



Order	Description	Lecture	Lab2	Lab3	Total Minutes	Semester Credit Hrs	Practicum/ Internship	Clinical
1	Introduction to Theory and Practice for Mental Health Nursing	500	0	375	875		0	375
2	Treatment Modalities for Clients Experiencing Transitions in Mental Health	500	0	375	875		0	375
3	Moderate to Severe Mental Health Transitions Throughout the Lifespan	500	0	375	875		0	375
4	Emergencies in Mental Health	600	0	375	975		0	375
5	Severe to Psychotic Mental Health Transitions Throughout the Lifespan	400	0	375	775		0	375
6	Needs of Children, Adolescents, and Elders in Mental Health	500	0	375	875		0	375
	<b>Totals for Course RNSG 1950.837 - Life Transitions II: Promotion of Mental Health ( version 201003L ):</b>	<b>3000</b>	<b>0</b>	<b>2250</b>	<b>5250</b>	<b>5</b>	<b>0</b>	<b>2250</b>

## Learning Outcomes

### Introduction to Theory and Practice for Mental Health Nursing

Order	Description	Learning Domain	Level of Learning
1	Discuss legal and ethical issues relevant to psychiatric/mental health nursing.	Cognitive	Comprehension
2	Discuss the difference between voluntary admission and involuntary commitment.	Cognitive	Comprehension
3	Assess your own mental health.	Cognitive	Evaluation
4	Identify ways that each theorist contributes to the nurse's ability to assess client's behaviors.	Cognitive	Knowledge
5	Discuss the five basic therapy approaches to caring for the client experiencing transitions related to mental health.	Cognitive	Comprehension
6	Determine the importance that cultural understanding has upon providing nursing care to mental health clients.	Cognitive	Application
7	Discuss the importance of understanding cultural diversity in mental health.	Cognitive	Comprehension

### Treatment Modalities for Clients Experiencing Transitions in Mental Health

Order	Description	Learning Domain	Level of Learning
1	Describe methods of therapeutic communication.	Cognitive	Comprehension
2	Apply knowledge of developmental parameters of the client system as related to mental health status.	Cognitive	Application
3	Identify nursing diagnoses and goals related to prevention and early treatment intervention measures in client systems at risk for alterations in mental health function related to the nursing process.	Cognitive	Knowledge
4	Identify key indicators to evaluate client achievement of expected outcomes to restore and maintain mental health function.	Cognitive	Knowledge
5	Explain indications, pharmacodynamics, and side effects of medications including NMS (neuroleptic malignant syndrome) prescribed for clients.	Cognitive	Comprehension
6	Examine the major physiological, psychological, bio/psychosocial, developmental, cultural, and spiritual theories underlying human behavior.	Cognitive	Analysis
7	Describe various treatment modalities and collaborative psychotherapeutic interventions used in mental health nursing practice.	Cognitive	Comprehension
8	Use therapeutic communication techniques within the context of an interpersonal nurse-client relationship in a mental health practice setting to promote a caring relationship with client systems.	Cognitive	Application

### Moderate to Severe Mental Health Transitions Throughout the Lifespan

Order	Description	Learning Domain	Level of Learning
1	Differentiate between normal anxiety and psychoneurotic anxiety.	Cognitive	Analysis
2	Discuss nursing interventions appropriate for behaviors associated with anxiety.	Cognitive	Comprehension
3	Discuss the essential differences between the somatoform and the dissociative disorders.	Cognitive	Comprehension
4	Determine at least five psychosocial interventions appropriate for a client with a somatic complaint.	Cognitive	Application
5	Describe s/s associated with borderline personality disorder and antisocial personality disorder.	Cognitive	Comprehension
6	Determine appropriate nursing interventions for behaviors associated with borderlines personality disorder and antisocial personality disorder.	Cognitive	Application
7	Describe s/s associated with anorexia nervosa, bulimia, and obesity.	Cognitive	Comprehension
8	Explain how cognitive-behavior therapy impacts the treatment of anorexic and bulimic client.	Cognitive	Comprehension

### Emergencies in Mental Health

Order	Description	Learning Domain	Level of Learning
1	Identify critical thinking techniques used during the assessment of clients experiencing crisis, suicide, anger, aggression, family violence, sexual assault, and chemical dependent.	Cognitive	Knowledge
2	Evaluate a classmate on the SAD PERSONS scale to consider the risk of suicide.	Cognitive	Evaluation
3	Discuss the Columbia-Suicide Severity Rating Scale.	Cognitive	Comprehension
4	Explain the components of a "NO" suicide contract.	Cognitive	Comprehension
5	Explain to a classmate three potential crisis situations, common in the hospital setting that a client may face. Give concrete examples of how they can be minimized.	Cognitive	Comprehension
6	Discuss two problems that nurses might face with crisis intervention and give alternative interventions (solutions) to those problems.	Cognitive	Comprehension
7	Describe four areas to assess when interviewing a person who has experienced family violence.	Cognitive	Comprehension
8	Discuss the components of a safety plan used for a client experiencing family violence.	Cognitive	Comprehension
9	Explain the procedure for a client that has experienced a sexual assault.	Cognitive	Comprehension
10	Compare and Contrast the signs of intoxication, overdose, and withdrawal symptoms for cocaine, alcohol, and amphetamine use.	Cognitive	Evaluation
11	Distinguish between the symptoms of narcotic intoxication and narcotic withdrawal.	Cognitive	Analysis

### Severe to Psychotic Mental Health Transitions Throughout the Lifespan

Order	Description	Learning Domain	Level of Learning
1	Implement a plan of care to meet safety needs and to enhance reality testing for the client experiencing a thought disorder.	Cognitive	Application
2	Differentiate among the behaviors characteristic of the various types of thought disorders.	Cognitive	Analysis
3	Discuss various theories regarding etiological factors.	Cognitive	Comprehension
4	Recognize and respond to recognized adverse effects of anti-psychotic medications.	Cognitive	Analysis
5	Demonstrate how to communicate effectively to assist the client to meet basic needs, develop trust, and recognize reality.	Psychomotor	Guided Response
6	Discuss priorities for client/family teaching for the client with a chronic, severe mental illness.	Cognitive	Comprehension
7	Identify community resources for clients with chronic mental illnesses.	Cognitive	Knowledge
8	Demonstrate awareness of personal reactions and preconceived beliefs when caring for clients with thought disorders.	Psychomotor	Guided Response

## Needs of Children, Adolescents, and Elders in Mental Health

Order	Description	Learning Domain	Level of Learning
1	Identify characteristics of mental health in children, adolescents, and the older adult.	Cognitive	Knowledge
2	Discuss components of a holistic assessment of a child, adolescent, and the older adult.	Cognitive	Comprehension
3	Incorporate areas of the assessment of suicide that is unique to a child or adolescent.	Cognitive	Synthesis
4	Compare and Contrast at least six treatment modalities for children and adolescent.	Cognitive	Evaluation
5	Assess yourself by taking a quiz in Table 34.3 and discuss any misconceptions.	Cognitive	Evaluation
6	Assess at least one elderly client by using the faces scale with an elderly person.	Cognitive	Evaluation
7	Discuss differences between a living will, advance directive, and durable power of attorney for health care.	Cognitive	Comprehension
8	Identify some differences in assessment for depression and suicide in the elderly versus people 55 or under.	Cognitive	Knowledge

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