NURSING 201: NURSING CARE OF SPECIAL POPULATIONS
UNIT II: 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

UNIT II: MENTAL HEALTH NURSING
Hours- 22.25T & 12.50C
SLP- 3
 	
I.   Biological Basis for Understanding Psychopharmacology
    A. Functions of the Brain
    B. Neurotransmitters
    C. Psychotropic Drugs
 	
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
 	
    B. Somatic Symptom Disorders
        i. Theory
        ii. Disorders
            1. Somatic Symptoms Disorder
            2. Illness Anxiety Disorder
            3. Conversion Disorder
            4. Factitious Disorder
        iii. Psychopharmacology
	Visual-based active learning
	- Khan academy: Limbic system
	
	- "Name that Neurotransmitter" activity
	
	Mental Health Medication Jeopardy
	
	- Audience Response Questions: Levels of Anxiety
	
	- Khan Academy- Defense Mechanisms
	
	- Kahoot! Anxiety
	
	Visual-based active learning: Osmosis- Somatic Symptom Disorder
	
	ATI Practice Questions
		MH Clinical Observations
		
		Pre/ Post Conference
		
		Class Preparation: Neurotransmitters & Structures of the Brain
		
		Biological Basis Crossword Puzzle
		
		EDGT Program- Be Wise: Psychotherapeutic Meds
		
		ATI: Pharmacology Made Easy 4.0
		
		ATI Active Learning Templates- Medications
		
		ATI Engage Mental Health
		
		Levels of Anxiety Reference Chart
			Class Preparation
			
			Simulation
			
			ATI Real-Life
			
			Concept Map
			
			Clinical Evaluations
			
			Pre/Post Conference

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS

iv. Nursing Diagnoses
v. Interventions
 	
C. Dissociative Disorders
  i. Theory
  ii. Disorders
    1. Depersonalization/Derealization Disorder
    2. Dissociative Amnesia
    3. Dissociative Identity Disorder
  iii. Nursing Diagnoses
  iv. Interventions
  v. Treatment Modalities
 	
D. Personality Disorders
  i. Theory
  ii. Cluster A Disorders
    1. Paranoid Personality
    2. Schizoid Personality
    3. Schizotypal Personality
  iii. Cluster B Disorders
    1. Antisocial Personality
    2. Borderline Personality
    3. Narcissistic Personality
    4. Histrionic Personality
  iv. Cluster C Disorders
    1. Dependent Personality
    2. Avoidant Personality
    3. Obsessive-Compulsive Personality
  v. Application of the nursing process
    1. Assessment
    2. Planning & Implementing
    3. Evaluation
	Visual-based active learning: Osmosis- Dissociative Disorders & Worksheet
	
	Poll Everywhere Questions
	
	Visual-based active learning
	- Personality Disorder Review
	
	Cooperative and collaborative learning:
	- "What personality disorder do I have?" activity
		Class Preparation: Comparing personality disorders	

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS

III.   Caring for Patients Experiencing Psychiatric Emergencies
    A. Suicidal Thoughts and Behaviors
        i. Facts
       ii. Risk Factors
     iii. Application of the Nursing Process
          1. Assessment
          2. Planning and Implementing
          3. Evaluation
	Cooperative and collaborative learning:
	- Determining prevalence rates of suicide among various groups.
	-Assessing a hospital room to determine safety.
	
	Visual-based active learning
	Video: Kevin Hines
		Suicide Fact Sheet
		
		SAFE-T Pocket Card
			Quiz
			
			Unit II Exam #1

IV.   Caring for Patients with Psychiatric Disorders
    A. Mood Disorders – Depression
        i. Prevalence
       ii. Genetic & Biochemical Factors
     iii. Major Depressive Disorder
          1. DSM-5 Criteria
          2. Communication Techniques
     iv. Persistent Depressive Disorder
      v. Postpartum Depression
     vi. Nursing Process
          1. Screening Tools
    vii. Psychopharmacology
          1. Tricyclic Antidepressants
          2. Monoamine Oxidase Inhibitors
          3. SSRI
          4. SNRI
          5. Atypical Antidepressants
   viii. Electroconvulsive Therapy (ECT)
    ix. Complementary Therapies
	Visual-based active learning
	-Video- Postpartum depression, suicide, & resources
	
	Game-based learning:
	-Bingo
	
	Visual-based active learning:
	- ECT therapy, TMS Therapy
	-Kahoot!
		Reference: Key Terms for Depression
		
		Class Preparation: Anti-Depressant Therapy
		
		ATI Pharmacology Made Easy 4.0	

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS

1. Light Therapy
2. Herbal Therapies
 	
B. Mood Disorders – Bipolar Spectrum Disorders
   i.   Prevalence
   ii.   Etiology
   iii.   Types
      1. Bipolar I
      2. Bipolar II
      3. Cyclothymic Disorder
   iv.   DSM-5 Criteria
   v.   Assessment
      1. Hypomania
      2. Acute Mania
      3. Major Depression
   vi.   Nursing Diagnoses
   vii.   Outcomes
   viii.   Interventions
      1. Milieu Therapy
   ix.   Psychopharmacology
      1. Lithium
      2. Anticonvulsant Drugs
      3. Anxiolytics
      4. Atypical Antipsychotics
 	
C. Eating Disorders
   i.   Prevalence
   ii.   Etiology
   iii.   Anorexia Nervosa
   iv.   Bulimia Nervosa
   v.   Binge Eating Disorder
   vi.   Medical Interventions
	Game-based learning: Kahoot- Signs and Symptoms of Bipolar Disorder
	
	Case Study: NextGen Style Questions: Prioritization of Care & Bowtie
	
	Cooperative and Collaborative Learning- - NextGen Matrix: Assessment findings anorexia & bulimia
	
	Game-based learning: Kahoot!
	
	- NextGen Bowtie: Prioritization of Care
		Reference: Key Terms for Bipolar Disorder
		
		ATI: Pharmacology Made Easy 4.0- Neurological System Part II
		
		ATI Active Learning Templates- Medications	

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS

vii. Treatment Modalities
          1. Psychopharmacology
          2. Therapy
 	
   D. Schizophrenia
      i. Prevalence
      ii. Etiology
          1. Non-Genetic & Genetic Factors
          2. Neuroanatomical Findings
          3. Neurochemical Factors
     iii. Assessment
          1. Course of Illness
          2. Symptoms
              a. Positive Symptoms
              b. Negative Symptoms
     iv. Nursing Diagnoses
      v. Interventions
     vi. Psychopharmacology
          1. Atypical Antipsychotics
          2. Conventional Antipsychotics
          3. Adjuncts to Antipsychotic Therapy
V.   Child, Partner, and Elder Abuse SLP
   A. Child Abuse
      i. Assessment & Interventions
   B. Intimate Partner Violence
      i. Profile of the Victim & Victimizer
      ii. The Cycle of battering
   C. Elder Abuse
      i. Characteristics & Interventions
 	
VI. Sexual Identity & Gender Dysphoria SLP
   A. Gender Dysphoria
      i. Special Considerations
   B. Terminology
	Visual-based active learning:
	- "What's in my head" video
	- Osmosis: Schizophrenia Review
	- Differentiating TD from EPS
	
	Game-based learning:
	- Kahoot- Behaviors associated with Schizophrenia
	- Jeopardy
	
	Visual-based active learning:
	- Application of Schizophrenia: "A Beautiful Mind"
	
	Self-Learning Packet
	
	Self-Learning Packet
		Class Preparation: Symptoms of Schizophrenia & Pharmacology
		
		Reference: Key Terms for Schizophrenia
		
		Ticket to Exit: Schizophrenia Concept Map
			Quiz
			
			Unit II Exam #2

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS

VII.   Caring for Children and Adolescents
    A. Risk Factors
    B. Mental Status Assessment
    C. Disruptive Behavior Management
    D. Neurodevelopmental Disorders
        i. Autism Spectrum Disorder
          1. Planning Care
          2. Pharmacological Interventions
       ii. Intellectual Development Disorder
          1. Four Levels
          2. Planning care
      iii. Attention Deficit/ Hyperactivity Disorder
          1. Etiology
          2. Planning & Implementing Care
          3. Pharmacological Interventions
      iv. Bipolar and Mood Disorders
       v. Oppositional Defiant and Conduct disorder
          1. Assessment
          2. Planning Care
          3. Pharmacological Interventions
 	
VIII.   Caring for patients with Neurocognitive Disorders
    A. Delirium
        i. Risk Factors
       ii. Clinical Picture
      iii. Planning & Implementing Care
    B. Mild & Major Neurocognitive Disorders
        i. Dementia
       ii. Alzheimer's Disease
          1. Disease Progression/ Stages
          2. Cardinal Symptoms
          3. Predisposing Factors
             a. Plaques & Tangles
	Visual-based active learning:
	- YouTube: ACEs video
	
	Visual-based learning:
	- Advocating for Individuals with Autism
	
	Interactive lectures:
	- ATI Practice Questions
	
	Game-based learning:
	- Kahoot!
	
	Visual-based active learning:
	- Khan Academy: Delirium vs. Dementia & Plaques and Tangles
		Class Preparation: NCD vs. Delirium	

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS

iii. Planning Care
    1. Safety
    2. Care Giver Support
iv. Communication Guidelines
v. Pharmacologic Interventions
 	
IX.   Substance Use and Addictive Disorders
  A. Addiction, Intoxication, Withdrawal
  B. Prevalence & Predisposing Factors
  C. Alcohol Use Disorder
    i. DSM-5 criteria
    ii. Treatment for alcohol withdrawal
    iii. Complications of alcohol abuse
  D. Opioid Use Disorder
    i. Intoxication & Withdrawal Symptoms
    ii. Emergency Care for Overdose
    iii. Long Term Management
  E. Stimulant Use Disorder
    i. Recognizing symptoms of intoxication, withdrawal, and overdose
  F. Cannabis Use Disorder
    i. Effects on the body
    ii. Intoxication & Withdrawal Symptoms
  G. Hallucinogen Use Disorder
    i. Effects on the body
    ii. Treatment
  H. Inhalant Use Disorder
    i. Effects on the body
    ii. Intoxication
  I. Application of the Nursing Process
    i. Assessment
    ii. Interview Guidelines
    iii. Planning & Implementing Care
	Game-based learning:
	- Kahoot!
	
	Visual-based learning:
	- Gladys Wilson & Naomi Feil
	- Teppa Snow: Challenging Behaviors
	
	Interactive lectures:
	- ATI Practice Questions
	
	Visual-based active learning: YouTube-"Substance use training video"
	
	Interactive lectures:
	- ATI Practice Questions
	
	Evolve Elsevier Video:
	- Heroin & Narcan Effects on the Brain
	
	Game-based learning:
	- Kahoot!
	
	Visual-based learning:
	- Implementing SBIRT
	
	ATI Nurse's Touch: The Communicator 2.0-Virtual Interaction: Adult
		ATI: Pharmacology Made Easy 4.0
		
		ATI Active Learning Templates- Medications
		
		Class Preparation: Effects of substances on the body	

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS

X.   Death, Loss, and Grieving
   A. Death Education
   B. Types and Sources of Loss
   C. Personal Reflection
   D. Sudden vs. Anticipated Death
   E. End of Life and After Death Care
   F. The Grief Process
       i. Mourning/Bereavement
      ii. Models of the Grieving Process
     iii. Helping Those who Grieve
   G. Normal vs. Dysfunctional Grief
   H. Cultural Variations and Practices - SLP
   I. Life Cycle Perspectives
       i. Chronic Sorrow
      ii. Perinatal/Infant Loss
         1. Early Pregnancy Loss
         2. Abortion
         3. Relinquishment
         4. Fetal Demise/ Neonatal Death
         5. Giving care when loss occurs at beginning of life
   J. Children's Grief
       i. Communicating with Children about Death
      ii. Primary Needs
     iii. Understanding and Response to Loss
   K. Grief and the Elderly
       i. Accumulated Grief
      ii. Supportive Therapies
   L. Community Resources for All Types of Loss
	Clients Misusing Alcohol
	
	Game-based learning:
	- Jeopardy
	Guest Speaker:
	- Kathy Greeley
	Guest Speaker:
	- Terri Wyatt
	
	Interactive Lecture
	
	Cooperative and collaborative learning:
	Round Robin activity - Types of Loss
	
	Case Study Analysis:
	- Personal reflections
	- Death & Dying: Past with present
	
	Visual based learning:
	YouTube Videos:
	"Stages of grief"
	"The grieving process- coping with death"
		Class Preparation: Survey "Personal Reflection on Death & Dying"
		
		Discussion Board- "Grief"
		
		Wiki- "Feelings associated with Grief"
		
		Next Gen NCLEX Style Questions (PHLW: pp. 652)
			Quiz
			
			Unit II Exam #3