated as Satisfactory or Unsatisfactory. Clinical agency performance that has been designated as Unsatisfactory at the end of the course will result in failure of the course. A minimum process recording average grade of “C” is required for a satisfactory clinical grade. Additional assignments include the antipsychotic medication report and a support group reaction report. Unsatisfactory Process Recordings/Nursing Care Plans can not be revised and resubmitted for grading. A conference with the instructor is required during the first three weeks of the semester, 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 a conference with the instructor at other times.

**Process Recordings**

Process recordings are due weekly. One only is to focus on the initial phase; 2-4 on the working phase; and one only on the termination phase of the nurse-client therapeutic relationship. Written assignments are to be turned in to the clinical instructor on the date they are due. A deduction of 5 points per day will be given for late assignments. Beyond five (5) days defeats the continuity of the learning process and these papers will receive a grade of “0”. Process Recording grade is computed based on the average grade of the 5-6 required process recordings. Additional assignments required include the anti-psychotic medication side effect analysis and a substance abuse case study to be discussed in clinical post-conference. A minimum average process recording grade of 75 is required to receive a satisfactory clinical course grade.
At the Clinical Instructor's discretion, a Process Recording/NCP based on a case study or a report of Day Hospital/Case Management, or alternative experiences may be required. This would be included in the clinical grade (PR) computation.

**Clinical Agency Experience Requirements:**
To fulfill the clinical agency experience requirements, the student will:

a. be on time for the scheduled pre-conference.
b. have a written nursing care plan for the assigned client as designated.
c. have drug information for the assigned clients medication needs.
d. attend and participate in pre and post conferences.
e. attend a practice laboratory at the college when requested to do so by the clinical instructor.

If these requirements are not met, the student may be requested to leave the clinical area, this being considered an absence.

**Dress Requirements:**
**ANY ATTIRE THAT MAY NEGATIVELY IMPACT A CLIENT’S PSYCHOPATHOLOGY is not permitted.** (This specifically refers to clients who are paranoid and/or impulsive) Students are expected to dress appropriately in professional attire (no dungarees) in the clinical area (uniforms are not to be worn). **No short skirts; low cut tops; tight seductive clothing; jeans; tee shirts; sneakers; sweats. No attire/tinted glasses which cover the student’s eyes and/or face is permitted.** If a student is sent home because of inappropriate attire, this will count as a clinical absence.

In addition the following are required:

1. Current KCC photo ID must be worn.
2. Watch with second hand.
3. Subdued makeup and hair style.
4. No jewelry of any kind other than plain wedding band, no pointed ornaments in the hair.
5. Students may not carry cigarettes on the unit.
6. **STUDENTS MAY NOT BRING TAPE RECORDERS, BEEPERS, OR CELLULAR PHONES ON ANY OF THE PSYCHIATRIC CLINICAL SITES**

**Drug Calculation Policy**
*Nursing 17 “Drug Calculations in Nursing is a pre or co requisite of Nursing 18 and a pre-requisite to all other nursing courses. Throughout the rest of the program, drug knowledge and skills will be integrated and tested in every nursing course.*
Effective Fall 2009    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. **Students who achieve a C- grade in a required nursing course may apply to repeat the course one time only in the semester immediately following, subject to space availability.** The online “Intent to Return to Nursing Course” form must be completed and include a plan for success that demonstrates significant changes in how they will approach the course when repeated. Only one required nursing course may be repeated.

2. Students who enter Nursing 18 **MUST** complete the Nursing Program within four years from the date of entry into this course. Any student who has not attended required 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 taken only once.

(Required nursing courses: nursing 17, 18, 19, 20, 21, 22, 23, 24. Co-requisite courses: biology 12, biology 51, English 24, psychology 32, sociology 31)

(1993; revised 2003; revised 2008; revised 2009)
### LEARNER OBJECTIVES

<table>
<thead>
<tr>
<th>UNIT I - INTRODUCTION TO PSYCHIATRIC NURSING</th>
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<tr>
<td><strong>LEARNER OBJECTIVES</strong></td>
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<thead>
<tr>
<th><strong>OBJECTIVES</strong></th>
<th><strong>1.1 Course Overview</strong></th>
<th><strong>Required Readings:</strong></th>
<th><strong>On-Campus lab #1:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this unit The learner will:</td>
<td>a. Review of syllabus</td>
<td>1. Nursing 20 Syllabus</td>
<td>1. Describe the phases of a therapeutic relationship.</td>
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<tr>
<td>1. Identify course requirements</td>
<td>b. Client assignments</td>
<td>2. Review: Psy 11 and Psy 32 Nursing 17, 18, 21</td>
<td>2. Identify problems encountered in therapeutic relationships</td>
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<td>c. Agency policies</td>
<td>3. Boyd, MaryAnn (2008) Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 33 Appendix A, B</td>
<td>3. Describe therapeutic and non-therapeutic techniques</td>
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<td>d. Pre and post conferences</td>
<td>4 Abrams, Chapter 6</td>
<td>4. Role play establishing a contract with a client</td>
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<tr>
<td>2. Discuss/ review basic mental health concepts</td>
<td>2.1 Mental Health</td>
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<td>5. Practice completing a process recording.</td>
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<td>a. Definition</td>
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<td>b. Pathophysiology</td>
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<td>c. Etiological factors</td>
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<td>d. Classifications</td>
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<td>1. DSM IV</td>
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<td>2. NANDA</td>
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<td>3. Persistent mental illness</td>
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<td>4. Stress/ defense mechanisms</td>
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<td>5. Community management of mental illness</td>
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<td>3. Identify adaptive responses for a client who has a psychiatric disorder.</td>
<td>3.1 Related Factors:</td>
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<td></td>
<td>a. Age</td>
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<td>b. Genetics</td>
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<td>c. Homelessness</td>
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<td>d. Substance abuse/ M.I.C.A.</td>
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<td>e. Transcultural considerations</td>
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<td>4. Describe the nursing assessment of a mentally ill client.</td>
<td>4.1 Assessment</td>
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<tr>
<td></td>
<td>a. Nursing history</td>
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<td>b. Mental Status exam</td>
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<td>c. Physical assessment</td>
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<td>d. Psychological Testing</td>
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<td>e. developmental assessment: Freud, Piaget, Erickson</td>
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<tr>
<td>5. Develop a plan of care for</td>
<td>5.1 Planning</td>
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<td>The learner will:</td>
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</table>

**Required Readings:**

1. Nursing 20 Syllabus
2. Review: Psy 11 and Psy 32 Nursing 17, 18, 21
3. Boyd, MaryAnn (2008) Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 33 Appendix A, B
4. Abrams, Chapter 6

**Handout in class**

1. Frisch, NC and Frisch, CE (2001) Electronic Chapter: The Mental Status Exam

**Recommended Resources**

| clients with psychiatric disorders | a. Expected outcome criteria  
6. Implement a plan care for psychiatric clients | b. Health promotion activities  
6.1 Independent activities  
a. Coping strategies  
b. Therapeutic strategies  
c. Collaborative activities  
1. Cognitive therapy  
2. Group  
3. Millieu  
4. Behavior modification  
5. Team concepts  
6. Crisis intervention  
7. Family therapy  
d. Referral/community resources  
e. Discharge planning  
1. day hospital  
2. long-term in-patient care  
3. domicillary/assisted living  
4. case management  
7. Evaluation of outcome criteria  
7.2 Revision of plan | and Statistical Manual of Mental Disorders IV-R  
4th edition revised, Washington, D.C. APA.  
4. www.cognitivetherapy.com  
5. www.group-psychotherapy.com  
6. www.nyc.gov/html.doh/supportgroups | The student will:  
a. Perform a nursing assessment on a psychiatric client  
b. Analyze assessment data  
c. Formulate all relevant nursing diagnoses (minimum 4)  
d. Prioritize nursing diagnoses  
e. Formulation plan to achieve client outcomes  
f. Implement the plan.  
g. Evaluate client outcomes.  
h. Communicate & collaborate with client, family, and healthcare providers.  
i. Teach clients:  
1. preventive health strategies  
2. health maintenance a. Coping skills  
b. medication use  
c. lifestyle modifications.  
 |
| 7. Evaluate the plan of care.  
7.1 Evaluation of outcome criteria  
7.2 Revision of plan |  |  |
**Unit II - Assessment and management of the client who has a Psychotic disorder**

<table>
<thead>
<tr>
<th>Learner Objectives</th>
<th>Content/Lecture Discussion</th>
<th>Related Learner Experiences</th>
<th>Lab/ Clinical Objectives</th>
</tr>
</thead>
</table>
5. Develop a plan of care for a client who has a psychotic disorder.

6. Implement a plan of care for a client who has psychotic disorder.

7. Evaluate the plan of care.

<table>
<thead>
<tr>
<th>Learner Activities:</th>
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</thead>
<tbody>
<tr>
<td>1. Complete the anti-psychotic medication analysis of side effects on Blackboard</td>
</tr>
<tr>
<td>2. LWW clinical simulations: Paranoid schizophrenia</td>
</tr>
<tr>
<td>3. Case study: Paranoid schizophrenia</td>
</tr>
<tr>
<td>4. Answer reflective questions on Blackboard</td>
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<tr>
<td>Content/Lecture Discussion</td>
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<td>Related Learner Experiences</td>
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<tr>
<td>Lab/ Clinical Objectives</td>
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</tbody>
</table>

**Unit III - Assessment and management of the client who has a Mood disorder**

**Learner Objectives**

<table>
<thead>
<tr>
<th>Content/Lecture Discussion</th>
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</thead>
<tbody>
<tr>
<td>Related Learner Experiences</td>
</tr>
<tr>
<td>Lab/ Clinical Objectives</td>
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</tbody>
</table>

**Learner Activities:**

- Teach a psychotic client:
  1. Preventative health strategies
  2. Health maintenance
    a. Coping skills
    b. Medications
    c. Lifestyle modifications

**Unit III - Assessment and management of the client who has a Mood disorder**

- Teach a psychotic client:
  1. Preventative health strategies
  2. Health maintenance
    a. Coping skills
    b. Medications
    c. Lifestyle modifications

**Learner Activities:**

- Teach a psychotic client:
  1. Preventative health strategies
  2. Health maintenance
    a. Coping skills
    b. Medications
    c. Lifestyle modifications
Upon completion of this unit:

<table>
<thead>
<tr>
<th>The learner will:</th>
<th>1.1 Overview</th>
<th>Required Readings:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>b. Classification</td>
<td>2. Abrams, Chapter 10</td>
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<tr>
<td></td>
<td>1. unipolar</td>
<td>3. Dudek: Chap 18, pp610. Chap 5, pp 127-131</td>
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<tr>
<td></td>
<td>2. bipolar</td>
<td>Required Resources:</td>
</tr>
<tr>
<td></td>
<td>4. seasonal affective</td>
<td>2. Murphy, Kathryn (2005) The separate Reality of Bipolar Disorder and Schizophrenia Nursing Made Incredibly Easy 3 (3) 6-19</td>
</tr>
<tr>
<td></td>
<td>5. dysthymia</td>
<td>3. <a href="http://www.dbsalliance.org">www.dbsalliance.org</a></td>
</tr>
<tr>
<td>2. Identify adaptive responses for a client who has a mood disorder</td>
<td>1.5 Complications</td>
<td>Video to be viewed by students in Media Center:</td>
</tr>
<tr>
<td></td>
<td>1. suicide</td>
<td>1. The depressed patient in Acute Care # 842</td>
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<td></td>
<td>2. serotonergic syndrome</td>
<td>Videos shown in class</td>
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<td>3. malignant hypertension</td>
<td>1. The client with bipolar disorder</td>
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<td>4. lithium toxicity</td>
<td>2. VAMC “Prevention of Suicide”</td>
</tr>
<tr>
<td>3. Describe the nursing assessment of the client experiencing a mood disorder</td>
<td>2.1 Factors affecting the development of mood disorders:</td>
<td>Learner Activities:</td>
</tr>
<tr>
<td></td>
<td>a. Age</td>
<td>On-Campus lab #3:</td>
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<tr>
<td></td>
<td>b. Sex</td>
<td>1. Identify manifestations of depression</td>
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<td></td>
<td>c. Culture</td>
<td>2. Analyze data from case study and prioritize nursing diagnoses</td>
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<td>d. Marital status</td>
<td>3. Describe measures to detect anti-depressant medication side effects</td>
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<td>e. Social class</td>
<td>4. Develop a comprehensive plan of care for a depressed client</td>
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<td></td>
<td>f. Seasonality</td>
<td>5. Describe the use of cognitive therapy for a depressed client</td>
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<td></td>
<td>3.1 Assessment</td>
<td>Clinical Laboratory</td>
</tr>
<tr>
<td></td>
<td>a. Nursing history</td>
<td>a. Perform a nursing assessment on a client who has a mood disorder</td>
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<tr>
<td></td>
<td>b. Physical assessment</td>
<td>b. Analyze data.</td>
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<tr>
<td></td>
<td>c. Diagnostic/Lab tests</td>
<td>c. Formulate all relevant nursing diagnoses.</td>
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<td>1. cortisol spit test</td>
<td>d. Prioritize diagnoses.</td>
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<td></td>
<td>2. serum serotonin and norepinephrine levels</td>
<td>e. Formulate a plan of care to achieve client outcomes for a client who has a mood disorder.</td>
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<td>3. psychological tests self esteem -inventory and projective tests</td>
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<td></td>
<td>1. Identify manifestations of depression</td>
<td>f. Implement the plan.</td>
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<td></td>
<td>2. Analyze data from case study and prioritize nursing diagnoses</td>
<td>g. Evaluate client outcomes</td>
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<tr>
<td></td>
<td>3. Describe measures to detect anti-depressant medication side effects</td>
<td>h. Communicate &amp; collaborate with client, family, and health care provider.</td>
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<td></td>
<td>4. Develop a comprehensive plan of care for a depressed client</td>
<td>i. Teach a client who has a mood disorder</td>
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</tbody>
</table>
### 4. Formulate actual and potential nursing diagnosis for a client who has a mood disorder

4.1 Nursing Diagnoses  
- Risk for violence: self directed  
- Hopelessness  
- Powerlessness  
- Chronic low self-esteem  
- Social isolation  
- Risk for suicide  
- Risk for loneliness  
- Dysfunctional grieving  
- Ineffective management of therapeutic regimen

### 5. Develop a plan of care for a client experiencing a mood disorder.

5.1 Planning  
- Expected outcome criteria  
- Health promotion activities  
- Therapeutic intervention  
- Legal/ethical considerations  
- Cultural considerations

### 6. Implement a plan of care for a client experiencing a mood disorder.

6.1 Independent Activities  
- Health promotion  
  1. physical/protective needs  
  2. interpersonal relationships  
  3. cognitive-behavioral therapy  
  4. dietary restrictions  

6.2 Collaborative Activities  
- Medications  
  1. serotonin reuptake inhibitors (SRIs)  
  2. tricyclic antidepressants  
  3. atypical antidepressants  
  4. monoamine oxidase inhibitors  
  5. Mood Stabilizers: lithium, anti-convulsants  
  6. antipsychotic medications

1. LWW Mental Health simulations:  
   - Suicidal client  
   - Depressed client  
   - Manic client

2. Case studies: on Blackboard:  
   - Major depressive disorder  
   - Mania

3. Answer reflective questions on Blackboard

### On-Campus lab #4:

- The student will  
  1. Identify manifestations of mania  
  2. Analyze data from case study and prioritize nursing diagnoses  
  3. Describe measures to detect mood stabilizer medication side effects

6. Develop a comprehensive plan of care for a manic client.
7. Evaluate plan of care

<table>
<thead>
<tr>
<th>7. Lithium toxicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Procedures/Treatments</td>
</tr>
<tr>
<td>1. Electroconvulsive therapy</td>
</tr>
<tr>
<td>2. Cognitive-behavioral</td>
</tr>
<tr>
<td>3. Group therapy</td>
</tr>
<tr>
<td>4. Family therapy</td>
</tr>
<tr>
<td>c. Discharge planning</td>
</tr>
<tr>
<td>d. Referrals/community resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Evaluation of outcome criteria</td>
</tr>
<tr>
<td>7.2 Revision of plan</td>
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</table>
### Learner Objectives

Upon completion of the unit: The learner will:

1. Define aggression, assertiveness, passive-aggression
2. Describe the adaptive response of a client who has an aggressive disorder

### Content/Lecture Discussion

1. Overview of aggression:
   - Definitions
     1. aggression
     2. hostility
     3. anger
     4. passivity
     5. assertiveness

2. Pathophysiology
3. Etiological factors R/T disorders of aggression:
   - genetic/biochemical
   - psychological
   - socio-cultural

4. Classifications:
   - Personality disorders
     a. borderline
     b. antisocial
     c. schizoid
     d. paranoid
     e. dependent
     f. narcissistic
     g. histrionic
   - Violence
     a. child abuse/neglect
       1. physical
       2. emotional
       3. sexual
     b. domestic violence
     c. elder abuse
     d. rape

5. Complications
   - Dissociative disorders
   - Borderline disorder
6. Factors affecting the development of aggressive

### Related Learner Experiences

- **Required Readings:**

- **Recommended Resources:**
  1. Murphy, Kathryn (2006) *Square pegs: Managing Personality Disorders* *Nursing Made Incredibly Easy* 4 (4) 26-34
  2. Riley Jane (2007) *Do You Know How To Recognize Child Abuse* *Nursing Made Incredibly Easy* 5 (2) 54-63
  4. [www.elderabusecenter.org](http://www.elderabusecenter.org)

- **Videos shown in class:**
  1. Child abuse AJN
  2. Personality disorders World of Abnormal Psychology

- **Learner Activities:**
  1. Borderline client case study on Blackboard
  2. Access internet site on Blackboard

- **On-Campus lab #5:**
  The student will
  1. Identify manifestations of borderline personality disorder
  2. Analyze data from case study and prioritize nursing diagnoses
  3. Describe measures to prevent self-mutilation, impulsivity and manipulation
  4. Develop a comprehensive plan of care for a borderline personality disorder client.
  5. Describe the use of cognitive therapy with a client who has borderline personality disorder

- **Clinical Laboratory:**
  The student will:
  a. Perform a nursing assessment on a client who has anger control problems.
  b. Analyze data.
  c. Formulate all relevant nursing diagnoses.
  d. Prioritize nursing diagnoses.
  e. Formulate a plan to achieve client outcomes
  f. Implement the plan
  g. Evaluate client outcome
  h. Communicate & collaborate with client, family & health
3. Assess the maladaptive responses of the client resulting in disorders of aggression.

4. Identify nursing diagnoses for a client who has an aggressive disorder.

5. Develop a plan of care to meet the needs of an aggressive client.

6. Implement a plan of care to meet the needs of an aggressive client.

3.1 Assessment
   a. Nursing history
   b. Physical assessment
   c. Diagnostic tests

4.1 Nursing Diagnoses
   a. risk for other directed violence
   b. self mutilation
   c. ineffective coping.
   d. rape trauma syndrome
   e. compromised family coping
   f. ineffective sexuality patterns
   g. Ineffective role performance

5.1 Planning
   a. expected outcome criteria
   b. health promotion activities
   c. therapeutic interventions
   d. legal/ethical considerations
   e. cultural considerations

6. Implementation
6.1 Independent activities
   a. Health promotion/teaching
      1. Anger management strategies.
      2. Behavior modification
      3. Support groups
   1. Preventive health care strategies
   2. Health maintenance
      a. dietary
      b. medications
      c. lifestyle modifications
<table>
<thead>
<tr>
<th>7. Evaluate the plan of care</th>
<th>4. Follow-up care</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 collaborative activities</td>
<td></td>
</tr>
<tr>
<td>a. Medications</td>
<td></td>
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<tr>
<td>1. Anti-psychotics</td>
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<td>2. Anti-depressants</td>
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<tr>
<td>3. Anti-anxiety needs</td>
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<tr>
<td>b. Procedures/treatments</td>
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<tr>
<td>1. Restraint</td>
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<td>2. Seclusion</td>
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<td>3. Behavioral management</td>
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<td>4. Anger control</td>
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<td>c. Referrals/community resources</td>
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<tr>
<td>7. Evaluation</td>
<td></td>
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<tr>
<td>7.1 Evaluation of outcome criteria</td>
<td></td>
</tr>
<tr>
<td>7.2 Revision of plan</td>
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</tr>
</tbody>
</table>
## Unit V - Assessment and management of the client who has anxiety management disorder

<table>
<thead>
<tr>
<th>Learner Objectives</th>
<th>Content/Lecture Discussion</th>
<th>Related Learner Experiences</th>
<th>Required readings</th>
<th>Lab/ Clinical Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Identify adaptive responses for a client experiencing an anxiety disorder.</td>
<td>2.1 Factor affecting the development of an addiction disorder: a. Age b. Gender c. Culture d. Mental status e. Support network</td>
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<tr>
<td>3. Describe the nursing assessment when caring for a</td>
<td>3.1 Assessment a. Nursing history</td>
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</tbody>
</table>

### Required readings
- Murphy, Kathryn (2005) Anxiety: When Is It Too Much Nursing Made Incredibly Easy 3 (5) 22-33
- Murphy, Kathryn (2007) The Skinny on Eating Disorders Nursing Made Incredibly Easy 5 (3) 40-49
- [www.adaa.org](http://www.adaa.org)

### Learner Activities:
- 1. Case study: anorexia client on Blackboard
- 2. Access internet site on Blackboard
- 3. www.adaa.org

### On-Campus lab #6:
- The student will:
  - Perform a nursing assessment on clients with manifestations of anxiety
  - Analyze data
  - Formulate nursing diagnoses related to anxiety disorders.
  - Prioritize diagnoses.
  - Formulate a plan to achieve client outcomes
  - Implement the plan
  - Evaluate client outcomes
  - Communicate and collaborate with client, family, and health care providers
  - Teach anxiety disorder clients:
    - Prevention health strategies
### 4. Formulate actual and potential nursing diagnoses for a client who has an anxiety management disorder.

#### a. Psychological history
- Diagnostic evaluations
  1. psychoanalysis
  2. trait characteristics
  3. adversity stimulus

#### 4.1 Nursing Diagnoses
- a. Anxiety
- b. Fear
- c. Defensive coping
- d. Post trauma syndrome
- e. Disturbed body image
- f. Impaired adjustment
- g. Imbalanced nutrition: less than body requirements
- h. Deficient fluid volume

### 5. Develop a plan of care to meet the needs of a client experiencing an anxiety disorder.

#### 5.1 Planning
- a. Expected outcome criteria
- b. anxiety management strategies
- c. Adaptive coping mechanisms
- d. Therapeutic interventions
  1. Treatment modalities:
    a. medications
    b. cognitive behavioral therapy
    c. systematic desensitization
    d. flooding
    e. relaxation; imagery
    f. behavioral contract
    g. Legal/ethical implications of care

### 6. Implement a plan of care to meet the needs of a client experiencing anxiety disorder.

#### 6.1 Independent activities
- 1. Anxiolytics

#### 6.2 Collaborative activities
- a. Medications
- b. Health maintenance
  - a. Dietary
  - b. Medication use
  - c. Lifestyle modifications

---

3. Answer reflective questions on Blackboard
| 7. Evaluate of plan of care | 2. Benzodiazepines  
3. Antidepressants:  
b. Psychotherapies  
c. Referrals/community resources  
d. Discharge planning/community resources  
e. Transcultural considerations  
7.1 Evaluation of outcome criteria  
7.2 Revision of plan. |
### Unit VI: Assessment and management of the client who has addictive disorder

<table>
<thead>
<tr>
<th>Learner Objectives</th>
<th>Content/Lecture Discussion</th>
<th>Related Learner Experiences</th>
<th>Lab/ Clinical Objectives</th>
</tr>
</thead>
</table>
| Upon completion of this unit: the student will:  
1. Define drug and alcohol abuse. | 1.1 Overview:  
a. Definition: use/abuse addiction, dependence, tolerance, withdrawal.  
b. Classifications  
1. caffeine  
2. nicotine  
3. alcoholism.  
4. opiates  
5. minor/major tranquilizers  
6. stimulants  
7. cocaine/crack abuse  
8. hallucinogenic abuse  
9. inhalants  
10. marijuana abuse  
1.2 Pathophysiology  
1.3 Etiological factors  
1.  genetic  
2. Biochemical  
3. sociocultural  
1.4 Complications  
1. overdose  
**Required Readings:**  
Chapters 25, 34 Appendix G  
2. Abrams Chapter 6, 15 and 16.  
**Recommended Resources:**  
5 (1) 50-60  
2. www.ncadd.org | Clinical Laboratory  
The student will:  
a. Perform a nursing assessment on a client who has a substance abuse problem.  
b. Analyze data.  
c. Formulate nursing diagnoses  
d. Prioritize diagnoses  
e. Formulate a plan of care to achieve client outcomes.  
f. Implement the plan of care  
g. Evaluate client outcomes.  
h. Communicate and collaborate with client, family, and health care procedures.  
i. Teach clients:  
1. Preventive health strategies  
2. Health maintenance  
   a. dietary  
   b. medications  
   c. lifestyle modifications |
| 2. Discuss predisposing and/or causative factors of addictive disorders. | 2.1 Factor affecting the development of an addiction disorder:  
a. Age  
b. Gender  
c. Culture  
d. Mental status  
e. Support network |  |  |
| 3. Assess the maladaptive response of the client resulting in | 3.1 Assessment:  
a. Nursing history |  |  |
addictive disorders.

4. Formulate actual diagnoses for a client who has an addictive disorder

5. Develop a plan of care for a client who has an addictive disorder.

6. Implement a plan of care for a client who has an addictive disorder.

<table>
<thead>
<tr>
<th>4.1 Nursing Diagnoses</th>
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<tbody>
<tr>
<td>a. ineffective denial</td>
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<tr>
<td>b. ineffective coping</td>
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<tr>
<td>c. disturbed sensory perception</td>
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<tr>
<td>d. altered role performance</td>
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<td>e. diversional activity deficit</td>
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<td>f. chronic low self esteem</td>
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<td>g. dysfunctional family processes: Alcoholism</td>
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<thead>
<tr>
<th>5.1 Planning:</th>
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<tbody>
<tr>
<td>a. Expected outcome criteria</td>
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<tr>
<td>b. Health promotion activities</td>
</tr>
<tr>
<td>c. Therapeutic intervention</td>
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<tr>
<td>d. Legal/Ethical considerations</td>
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<tr>
<td>e. Cultural considerations</td>
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6.1 Independent activities

6.2 Collaborative activities

<table>
<thead>
<tr>
<th>Medication</th>
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<tbody>
<tr>
<td>a. Antagonists (Narcan; anti-lerium)</td>
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<tr>
<td>1. Antagonists (Narcan; anti-lerium)</td>
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<tr>
<td>2. Detoxification protocols</td>
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<tr>
<td>3. Aversion therapy: antabuse naltrexone</td>
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<tr>
<td>4. Dopamine stimulators:</td>
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</tbody>
</table>
7. Evaluate the plan of care.

bromocriptine (parlodel), amantadine (symmetrol)

5. Overdose management
b. Procedure/Treatments
   1. detoxification
   2. Recovery –groups: counselor–led, peer
c. Discharge Planning
d. Referrals/community referrals

7. Evaluation
7.1 Evaluation of outcome criteria
7.2 Revision of plan
<table>
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<th>Learner Objectives</th>
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</tr>
</thead>
</table>
| Upon completion of this unit the learner will be able to: 1. Define organic brain disorder (delirium) and organic brain syndrome (dementia). | 1. Overview  
   a. Definition aging, cognition, delirium, dementia  
   1.2 Pathophysiology of delirium & dementia  
   1.3 Etiological factors:  
      1. cerebral atherosclerosis  
      2. hormonal imbalances  
      3. polypharmacy  
      4. alcoholism/substance abuse  
      5. trauma  
      6. infection/fever  
      7. AIDS  
      8. MS/Parkinson’s  
      9. Alzheimer’s  
   1.4 Complications  
      1. Injury  
      2. Caregivers stress  
      3. Institutional care | Review aging issues presented in NUR 18, 21; PSY 11, 32 | Clinical Laboratory  
   The student will:  
   a. Perform a nursing assessment on clients who have an OBD or OBS; identify capacities and limitations.  
   b. Analyze data.  
   c. Formulate nursing diagnoses  
   d. Prioritize diagnoses  
   e. Formulate a plan to achieve client outcomes  
   f. Implement the plan.  
   g. Evaluate client outcomes  
   h. Communicate and collaborate with client, family, and healthcare providers  
   i. Teach clients:  
      1. Preventive health strategies  
      2. Health maintenance  
         a. dietary  
         b. medication use  
         c. lifestyle modifications  
   j. Terminate with assigned client and record on process recording. |
| 2. Identify predisposing and/or causative factors. | 2.1 Factors related to delirium/dementia  
   a. Age  
   b. Genetic/biochemical  
   c. Psychological  
   d. Societal attitudes  
   e. Cultural considerations | | |
| 3. Assess the maladaptive responses of the client who has an organic brain disorder and syndrome. | 3.1 Assessment  
   a. Physical  
   b. Emotional  
   c. Behavioral  
   d. Social  
   e. Cultural | | |
4. Formulate actual and potential nursing diagnoses for a client who has an organic brain syndrome.

4.1 Nursing diagnoses:
- Acute confusion
- Chronic confusion
- Impaired memory
- Impaired environmental interpretation syndrome
- Caregiver role strain
- Wandering

5. Develop a plan of care to meet the needs of a client who has an organic brain syndrome.

5.1 Planning
- Expected outcome criteria
- Therapeutic interventions
- Health promotion activities
- Legal/ethical implications of care

6. Implement a plan of care to meet the needs of a client who has an organic brain syndrome.

6.1 Collaborative activities
- Procedures/treatments
  - Physical needs
  - Safety needs
- Structured environment
  - Socialization needs
  - Self-esteem needs
- Medication therapy
  - Aricept
  - Anti-psychotics
- Health teaching
  - Physical/protective measures
- Discharge planning, follow up care
- Referrals/community resources (support groups, day programs)
- Transcultural considerations

7. Evaluate the plan of care.

7.1 Evaluation of outcome criteria
7.2 Revision of plan