

NURSING 201: NURSING CARE OF SPECIAL POPULATIONS
UNIT IV: MENTAL HEALTH NURSING

UNIT OBJECTIVES

AT THE COMPLETION OF THE UNIT, THE STUDENT:

1. Describes the biological basis for psychopharmacology.
2. Describes objective and subjective symptoms for anxiety – related disorders.
3. Describes appropriate nursing interventions for behaviors associated with anxiety – related disorders.
4. Describe nursing considerations when caring for patients with somatic symptom disorders and dissociative disorders.
5. Differentiate between the three clusters of personality disorders.
6. Describes appropriate nursing interventions for patients with personality disorders.
7. Plans nursing interventions for individuals exhibiting suicidal behavior.
8. Compares and contrasts major depressive disorder, persistent depressive disorder, and postpartum depression.
9. Describes appropriate interventions for behaviors associated with depressive disorders.
10. Explains the symptoms associated with bipolar disorder and the corresponding treatment measures.
11. Describes appropriate interventions for behaviors associated with bipolar disorders.
12. Recognizes and describes objective and subjective symptoms of eating disorders.
13. Plans care for patients with an eating disorder.
14. Compares and contrasts the positive and negative symptoms of schizophrenia and how the patient’s quality of life is affected.
15. Describes interventions for behaviors associated with schizophrenia.
16. Discusses major drugs used in the treatment of schizophrenia, bipolar, depression, and anxiety; including their mechanisms of action, their major side effects, and relevant client teaching.
17. Describes types of abuse, including intimate partner, child abuse, and elder abuse.
18. Explains gender dysphoria and special considerations when caring for members of the LBGTQ community.
19. Describes the mental disorders usually diagnosed in childhood or adolescence.

20. Applies the nursing process when caring for children with mental illness.
21. Develops a plan of care for patients with neurocognitive disorders.
22. Compare and contrast clinical signs and symptoms of delirium and neurocognitive disorders.
23. Illustrates the needs and care of the dying patient and their support systems before and after death occurs.
24. Interprets cultural variations and practices as they relate to death.
25. Compares and contrasts the grieving process, expected grief responses, dysfunctional grieving, and depression.
26. Formulates care to meet the needs of a family experiencing a perinatal loss, birth of a child with special needs, or sudden infant death.
27. Identifies children's concepts of death and grief in the elderly throughout the stages of growth and development.
28. Identifies symptomatology and uses the information in assessment of clients with various substance-related and addictive disorders.
29. Describes various treatment modalities relevant to individuals with substance-related and addictive disorders.

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS
<p>UNIT IV: MENTAL HEALTH NURSING Theory Hours- 23 Clinical Hours- 9.5 SLP- 3</p> <p>I. Biological Basis for Understanding Psychopharmacology A. Functions of the Brain B. Neurotransmitters C. Psychotropic Drugs</p> <p>II. Caring for Patients with Psychiatric Disorders A. Anxiety i. Defined ii. Levels & Interventions iii. Defense Mechanisms iv. Disorders 1. Generalized Anxiety Disorder 2. Panic Disorder 3. Phobic Disorders 4. Post-Traumatic Stress Disorder v. Pharmacological Interventions 1. Antidepressants 2. Anxiolytics 3. Beta Blockers vi. Integrative Therapies</p> <p>B. Somatic Symptom Disorders i. Theory ii. Disorders 1. Somatic Symptoms Disorder 2. Illness Anxiety Disorder 3. Conversion Disorder 4. Factitious Disorder</p>	<p>Visual-based active learning - Khan academy: Limbic system</p> <p>- Audience Response Questions</p> <p>Cooperative and collaborative learning - Structures of the brain</p> <p>- Khan Academy- Defense Mechanisms</p> <p>Game-based learning: Kahoot!</p> <p>ATI Practice Questions</p> <p>Poll Everywhere- Levels of Anxiety</p> <p>Somatic Symptoms Video</p>	<p>OB/Peds/ MH Clinical Observations</p> <p>Pre/ Post Conference</p> <p>Class Preparation: Neurotransmitters & Structures of the Brain</p> <p>Biological Basis Crossword Puzzle</p> <p>EDGT Program- Be Wise: Psychotherapeutic Meds</p> <p>ATI: Pharmacology Made Easy 4.0</p> <p>ATI Active Learning Templates- Medications</p>	<p>Class Preparation</p> <p>Simulation</p> <p>ATI Real-Life</p> <p>Concept Map</p> <p>Clinical Evaluations</p> <p>Pre/Post Conference</p>

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<p>3. Evaluation</p> <p>III. Caring for Patients Experiencing Psychiatric Emergencies</p> <p>A. Suicidal Thoughts and Behaviors</p> <ol style="list-style-type: none"> i. Facts ii. Risk Factors iii. Application of the Nursing Process <ol style="list-style-type: none"> 1. Assessment 2. Planning and Implementing 3. Evaluation <p>IV. Caring for Patients with Psychiatric Disorders</p> <p>A. Mood Disorders – Depression</p> <ol style="list-style-type: none"> i. Prevalence ii. Genetic & Biochemical Factors iii. Major Depressive Disorder <ol style="list-style-type: none"> 1. DSM-5 Criteria 2. Communication Techniques iv. Persistent Depressive Disorder v. Postpartum Depression vi. Nursing Process <ol style="list-style-type: none"> 1. Screening Tools vii. Psychopharmacology <ol style="list-style-type: none"> 1. Tricyclic Antidepressants 2. Monoamine Oxidase Inhibitors 3. SSRI 4. SNRI 5. Atypical Antidepressants viii. Electroconvulsive Therapy (ECT) ix. Complementary Therapies <ol style="list-style-type: none"> 1. Light Therapy 2. Herbal Therapies 	<p>Interactive Learning: The Suitcase Simulation</p> <p>Video: Kevin Hines</p> <p>Visual-based active learning: YouTube- Postpartum psychosis</p> <p>Game-based learning: -Bingo -Kahoot!</p> <p>Visual-based active learning: ECT therapy</p>	<p>Suicide Fact Sheet</p> <p>SAFE-T Pocket Card</p> <p>Class Preparation: Anti-Depressant Therapy</p> <p>ATI Pharmacology Made Easy 4.0</p>	<p>Quiz</p> <p>Unit IV Exam #1</p>

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<p>D. Schizophrenia</p> <ul style="list-style-type: none"> i. Prevalence ii. Etiology <ul style="list-style-type: none"> 1. Non-Genetic & Genetic Factors 2. Neuroanatomical Findings 3. Neurochemical Factors iii. Assessment <ul style="list-style-type: none"> 1. Course of Illness 2. Symptoms <ul style="list-style-type: none"> a. Positive Symptoms b. Negative Symptoms iv. Nursing Diagnoses v. Interventions vi. Psychopharmacology <ul style="list-style-type: none"> 1. Atypical Antipsychotics 2. Conventional Antipsychotics 3. Adjuncts to Antipsychotic Therapy <p>V. Child, Partner, and Elder Abuse SLP</p> <ul style="list-style-type: none"> A. Child Abuse <ul style="list-style-type: none"> i. Assessment ii. Interventions B. Intimate Partner Violence <ul style="list-style-type: none"> i. Profile of the Victim & Victimizer ii. The Cycle of battering C. Elder Abuse <ul style="list-style-type: none"> i. Characteristics ii. Interventions <p>VI. Gender Identity & Gender Dysphoria SLP</p> <ul style="list-style-type: none"> A. Gender Dysphoria <ul style="list-style-type: none"> i. Special Considerations B. Terminology 	<p>Visual-based active learning: “What’s in my head” video</p> <p>Kahoot- Behaviors associated with Schizophrenia</p> <p>Visual-based active learning: Schizophrenia Review</p> <p>Game-based learning- Jeopardy</p> <p>Application of Schizophrenia: “A Beautiful Mind”</p> <p>Self-Learning Packet</p> <p>Self-Learning Packet</p>	<p>Class Preparation: Symptoms of Schizophrenia & Pharmacology</p>	<p>Quiz</p> <p>Unit IV Exam #2</p>

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<p>VII. Caring for Children and Adolescents</p> <ul style="list-style-type: none"> A. Risk Factors B. Mental Status Assessment C. Disruptive Behavior Management D. Neurodevelopmental Disorders <ul style="list-style-type: none"> i. Autism Spectrum Disorder <ul style="list-style-type: none"> 1. Planning Care 2. Pharmacological Interventions ii. Intellectual Development Disorder <ul style="list-style-type: none"> 1. Four Levels 2. Planning care iii. Attention Deficit/ Hyperactivity Disorder <ul style="list-style-type: none"> 1. Etiology 2. Planning & Implementing Care 3. Pharmacological Interventions iv. Bipolar and Mood Disorders v. Oppositional Defiant and Conduct disorder <ul style="list-style-type: none"> 1. Assessment 2. Planning Care 3. Pharmacological Interventions 	<p>Visual-based active learning: YouTube- ACEs</p> <p>Visual-based learning: Advocating for Individuals with Autism</p> <p>Interactive lectures: Question & Answer Session</p> <p>Game-based learning: Kahoot!</p>		
<p>VIII. Caring for patients with Neurocognitive Disorders</p> <ul style="list-style-type: none"> A. Delirium <ul style="list-style-type: none"> i. Risk Factors ii. Clinical Picture iii. Planning & Implementing Care B. Mild & Major Neurocognitive Disorders <ul style="list-style-type: none"> i. Dementia ii. Alzheimer’s Disease <ul style="list-style-type: none"> 1. Disease Progression/ Stages 2. Cardinal Symptoms 3. Predisposing Factors <ul style="list-style-type: none"> a. Plaques & Tangles 	<p>Visual-based active learning: Khan Academy- Delirium vs. Dementia & Plaques and Tangles</p> <p>Visual-based learning: Gladys Wilson & Naomi Feil</p>	<p>Class Preparation: NCD vs. Delirium</p>	

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<ul style="list-style-type: none"> iii. Planning Care <ul style="list-style-type: none"> 1. Safety 2. Care Giver Support iv. Communication Guidelines v. Pharmacologic Interventions <p>IX. Death, Loss, and Grieving</p> <ul style="list-style-type: none"> A. Death Education B. Types and Sources of Loss C. Personal Reflection D. Sudden vs. Anticipated Death E. End of Life Care F. After Death Care G. The Grief Process <ul style="list-style-type: none"> i. Mourning/Bereavement ii. Models of the Grieving Process iii. Helping Those who Grieve H. Normal vs. Dysfunctional Grief I. Cultural Variations and Practices - SLP J. Life Cycle Perspectives <ul style="list-style-type: none"> i. Chronic Sorrow ii. Perinatal/Infant Loss <ul style="list-style-type: none"> 1. Early Pregnancy Loss 2. Abortion 3. Relinquishment 4. Fetal Demise 5. Neonatal Death 6. Giving care when loss occurs at beginning of life K. Children’s Grief <ul style="list-style-type: none"> i. Understanding of Death ii. Communicating with Children about loss 	<p>Interactive Lecture</p> <p>Cooperative and collaborative learning: Round Robin activity - Types of Loss</p> <p>Case Study Analysis - Personal reflections - Death & Dying: Past with present</p> <p>Visual based learning: YouTube: “Stages of grief” “The grieving process- coping with death”</p> <p>Collaborative learning: Group work worksheet</p>	<p>ATI: Pharmacology Made Easy 4.0</p> <p>ATI Active Learning Templates- Medications</p> <p>Class Preparation: Survey “Personal Reflection on Death & Dying”</p> <p>Discussion Board- “Grief”</p> <p>Wiki- “Feelings associated with Grief”</p> <p>Next Gen NCLEX Style Questions (PHLW: pp. 652)</p>	

