

**Covenant School of Nursing  
LVN-RN Track Learning Guide  
Topic: Current Theories and Practice**

<b>Learning Goals/Outcomes</b>
<p>Upon completion of this lesson, you will be able to:</p> <ul style="list-style-type: none"> <li>• Integrate evidence based principles to meet the care needs of patients with mental health disorders</li> <li>• Integrate evidence based data in making clinical decisions for patients with mental health disorders</li> <li>• Analyze legal and ethical concerns in the provision of nursing care to patients with mental health disorders</li> <li>• Communicate effectively with persons with mental health disorders</li> <li>• Collaborate with the health care team to promote optimal health levels for patients with mental health disorders</li> <li>• Promote use of resources to optimize health in persons with mental health disorders</li> <li>• Evaluate your feelings and attitudes regarding persons with mental health disorders</li> </ul>
<b>Pre-Class Preparation</b>
<p>Required:</p> <ul style="list-style-type: none"> <li>• Pearson, Comprehensive Review for NCLEX-RN 2<sup>nd</sup> edition. (2012). Read Ch. 5, Ch. 19, Ch. 20, Ch. 21 and Ch. 22</li> <li>• Read ATI Nursing Education. (2016). <i>RN mental health nursing</i> (10<sup>th</sup> ed.): Ch. 2 Legal and Ethical Issues, Ch. 6 Diverse Practice Settings, Ch. 7 Psychoanalysis, Psychotherapy, and Behavioral Therapies, Ch. 8 Group and Family Therapy, Ch. 31 Anger Management</li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>• Read Varcarolis, E. M. (2017). <i>Essentials of psychiatric mental health nursing</i> (3<sup>rd</sup> ed.): Ch. 2, Mental Health and Mental Illness, Ch. 3, Theories and Therapies, Ch. 5, Settings for Psychiatric Care, Ch. 6, Legal and Ethical Basis for Practice, Ch. 24, Anger, Aggression, and Violence</li> </ul>
<b>Learning Activities</b>
<p>Classroom Activities:</p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Legal/ethical case studies</li> <li>• Using informatics, search for available resources you could provide for persons coping with mental health disorders</li> <li>• Journal Assignment</li> </ul> <p>Laboratory/Clinical Activities:</p> <ul style="list-style-type: none"> <li>• Care of patient with mental health disorders in the clinical setting</li> </ul> <p>Out of Class Activities:</p> <ul style="list-style-type: none"> <li>• Go to <a href="http://dshs.texas.gov/mhsa-rights/?terms=patient%20rights">http://dshs.texas.gov/mhsa-rights/?terms=patient%20rights</a> and review the State of Texas Mental Health <i>Patient's Bill of Rights</i> (12/20/2011)</li> </ul>
<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Exam</li> <li>• ATI Mental Health Proctored Assessment</li> <li>• Clinical performance/evaluation</li> </ul>

<b>Texas DECs</b>	<b>QSEN Competencies</b>
Knowledge: I. A 1, 2, 3, 4, I. B 1, 2, 3, 5, 7, 8, I. C 1, 2, II. A 2, II. B 1, II. B 2, II. B 3, II B 4, II B 5, II. B 7, II. C 1, II. C 2, II C 3, II C 6, II. C 7, II. E 2, 3, 4a, 7, 8, 9, 11, III. A 1, 2, 3, 4, 5,	Patient Centered Care; Teamwork & Collaboration; EBP; Quality Improvement; Safety; Informatics

6, III. B 1, 2, 3, IV. B 1, IV. C 5, 6, 7 Clinical Judgment: I. A 1, 2, 3, I. B 1, 2, 3, 4, 5, 6, 7, 8, 9, I. C 1, 6, II. A 2, II. C 7, II. E 9, 10, III. A 5a, IV. B 3a, IV. E 1a, b	
<b>Student Learning Outcomes</b>	<b>NCLEX Test Plan</b>
2, 3, 4, 5, 6, 8	<p>Safe and Effective Care Environment</p> <ul style="list-style-type: none"> <li>• Management of Care (Advocacy, Case management, Client rights, Collaboration with interdisciplinary team, Confidentiality/Information security, Ethical practice, Informed consent, Legal rights, Performance improvement, Referrals)</li> <li>• Safety and Infections Control (Security plan, Use of restraints/safety devices)</li> </ul> <p>Health Promotion and Maintenance (Health promotions/disease prevention, High risk behaviors)</p> <p>Psychosocial Integrity (Abuse/neglect, Behavioral interventions, Crisis intervention, Family dynamics, Mental health concepts, Support systems, Therapeutic communication, Therapeutic environment)</p> <p>Physiological Integrity</p> <ul style="list-style-type: none"> <li>• Pharmacological and Parenteral therapies (Adverse effects/Contraindications/Side effects/ Interactions, Dosage calculations, Expected outcomes, Medication administration, parenteral/Intravenous therapies)</li> <li>• Reduction of risk potential (Changes/abnormalities in vital signs, Diagnostic tests, Laboratory values, System specific assessments)</li> <li>• Physiological Adaptation (Illness management, Unexpected response to therapies)</li> </ul>
<b>Concepts</b>	<b>Faculty</b>
Ethical and Legal Practice Current Theories in Practice	Jeremy Ellis MSN, RN
<b>Date originated:</b> 12/21/17	<b>Revision Dates:</b> NA

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