

# NURSING IV - COURSE OUTLINE

## PSYCHIATRIC/MENTAL HEALTH COMPONENT

### UNIT 13: CARE OF THE PATIENT THROUGHOUT THE MENTAL HEALTH AND ILLNESS CONTINUUM

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Describe the mental health-illness continuum.</li> <li>2. Describe the levels of prevention as each relates to the mental health-illness continuum.</li> <li>3. Identify the legal aspects of the patient diagnosed with a major mental illness.</li> <li>4. Identify the roles and tasks of the psychiatric-mental health nurse.</li> <li>5. Describe the collaborative relationship of the psychiatric nurse with other mental health team members.</li> </ol>	<ol style="list-style-type: none"> <li>I. Definition               <ol style="list-style-type: none"> <li>A. Mental Health</li> <li>B. Mental Illness</li> </ol> </li> <li>II. Levels of Prevention               <ol style="list-style-type: none"> <li>A. Primary                   <ol style="list-style-type: none"> <li>1. wellness</li> <li>2. education</li> <li>3. identifying and correcting risk factors</li> </ol> </li> <li>B. Secondary                   <ol style="list-style-type: none"> <li>1. crisis intervention</li> <li>2. acute care</li> </ol> </li> <li>C. Tertiary                   <ol style="list-style-type: none"> <li>1. compliance</li> <li>2. rehabilitation</li> </ol> </li> </ol> </li> <li>III. Legal Issues               <ol style="list-style-type: none"> <li>A. Patient Rights</li> <li>B. Confidentiality</li> <li>C. Law: Least Restrictive Environment</li> <li>D. Types of Admissions</li> <li>E. Parity Law</li> <li>F. American Disabilities Act</li> <li>G. ANA Standards of Practice of Psychiatric Mental Health Nursing</li> </ol> </li> <li>IV. Nursing Roles               <ol style="list-style-type: none"> <li>A. Manager of Therapeutic Milieu</li> <li>B. Caregiver</li> <li>C. Teacher</li> <li>D. Family/Community Liaison</li> <li>E. Members of Mental Health Team                   <ol style="list-style-type: none"> <li>1. Patient/Family</li> <li>2. Nurse</li> <li>3. Psychiatrist</li> <li>4. Psychologist</li> <li>5. Social Worker</li> <li>6. Occupational Therapist</li> <li>7. Community Related Clinicians/Staff</li> </ol> </li> </ol> </li> </ol>	<p>Lecture</p> <p>Small group discussion to identify student's preconceived ideas/ fears / expectations of caring for a patient with a mental illness.</p> <p><u>Clinical Focus:</u></p> <p>Orientation to acute care setting;</p> <p>Introduction to patients;</p> <p>Participation in milieu;</p> <p>Review of patient's record;</p> <p>Emphasis: type of admission; patient's rights; treatment team &amp; plan</p>

# NURSING IV - COURSE OUTLINE

## PSYCHIATRIC/MENTAL HEALTH COMPONENT

### UNIT 14

#### NURSING PROCESS AND THERAPEUTIC COMMUNICATION AS THE FOUNDATION FOR A CARING NURSE-PATIENT RELATIONSHIP

PAGE 1 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Define the nursing process as it relates to psychiatric mental health nursing.</li> <li>2. Define the three structural components of a nursing diagnosis.</li> <li>3. Articulate knowledge of Nursing Outcomes Classification (NOC).</li> <li>4. Identify five criteria a specific patient outcome/goal must meet.</li> <li>5. Define Nursing Interventions Classification (NIC).</li> <li>6. Identify four criteria nursing interventions must meet for achieving a specific patient goal/outcome.</li> <li>7. Identify ten areas of psychiatric mental health nursing intervention.</li> <li>8. Describe the process of evaluating outcome criteria.</li> <li>9. Identify levels of prevention as it relates to the psychiatric patient.</li> <li>10. Define autonomy.</li> <li>11. Identify threats to patient confidentiality.</li> <li>12. Define key aspects of a therapeutic relationship and include nurse and patient safety.</li> <li>13. Define therapeutic communication.</li> </ol>	<ol style="list-style-type: none"> <li>I. The Nursing Process               <ol style="list-style-type: none"> <li>A. Assessment                   <ol style="list-style-type: none"> <li>1. Observation</li> <li>2. Intake history</li> <li>3. Define current problem</li> <li>4. Physical exam</li> <li>5. Mental status exam</li> </ol> </li> <li>B. Analysis/Nursing Diagnosis                   <ol style="list-style-type: none"> <li>1. Problem</li> <li>2. Etiology</li> <li>3. Supporting data</li> </ol> </li> <li>C. Planning                   <ol style="list-style-type: none"> <li>1. Nursing Outcomes Classification (NOC)</li> <li>2. Goal Criteria                       <ol style="list-style-type: none"> <li>a. measurable</li> <li>b. defines desired outcome</li> <li>c. time limited</li> <li>d. short and specific</li> <li>e. positive</li> </ol> </li> <li>3. Nursing Intervention Criteria (NIC)                       <ol style="list-style-type: none"> <li>a. safe</li> <li>b. appropriate</li> <li>c. effective</li> <li>d. individualized nursing care</li> </ol> </li> </ol> </li> <li>D. Implementation                   <ol style="list-style-type: none"> <li>1. Basic level                       <ol style="list-style-type: none"> <li>a. counseling</li> <li>b. milieu therapy</li> <li>c. promotion of self-care</li> <li>d. psychological interventions</li> <li>e. health teaching</li> <li>f. case management</li> <li>g. health promotion</li> </ol> </li> <li>2. Advanced level                       <ol style="list-style-type: none"> <li>a. psychotherapy</li> <li>b. prescriptive rights</li> <li>c. consultation</li> </ol> </li> </ol> </li> <li>E. Evaluation                   <ol style="list-style-type: none"> <li>1. Goal met</li> <li>2. Goal not met</li> <li>3. Goal partially met</li> <li>4. Documentation</li> </ol> </li> </ol> </li> <li>II. Health Promotion               <ol style="list-style-type: none"> <li>A. Level of Prevention                   <ol style="list-style-type: none"> <li>1. Primary</li> <li>2. Secondary</li> <li>3. Tertiary</li> </ol> </li> </ol> </li> <li>III. Patient Advocacy/Legal-Ethical Issues/Caregiver Accountability               <ol style="list-style-type: none"> <li>A. Autonomy</li> <li>B. Confidentiality</li> <li>C. Least Restrictive Alternatives</li> </ol> </li> </ol> <p>Continues on next page . . .</p>	<p>Patient Assignment</p> <p>Perform a mental status exam on assigned patient; document findings.</p> <p>Write a detailed nursing care plan with two nursing diagnoses, specific nursing outcomes (NOC), and nursing interventions (NIC).</p> <p>Discuss assigned patients appropriate level of prevention.</p> <p>Role play the nursing management of a verbally angry patient.</p> <p>Group participation discussion of common value judgments regarding the mentally ill patient.</p> <p>Interact with a patient experiencing hallucinations and delusions. Write a process recording.</p>

**NURSING IV - COURSE OUTLINE**  
**PSYCHIATRIC/MENTAL HEALTH COMPONENT**

UNIT 14

NURSING PROCESS AND THERAPEUTIC COMMUNICATION AS THE FOUNDATION FOR A CARING NURSE-PATIENT RELATIONSHIP

PAGE 2 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<p>IV. Therapeutic Nurse-Patient Relationship</p> <ul style="list-style-type: none"> <li>A. Patient Oriented-Goal Oriented</li> <li>B. Nurse Self Awareness</li> <li>C. Facilitating Growth</li> <li>D. Trust</li> <li>E. Boundaries</li> <li>F. Transference/Counter-Transference</li> <li>G. Phases of the Nurse-Patient Relationship               <ul style="list-style-type: none"> <li>1. Orientation</li> <li>2. Working</li> <li>3. Termination</li> </ul> </li> </ul> <p>V. Therapeutic Communication</p> <ul style="list-style-type: none"> <li>A. Elements of the Communication Process</li> <li>B. Communication Factors</li> <li>C. Verbal Communication</li> <li>D. Nonverbal Communication</li> <li>E. Interaction of Verbal and Nonverbal Behavior</li> <li>F. Therapeutic Communication Techniques</li> <li>G. Non-therapeutic Communication Techniques</li> </ul> <p>VI. Communication With Patients Who Are Experiencing Hallucinations</p> <p>VII. Communication With Patients Who Are Experiencing Delusions</p>	

# NURSING IV - COURSE OUTLINE

## PSYCHIATRIC/MENTAL HEALTH COMPONENT

### UNIT 15 CARE OF THE PATIENT WITH ANXIETY DISORDERS PAGE 1 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Identify theories of anxiety disorders.</li> <li>2. Describe anxiety prevention and management.</li> <li>3. Discuss nursing responsibilities in anxiety management.</li> <li>4. Utilize nursing process in the care of patients with anxiety disorders.</li> </ol>	<ol style="list-style-type: none"> <li>I. Theories               <ol style="list-style-type: none"> <li>A. Genetic</li> <li>B. Biological</li> <li>C. Interpersonal/Psychological</li> <li>D. Learning</li> <li>E. Environmental/Cultural</li> </ol> </li> <li>II. Health Promotion               <ol style="list-style-type: none"> <li>A. Primary                   <ol style="list-style-type: none"> <li>1. Education</li> <li>2. Stress reduction</li> </ol> </li> <li>B. Secondary                   <ol style="list-style-type: none"> <li>1. Importance of early intervention</li> <li>2. Stress management</li> </ol> </li> <li>C. Tertiary                   <ol style="list-style-type: none"> <li>1. Support group</li> <li>2. Psychiatric/medical follow-up</li> </ol> </li> </ol> </li> <li>III. Advocacy/Ethical/Legal/Caregiver Accountability               <ol style="list-style-type: none"> <li>A. Confidentiality</li> <li>B. Role Appropriate - Nurse Stress Management                   <ol style="list-style-type: none"> <li>1. Recognize one's own level of anxiety</li> <li>2. Implement self-care activities</li> </ol> </li> <li>C. Advocacy                   <ol style="list-style-type: none"> <li>1. Respect for patient</li> <li>2. Nurse-patient boundaries</li> </ol> </li> </ol> </li> <li>IV. Nursing Process               <ol style="list-style-type: none"> <li>A. Assessment                   <ol style="list-style-type: none"> <li>1. DSM IV - TR</li> <li>2. Observation of behavior (thoughts, feelings, actions)</li> <li>3. Mental status assessment</li> <li>4. Review of chart</li> <li>5. Suicidal risk assessment</li> </ol> </li> <li>B. Analysis of Data</li> <li>C. Nursing Diagnosis i.e. Anxiety - Acute (moderate, severe, panic)</li> <li>D. Planning                   <ol style="list-style-type: none"> <li>1. NOC - anxiety control</li> <li>2. NOC - coping</li> </ol> </li> <li>E. Intervention - NIC                   <ol style="list-style-type: none"> <li>1. Nursing actions to assist in anxiety reduction</li> <li>2. Coping enhancement through decision making support</li> <li>3. Prioritize according to level of anxiety</li> <li>4. Collaboration with treatment team</li> </ol> </li> <li>F. Evaluation of NOC Outcomes</li> </ol> </li> <li>V. Anxiety Disorders               <ol style="list-style-type: none"> <li>A. Dysfunctional Chronic Anxiety                   <ol style="list-style-type: none"> <li>1. Post Traumatic Stress Disorder; Phobic Disorder; Obsessive-Compulsive Disorder</li> <li>2. Somatoform Disorders - hypochondriasis, conversion disorder</li> <li>3. Dissociative disorders - amnesia, fugue depersonalization, and dissociative identity disorder</li> </ol> </li> </ol> </li> </ol> <p style="text-align: center;">Continues on next page . . .</p>	<p>Lecture</p> <p>Handouts</p> <p><u>Clinical Focus:</u> Recognize manifestations of anxiety</p> <p>Apply nursing protocols to diminish anxiety in assigned patient</p> <p>Identify predisposing &amp; precipitating factors in development of patient's illness</p> <p>Institute patient teaching in regard to antianxiety drugs</p> <p>Correlate level of anxiety to symptomatology</p> <p>Describe patient behaviors that demonstrate various defense mechanisms</p> <p><u>Critical Thinking:</u> What adjustments are needed for medication teaching of patients with high levels of anxiety?</p> <p><u>Reflection:</u> How did you (student) use your self to mitigate anxiety with your patient or on the unit?</p>

**NURSING IV - COURSE OUTLINE**  
**PSYCHIATRIC/MENTAL HEALTH COMPONENT**

UNIT 15

CARE OF THE PATIENT WITH ANXIETY DISORDERS

PAGE 2 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<ul style="list-style-type: none"><li>B. Epidemiology and Biopsychosocial Theories of Causation</li><li>C. Behavioral Manifestations<ul style="list-style-type: none"><li>1. DSM IV - TR</li><li>2. Primary and Secondary Gain</li></ul></li><li>D. Collaborative Management, Dietary Management, Cognitive and Behavioral Assessment - Treatment Team</li><li>E. Nursing Management<ul style="list-style-type: none"><li>1. NANDA: Ineffective coping</li><li>2. NOC: Problem solving</li><li>3. NIC: Explore alternatives</li></ul></li><li>F. Evaluate Effects of NIC on NOC</li></ul>	

# NURSING IV - COURSE OUTLINE

## PSYCHIATRIC/MENTAL HEALTH COMPONENT

### UNIT 16 CARE OF THE PATIENT WITH A MOOD DISORDER

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Identify the behavioral manifestations of the patient exhibiting depressive symptoms.</li> <li>2. Note classification of major affective disorders according to DSM IV - TR</li> <li>3. Identify behavioral manifestations of the patient exhibiting symptoms of a bipolar disorder.</li> <li>4. Identify self-injurious behaviors exhibited by patients with a mood disorder.</li> <li>5. Describe nursing interventions and outcomes for the patient exhibiting self-injurious behavior.</li> <li>6. Utilize the nursing process in formulating nursing outcomes (NOC) and interventions (NIC).</li> <li>7. Describe nursing interventions and outcomes for the patient being treated with electroconvulsive therapy (ECT).</li> </ol>	<ol style="list-style-type: none"> <li>I. Review Anatomy &amp; Physiology of the Brain as it Relates to the Mood Disorders</li> <li>II. Health Promotion               <ol style="list-style-type: none"> <li>A. Primary</li> <li>B. Secondary</li> <li>C. Tertiary</li> </ol> </li> <li>III. Patient Advocacy/Legal-Ethical Issues/Caregiver Accountability               <ol style="list-style-type: none"> <li>A. Confidentiality</li> <li>B. Safety/Restraint-Seclusion/Suicide</li> </ol> </li> <li>IV. Nursing Process Applied to the Patient with a Mood Disorder               <ol style="list-style-type: none"> <li>A. Assessment                   <ol style="list-style-type: none"> <li>1. Mental status exam                       <ol style="list-style-type: none"> <li>a. predisposing and precipitating factors</li> <li>b. suicide risk/safety</li> </ol> </li> <li>2. DSM IV - TR                       <ol style="list-style-type: none"> <li>a. differential diagnosis</li> </ol> </li> </ol> </li> <li>B. Analysis/Nursing Diagnoses (NANDA)</li> <li>C. Planning                   <ol style="list-style-type: none"> <li>1. Suggested NOC outcomes</li> <li>2. Proposed NIC interventions</li> </ol> </li> <li>D. Implementation                   <ol style="list-style-type: none"> <li>1. Prioritize (Maslow)</li> <li>2. Collaborative efforts                       <ol style="list-style-type: none"> <li>a. milieu</li> <li>b. address psychosocial and physiological needs</li> <li>c. psycho pharmacology</li> <li>d. complementary therapies (ECT)</li> </ol> </li> <li>3. NIC based actions</li> </ol> </li> <li>E. Evaluation of NOC Outcomes</li> </ol> </li> <li>V. Nursing Process Applied to the Patient Exhibiting Self-Injurious Behavior               <ol style="list-style-type: none"> <li>A. Assessment</li> <li>B. Analysis/Nursing Diagnosis (NANDA)</li> <li>C. Planning (NIC/NOC)</li> <li>D. Implementation</li> <li>E. Evaluation (NOC Outcomes)</li> </ol> </li> </ol>	<p>Lecture</p> <p>Handouts</p> <p><u>Clinical Focus:</u></p> <p>Discuss nursing protocols in the care of the depressed, manic and suicidal patient including the levels of observation for these patients.</p> <p>Prioritize nursing outcomes and interventions to meet the needs of a patient exhibiting acute symptoms of a mood disorder.</p> <p>Complete assessment and write a NCP for a patient exhibiting symptoms of a mood disorder.</p> <p>Utilize the nursing process in providing care for patient receiving collaborative therapies (i.e. meds, ECT).</p>

# NURSING IV - COURSE OUTLINE

## PSYCHIATRIC/MENTAL HEALTH COMPONENT

### UNIT 17

#### CARE OF THE PATIENT RECEIVING PSYCHOTROPIC DRUG THERAPY

PAGE 1 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Discuss theories of pharmacological action within the central nervous system.</li> <li>2. Utilize health promotion theory in the management of patients undergoing drug therapy.</li> <li>3. Recognize the importance of patients' rights related to drug therapy.</li> <li>4. Apply the nursing process (NANDA, NIC, and NOC) to medication management.</li> <li>5. Identify three key nursing actions in caring for a patient receiving anti-anxiety, anti-depressant, antipsychotic, anti-convulsant (mood stabilizers) and antispasmodics.</li> <li>6. Identify three causes and three related nursing interventions to facilitate patient adherence to medication regimen.</li> <li>7. Differentiate between serotonin syndrome and neuroleptic malignant syndrome.</li> </ol>	<ol style="list-style-type: none"> <li>I. Anatomy/Physiology of CNS               <ol style="list-style-type: none"> <li>A. Biological Basis for Understanding Psychotropic Drugs</li> </ol> </li> <li>II. Health Promotion               <ol style="list-style-type: none"> <li>A. Education of Psychotropic Drug Effects</li> <li>B. Management of Therapeutic and Untoward Effects</li> <li>C. Medication Adherence for Relapse Prevention</li> </ol> </li> <li>III. Patient Advocacy, Legal and Ethical Issues, Caregiver Accountability               <ol style="list-style-type: none"> <li>A. Mental Health Advocate</li> <li>B. Informed Consent</li> <li>C. Nurse Documentation</li> <li>D. Patient Self-Responsibility</li> </ol> </li> <li>IV. Utilization of the Nursing Process as it Relates to Care of the Patient Undergoing Psycho-Biological Treatments               <ol style="list-style-type: none"> <li>A. Assessment                   <ol style="list-style-type: none"> <li>1. Observation</li> <li>2. Mental status exam</li> <li>3. Collaborative data</li> </ol> </li> <li>B. Analysis/Nursing Diagnosis                   <ol style="list-style-type: none"> <li>1. DSM IV - TR</li> <li>2. Treatment team</li> </ol> </li> <li>C. Planning                   <ol style="list-style-type: none"> <li>1. Suggested NOC outcomes                       <ol style="list-style-type: none"> <li>a. anxiety control</li> <li>b. coping</li> </ol> </li> <li>2. Suggested NIC interventions                       <ol style="list-style-type: none"> <li>a. anxiety reduction</li> <li>b. coping enhancement</li> </ol> </li> </ol> </li> <li>D. Implementation                   <ol style="list-style-type: none"> <li>1. NIC based interventions                       <ol style="list-style-type: none"> <li>a. medication administration</li> <li>b. medication teaching</li> <li>c. assess for adverse effects</li> </ol> </li> <li>2. Prioritize (Maslow)</li> <li>3. Collaborative effort, complementary therapies, delegation</li> </ol> </li> <li>E. Evaluation of Outcome (NOC) Achievement</li> </ol> </li> <li>V. Specific Psychotropic Medications and Biological Treatments Used in the Management of Psychiatric Disorders               <ol style="list-style-type: none"> <li>A. Antianxiety Drug Therapy                   <ol style="list-style-type: none"> <li>1. Benzodiazepines and non-diazepines</li> <li>2. Therapeutic dosages</li> <li>3. Side effects/adverse interactions</li> <li>4. Withdrawal syndrome</li> <li>5. Nursing management                       <ol style="list-style-type: none"> <li>a. NANDA/Anxiety</li> <li>b. NIC - anxiety control</li> <li>c. NIC - anxiety reduction</li> </ol> </li> <li>6. Evaluation of nursing outcomes</li> </ol> </li> </ol> </li> </ol> <p>Continues on next page . . .</p>	<p>Lecture Handouts Attend team planning conference.</p> <p><u>Clinical Focus:</u></p> <ul style="list-style-type: none"> <li>• Assess and intervene in response to drug reactions and interactions.</li> <li>• Institute patient/family teaching in regards to medication: anti-anxiety, antidepressants, lithium, and anti convulsants.</li> <li>• Incorporate nursing implications related to drug therapy in plan of care.</li> <li>• Review lab work on assigned patients that is specific to psychopharmacology.</li> <li>• Discuss specific nursing interventions to deal with medication and treatment non-adherence.</li> <li>• Implement a teaching plan related to psychopharmacology for both the patient and family.</li> <li>• What behaviors need to be assessed to facilitate medication adherence with the psychotic patient?</li> <li>• What are the critical differences among the dystonias: pseudo Parkinsonian, tardive dyskinesia, neuromalignant syndrome and serotonin syndrome.</li> </ul> <p><u>Reflect on:</u></p> <ul style="list-style-type: none"> <li>• The impact anxiety and depression have on one's lifestyle and quality of life.</li> <li>• How pharmacology has an effect on a person's quality of life.</li> <li>• What is the significance of pharmacotherapy in the Rx of patients with psychiatric disorders.</li> <li>• Explain the benefits of complementary and alternative healing practices. What cautions are needed in the use of herbal medicines in Rx of anxiety and depression?</li> </ul>

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## PSYCHIATRIC/MENTAL HEALTH COMPONENT

### UNIT 17

#### CARE OF THE PATIENT RECEIVING PSYCHOTROPIC DRUG THERAPY

PAGE 2 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<p>B. Antidepressant Drug Therapy</p> <ol style="list-style-type: none"> <li>1. Tricyclic Antidepressant (TCA's), Selective Serotonin Re-uptake Inhibitors (SSRI's), Monoamine Oxidase Inhibitors (MAOI's), Atypical Antidepressants</li> <li>2. Therapeutic dosages</li> <li>3. Biological Marker - Dexamethasone Suppression Test (DMS)</li> <li>4. Side effects/adverse effects</li> <li>5. Food/drug interactions</li> <li>6. Nursing management               <ol style="list-style-type: none"> <li>a. NANDA - depression/suicide</li> <li>b. NOC - mood equilibrium</li> <li>c. NIC - safety, protective care</li> </ol> </li> <li>7. Evaluation of NOC outcomes</li> <li>8. Evaluate effects of interventions and outcomes</li> </ol> <p>C. Mood Stabilizers (Lithium, Anticonvulsants - Tegretol, Depakote)</p> <ol style="list-style-type: none"> <li>1. Physiological effects</li> <li>2. Therapeutic effects - safe blood levels</li> <li>3. Side effects/adverse effects</li> <li>4. Nursing management               <ol style="list-style-type: none"> <li>a. NANDA - risk for self-directed violence</li> <li>b. NOC - suicide self restraint</li> <li>c. NIC                   <ol style="list-style-type: none"> <li>1) assess physical, mental and behavioral status</li> <li>2) patient/family education</li> <li>3) assess for therapeutic and adverse effects</li> </ol> </li> </ol> </li> </ol> <p>D. Antipsychotic Medications (Typical: Thorazine, Haldol) (Atypical: Clozaril, Risperidol, Olanzapine)</p> <ol style="list-style-type: none"> <li>1. Physiological effects</li> <li>2. Therapeutic dosage</li> <li>3. Side effects/adverse effects</li> <li>4. Nursing management               <ol style="list-style-type: none"> <li>a. NANDA: alteration in thinking</li> <li>b. NOC: distorted thought control</li> <li>c. NIC: monitor for changes in thinking and decreased bizarre behavior</li> </ol> </li> <li>5. Evaluate changes in behavior in r/t NOC outcomes</li> </ol> <p>E. Anti Spasmodic Medications</p> <ol style="list-style-type: none"> <li>1. Physiological action</li> <li>2. Therapeutic dosage</li> <li>3. Side effects/adverse effects</li> <li>4. Nursing management               <ol style="list-style-type: none"> <li>a. NANDA: alteration in neuromuscular control</li> <li>b. NOC: muscle movement control</li> <li>c. NIC                   <ol style="list-style-type: none"> <li>1) assess effect of medication</li> <li>2) teach patient/family to recognize adverse effects of drug</li> </ol> </li> </ol> </li> </ol>	

# NURSING IV - COURSE OUTLINE

## PSYCHIATRIC/MENTAL HEALTH COMPONENT

### UNIT 18

#### CARE OF THE PATIENT WITH A MAJOR THOUGHT DISORDER

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Note classification of major thought disorders according to DSM IV - TR.</li> <li>2. Describe anatomy and physiology of the brain as it relates to major thought disorders.</li> <li>3. Describe three levels of prevention as they relate to the major thought disorders.</li> <li>4. Identify and describe the communication and behavior manifestations of the patient exhibiting signs and symptoms of a major thought disorder.</li> <li>5. Formulate appropriate nursing outcomes (NOC) and nursing interventions (NIC) utilizing the nursing process and incorporate into nursing care plan.</li> <li>6. Discuss psychotropic medications as they relate to the patient with a major thought disorder.</li> </ol>	<ol style="list-style-type: none"> <li>I. Review Anatomy and Physiology of the Brain               <ol style="list-style-type: none"> <li>A. Lobes</li> <li>B. Neurotransmitters</li> <li>C. In Relation To                   <ol style="list-style-type: none"> <li>1. hallucinations</li> <li>2. delusions</li> <li>3. disorganized thinking</li> <li>4. other signs and symptoms of major thought disorders</li> </ol> </li> <li>D. Theories of Etiology                   <ol style="list-style-type: none"> <li>1. Genetic</li> <li>2. Dopamine</li> <li>3. Other</li> </ol> </li> </ol> </li> <li>II. Levels of Prevention               <ol style="list-style-type: none"> <li>A. Primary</li> <li>B. Secondary</li> <li>C. Tertiary</li> </ol> </li> <li>III. Patient Advocacy / Legal-Ethical Issues / Caregiver Accountability               <ol style="list-style-type: none"> <li>A. Confidentiality</li> <li>B. Safety/Seclusion</li> </ol> </li> <li>IV. Nursing Process               <ol style="list-style-type: none"> <li>A. Assessment                   <ol style="list-style-type: none"> <li>1. Maslow's hierarchy of needs</li> <li>2. Mental Status Exam</li> <li>3. Thought Disorder DSM IV - TR                       <ol style="list-style-type: none"> <li>a. Schizophrenia                           <ol style="list-style-type: none"> <li>1) paranoid type</li> <li>2) catatonic type</li> <li>3) undifferentiated type</li> <li>4) schizoaffective</li> <li>5) brief reactive psychosis</li> <li>6) differential diagnosis</li> </ol> </li> </ol> </li> <li>4. Predisposing/precipitating factors</li> </ol> </li> <li>B. Analysis                   <ol style="list-style-type: none"> <li>1. NANDA</li> </ol> </li> <li>C. Planning                   <ol style="list-style-type: none"> <li>1. NOC Outcomes</li> <li>2. Proposed NIC Interventions</li> </ol> </li> <li>D. Implementation                   <ol style="list-style-type: none"> <li>1. Prioritize Maslow's hierarchy of needs</li> <li>2. Collaborative efforts                       <ol style="list-style-type: none"> <li>a. milieu</li> <li>b. address psych/social/physical needs</li> <li>c. use of neuroleptic drug therapy</li> <li>d. community based treatment</li> </ol> </li> <li>3. Interventions                       <ol style="list-style-type: none"> <li>a. NIC based actions</li> </ol> </li> </ol> </li> <li>E. Evaluation                   <ol style="list-style-type: none"> <li>1. NOC met/not met</li> </ol> </li> </ol> </li> </ol>	<p>Lecture</p> <p>Handouts</p> <p><u>Clinical Focus:</u></p> <p>Formulate and discuss nursing interventions and outcomes for the patient who is</p> <ol style="list-style-type: none"> <li>1. hallucinating</li> <li>2. delusional</li> <li>3. suspicious</li> <li>4. socially isolative</li> </ol> <p>Discuss nursing outcomes of</p> <ol style="list-style-type: none"> <li>1. treatment compliance</li> <li>2. reintegration into the community</li> <li>3. community based treatment</li> <li>4. health maintenance</li> </ol> <p>Implement teaching for the patient receiving neuroleptic medication to include</p> <ol style="list-style-type: none"> <li>1. therapeutic effects</li> <li>2. side effects</li> <li>3. med compliance</li> <li>4. drug specific considerations</li> </ol> <p>Written assignment:</p> <ol style="list-style-type: none"> <li>1. make assessment</li> <li>2. prioritize nursing outcomes (NOC) to meet the needs of an acute S/S&amp;S of a major thought disorder</li> <li>3. write NCP based on the above.</li> </ol>

# NURSING IV - COURSE OUTLINE

## PSYCHIATRIC/MENTAL HEALTH COMPONENT

### UNIT 19

#### CARE OF THE PATIENT WITH ADDICTIVE PROBLEMS

PAGE 1 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Note classification of substance abuse/dependence disorders in DSM IV - TR.</li> <li>2. Describe the effects of CNS depressants, CNS stimulants, opiates, hallucinogens, and inhalants as they relate to the central nervous system and other major body systems.</li> <li>3. Discuss the three levels of prevention as each relates to the chemically impaired patient.</li> <li>4. Identify and describe the withdrawal syndrome of various drugs that are abused.</li> <li>5. Formulate appropriate nursing interventions (NIC) and nursing outcomes (NOC) utilizing the nursing process and incorporate into a nursing care plan.</li> <li>6. Describe ethical/legal issues in managing pain in a patient with an addictive disorder.</li> <li>7. Identify three types of pain management in patients with addictive problems.</li> </ol>	<ol style="list-style-type: none"> <li>I. Review of Anatomy and Physiology of the Brain               <ol style="list-style-type: none"> <li>A. Effects of                   <ol style="list-style-type: none"> <li>1. CNS depressants</li> <li>2. CNS stimulants</li> <li>3. opiates</li> <li>4. hallucinogens</li> <li>5. inhalants</li> </ol> </li> <li>B. Effects of Alcohol On                   <ol style="list-style-type: none"> <li>1. CNS</li> <li>2. GI/GU</li> <li>3. cardiac</li> <li>4. peripheral vascular system</li> </ol> </li> <li>C. Effects of Opiates                   <ol style="list-style-type: none"> <li>1. CNS</li> <li>2. auto-immune</li> </ol> </li> <li>D. Effects of Inhalants                   <ol style="list-style-type: none"> <li>1. CNS</li> <li>2. cardiac</li> <li>3. kidney</li> </ol> </li> </ol> </li> <li>II. Levels of Prevention               <ol style="list-style-type: none"> <li>A. Primary</li> <li>B. Secondary</li> <li>C. Tertiary</li> </ol> </li> <li>III. Patient Advocacy / Legal-Ethical Issues / Caregiver Accountability               <ol style="list-style-type: none"> <li>A. Self Awareness (Nurse)</li> <li>B. Confidentiality</li> <li>C. American Society of Pain Management Nurses (ASPMN) 2002 Position Paper</li> <li>D. American Society of Pain Management Nurses (ASPMN) Position Statement on Placebos</li> <li>E. Values, Attitudes, Cultural Considerations, Stigma</li> </ol> </li> <li>IV. Nursing Process               <ol style="list-style-type: none"> <li>A. Assessment                   <ol style="list-style-type: none"> <li>1. Maslow's hierarchy of needs</li> <li>2. Mental status exam</li> <li>3. Presenting signs and symptoms of withdrawal                       <ol style="list-style-type: none"> <li>a. CNS depressant</li> <li>b. opiates</li> </ol> </li> <li>4. Lab Data                       <ol style="list-style-type: none"> <li>a. BAL</li> <li>b. Tox Screen</li> <li>c. CBC</li> <li>d. LFTS</li> </ol> </li> <li>5. Report from others</li> </ol> </li> <li>B. Analysis                   <ol style="list-style-type: none"> <li>1. NANDA                       <ol style="list-style-type: none"> <li>a. acute pain</li> <li>b. chronic pain</li> <li>c. grief</li> </ol> </li> </ol> </li> </ol> </li> </ol> <p>Continues on next page . . .</p>	<p>Lecture</p> <p>Handouts</p> <p><u>Clinical Focus:</u> Formulate and discuss nursing interventions and outcomes for the patient withdrawing from CNS depressant; opiates.</p> <p>Complete assessment and implement nursing interventions and outcomes for patient in acute withdrawal; write NCP.</p> <p>Identify patients's use of denial; rationalization; projection.</p> <p>Teach <u>one</u> adaptive method of coping.</p> <p>Attend a self-help group in the community (AA, AL-ANON, NA, GA, OEA).</p> <p>Complete reaction paper on the self-help group attended.</p>

**NURSING IV - COURSE OUTLINE**  
**PSYCHIATRIC/MENTAL HEALTH COMPONENT**

UNIT 19

CARE OF THE PATIENT WITH ADDICTIVE PROBLEMS

PAGE 2 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<ul style="list-style-type: none"> <li>C. Planning               <ul style="list-style-type: none"> <li>1. NOC - outcomes                   <ul style="list-style-type: none"> <li>a. pain management</li> <li>b. safety</li> <li>c. suicide prevention</li> <li>d. grief resolution</li> </ul> </li> <li>2. NIC - interventions                   <ul style="list-style-type: none"> <li>a. pain management</li> <li>b. pain control</li> <li>c. suicide precautions</li> <li>d. grief work facilitation</li> <li>e. support groups - 12 step programs</li> </ul> </li> <li>3. Nursing process applied to patient withdrawing from                   <ul style="list-style-type: none"> <li>a. CNS depressant</li> <li>b. opiate</li> </ul> </li> </ul> </li> <li>D. Implementation               <ul style="list-style-type: none"> <li>1. Prioritize (Maslow's hierarchy of needs)</li> <li>2. Collaborative efforts                   <ul style="list-style-type: none"> <li>a. milieu</li> <li>b. address psych/social/physical needs</li> <li>c. use of psychotropic pharmacy</li> <li>d. complementary therapies                       <ul style="list-style-type: none"> <li>1) CBT</li> <li>2) self-help groups</li> </ul> </li> <li>e. community based treatment</li> </ul> </li> </ul> </li> <li>E. Evaluation               <ul style="list-style-type: none"> <li>1. NOC met/not met</li> </ul> </li> </ul>	

# NURSING IV - COURSE OUTLINE

## PSYCHIATRIC/MENTAL HEALTH COMPONENT

### UNIT 20 CARE OF THE PATIENT WITH A PERSONALITY DISORDER

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Identify personality disorders described in DSM IV - TR.</li> <li>2. Identify the bio/psychosocial/spiritual factors that contribute to the development of personality disorders.</li> <li>3. Identify behavioral manifestations of the patient exhibiting symptoms of a personality disorder.</li> <li>4. Describe therapeutic interventions for the patient with a personality disorder.</li> <li>5. Formulate appropriate nursing interventions and outcomes utilizing the nursing process.</li> </ol>	<ol style="list-style-type: none"> <li>I. Review Anatomy and Physiology of the Brain.</li> <li>II. Health Promotion               <ol style="list-style-type: none"> <li>A. Primary</li> <li>B. Secondary</li> <li>C. Tertiary</li> </ol> </li> <li>III. Patient Advocacy / Legal-Ethical Issues / Caregiver Accountability               <ol style="list-style-type: none"> <li>A. Self Awareness (nurse)</li> <li>B. Safety / Boundaries</li> </ol> </li> <li>IV. Nursing Process               <ol style="list-style-type: none"> <li>A. Assessment                   <ol style="list-style-type: none"> <li>1. Mental Status Exam                       <ol style="list-style-type: none"> <li>a. predisposing and precipitating factors</li> <li>b. safety / self-injurious behavior</li> </ol> </li> <li>2. DSM IV - TR                       <ol style="list-style-type: none"> <li>a. differential diagnosis                           <ol style="list-style-type: none"> <li>1) Cluster A: paranoid, schizoid, schizotypal</li> <li>2) Cluster B: antisocial, borderline, narcissistic, histrionic</li> <li>3) Cluster C: dependent, obsessive-compulsive, avoidant</li> </ol> </li> </ol> </li> </ol> </li> <li>B. Analysis / Nursing Diagnosis (NANDA)</li> <li>C. Planning                   <ol style="list-style-type: none"> <li>1. Suggested NOC outcomes</li> <li>2. Proposed NIC interventions</li> </ol> </li> <li>D. Implementation                   <ol style="list-style-type: none"> <li>1. Prioritize (Maslow)</li> <li>2. Collaborative efforts                       <ol style="list-style-type: none"> <li>a. milieu</li> <li>b. complementary therapies (family, group, individual)</li> <li>c. psychotropic drug therapy</li> </ol> </li> </ol> </li> <li>E. Evaluation                   <ol style="list-style-type: none"> <li>1. NOC met/not met</li> </ol> </li> </ol> </li> </ol>	<p>Lecture</p> <p>Handouts</p> <p><u>Clinical Focus:</u> Utilize nursing protocols for patients with aggressive behavior.</p> <p><u>Critical Thinking:</u> How do nursing interventions change when a patient has an Axis I and Axis II disorder?</p> <p>Discuss the use of restraints/seclusions; review protocol utilized in the clinical facility.</p>

# NURSING IV - COURSE OUTLINE

## PSYCHIATRIC/MENTAL HEALTH COMPONENT

### UNIT 21

#### CARE OF THE PATIENT ACROSS THE LIFESPAN WITH VARIOUS COGNITIVE DISORDERS

PAGE 1 OF 4

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<p>1. Define the nature of a cognitive disorder.</p> <p>2. Describe three types of pathological findings in the brain of a patient diagnosed with Alzheimer's Disease.</p> <p>3. List the areas of dysfunction commonly observed in a child with autistic spectrum disorder.</p> <p>4. Contrast three differences between Asperger's Disorder and Autistic Spectrum Disorder.</p> <p>5. List the distinguishing characteristics of Rett's disorder.</p> <p>6. Define a fundamental difference between childhood disintegrative disorder and autistic spectrum disorder.</p> <p>7. Discuss levels of prevention for Alzheimer's and autistic spectrum disorder.</p> <p>8. Discuss three ethical concerns in caring for a patient with Alzheimer's Disease.</p> <p>9. Discuss areas of possible family dysfunction with a family who has a child diagnosed with ADHD.</p> <p>10. Identify three clinical presentations of autistic spectrum disorder and Alzheimer's disease.</p> <p>11. Describe two diagnostic tests that are used to diagnose Alzheimer's disease.</p> <p>12. Prioritize care for a child newly diagnosed with autistic spectrum disorder who has no verbal language.</p> <p>Continues on next page . . .</p>	<p>I. Review of Anatomy and Physiology of the Brain</p> <p>A. Alzheimer's disease</p> <ol style="list-style-type: none"> <li>1. Cause unknown</li> <li>2. Pathological findings               <ol style="list-style-type: none"> <li>a. Neurofibrillary tangles</li> <li>b. Senile plaques</li> <li>c. Granulovascular degeneration</li> </ol> </li> <li>3. Genetic findings</li> <li>4. Neurochemical changes</li> </ol> <p>B. Autistic spectrum disorder</p> <ol style="list-style-type: none"> <li>1. Profound neurological dysfunction; cause unknown</li> <li>2. Left hemisphere dysfunction               <ol style="list-style-type: none"> <li>a. language</li> <li>b. logic and reasoning</li> <li>c. motor dysfunction</li> <li>d. sensory dysfunction</li> </ol> </li> <li>3. Genetic hypotheses</li> <li>4. Neurochemical hypotheses</li> </ol> <p>C. Asperger's disorder</p> <p>D. Rett's disorder</p> <ol style="list-style-type: none"> <li>1. Cause unknown</li> <li>2. EEG abnormalities</li> <li>3. Seizure disorder</li> <li>4. Profound mental retardation</li> </ol> <p>E. Childhood disintegrative disorder/Childhood schizophrenia</p> <ol style="list-style-type: none"> <li>1. Cause unknown</li> <li>2. Insult to the CNS</li> </ol> <p>F. Attention-deficit hyperactivity disorder</p> <ol style="list-style-type: none"> <li>1. Gross motor hyperactivity</li> <li>2. EEG changes</li> <li>3. Neurological findings</li> <li>4. Birth history</li> </ol> <p>G. Tourette's disorder</p> <ol style="list-style-type: none"> <li>1. Genetic link</li> <li>2. Neurological disorder causing motor and verbal tics</li> </ol> <p>II. Health Promotion</p> <ol style="list-style-type: none"> <li>A. Primary</li> <li>B. Secondary</li> <li>C. Tertiary</li> </ol> <p>III. Patient Advocacy / Legal-Ethical Issues / Caregiver Accountability</p> <p>A. Alzheimer's</p> <ol style="list-style-type: none"> <li>1. Promotion of dignity and independence</li> <li>2. DNR considerations</li> <li>3. Lifestyle/residential choices</li> <li>4. Caregiver support</li> <li>5. Family issues</li> </ol> <p>Continues on next page . . .</p>	<p>Lecture</p> <p>Handouts</p> <p>Internet sites R/T Alzheimer's Disease, Autistic Spectrum Disorder, ADHD, and Tourette's Disorder.</p> <p><u>Clinical Focus:</u> Describe three ethical-legal issues of caring for a child with autistic spectrum disorder.</p> <p><u>Clinical Focus:</u> Role play a family of five caring for an elderly parent who has Stage 3 Alzheimer's Disease.</p> <p><u>Clinical Focus:</u> Develop a nursing care plan for a patient that has Stage 3 Alzheimer's Disease utilizing two NANDA diagnoses.</p> <p><u>Case Study:</u> Ben, a 9-year-old boy with Autistic Spectrum Disorder who is hospitalized with acute appendicitis.</p> <p><u>Clinical Focus:</u> Explore problems that a family would confront with a child with Tourette's Disorder who exhibits coprolalia.</p>

# NURSING IV - COURSE OUTLINE

## PSYCHIATRIC/MENTAL HEALTH COMPONENT

### UNIT 21

#### CARE OF THE PATIENT ACROSS THE LIFESPAN WITH VARIOUS COGNITIVE DISORDERS

PAGE 2 OF 4

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<p>13. Differentiate assessment findings in the four stages of Alzheimer's disease.</p> <p>14. List two outcomes (NOC) for a patient with Stage 1 Alzheimer's.</p> <p>15. Discuss three medications used to treat Alzheimer's disease.</p> <p>16. List the assessment criteria necessary for a diagnosis of autism.</p> <p>17. Discuss outcomes (NOC) for the hospitalized child diagnosed with Autistic Spectrum Disorder.</p> <p>18. List three desired outcomes (NOC) related to impaired social interaction for a child with PDoD.</p> <p>19. Discuss the educational challenges confronting a child with ADHD.</p> <p>20. Discuss three interventions to promote self esteem in a patient with Tourette's Disorder.</p>	<p>B. Autistic Spectrum Disorders/Pervasive Developmental Disorders</p> <ol style="list-style-type: none"> <li>1. Educational</li> <li>2. Cost of care</li> <li>3. Parental/caregiver respite</li> <li>4. Family issues</li> </ol> <p>IV. Nursing Process Application for a Patient with a Cognitive Disorder</p> <p>A. Assessment</p> <ol style="list-style-type: none"> <li>1. DSM-IV TR</li> <li>2. Collaborative data (diagnostic tests)</li> </ol> <p>B. Analysis / Nursing Diagnoses / NANDA</p> <p>C. Planning</p> <ol style="list-style-type: none"> <li>1. Suggested NOC outcomes (communication ability; safety status; falls occurrence)</li> <li>2. Suggested NIC interventions</li> </ol> <p>D. Implementation</p> <ol style="list-style-type: none"> <li>1. NIC based interventions               <ol style="list-style-type: none"> <li>a. communication enhancement</li> <li>b. environmental management</li> </ol> </li> <li>2. Prioritizing (Maslow)               <ol style="list-style-type: none"> <li>a. education</li> <li>b. cost</li> </ol> </li> <li>3. Collaborative efforts               <ol style="list-style-type: none"> <li>a. treatment team</li> </ol> </li> </ol> <p>E. Evaluation of Outcomes (NOC) Achievement</p> <p>V. Specific Cognitive Disorders</p> <p>A. Alzheimer's Disease</p> <ol style="list-style-type: none"> <li>1. Assessment               <ol style="list-style-type: none"> <li>a. pathological findings</li> <li>b. stages of disease</li> <li>c. clinical manifestations</li> <li>d. collaborative management</li> <li>e. nursing management in accordance with the nursing process</li> </ol> </li> <li>2. NANDA               <ol style="list-style-type: none"> <li>a. risk for injury</li> <li>b. impaired verbal communication</li> <li>c. impaired memory</li> <li>d. wandering</li> </ol> </li> <li>3. Planning / NOC               <ol style="list-style-type: none"> <li>a. safety</li> <li>b. communication of needs</li> <li>c. optimal level of functioning</li> <li>d. fall prevention</li> </ol> </li> </ol> <p>Continues on next page . . .</p>	

**NURSING IV - COURSE OUTLINE**  
**PSYCHIATRIC/MENTAL HEALTH COMPONENT**

UNIT 21

CARE OF THE PATIENT ACROSS THE LIFESPAN WITH VARIOUS COGNITIVE DISORDERS

PAGE 3 OF 4

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<ul style="list-style-type: none"> <li>4. NIC               <ul style="list-style-type: none"> <li>a. monitoring physical environment to promote safety</li> <li>b. promotion of methods for communication of needs</li> <li>c. dementia management</li> </ul> </li> <li>5. Implementation               <ul style="list-style-type: none"> <li>a. NIC based actions applied to patient and family</li> <li>b. home care management</li> <li>c. respite care - community support</li> </ul> </li> <li>6. Evaluation of stated NOC</li> <li>B. Autistic Spectrum Disorder               <ul style="list-style-type: none"> <li>1. Assessment                   <ul style="list-style-type: none"> <li>a. DSM-IV TR</li> <li>b. diagnostic tests</li> <li>c. defining characteristics</li> </ul> </li> <li>2. NANDA                   <ul style="list-style-type: none"> <li>a. communication impaired</li> <li>b. risk for injury</li> <li>c. nutrition imbalanced</li> </ul> </li> <li>3. Planning / NOC                   <ul style="list-style-type: none"> <li>a. communication ability</li> <li>b. safety maintained</li> <li>c. improved nutritional status</li> </ul> </li> <li>4. NIC                   <ul style="list-style-type: none"> <li>a. communication enhancement/ repetition signing</li> <li>b. environmental safety</li> <li>c. nutrition management</li> </ul> </li> <li>5. Implementation                   <ul style="list-style-type: none"> <li>a. NIC based actions applied to patient and family</li> <li>b. family support</li> <li>c. education collaboration</li> <li>d. health maintenance</li> </ul> </li> <li>6. Evaluation of NOC</li> <li>C. Other Pervasive Developmental Disorders / Childhood Disintegrative Disorder / Rett's Disorder               <ul style="list-style-type: none"> <li>1. Assessment                   <ul style="list-style-type: none"> <li>a. level of growth and development</li> <li>b. neurological findings</li> <li>c. communication</li> <li>d. DSM-IV TR</li> </ul> </li> <li>2. NANDA                   <ul style="list-style-type: none"> <li>a. impaired verbal communication</li> <li>b. impaired social interaction</li> <li>c. delayed growth and development</li> </ul> </li> </ul> </li> </ul> </li></ul>	
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**NURSING IV - COURSE OUTLINE**  
**PSYCHIATRIC/MENTAL HEALTH COMPONENT**

UNIT 21

CARE OF THE PATIENT ACROSS THE LIFESPAN WITH VARIOUS COGNITIVE DISORDERS

PAGE 4 OF 4

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<ul style="list-style-type: none"> <li>3. Planning / NOC               <ul style="list-style-type: none"> <li>a. communication ability</li> <li>b. social involvement</li> <li>c. steady gain in growth and development patterns</li> </ul> </li> <li>4. NIC               <ul style="list-style-type: none"> <li>a. communication enhancement</li> <li>b. socialization enhancement</li> <li>c. growth and development enhancement</li> </ul> </li> <li>D. ADHD               <ul style="list-style-type: none"> <li>1. Assessment                   <ul style="list-style-type: none"> <li>a. DSM-IV TR</li> <li>b. cognitive and psychosocial development</li> <li>c. educational needs</li> </ul> </li> <li>2. NANDA                   <ul style="list-style-type: none"> <li>a. impaired adjustment</li> <li>b. ineffective coping</li> <li>c. individual and family</li> </ul> </li> <li>3. Planning / NOC                   <ul style="list-style-type: none"> <li>a. improved adjustment</li> <li>b. effective coping</li> <li>c. improved cognition and ability to learn</li> </ul> </li> <li>4. NIC                   <ul style="list-style-type: none"> <li>a. growth enhancement</li> <li>b. coping enhancement</li> <li>c. safety</li> <li>d. learning enhancement</li> </ul> </li> <li>5. Implementation                   <ul style="list-style-type: none"> <li>a. NIC based actions applied to patient and family                       <ul style="list-style-type: none"> <li>1) medication regimen</li> <li>2) collaborative efforts                           <ul style="list-style-type: none"> <li>a) educational needs/recreational needs</li> </ul> </li> <li>3) family support and therapy</li> </ul> </li> </ul> </li> <li>6. Evaluation of Outcome, NOC</li> </ul> </li> <li>E. Tourette's Disorder               <ul style="list-style-type: none"> <li>1. Assessment                   <ul style="list-style-type: none"> <li>a. motor and verbal tics</li> <li>b. coprolalia</li> <li>c. DSM-IV TR</li> </ul> </li> <li>2. NANDA                   <ul style="list-style-type: none"> <li>a. impaired self-esteem</li> <li>b. ineffective individual and family coping</li> </ul> </li> <li>3. NOC                   <ul style="list-style-type: none"> <li>a. neurological stability</li> <li>b. self-esteem</li> </ul> </li> <li>4. NIC                   <ul style="list-style-type: none"> <li>a. self-esteem enhancement</li> </ul> </li> <li>5. Implementation                   <ul style="list-style-type: none"> <li>a. NIC based interventions for patient and family</li> </ul> </li> </ul> </li> </ul>	

# NURSING IV - COURSE OUTLINE

## PSYCHIATRIC/MENTAL HEALTH COMPONENT

### UNIT 22

#### CARE OF THE PATIENT UNDERGOING THERAPEUTIC TREATMENT MODALITIES

PAGE 1 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Define treatment.</li> <li>2. Discuss therapeutic treatment modalities r/t health promotion.</li> <li>3. Describe three obstacles that interfere with effective treatment for the mentally ill patient.</li> <li>4. Discuss the impact psychopharmacology has had in the treatment of mental illness.</li> <li>5. Describe how milieu therapy enhances the well-being of a mentally ill patient.</li> <li>6. Identify three positive outcomes of short-term dynamic psychotherapy.</li> <li>7. Compare and contrast the use of behavioral therapy and cognitive therapy.</li> <li>8. Define Beck's Triad and how cognitive therapy works with a patient diagnosed with major depression.</li> <li>9. Define the common rules of group therapy.</li> </ol>	<ol style="list-style-type: none"> <li>I. Concepts of Mental Illness               <ol style="list-style-type: none"> <li>A. Norms</li> <li>B. Mental Health/Mental Illness Continuum</li> <li>C. Mental health Settings</li> <li>D. Personality Theories</li> <li>E. Defense Mechanisms</li> </ol> </li> <li>II. Health Promotion               <ol style="list-style-type: none"> <li>A. Primary Prevention                   <ol style="list-style-type: none"> <li>1. Mental health education and awareness</li> </ol> </li> <li>B. Secondary Prevention                   <ol style="list-style-type: none"> <li>1. Early diagnosis and intervention</li> </ol> </li> <li>C. Tertiary Prevention                   <ol style="list-style-type: none"> <li>1. Long-term management</li> </ol> </li> </ol> </li> <li>III. Patient Advocacy / Legal and Ethical Issues               <ol style="list-style-type: none"> <li>A. Right to Effective Treatment</li> <li>B. Confidentiality</li> <li>C. Economics</li> </ol> </li> <li>IV. Nursing Process Application of Specific Therapeutic Treatment Modalities               <ol style="list-style-type: none"> <li>A. Psychopharmacology                   <ol style="list-style-type: none"> <li>1. Assessment                       <ol style="list-style-type: none"> <li>a. uses</li> <li>b. side effects</li> <li>c. cost</li> <li>d. effectiveness</li> </ol> </li> <li>2. NANDA                       <ol style="list-style-type: none"> <li>a. anxiety</li> <li>b. disturbed thought processes</li> </ol> </li> <li>3. NOC                       <ol style="list-style-type: none"> <li>a. anxiety control</li> <li>b. distorted thought control</li> </ol> </li> <li>4. NIC                       <ol style="list-style-type: none"> <li>a. anxiety reduction</li> <li>b. delusion management</li> </ol> </li> </ol> </li> <li>B. Milieu Therapy                   <ol style="list-style-type: none"> <li>1. Assessment                       <ol style="list-style-type: none"> <li>a. therapeutic community</li> <li>b. goals</li> <li>c. environment</li> </ol> </li> <li>2. NANDA                       <ol style="list-style-type: none"> <li>a. health maintenance</li> <li>b. ineffective coping</li> </ol> </li> <li>3. NOC                       <ol style="list-style-type: none"> <li>a. health promoting behavior</li> </ol> </li> <li>4. NIC                       <ol style="list-style-type: none"> <li>a. health education</li> <li>b. support system enhancement</li> </ol> </li> </ol> </li> <li>C. Psychological Therapies                   <ol style="list-style-type: none"> <li>1. Assessment                       <ol style="list-style-type: none"> <li>a. classical psychoanalysis</li> </ol> </li> </ol> </li> </ol> </li> </ol> <p>Continues on next page . . .</p>	<p><u>Clinical Focus:</u> Role play an adaptive and mal-adaptive application of a defense mechanism.</p> <p><u>Clinical Focus:</u> Focus on societal challenges in the treatment of a chronically mentally ill patient.</p> <p><u>Clinical Focus:</u> Identify prejudices the student has observed towards a patient with a mental illness.</p> <p><u>Clinical Focus:</u> Discuss one medication your assigned patient is receiving. How effective is this medication in treating his/her illness?</p> <p><u>Clinical Focus:</u> Role play the therapeutic usefulness of cognitive behavior therapy.</p>

**NURSING IV - COURSE OUTLINE**  
**PSYCHIATRIC/MENTAL HEALTH COMPONENT**

UNIT 22

CARE OF THE PATIENT UNDERGOING THERAPEUTIC TREATMENT MODALITIES

PAGE 2 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<ul style="list-style-type: none"> <li>b. psychoanalytical psychotherapy</li> <li>c. short-term dynamic psychotherapy</li> <li>2. NANDA               <ul style="list-style-type: none"> <li>a. disturbed thought processes</li> <li>b. chronic confusion</li> <li>c. post-trauma syndrome</li> <li>d. anxiety</li> </ul> </li> <li>3. NOC               <ul style="list-style-type: none"> <li>a. distorted thought control</li> <li>b. effective coping</li> </ul> </li> <li>4. NIC               <ul style="list-style-type: none"> <li>a. anxiety reduction</li> </ul> </li> <li>D. Behavioral Therapies               <ul style="list-style-type: none"> <li>1. Assessment                   <ul style="list-style-type: none"> <li>a. modeling</li> <li>b. operant conditioning</li> <li>c. systematic desensitization</li> <li>d. aversion therapy</li> <li>e. cognitive therapy</li> <li>f. REBT (Rational Emotive Behavioral Therapy)</li> </ul> </li> <li>2. NANDA                   <ul style="list-style-type: none"> <li>a. ineffective coping</li> <li>b. individual/social isolation</li> <li>c. chronic low self-esteem</li> <li>d. hopelessness</li> </ul> </li> <li>3. NOC                   <ul style="list-style-type: none"> <li>a. coping</li> <li>b. social involvement</li> <li>c. enhanced self-esteem</li> <li>d. hope</li> </ul> </li> <li>4. NIC                   <ul style="list-style-type: none"> <li>a. coping enhancement</li> <li>b. self-esteem enhancement</li> <li>c. hope instillation</li> </ul> </li> </ul> </li> <li>E. Group and Family Therapy               <ul style="list-style-type: none"> <li>1. Assessment                   <ul style="list-style-type: none"> <li>a. uses</li> <li>b. contraindications</li> <li>c. rules</li> <li>d. challenges</li> </ul> </li> <li>2. NANDA                   <ul style="list-style-type: none"> <li>a. ineffective coping, individual</li> <li>b. ineffective coping, family</li> <li>c. disabled</li> <li>d. ineffective role performance</li> </ul> </li> <li>3. NOC                   <ul style="list-style-type: none"> <li>a. effective coping, individual</li> <li>b. effective coping, family</li> <li>c. life change</li> </ul> </li> <li>4. NIC                   <ul style="list-style-type: none"> <li>a. enhanced coping</li> <li>b. role enhancement</li> </ul> </li> </ul> </li> </ul>	