CAPITAL HEALTH SCHOOL OF NURSING NSG 133 – MENTAL HEALTH NURSING 2025- CONTENT OUTLINE

Subject to Revision: 4/1/2024

CONTENT OBJECTIVES	HRS	CONTENT	DELIVERY FORMAT	STUDENT ACTIVITIES
	1113			
 LESSON OBJECTIVES The student will: Compare and contrast mental health and mental illness disorders. Describe and discuss the roles of the mental health team. Describe the implications the theoretical models have for psychiatric nursing. Compare & contrast traditional cultural issues that define mental health perspectives. Identify the rights of the mentally ill & how these rights apply in practice. 	1	UNIT I - INTRODUCTION TO MENTAL HEALTH NURSING A. Foundations of Mental Health Nursing 1. Mental health/illness continuum a. Stress / adaptation - effect on mental health b. Crisis 2. DSM-5 3. Psych-mental health nursing 4. Roles of the mental health team 5. Conflict management 6. Environmental Safety B. Theoretical Perspectives C. Cultural and spiritual concepts 1. Cross-cultural perspectives of mental health D. Ethical and legal issues	Lecture / Discussion/ Active Learning	ATI Assignments, Saunders NCLEX (9th. ed.) and LaCharity Prioritization, Delegation, & Management questions Required: Townsend, Chap. 1 Chap. 2 Chap. 5 Chap. 12 Chap. 13 Environmental Safety Survey – completed on clinical
LESSON OBJECTIVES The student will: 1. Identify factors to consider in assessing individuals with mental disorders.	2	UNIT II - DYNAMICS OF NURSING PRACTICE A. Nursing Assessment-Mental Health Disorders 1. Specific Interventions 2. Health promotion/client education	Lecture / Discussion Active Learning	Required: Townsend, Chap. 8

CONTENT OBJECTIVES	HRS		CONTENT	DELIVERY FORMAT	STUDENT ACTIVITIES
LESSON OBJECTIVES The student will: 1. Compare and contrast facilitative and nonfacilitative communication; therapeutic vs. social. 2. Identify barriers to effective communication.		B.	Therapeutic Communication 1. Communication a. The goal in psych nursing b. Components c. Channels d. Barriers (i.e., environmental, interpersonal, cultural) 2. Facilitative communication a. Active listening b. Use of self c. Congruent non-verbal communication d. Blocks of facilitative communication	Lecture / Discussion Active Learning Lab: Dealing with Feelings VT 490 "Dealing with Feelings" Viewed during the lab	ASSIGNMENTS Required: Townsend Chap. 6 Chap. 7 Chap. 8 Process Recordings – completed on clinical
LESSON OBJECTIVES The student will: 1. Distinguish between therapeutic and social rules. 2. Identify the nurse's role in maintaining boundaries.		C. D.	Self-Awareness Therapeutic Relationship 1. Principles of therapeutic relationship a. Boundaries b. Therapeutic vs. social relationship 2. Phases / stages		

LESSON OBJECTIVES The student will: 1. Identify the various therapies that may be included within the therapeutic community program and the healthcare workers that make up the interdisciplinary treatment team. 2. Differentiate among nonassertive, assertive, aggressive, and passive-aggressive behaviors.	4	UNIT III - THERAPEUTIC MODALITIES A. Therapeutic groups B. Intervention with Families C. Milieu therapy – The therapeutic community D. Assertiveness Training E. Promoting Self-esteem F. Behavior therapy G. Cognitive therapy	Lecture / Discussion Active Learning	Required: Townsend, Chap. 9 Chap. 10 Chap. 11 Chap. 12 Chap. 13 Chap. 14 Chap. 15
				Chap. 17 Chap. 18 Group Study - completed on clinical

LESSON OBJECTIVES	3	UNIT IV - MENTAL / EMOTIONAL DISORDERS	Lecture / Discussion	Required:
 The student will: Discuss the biological and psychosocial theories of the etiology of schizophrenia. Distinguish between positive and negative symptoms. Develop appropriate interventions for:		A. Schizophrenic Disorders 1. Overview a. Etiology b. Epidemiology 2. Clinical description - major behaviors a. Categories of symptoms - positive and negative b. Perceptions c. Thought processes - loose associations d. Thought content e. Affect f. Motivation and behavior g. Body image - ego boundaries 3. Diagnostic categories 4. Nursing Assessment a. Specific Interventions b. Health promotions/client education c. Collaborative discharge planning 5. Cultural considerations 6. Treatment modalities a. Psychopharmacology 1) Overview 2) Mechanism of action 3) side effects 4) Severe side effects 5) Nursing measures 6) Client teaching/education b. Other treatment modalities 7. Care of clients in the community 8. Professional practice issues	Active Learning	Townsend, Chap. 24

CONTENT OBJECTIVES	HRS	CONTENT	DELIVERY FORMAT	STUDENT ACTIVITIES
LESSON OBJECTIVES The student will: 1. Identify and differentiate the clinical features and characteristics of personality disorders. 2. Discuss the care of the client for personality disorders.	1	 C. Personality Disorders 1. Overview - DSM classifications 2. Etiology a. Personality development b. Biologic contributions 3. Disorders classified by clusters a. Cluster a - paranoid, schizoid, and schizotypal b. Cluster b - antisocial, borderline, histrionic, and narcissistic c. Cluster c - avoidant, dependent, and obsessive-compulsive 4. Care of the client 5. Effect of clients behavior on the nurse 6. Cultural considerations 7. Pharmacotherapy 8. Collaborative discharge planning 9. Care of clients in the community 10. Professional practice issues (End of content for exam #1)	Lecture / Discussion Active Learning	Required: Townsend Chap. 31
 LESSON OBJECTIVES The student will: Relate the physical and psychosocial factors that contribute to substance abuse. Identify the clinical manifestations of the various types of substance abuse. Identify and describe the pharmacological therapies and treatment modalities for substance abuse. Identify community resources used in rehabilitating clients with substance abuse disorders. 	3	D. Substance-Related Disorders 1. Overview 2. Etiology and epidemiology 3. Clinical descriptions 4. Care of the client 5. Effects of clients behavior on the nurse 6. Cultural considerations 7. Pharmacotherapy 8. Treatment modalities 9. Emergency situations 10. Collaborative discharge planning 11. Client teaching/health promotion 12. Care of clients in the community 13. Professional practice issues	Lecture / Discussion Active Learning	Required: Townsend Chap. 23

CONTENT OBJECTIVES	HRS	CONTENT	DELIVERY FORMAT	STUDENT ACTIVITIES
 LESSON OBJECTIVES The student will: Discuss the biological and psychosocial theories on the etiology of depression and mania. Compare and contrast the behaviors associated with depression and mania. Identify important components of a suicide assessment. Identify the pharmacologic agents used to treat depression and mania. Discuss nursing interventions used for different levels of crisis. Develop a plan of care for a client receiving ECT. 	4	E. Mood Disorders 1. Overview a. Definitions b. Etiology c. Epidemiology 2. Diagnostic categories a. Depression b. Bipolar 3. Clinical description - major behaviors of mood disorders a. Affect b. Physiological and motor activity c. Thoughts d. Perceptions 4. Nursing Assessment a. Specific Interventions b. Health promotion/client education 5. Effects of client behavior on the nurse 6. Cultural considerations 7. Suicide a. Overview b. Assessment c. Interventions d. Survivors 8. Loss, Death & Grief 9. Treatment modalities a. Psychopharmacology 1) Antidepressant 2) Antimanic b. Mechanism of action c. Side effects d. Nursing measures e. Health promotion/client education	Lecture / Discussion Active Learning	Required: Townsend Chap. 25 Chap. 26 Chap. 36

CONTENT OBJECTIVES	HRS	CONTENT	DELIVERY FORMAT	STUDENT ACTIVITIES
LESSON OBJECTIVES The student will: 1. Compare and contrast behavioral and psychological symptoms of anorexia and bulimia disorders. 2. Identify the physical symptoms and medical complications.	1	10. Other treatment modalities a. ECT b. Crisis Interventions c. Others 11. Collaborative discharge planning 12. Client teaching/health promotion 13. Care of clients in the community 14. Professional practice issues F. Eating Disorders 1. Overview a. Etiology b. Epidemiology 2. Clinical description - major behaviors a. Anorexia b. Bulimia 3. Physical symptoms and medical complications 4. Nursing Assessment a. Specific Interventions b. Health promotion/client education c. Collaborative discharge planning 1) Body image disturbance 2) Limit setting 3) Secondary gain	Lecture / Discussion Active Learning treatment modalities for clients with substance abuse disorders.	Required: Townsend Chap. 30
		 3) Secondary gain 4) Nutrition & physical needs 5) Self-esteem 6) Expression of thoughts & feelings 7) Anxiety 5. Cultural considerations 6. Therapies 7. Collaborative discharge planning 8. Care of clients in the community 		

CONTENT OBJECTIVES	HRS	CONTENT	DELIVERY FORMAT	STUDENT ACTIVITIES
LESSON OBJECTIVES The student will: 1. Distinguish between: a. Intellectual Disability b. Autism Spectrum Disorders c. ADD / ADHD d. Conduct disorders 2. Explain the relationship between childhood/adolescent disorders and adult mental disorders.	2	G. Management of the client with Childhood or Adolescent Disorders 1. Historical perspective 2. Diagnostic categories a. Intellectual Disability b. Autism Spectrum Disorders 1) Autism 2) Rhett's disorder 3) Asperger's disorder c. ADD / ADHD d. Conduct disorder e. Oppositional Defiant Disorder f. Tourette's disorders g. Anxiety disorders h. Adolescent suicide 3. Care of the client 4. Cultural considerations 5. Pharmacotherapy 6. Treatment modalities 7. Collaborative discharge planning 8. Health promotion/client education 9. Professional practice issues	Lecture / Discussion Active Learning	Required: Townsend Chap. 32

CONTENT OBJECTIVES	HRS	CONTENT	DELIVERY FORMAT	STUDENT ACTIVITIES
LESSON OBJECTIVES The student will: 1. Differentiate between delirium and dementia. 2. Discuss how information gathered during the history can identify delirium or dementia. 3. Identify normal cognitive changes that accompany aging.	2	H. Management of the client with Neurocognitive Disorders 1. Assessment a. Aging and cognitive changes 2. Delirium 3. Dementia a. Stages b. Types 4. Nursing Assessment 5. Planning care for the client with a cognitive disorder 6. Implementation a. Therapies b. Safety c. Memory and recognition d Health promotion and maintenance e. Nutritional concerns 7. Cultural issues 8. Care of clients in the community	Lecture / Discussion Active Learning	Required: Townsend Chap. 22

CONTENT OBJECTIVES	HRS	CONTENT	DELIVERY FORMAT	STUDENT ACTIVITIES
LESSON OBJECTIVES The student will: 1. Identify characteristics of the abuser's family. 2. Identify predisposing factors to abusive behaviors. 3. Describe physical and psychological effects on intimate partner violence, child abuse, and sexual assault victims.	2.5	UNIT V – MENTAL HEALTH ISSUES A. Violence 1. Overview a. Definition b. Theories 2. Battered women/wife 3. Child abuse/incest 4. Elder abuse 5. Rape 6. Anger management 7. Application of the care of the client in abusive situations 8. Cultural considerations 9. Community resources	Lecture / Discussion Active Learning	Required: Townsend, Chap. 15 Chap. 34 Chap. 35
 LESSON OBJECTIVES The student will: Identify cultural aspects to consider during a home visit. Discuss home visit safety issues. 		B. Community Mental Health 1. Overview of home mental health care 2. The home visit 3. Cultural considerations 4. Safety concerns 5. Compliance (End of content for exam #2)		
	1	EXAM 2		
	0.5	Math Quiz		
		Final exam		