**The Hashemite University**

**Faculty of Nursing**
**(FON)**

# Course Syllabus

## Course Name

Mental Health Nursing- Theory

## Course Number

150701403

Approved by The Faculty Board on June 6th, 2021
Reviewed and updated 10-7-2023

**FACULTY OF NURSING (FON)**

**COURSE SYLLABUS**

**Department of Community and Mental Health Nursing**

**[Fall 2022-2023]**

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## The Mission of The Hashemite University

The Hashemite University as a youthful and prominent higher education institution is committed to actively participate in achieving the goals of the comprehensive national development through preparing loyal men and women who are not only technically competent in their professional fields, but also life-long learners who have a breadth vision, loyalty to their nation, and a sense of civic and moral responsibility and a devotion to the fundamental values of human life.

## The Vision of The Faculty of Nursing

The Faculty of Nursing will be a benchmark in nursing education and research at the national and international levels. Our graduates will be creative, skillful, caring, knowledgeable nurses who will lead for excellence in health care and health promotion of individuals, families and communities in collaboration with other health disciplines.

## The Mission of The Faculty of Nursing

To offer a quality undergraduate program in nursing that prepare life-long competent, skillful, and adaptive leaders to develop, disseminate, and perform latest evidence-based quality nursing knowledge in promoting and protecting the health and well-being of all individuals, families and communities, improving nursing profession and developing health care system.

## Core Values of The Faculty of Nursing

Our values are derived from the Islamic Arabic heritage and the nursing profession which include:

***Respect, Integrity, Professionalism, Caring, Excellence, Leadership Discipline***.

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|---|---|---|
| 1 | **Course Title** | **Mental Health Nursing-** **Theory** 150701403 |
| 2 | **Course Number** | 3 theoretical credit hours |
| 3 | **Credit Hours** (theory, practical)<br>**Contact Hours** (theory, practical) | 3 contact theoretical hours/week |
| 4. | **Time / Class Room** | Mon, Wed: 9:30-11:00<br>On campus (Nursing building) |
| 5. | **Prerequisites**/co-requisites | 150703362 & 150703372 |
| 6. | **Program Title** | Bachelor Degree in Nursing |
| 7. | **Awarding Institution** | The Hashemite University |
| 8. | **School** | Faculty of Nursing |
| 9. | **Department** | Community and Mental Health Nursing |
| 10. | **Level of Course** | Fourth year |
| 11. | **Other department(s) involved in teaching the course** | None |
| 12. | **Language of Instruction** | English |
| 13. | **Learning (teaching) Methods**<br>**If the course blended or full online;** | ☒Face to face ☐Blended (Face to face + Online learning) ☐Full online learning<br>☐ 2+1: 2 Synchronous and 1 Asynchronous ☐ 1+2: 1 Synchronous and 2 Asynchronous ☐1+1: 1 Synchronous and 1 Asynchronous |
| 14. | **Forms (models) of Learning** (See Teaching Methods) | ☒Moodle ☒Microsoft Teams ☐Skype ☐Zoom ☐Others…… |
| 15. | **Electronic Platform(s)** | 2022-2023 |
| 16. | **Date of production/revision** | |

Faculty member: Hasan Alomari, RN, MSN, ARNP. PhD

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Office hours: 8:30-9:30 Mon, Wed

Office location: Third Floor

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|---|---|
| Course coordinator: | Hasan Alomari, RN, MSN, ARNP. PhD |
| Office number: | 3101 |
| ~~Office hours:~~ | ~~8:30-9:30 Mon, Wed~~ |
| Office location: | Third Floor |
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| **Other Instructors:** | None |
| **Office Number** | |
| ~~**Office Hours:**~~ | |
| **Office Location:** | |
| **Phone Number:** | |

**Email:**

**17. Course Description**

This course provides nursing students with the essential knowledge, skills, and attitudes needed in providing nursing care for patients with psychological, emotional, social, and behavioral disturbances. This course introduces the principles and basic concepts of psychiatric mental health nursing and its applications. The course is based on a holistic and humanistic framework, emphasizing critical thinking, caring, and therapeutic nursing interventions. Nursing process forms the foundation of decision-making and encompasses all significant actions taken by nurses in providing relevant mental health care to all clients.

**18. Course general Objective and Outcomes:**

**A- General objective:**

The objective of this course is to provide nursing students the most up-to-date information related to neurobiology, psychopharmacology, and evidence-based nursing interventions for individuals, families, and groups.

**B- Student Learning Outcomes (SLOs):** Upon successful completion of this course, students will be able to…

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| **Student Learning Outcomes (SLO's)** |

**SLO 1**: Utilize the nursing process to promote health, prevent diseases and provide holistic care of diverse individuals, families, and populations in various health care settings.

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| Specific Course Objectives | • **Apply** the nursing process and critical thinking skills to provide professional, safe, and holistic nursing care and provide specific nursing interventions for different clients with mental illnesses.<br>• **Integrate** relevant research findings into the care of clients and their families with mental illnesses to promote mental health.<br>• **Incorporate** the client's cultural beliefs and practices into the nursing process. |
| Relevant AACN Domains | **Domain 1:** Knowledge for Nursing Practice<br>**Domain 2**: Person-Centered Care<br>**Domain 3:** Population Health<br>**Domain 5:** Quality & Safety<br>**Domain 9:** Professionalism |
| Relevant JNC Standard & Core-Competencies | **1. Performance:**<br>Professional Practice, Holistic Care **2. Knowledge:** |
| JNC Program Outcome Competencies | Evidence-Based Knowledge, Critical Thinking |
| Evaluation Methods | 1. Safe and effective care environment 35%<br>2. Health Promotion\prevention and maintenance 15%<br>•<br>3. Physiological Integrity 35%<br>4. Psychosocial Integrity 10%<br>5. Global health and health economics 5%<br>•<br>• Written Assignment<br>• In-course exam (First, Second, Final)<br>• |

**SLO 2**: Demonstrate competency and safety in providing professional, ethical and evidence based nursing care to individuals, families and populations across life span and health continuum.

**Appraise** ethical and legal behaviours based on the code of ethics in caring for mentally ill patients

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| Specific Course Objectives | **Discuss** strategies and tools that psychiatric nurses can use to assure client safety and to promote quality psychiatric nursing care within organizations.<br>**Provide** basic knowledge and skills to assess individuals and collaborate with families and communities across the life span in assessing mental illnesses.<br><br>**Demonstrate** competency in performing and providing the role of a professional nurse in quality care provision for individuals, families, and groups.<br><br>**Incorporate** family role in providing positive reinforcement for appropriate behaviour and interaction with clients with mental illnesses. |

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| | interventions into individualized nursing care that influences professional nursing practice.<br><br>**Domain 1:** Knowledge for Nursing Practice |
| Relevant AACN Domains | **Domain 2**: Person-Centered Care<br><br>**Domain 3:** Population Health<br><br>**Domain 4:** Scholarship for Nursing Discipline<br><br>**Domain 5:** Quality & Safety<br><br>**Domain 9:** Professionalism |
| Relevant JNC Standard & Core-Competencies<br><br>JNC Program Outcome competencies | **1. Performance:**<br><br>Professional practice, Ethics, ~~Accountability, Safety~~ **2.** |
| Evaluation Methods | • **Knowledge:**<br><br>Evidence-Based Knowledge, Critical Thinking<br><br>• 1. Safe and effective care environment 35%<br><br>2. Health Promotion\prevention and maintenance 15%<br><br>3. Physiological Integrity 35%<br><br>4. Psychosocial Integrity 10%<br><br>5. Global health and health economics 5%<br><br>● Written Assignment<br>● In-course exam (First, Second, Final) |
| | **SLO 3**: Demonstrate critical thinking and problem-solving skills in clinical decision making, planning, implementing and evaluating evidence based nursing practice. |
| Specific Course Objectives | **Apply** critical thinking and problem-solving skills in nursing interventions for behaviours associated with mental disorders<br>**Use** critical thinking and problem-solving skills to select, implement, and evaluate therapeutic nursing interventions for mentally ill clients. |
| Relevant AACN Domains | **Domain 1:** Knowledge for Nursing Practice<br>**Domain 2:** Person-Centered Care |

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| | **Domain 4:** Scholarship for Nursing Discipline<br>**Domain 5:** Quality and Safety |
| Relevant JNC Standard & Core-Competencies | 1. **Performance**<br><br>2. **Knowledge:** |
| JNC Program Outcome Competencies | Evidence-Based Knowledge, Critical Thinking |
| Evaluation Methods | 1. Safe and effective care environment 35%<br><br>3. Physiological Integrity 35%<br><br>4. Psycho social Integrity 10%<br>● Written Assignment<br>● In-course exam (First, Second, Final) |

**SLO 4**: Apply leadership principles, management skills and quality improvement techniques within the scope of professional practice to ensure quality client-centered care.

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| Specific Course Objectives | ● **Translate** organizational, leadership, interprofessional collaboration, and management concepts into nursing care for individuals, families, and groups.<br><br>● **Apply** psychiatric and nursing theoretical concepts in providing quality and safe care of individuals with alterations in mental health.<br><br>● **Apply** Systems-Based Practice to establish successful strategies for caring for clients with mental illness and conduct systematic mental status examinations based on evidence-based knowledge. |
| Relevant AACN Domains | **Domain 1:** Knowledge for Nursing Practice<br><br>**Domain 6:** Interprofessional Partnerships<br><br>**Domain 7:** Systems-Based Practice<br><br>**Domain 9:** Professionalism<br><br>**Domain 10:** Personal, Professional, and Leadership Development |
| Relevant JNC Standard & Core-Competencies | 5. **Leadership and Management:** Leadership and Management |
| JNC Program Outcome Competencies | **1.Performance** |
| Evaluation Methods | 2. **Knowledge**<br><br>1. Safe and effective care environment 35%<br><br>3. Physiological Integrity 35%<br><br>4. Psychosocial Integrity 10%<br><br>● Written Assignment<br>● In-course exam (First, Second, Final) |

**SLO 5:** Collaborate professionally with individuals, families, communities, and members of the multi-disciplinary health care team to promote health.

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| Specific Course Objectives | ● **Apply** appropriate communication models and techniques with individuals and families having mental health problems.<br>● Develop a therapeutic relationship with clients and their families.<br>● **Collaborate** with the client, family, and health team to develop nursing care and identify factors that enhance and maintain effective trust relations and ways to overcome barriers to the trust relationship. |
| Relevant AACN Domains | **Domain 1:** Knowledge for Nursing Practice<br>**Domain 6:** Interprofessional Partnerships<br>**Domain 9:** Professionalism |
| Relevant JNC Standard & Core-Competencies | **3. Relationship:** Communication, Therapeutic relationship, Collaboration, Coordination<br>**1. Performance** |

Approved by The Faculty Board on June 6th, 2021

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| Evaluation Methods<br>Specific Course Objectives<br>Relevant AACN Domains<br>Relevant JNC Standard &<br>Core-Competencies<br>JNC Program Outcome competencies | 2. **Knowledge**<br><br>1. Safe and effective care environment 35%<br><br>2. Health Promotion\prevention and maintenance 15% |
| ~~JNC Program Outcome competencies~~<br><br>Evaluation Methods | • Written Assignment<br><br>• In-course exam (First, Second, Final) |
| **SLO 6**: Utilize appropriate, cost-effective resources and use information and health care technologies in a variety of health care settings. | • **Use** information and healthcare technologies to provide cost-effective treatment for clients with mental illnesses.<br><br>• **Utilize** technology to access information necessary to identify trends in promoting quality improvement and preserving patient safety.<br><br>• **Demonstrate** competence to integrate appropriate, cost-effective resources with technology to deliver nursing care for individuals.<br><br>• **Use** information and health technologies to relate between physical, cognitive, emotional, social, and developmental factors contributing to emotional and behavioral difficulties or more serious mental illness. |
| | **Domain 1:** Knowledge for Nursing Practice<br><br>**Domain 7:** Systems-Based Practice |
| | **Domain 8:** Informatics and Healthcare Technologies<br><br>**Domain 10:** Personal, Professional, and Leadership Development |
| | **6. Resource Utilization:**<br><br>Evaluate safety, effectiveness, availability and cost benefits, Allocation of resources, Manage human, equipment and technologies resources |
| | 1. **Performance**<br>2. **Knowledge** |

3. **Relationship**
4. **Leadership and Management**

1 Safe and effective care environment 35%

3 Physiological Integrity 35%

4. Psychosocial Integrity 10%

5. Global health and health economics 5%

Evaluation Methods Written Assignment

**SLO7**: Demonstrate ability for profession growth, self-development and performance improvement

Approved by The Faculty Board on June 6th, 2021

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| Specific Course Objectives | **Discuss** how students will continue to advance their education to maintain the knowledge and nursing skills necessary to provide quality patient care.<br>**Appreciate** the importance of advancing knowledge and skills about mental health with clients, other nurses, and other healthcare team members.<br>**Increase** awareness of mental health services and encourage help-seeking behavior and long-life learning among students and the school team.<br>**Carry out** a diagnostic interview and screening criteria with the collaboration of students and interpret the results. |
| Relevant AACN Domains | **Domain 1:** Knowledge for Nursing Practice<br>**Domain 9:** Professionalism |
| Relevant JNC Standard & Core-Competencies | **4. Professional Development:**<br>Promotes quality improvement program, Professional development, Continuing competence |
| JNC Program Outcome competencies | 1. **Performance**<br>2. **Knowledge** |
| Evaluation Methods | 1. Safe and effective care environment 35%<br>3. Physiological Integrity 35%<br>4. Psychosocial Integrity 10%<br>● Written Assignment<br>● In-course exam (First, Second, Final) |

**19. Teaching Methods and Assignments:**

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**Teaching Methodologies:**

The following approaches that are guided by *Adult Learning Theory* will be used to achieve course objectives and related to the SLOs:

| **Instructional Methods** | **Learning Activities (Examples)** |
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| • Indirect Instruction | • Evidence-based articles<br>• Case Study-based method<br>• Activities and tasks such as watching educational videos |
| • Interactive Instruction | • Literature searches and reviews<br>• Interactive lectures that integrates group work, classroom discussions, presentation, brainstorming, and guided discussion to promote individual competencies in **critical thinking**, **problem solving** and **clinical judgment**.<br>• E-learning using Moodle |
| • Independent Study | • Self-directed literature review and group-based written assignment |

20. **Evaluation Methods and Course Requirements:**

| **I. Evaluation Methods** | |
|---|---|
| **Exams** | **Assigned Points** |
| First Exam | 25% |
| Second Exam | 25% |
| Assignments | 10% |
| Final Exam | 40% |
| **Total** | **100%** |

**21. Textbooks and Study Resources**

**Required Text Book**

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|---|---|
| **Title** | Davis Advantage for Essentials of Psychiatric Mental Health Nursing |
| **Author(s)** | Morgan, K. I., & Townsend, M. C. |
| **Publisher** | Davis Company |
| **Year** | 2020 |
| **Edition** | 8th |

**Other Study Resources:**

- Halter, M. J. (2021). Varcarolis' foundations of psychiatric-mental health nursing - E-book: Aclinical approach (9th ed). Elsevier Health Sciences.
- Townsend, M. C., & Morgan, K. I. (2020). Pocket guide to psychiatric nursing (11th ed.). F.A. Davis.
- Townsend, M. C., & Morgan, K. I. (2017). Psychiatric mental health nursing: Concepts of care in evidence-based practice. F.A. Davis.

Pedersen, D. D. (2021). PsychNotes: Clinical pocket guide (6th ed.). F.A. Davis.
American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders(5thed.). Text Revision. Washington, DC: Author

**Evidence-Based Articles**

D'Souza, R. S., Daraz, L., Hooten, W. M., Guyatt, G., & Murad, M. H. (2021). Users' guides to the medical literature series on social media (Part 1): How to interpret healthcare information available on platforms. BMJ Evidence-Based Medicine, 27(1), 11-14. https://doi.org/10.1136/bmjebm-2021-111817

National Institute For Health And Care Excellence. (2022). NICE | The National Institute for Health and Care Excellence.

https://www.nice.org.uk/advice/esuom40/resources/management-of-aggression-agitation-and-behavioural-disturbances-in-dementia-carbamazepine-pdf-54116459115790021

Pfefferbaum B, North CS. Mental health and the Covid-19 pandemic. N Engl J Med 2020. doi:10.1056/NEJMp2008017. [Epub ahead of print: 13 Apr 2020]. http://www.ncbi.nlm.nih.gov/pubmed/32283003

Ould Brahim, L., Hanganu, C., & Gros, C. P. (2019). Understanding helpful nursing care from the perspective of mental health inpatients with a dual diagnosis: A qualitative descriptive study. Journal of the American Psychiatric Nurses Association, 26(3), 250-261. https://doi.org/10.1177/1078390319878773

Nazeer, A., & Liepman, M. R. (2021). Psychosocial treatments for substance use disorders. Substance Abuse in Adolescents and Young Adults. https://doi.org/10.1515/9783110311389.63

Zareifopoulos, N., & Panayiotakopoulos, G. (2019). Treatment options for acute agitation in psychiatric patients: Theoretical and empirical evidence. Cureus. https://doi.org/10.7759/cureus.6152

Abu-Naser, D., Gharaibeh, S., Al Meslamani, A. Z., Alefan, Q., & Abunaser, R. (2021). Assessment of Extrapyramidal symptoms associated with psychotropics pharmacological treatments, and associated risk factors. Clinical Practice & Epidemiology in Mental Health, 17(1), 1-7. https://doi.org/10.2174/1745017902117010001

**Available university services that support achievement in the course:**

1. Computers with internet access
2. E-library and electronic resources
3. Library resources
4. Audiovisual aid and well equipped teaching halls

## 22. **Grading Scale**

**Grading Scale**

Note. In-course assessment mark is provided in two decimal points and the final exam marks in one decimal.

| Letter Grade | Numeric Value | Range | Description |
|---|---|---|---|
| A+ | 4.00 | > 88.0% | Exceptional performance |
| A | 3.75 | 84.0 – 87.9 | |
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|---|---|---|---|
| A - | 3.50 | 80.0 - 83.9 | |
| B + | 3.25 | 76.0 - 79.9 | |
| B | 3.00 | 73.0 - 75.9 | Very good performance |
| B - | 2.75 | 70.0 - 72.9 | |
| C + | 2.50 | 65.0 - 69.9 | |
| C | 2.25 | 60.0 - 64.9 | Satisfactory performance |
| C - | 2.00 | 57.0 - 59.9 | |
| D + | 1.75 | 54.0 - 56.9 | |
| D | 1.50 | 50.0 - 53.9 | Minimally acceptable performance |
| F | 0.0 | < 50.0 | Unacceptable performance |

**23. Course Policies**

**Code of Ethics:**

- Academic misconduct is defined as the use of any dishonest or deceitful means to gain some academic advantage or benefit. This can take many forms, including but not limited to, the following:

I. **Examinations**

a. Copying, or attempting to copy, from another student's work, or permitting another student to copy from your work.

b. Using notes of whatever kind in the formation of answers in a closed book examination.

c. Impersonation of another student in an examination, seminar or other form of presentation.

d. Disrupting the conduct of examinations by illegally obtaining access to examination papers or answers, and/or distribution of this material to others.

II. **Assignments**

a. *Copying:* Copying another person's answers in a paper, assignment, essay, etc. and presenting it as if it were the student's own work.

b. *Collusion:* Incorporating material into your work that was a results of working with others on an assignment which is intended to be an individual assignment.

c. *Plagiarism:* Using the thoughts, ideas, words, results, etc., of another person in a written assignment, without recognizing the source, as if it were the student's own work.

d. *Falsification:* altering data or Inventing data that have been obtained from legitimate sources

III. **Forging University Documents**

- Submitting or using forged academic documents or forged signatures for the purpose of personal gain or fraud. If a student commits an act of academic misconduct, whether defined above or of different nature, it may be documented and then one or more of the following penalties may be applied:

a. Written warning.

b. Deducting of an assignment or examination.

c. An 'Zero' grade given to the assignment or examination.
d. An 'F' grade given to the course.
e. Suspension from the University for a Specified Period.
f. Dismissal from the University.

**Attendance, Preparation, and Participation Policy**

A. It is the student's responsibility to attend all classes. Per the Hashemite University's rules and regulations, the student's total absences must not exceed 15% of the total class hours.

B. Failure to attend classes without prior approval for whatever reason is considered as part of the percentage missed.

C. Students bear full responsibility for checking their own attendance record. Attendance records are kept.

D. Compulsory attendance is required for all in-course assessment and final examination. The examination will not be postponed for any student without an emergency reason or approved medical certificates.

E. Compulsory participation in discussions, written assignments, use of case scenarios and e-learning. Moodle) is expected to complete the course requirements.

F. Students should interact with the teacher on Moodle for discussion related to the content taught in the classroom. Students should register for the course work on Moodle and use it frequently for the teaching learning sessions and instructions. The students should actively involve in these interactive classroom and online learning sessions.

G. Absenteeism: Students who remain absent should meet the Course Coordinator. Those who are sick will produce a medical certificate certified by the University's Medical Center and submit it.

**Clinical Policies** (if applicable)

1. **Attendance:** students are expected to attend all classes and practice days. If a student cannot attend a class session or practice day, the instructor must be notified prior to that. Per the Hashemite University's rules and regulations, the student's total absences must not exceed 15% of the total class hours. This is equal to one day clinical. Students are expected to take written and clinical exams when scheduled. If a student cannot attend a testing session, the faculty must be notified prior to the scheduled examination. Please refer to the Hashemite University's Student Handbook for further explanation. Also please note that it is a new university policy that if a student failed to take an examination as scheduled, there will be one make-up examination. A committee of three examiners will present the students with a set of oral and written essay type questions. Only students with acceptable reasons (i.e., urgent medical condition approved by the University Health Center, death of a first-degree relative, etc.) for absence will have the opportunity for a make-up examination.

2. **Practice:** There is a set of guidelines for practical training that will also be provided to each student on a separate sheet to keep with them at hospitals. These guidelines include:

A. Practical training starts at 8:00 and ends at 2:00.

B. The student has to manage his/her own transportation to the hospital except for those who will be trained in specific areas (will be announced), a university bus will be provided.

C. The student has to wear the specified uniform and shoes at all times while at the hospital. The uniform must be clean and ironed properly.

D. All students have to maintain a professional appearance. This includes shaving for male students who do not grow their beards, and a proper haircut, and tied hair for female students, and for those who wear a scarf, it should not be left dangling.

E. It is the student's responsibility to maintain good personal hygiene.

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F. Jean pants are not allowed as well as colored scarves other than cream or page.

G. Students are not allowed to chew gum or smoke in the clinical areas.

H. Students should have their break time as scheduled and shall not exceed that.

I. The following items are prohibited at clinical training: bracelets, rings other than the wedding ring, high heels or sandals, nail polish, long nails, and improper make-up.

J. Every student must have the following on a clinical day: a pocket-size note book, a pen, scissors, a torch, and a stethoscope.

K. The student has to inform either the nurse in-charge or the instructor when leaving his/her assigned clinical area.

L. Clinical seminar and case-studies will be started and ended according to the schedule.

Students are expected to report to these learning activities on time.

M. Students are expected to use proper communication skills and to be cooperative with their instructors, colleagues, and other health team members.

N. **Students <u>Must NOT</u> perform the following:**

1. Perform venipuncture.

2. Take verbal orders or phone orders from physicians or laboratory reports.

3. Act as a witness to signing of documents (surgical permits, etc.)

4. Carry medication/narcotic keys.

5. Give any medications IV push

6. Add anticoagulant or insulin to IV solutions.

7. Insert or remove intestinal decompression tubes.

8. Insert or remove small lumen feeding tubes such as feeding tubes

23. **Course Outlines**

| Week | Subject | Reading Activities | Topic, Assignments, and exams |
|---|---|---|---|
| **1** | ● **Introduction to the course**<br>● **Mental Health/Mental illness** | **Syllabus**<br>**Ch. 1** | Read Chapter 1 and discuss in groups the concepts of incomprehensibility and cultural relativity, describe some symptoms of panic anxiety and stage of the grieving process |
| **2** | **Concepts Personality Development** | **Ch. 2** | Read chapter 2 and discuss in groups the relevant knowledge associated with personality development to nursing in the psychiatric/mental health setting. We will discuss the major components of the following developmental theories:<br>a. Psychoanalytic theory—Freud<br>b. Interpersonal theory—Sullivan<br>c. Theory of psychosocial development—Erikson |
| **3** | **Biological Implications Ethical & Legal Issues** | **Ch. 3 & 4** | Read Chapter 3 and 4 and discuss in groups the brain's gross anatomical structures and describe their<br>functions, the physiology of neurotransmission within the central nervous system, and their roles in human behavior. We will also discuss the association of endocrine functioning to psychiatric development and the correlation of alteration in brain function to various psychiatric disorders. Finally, we will describe the physiological mechanism by which various psychotropic medications exert their effects and the implications of psychobiological concepts to psychiatric/mental. |

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| **4 & 5** | **Schizophrenia Spectrum & Other Psychotic Disorders** | **Ch. 15** | In this chapter, we will discuss the concepts of schizophrenia and other psychotic disorders, identify predisposing factors in the development of these disorders, and describe various types of schizophrenia and other psychotic disorders. In addition, we aim to teach students how to formulate nursing diagnoses and outcomes of care for clients with schizophrenia and other psychotic disorders and identify topics for client and family teaching relevant to schizophrenia and other psychotic disorders. Students will describe appropriate nursing interventions for behaviors associated with these disorders and describe relevant criteria for evaluating clients' nursing care with schizophrenia and other psychotic disorders |
| | | **Assessment 1** | |
| **6** | **Neurocognitive Disorders** | **Ch. 13** | In a group discussion, students will define and differentiate among various neurocognitive disorders (NCDs), discuss predisposing factors implicated in the etiology of NCDs, describe clinical symptoms and use the information to assess clients with NCDs, and identify nursing diagnoses common to clients with NCDs, and select appropriate nursing interventions for each. Students will also identify topics for client and family teaching relevant to NCDs, discuss criteria for evaluating clients' nursing care with NCDs, and describe various treatment modalities relevant to care of clients with NCDs. |
| **7** | **Depressive disorders** | **Ch. 16** | Students will describe various types of depressive disorders, identify predisposing factors in developing depression, discuss implications of depression related to developmental stage, and identify symptomatology associated with depression and use this information in client assessment. Students will formulate nursing diagnoses and goals of care for clients with depression, identify topics for client and family teaching relevant to depression, and describe appropriate nursing interventions for behaviors associated with depression. In a group |

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| | | | discussion, students will describe relevant criteria for evaluating clients' nursing care with depression and discuss various modalities relevant to treatment of depression. Students will apply the nursing process in care of suicidal clients and their significant others. |
| **8** | **Bipolar and Related Disorders** | **Ch. 17** | Discuss in groups various types of bipolar disorders, identify predisposing factors in the development of bipolar disorder, and identify symptomatology associated with bipolar disorder and use this information in client assessment. Student will discuss how to formulate nursing diagnoses and goals of care for clients experiencing a manic episode, identify topics for client and family teaching relevant to bipolar disorder, and describe appropriate nursing interventions for clients experiencing a manic episode. We will describe relevant criteria for evaluating nursing care of clients experiencing a manic episode, and discuss various modalities relevant to treatment of bipolar disorder. |
| | | **Assessment 2** | |
| **9** | **Substance Abuse Disorder** | **Ch. 14** | Discuss in groups various types of substance abuse disorder, identify predisposing factors in the development of the substance abuse disorder, and identify symptomatology associated with different types of substance abuse and use this information in client assessment. Student will discuss how to formulate nursing diagnoses and goals of care for clients experiencing a withdrawal of substance, identify topics for client and family teaching relevant to substance abuse, and describe appropriate nursing interventions for clients experiencing a withdrawal symptoms. We will describe relevant criteria for evaluating nursing care of clients experiencing withdrawal symptoms, and discuss various modalities relevant to treatment of substance abuse. |
| **10** | **Anxiety, Obsessive-Compulsive, and Related Disorders** | **Ch. 18** | In a group discussion, students will:<br>Differentiate among the terms stress, anxiety, and fear.<br>Differentiate between normal anxiety and psychoneurotic anxiety.<br>Describe various types of anxiety, obsessive-compulsive, and related disorders and identify symptomatology associated with each.<br>Identify predisposing factors in the |

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| | | | development of anxiety, obsessive-compulsive, and related disorders.<br>Formulate nursing diagnoses and outcome criteria for clients with anxiety, obsessive-compulsive, and related disorders.<br>Describe appropriate nursing interventions for behaviors associated with anxiety, obsessive-compulsive, and related disorders.<br>Identify topics for client and family teaching relevant to anxiety, obsessive-compulsive, and related disorders.<br>Evaluate nursing care of clients with anxiety, obsessive-compulsive, and related disorders.<br>Discuss various modalities relevant to treatment of anxiety, obsessive-compulsive, and related disorders |
| **11** | **Trauma- and Stressor-Related Disorders** | **Ch. 19** | Describe various types of trauma- and stressor-related disorders and identify symptomatology associated with each; use this information in client assessment.<br>Identify predisposing factors in the development of trauma- and stressor-related disorders.<br>Formulate nursing diagnoses and goals of care for clients with trauma- and stressor related disorders.<br>Describe appropriate nursing interventions for behaviors associated with trauma- and stressor-related disorders.<br>Evaluate the nursing care of clients with trauma- and stressor-related disorders and discuss various modalities relevant to treatment of trauma- and stressor-related disorders. |
| **12** | **Somatic Symptom and Dissociative Disorders** | **Ch. 20** | Describe various types of somatic symptom and dissociative disorders and identify symptomatology associated with each; use this information in client assessment.<br>Identify predisposing factors in the development of somatic symptom and dissociative disorders.<br>Formulate nursing diagnoses and goals of care for clients with somatic symptom and dissociative disorders.<br>Describe appropriate nursing interventions for behaviors associated with somatic symptom and dissociative disorders.<br>Evaluate the nursing care of clients with somatic symptom and dissociative disorders**.**<br>Discuss various modalities relevant to treatment of somatic symptom and dissociative disorders**.** |

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| **13** | **Eating Disorders** | **Ch. 22** | Identify and differentiate among the various eating disorders.<br>Describe symptomatology associated with anorexia nervosa, bulimia nervosa, and obesity, and use the information in client assessment.<br>Identify predisposing factors in the development of eating disorders.<br>Formulate nursing diagnoses and outcomes of care for clients with eating disorders.<br>Describe appropriate interventions for behaviors associated with eating disorders.<br>Identify topics for client and family teaching relevant to eating disorders.<br>Evaluate the nursing care of clients with eating disorders.<br>Discuss various modalities relevant to treatment of eating disorders. |
| **14** | **Personality Disorders** | **Ch. 23** | Identify various types of personality disorders.<br>Describe symptomatology associated with borderline personality disorder and antisocial personality disorder, and use these data in client assessment.<br>Identify predisposing factors for borderline personality disorder and antisocial personality disorder.<br>Formulate nursing diagnoses and goals of care for clients with borderline personality disorder and antisocial personality disorder.<br>Describe appropriate nursing interventions for behaviors associated with borderline personality disorder and antisocial personality disorder.<br>Evaluate nursing care of clients with borderline personality disorder and antisocial personality disorder.<br>Discuss various modalities relevant to treatment of personality disorders. |
| **15 & 16** | **Children and Adolescents** | **Ch. 24** | Discuss predisposing factors implicated in the etiology of intellectual disability, autism spectrum disorder, attention-deficit/hyperactivity disorder, conduct disorder, oppositional defiant disorder, Tourette's disorder, and separation anxiety disorder.<br>Identify nursing diagnoses common to clients with these disorders and select appropriate nursing interventions for each.<br>Discuss relevant criteria for evaluating nursing care of clients with selected infant, childhood, and adolescent psychiatric disorders.<br>Describe treatment modalities relevant to selected |

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| | | | disorders of infancy, childhood, and adolescence. |
| **Final Exam** | | | |

Approved by The Faculty Board on June 6th, 2021

**Final Exam**

**Special Note: Students must wear face masks at all times when on campus and maintain social distancing (6 feet between individuals). Students who feel ill or experiencing symptoms such as sneezing, coughing, or fever will be excused from exams and stay at home. We have the right to ask those who are not complying with these requirements to leave class in the interest of everyone's health and safety. In addition, frequent and correct hand washing, wiping down desks and seats with disinfectant wipes, not sharing personal items, and avoiding crowded hallways and enclosed spaces will promote good health in and out of the classroom.**

**19. Additional information:**

**9/10/ 2022 Beginning of Semester**

**Whenever a hybrid or online course will be used, HU Online Education Rules will be applied.**

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Approved by The Faculty Board on June 6th, 2021
Reviewed and updated 10-7-2023