

Grayson College
Vocational Nursing Program



VNSG 1238
Mental Illness Nursing
Spring 2020
Course Syllabus

Notice: This syllabus may be modified as deemed necessary by the instructor. Major modifications will be issued to the student in writing.

Reviewed and Revised: November 2020
MH

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Grayson College
Vocational Nursing Program
VNSG 1238 Mental Illness
Spring 2016

Course Hours:	2 credit hour course
Course Level:	Level II, Second Semester Course
Course Description:	Study of human behavior with emphasis on emotional and mental abnormalities and modes of treatment incorporating the nursing process.
Prerequisites:	All first semester vocational nursing courses must be passed in order to take this course.
Co-requisites:	All second semester courses must be taken concurrently with this course.

WECM

Learning Outcomes:	<ol style="list-style-type: none">1. Describe the underlying principles of selected nursing skills and their relationship to client health status.2. Demonstrate satisfactory performance of selected nursing skills utilizing principles of safety.3. Identify the nursing process used to solve basic client care problems across the life span utilizing appropriate medical terminology
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Differentiated Essential Competencies (DEC):

DEC are defined as competencies determined by the Texas Board of Nursing for each level of nursing education that should typically be achieved by exit from the program. The competencies document the background knowledge which can be used upon exit from the program to progress from beginner to expert. The DEC framework consists of knowledge and clinical judgment and behaviors in the following four nursing roles: Member of the Profession; Provider of Client Centered Care; Client-Safety Advocate; Member of the Health Care Team.

Course Outcomes:	At the end of VNSG 1238, the Vocational Nursing Student should be able to:
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Member of the Profession

1. Discuss the historical, legal, ethical and social issues surrounding the nursing care of clients/families that are at various stages of the health-illness continuum and who are experiencing problems with mental illness.
2. Determine resources available to the nurse for policies and procedures surrounding the safe nursing care of assigned clients/clients/families with common mental illnesses.
3. Discuss the vocational nursing scope of nursing practice in relationship to the nursing care of clients/clients who are experiencing imbalances in mental homeostasis.

Provider of Client Centered Care

4. Recall the growth, development, nutritional needs of adults across the lifespan and relate these factors to the holistic nursing care of the clients/clients/families that are experiencing mental illness
5. Apply the nursing process as a critical thinking approach when providing basic nursing skills for client/clients/families that are experiencing mental illness.
6. Apply basic pharmacologic theory to the holistic nursing care of the clients/clients with mental illness who require medications.
7. Implement specific nursing plans of care and teaching plans for clients/clients/families that are experiencing mental illness, followed by evaluation of effectiveness.

Client Safety Advocate

8. Discuss the role of client/client advocate for clients/clients/families.
9. Identify changes in homeostasis in clients/clients/families with mental illness and associated responsibilities.
10. Determine safe nursing practices for clients/clients/families that are experiencing mental illness by providing careful assessment of psychological, physiologic and safety needs, planning prioritizing, implementation, and evaluation.
11. Assess educational needs of clients/clients/families on disease processes, treatments, and medications and provide or reinforce education needed.
12. Recognize and report adverse abnormal findings or symptoms to the appropriate supervisor.
13. Implement restorative, preventative, and palliative nursing care to the clients/clients with mental illness.

Member of the Health Care Team

14. Determine the role of the LVN as a member of the health care team in following roles: Provision of care, communication, collaboration, delegating.
15. Discuss the role of cost containment when the nurse is administering nursing care.
16. Determine the need for consultation or assistance from others when administering nursing care.
17. Discuss the role and members of the mental health team.
18. Discuss how the nurse works collaboratively within the health care system and with outside social agencies to provide care.

Withdrawal/Drop Date: The last date to withdraw for spring semester is April 2, 2021

Required Texts:

Morrison-Valfre, M., (2013) *Foundations of Mental Health Care*. (6th ed.). St. Louis, MO. Mosby-Elsevier. ISBN: 978-0-323-08620-2.

Skidmore, L., (2019). *Mosby's 2019 Drug Reference Book*. St. Louis, MO. Mosby Elsevier. ISBN: 9780323609975

Leeuwen, A., Poelhuis-Leth, D., & Bladh, M., (2015). *Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications*. (7th. ed.). FA Davis., Philadelphia, PA. ISBN: 978-0-8036-4405-2.

Clayton-Willihnganz (17th ed) *Basic Pharmacology for Nurses*

Methods of Instruction: Classroom teaching
Student engagement in the classroom
Student participation in a skit during the course
Required readings
Posted notes on Canvas
Posted Power Points on Canvas
Videos /You Tubes and posted articles
Internet research as assigned

Methods of Evaluation: Exams and Final Exam
Pharmacological agents will be included in most exams

3 Unit exams and Final Exam: Average of all grades on Unit exams and
Final exam: (Final course grade must equal
75% or higher)

Grading Criteria: 90 – 100% = A
80 – 89 = B
75 – 79 = C
60 – 74 = D
< 60 = F
W = withdraw

Grades will be recorded for the student's convenience on Canvas. All grades will be Calculated in Microsoft Excel for accuracy. Each unit exam will be rounded up or down to a whole number and the final grade will be rounded up or down to a whole number. Students must achieve a final score of at least 74.5% in order to be rounded to 75% which is the minimal passing score.

Each student must successfully pass this course and all of the second and third semester courses in order to graduate from Grayson College Vocational Nursing Program and be eligible to take Nursing Boards. Please refer to the Grayson College Vocational Nursing Program Handbook.

Scantrons: If Scantrons are used for an Exam, only the answers recorded on the Scantron will be used for grading and scoring. Instructors are not responsible for incorrect bubbling of Scantrons.

Cell Phones: Cell phones are not allowed to be used and must be turned off during classroom lecture and lab. If a cell phone disrupts an exam, the student will receive **10 points off of the achieved grade for the exam.**

Make-Up Exams: Make-up exams will be offered during the week of finals in May 2016. Students may only make up one exam and will receive a grade of zero for any other missed exam.

Ungraded Assignments: Students may be asked to participate in ungraded assignments. The assignments are for individual and group learning. All assignments must demonstrate adequate preparation. Assignments are expected to be completed as assigned. Assignments that are not completed as assigned will result in a grade of "incomplete (I)" for this course until the assignment is completed. Students may not progress to the final semester of the Vocational Nursing Program with an "Incomplete" grade.

Mandatory Assignments: Students will be asked to participate in mandatory assignments. The assignments are for individual and group learning. All assignments must

demonstrate adequate preparation. Assignments are expected to be completed as assigned. Failure to complete mandatory assignments in a timely manner will result in an incomplete (I) grade for VNSG 1238. Students may not progress to the final semester of the Vocational Nursing Program with an “Incomplete” grade.

- Test Review:** Refer to the policy in the Vocational Nursing Handbook.
- Remediation:** Students are encouraged to seek help and remediation from the instructors as needed. Extended counseling requires an appointment with the instructor. Remediation assignments are made by the instructor in order to assist a student who has low grades. It is the responsibility of the student to complete and return the assignment when it is due.
- Progression:** Each student must successfully pass this course and all of the second semester courses in order to progress to the third semester. Please refer to the Grayson College Vocational Nursing Program Handbook.
- Course Attendance:** Instructors will follow the policies of Grayson College for student attendance and tardies. Students may access the GC Student Handbook online at www.grayson.edu. All policies on absences/tardies, as stated in the GC Vocational Nursing Program Handbook, will be adhered to for VSNG 1230.
- Academic success is closely associated with regular classroom attendance and course participation. Attendance is attending the complete time from start to finish of each course meeting. Attendance is mandatory in all scheduled classes and clinical. Absences place students in academic jeopardy. If absent, progress and continuation in the course may be at risk. Students who anticipate missing one or more class periods should contact the Professor ahead of time, just as they should contact their Professor as soon as possible after an absence. Students are responsible for monitoring their absences during the semester.
- The director may place a student on probation or withdraw a student from a nursing theory (non-clinical) course due to excessive absences and assign a grade of W (Withdrawn) if the student is absent more than 2 theory days per course or per course syllabus. Theory absences cannot be made up.
- Tardiness:** A tardy is less than 5 minutes late after scheduled time. Tardiness of greater than 5 minutes in a scheduled nursing course will be counted as one absence. **Three tardies equal one absence.**
- Exam Day Absences:** A student that misses an exam must make an appointment with the Program Director. Make-up exams are **not** automatic. Make-up exams will be at the discretion of the Program Director and the Course Professor.
- Special Needs Students:** Students with special needs should contact the Disability Services Coordinator during the first week. Please refer to the Grayson College 2019-2020 College Catalog.
- Scans Competencies:** Refer to Appendix A
- Student Rights** Student rights are described in the GC Policy and Procedures Manual (Policy FL local) located on the college website at www.grayson.edu. A formal grievance procedure (Policy FLD local) is available if a student believes unfair treatment has occurred. The student should first meet with the course professor and then, if unable to resolve the differences, should file a written appeal to the Program

Director or Health Sciences Chairperson in accordance with the grievance procedure. Whenever meeting with faculty or administrative personnel, students have the right to waive their privacy rights and request the presence of an additional person of their choice

Title IX:

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation. For more information on Title IX, please contact:

Dr. Regina Organ, Title IX Coordinator (903-463-8714)

Mr. Brad Bankhead, Title IX Deputy Coordinator- South Campus (903) 415-2601

Mr. Mike McBrayer, Title IX Deputy Coordinator (903) 463-8753

Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>

GC Police Department: (903) 463-8777- Main Campus (903) 415-2501

South Campus GC Counseling Center: (903) 463-2504

For Any On-campus Emergencies: 911 Grayson College campus-wide student policies may be found on our Current Student Page on our website:

<http://grayson.edu/current-students/index.html>

Disclaimer:

GC is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

Course Instructor:

Melinda Howard, RN

Office Hours: As posted

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Course Schedule

VNSG 1238 MENTAL ILLNESS NURSING Course Teaching and Exam Schedule

Date	Lecture/Tests
WEEK 1	Unit I: Introduction to Mental Health Nursing
WEEK 2	Unit I: Introduction to Mental Health Nursing, Continued
WEEK 3	Unit 2: Nursing Care and Therapeutic Environment
WEEK 4	Unit 3: Cognitively Impaired Clients
WEEK 5	Unit 3: Cognitively Impaired Clients Continued Unit 4: Anxiety Disorders
WEEK 6	Exam # 1 (Units 1-3) Unit 4: Anxiety Disorders, Continued
WEEK 7	Unit 5: Client with Mood Disorders
WEEK 8	Unit 6: Client with Emotional Disorders
WEEK 9	Exam # 2 (Units 4-6) Unit 7: Client with Somatoform Disorders
WEEK 10	Unit 8: Client with Dissociative Disorders Unit 9: Client with Eating and Sleeping Disorders
WEEK 11	Unit 9: Client with Eating and Sleeping Disorders, Continued
WEEK 12	Unit 10: Substance-related Disorders Unit 11: Sexual Disorders
WEEK 13	Exam #3 (Units 7-11) Unit 12: Psychotic Disorders
WEEK 14	Unit 12: Psychotic Disorders, continued Unit 13: Personality Disorders
WEEK 15	Unit 13: Personality Disorders, Continued Unit 14: Illness and Hospitalization and Loss and Grief Final Review
WEEK 16	Final Comprehensive Exam including Unit 12, Unit 13 and Unit 14

Unit I
Introduction to Mental Health Nursing

Objective	Content	Learning Activities
1. Review the history of mental health care	<ul style="list-style-type: none"> A. Early civilizations <ul style="list-style-type: none"> a. Primitive societies b. Middle ages c. The Renaissance d. The Reformation B. Seventeenth century C. Eighteenth century D. Nineteenth century E. Twentieth century <ul style="list-style-type: none"> a. Psychoanalysis b. Influences of war c. Psychotherapeutic drugs 	Reading assignment Morrison-Valfre Chapters: 1-6 and Chapter 32 Class discussions and case studies
2. Review Congressional Acts	A. Mental Illness Acts	
3. Review current mental health care systems	<ul style="list-style-type: none"> A. Other countries B. United States <ul style="list-style-type: none"> a. Insurance coverage b. Care settings <ul style="list-style-type: none"> 1. Inpatient 2. Outpatient 3. Community services 	
4. Review multidisciplinary mental health care team members	<ul style="list-style-type: none"> A. Psychiatric nurse B. Mental Health Technician C. Social Worker (LCSW) D. Licensed Professional Counselors (LPC) E. Case Managers F. Therapeutic recreation specialist G. Occupational Therapist H. Dietician 	
5. Review the impact of mental illness	<ul style="list-style-type: none"> A. Incidence B. Economic Issues C. Social Issues 	Continue with reading assignment
6. Review ethical and legal issues regarding mental illness	<ul style="list-style-type: none"> A. Legal and ethical aspects <ul style="list-style-type: none"> a. Values and morals b. Client rights <ul style="list-style-type: none"> 1. Informed Consent c. Ethics B. Laws and legal system <ul style="list-style-type: none"> a. Admissions b. Liability 	

<p>7. Review Sociocultural issues</p> <p>8. Review theories/therapies for mental illness</p> <p>9. Review chronic mental health disorders</p> <p>10. Review challenges for the future in mental health care</p>	<p>c. Care providers responsibilities</p> <p>A. Cultural influences</p> <p>A. Historical B. Developmental C. Behavioral D. Humanistic E. Cognitive F. Sociocultural G. Behavioral H. Psychobiology I. Psychopharmacology J. Nursing theories K. Psychotherapies L. Somatic Therapies</p> <p>A. Scope of Mental Illness B. Public policy and Mental Health Experience of chronic mental Illness C. Characteristics of chronic mental Illness D. Special populations E. Therapeutic interventions</p> <p>A. Changes in mental health care B. Change in mental health clients C. Managing Change</p>	<p>Chapter 32</p>
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Unit 2
Nursing Care and Therapeutic Environment for Mental Health Disorders

Objective	Content	Learning Activities
1.Principles of mental health care	<ul style="list-style-type: none"> A. Mentally healthy adult B. Mental health care practice C. Do No Harm D. Holistic care E. Develop mutual trust F. Explore behaviors and emotions G. Encourage responsibility H. Encourage effective Adaptation I. Provide consistency 	Reading assignment Morrison-Valfre Chapters: 8-12 Class discussions
2. Skills for mental health care	<ul style="list-style-type: none"> A Self-awareness B. Caring C. Insight D. Risk taking and failure E. Acceptance F. Boundaries and over-involvement G. Commitment H. Positive outlook I. Nurturing self 	Perform a mental assessment on classmate.
3. Mental health assessment skills	<ul style="list-style-type: none"> A. Mental health treatment plan <ul style="list-style-type: none"> a. DSM-IV_TR Diagnosis b. Nursing therapeutic process 	
4. Assessment	<ul style="list-style-type: none"> A. Data collection B. Assessment process C. Physical assessment D. Mental assessment 	
5. Analysis	<ul style="list-style-type: none"> A. Mental health nursing problems 	

Unit 2
Nursing Care and Therapeutic Environment for Mental Health Disorders

Objective	Content	Learning Activities
6. Review therapeutic communication	<ul style="list-style-type: none"> A. Theories of communication <ul style="list-style-type: none"> a. Ruesch's b. Transactional analysis c. Neurolinguistic programming B. Characteristics of communication <ul style="list-style-type: none"> a. Types of communication b. Process of communication c. Factors that influence communication C. Levels of communication <ul style="list-style-type: none"> a. Verbal communication b. Nonverbal communication c. Intercultural communication D. Therapeutic skills <ul style="list-style-type: none"> a. Listening b. Interacting E. Non-therapeutic communication <ul style="list-style-type: none"> a. Barriers to communication b. Non-therapeutic messages F. Communication with mentally troubled clients F. Assessing communication 	Continue with reading assignment.
7. Review therapeutic relationships	<ul style="list-style-type: none"> A. Dynamics of the relationship <ul style="list-style-type: none"> a. Trust b. Empathy c. Autonomy d. Caring e. Hope 	

Unit 2
Nursing Care and Therapeutic Environment for Mental Health Disorders

<p>8. Review therapeutic environments</p>	<ul style="list-style-type: none"> B. Characteristics of the relationship <ul style="list-style-type: none"> a. Acceptance b. Rapport c. Genuineness d. Therapeutic use of self C. Phase of the relationship <ul style="list-style-type: none"> a. Preparation b. Orientation c. Working d. Termination D. Roles of the caregiver <ul style="list-style-type: none"> a. Change agent b. Teacher c. Technician d. Therapist E Problems in the therapeutic relationship <ul style="list-style-type: none"> a. Environmental b. Care providers c. Clients A. In client setting <ul style="list-style-type: none"> a. Hospitalization b. Crisis stabilization c. Seclusion d. Restraints e. Acute care f. Chronically ill B. Goals of environment C. Client Needs <ul style="list-style-type: none"> a. Physiological b. Psychosocial c. Safety and security d. Love and belonging e. Self-esteem D. Other environments for therapy 	<p>Continue with reading assignment.</p> <p>Evaluation of learning on Exam 1</p>
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Unit 3
The Role of the Vocational Nurse in Caring for Clients with Cognitive Disorders

Objective	Content	Learning Activities
<p>1. Change in cognition -confusion</p> <p>Assessment 1. Assess the client experiencing a cognitive disorder</p> <p>Analysis 1. Review nursing problems for clients with cognitive disorders</p> <p>Planning/ Implementation 1. Plan holistic nursing interventions that the vocational nurse implement for clients with cognitive disorders</p> <p>Evaluation 1. Discuss evaluation of the goals and nursing interventions for clients with a cognitive disorder</p>	<p>A. Normal changes B. 5 D's C. Medications</p> <p>A. Delirium B. Dementia C. Alzheimer's disease</p> <p>A. Impaired cognitive nursing problems B Short term goals C. Long term goals</p> <p>A. Nursing care of the client with a cognitive disorder B. Psychopharmacology agents C. Nutritional needs D. Role of the VN as a client advocate</p> <p>A. Evaluation of goals and nursing interventions collaborating with the RN on modifying the plan of care</p>	<p>Reading assignment: Morrison –Valfre Chapter: 17</p> <p>Clayton-Willihnganz Chapter: 14 (pg. 795)</p> <p>Research and write a Drug Form for: rivastigmine donepezil memantine tacrine</p> <p>Write a pathology window or a concept map on Alzheimer's disease.</p> <p>Evaluation of learning on Exam 1</p>

Unit 4
The Role of the Vocational Nurse in Caring for Clients with Anxiety Disorders

Objective	Content	Learning Activities
<p>1. Stress, anxiety and crisis</p> <p>Assessment 1. Assess the client experiencing stress and anxiety disorders</p> <p>Analysis 1. Review nursing problem for clients with anxiety disorders</p> <p>Planning/ Implementation 1. Plan holistic nursing interventions that the vocational nurse implement for clients with anxiety disorders</p> <p>Evaluation 1. Discuss evaluation of the goals and nursing interventions for clients with an anxiety disorder</p>	<p>D. Defining E. Types F. Signs and symptoms G. Coping methods H. Defense mechanisms I. Crisis J. Theories K. Anxiety through lifecycles</p> <p>A. Generalized anxiety B. Panic disorder C. Phobias D. Obsessive-compulsive disorder E. Posttraumatic stress disorder (PTSD)</p> <p>A. Anxiety nursing problem B Short term goals C. Long term goals</p> <p>A. Nursing care of the client with anxiety B. Psychopharmacology agents a. anti-anxiety C. Nutritional needs D. Role of the VN as a client advocate</p> <p>Evaluation of goals and nursing interventions collaborating with the RN on modifying the plan of care</p>	<p>Reading assignment: Morrison –Valfre Chapter: 18 Clayton-Willihnganz Chapter: 15</p> <p>Class discussion on causes of anxiety related to the nursing profession.</p> <p>Case studies</p> <p>Videotapes on Anxiety</p> <p>Read article on Canvas</p> <p>Research and write a Drug Form for: alprazolam clonazepam lorazepam chlordiazepoxide</p> <p>Write a pathology window on generalized anxiety.</p> <p>Evaluation of learning on Exam 2</p>

Unit 5
The Role of the Vocational Nurse in Caring for Clients with a Mood Disorders

Objective	Content	Learning Activities
<p>Continuum of emotional responses</p> <p>Assessment 1. Assess the client experiencing a mood disorder</p> <p>Analysis 1. Review nursing problems for clients with a mood disorder</p> <p>Planning/ Implementation 1. Plan holistic nursing interventions that the vocational nurse implement for clients with a mood disorder</p> <p>Evaluation 1. Discuss evaluation of the goals and nursing interventions for clients with a mood disorder</p>	<p>A. Nature of mood disorders B. Theories C. Emotions through the life cycle D. Characteristics</p> <p>A. Major depression B. Dysthymic disorder C. Bipolar disorder D. Cyclothymic disorder F. Loss and Grief</p> <p>A. Mood disorder nursing problems B Short term goals C. Long term goals</p> <p>A. Nursing care of the client with a mood disorder B. Psychopharmacology a. Antidepressants b. Mood stabilizers C. Nutritional needs D. Role of the VN as a client advocate</p> <p>B. Evaluation of goals and nursing interventions collaborating with the RN on modifying the plan of care</p>	<p>Assigned reading: Morrison-Valfre Chapters: 7 and 21 Clayton-Willihnganz Chapter: 16</p> <p>Class discussions and case studies</p> <p>Research and make Drug Forms on the following drugs: amytriptyline bupropion Fluoxetine Venlafaxine gabapentin lithium carbamazepine divalproex sodium</p> <p>Write a pathology window on depression and bipolar disorder.</p> <p>Research the Internet for recent treatments for Bipolar and Depression disorders.</p> <p>Evaluation of learning on Exam 2</p>

Unit 6
The Role of the Vocational Nurse in Caring for Clients with Emotional Disorders of Anger, Violence & Suicide

Objective	Content	Learning Activities
<p>Anger and aggression and violence</p> <p>Assessment 1. Assess the client experiencing anger and aggression or violence</p> <p>Analysis 1. Review nursing problem for clients with anger/ violence</p> <p>Planning/ Implementation 1. Plan holistic nursing interventions that the vocational nurse implements for clients with anger/violence issues</p> <p>Evaluation 1. Discuss evaluation of the goals and nursing interventions for clients with anger/violence</p>	<p>A. Definitions B. Types C. Through the life cycle D. Theories E. Social factors F. Cycle of assault</p> <p>A. Anger-control disorders B. Impulse-control disorders C. Adjustment disorders D. Domestic abuse a. Gender-abuse b. Abuse during pregnancy c. Child abuse d. Adolescent abuse e. Elder abuse f. Sexual abuse g. Group abuse E.. Violence a. Rape-trauma</p> <p>A. Anger/violence disorders nursing problems A. Short-term goals B. Long-term goals</p> <p>A. Nursing care of the client with anger /violence B. Role of the VN as a client advocate.</p> <p>A. Evaluation of goals and nursing interventions collaborating with the RN on modifying the plan of care</p>	<p>Reading Assignment:</p> <p>Morrison – Valfre Chapters: 25-27</p> <p>Clayton-Willihnganz Chapter: 16</p> <p>Class discussions and case studies</p> <p>Write a pathology window on suicide.</p>

Unit 6
The Role of the Vocational Nurse in Caring for Clients with Emotional Disorders of Anger, Violence & Suicide

Objective	Content	Learning Activities
<p>Suicide</p> <p>Assessment 1. Assess the client with thoughts and actions of suicide</p> <p>Analysis 1. Review nursing problem for clients at potential for suicide</p> <p>Planning/Implementation 1. Plan holistic nursing intervention that the vocational nurse implements for clients with thoughts of suicide</p> <p>Evaluation 1. Discuss evaluation of the goals and nursing interventions for client with thoughts of suicide</p>	<p>A. Definition B. Cultural factors C. Social factors D. Characteristics of suicide E. Theories F. Suicide through the life cycle</p> <p>A. Suicidal potential</p> <p>A. Suicide disorder nursing problems B. Short-term goals C. Long-term goals</p> <p>A. Nursing care of the client with thought of suicide B. Role of the vocational nurse as a client advocate</p> <p>A. Evaluation of goals and nursing interventions collaborating with the RN on modifying the plan of care</p>	<p>Continue with reading assignment.</p> <p>Write a pathology window on suicide.</p> <p>Research statistics on suicide and different age groups.</p> <p>Evaluation of learning on Exam 2</p>

Unit 7
The Role of the Vocational Nurse in Caring for Clients Somatoform Disorders

Objective	Content	Learning Activities
<p>Psychophysical problems</p> <p>Assessment 1. Assess the client experiencing a Somatoform disorder</p> <p>Analysis 1. Review nursing problems for clients with a somatoform disorder</p> <p>Planning/ Implementation 1. Plan holistic nursing interventions that the vocational nurse implement for clients with a somatoform disorder</p> <p>Evaluation 1. Discuss evaluation of the goals and nursing interventions for clients with a somatoform disorder</p>	<p>A. Somatoform disorders B. Theories C. Cultural influences D. Criteria</p> <p>A. Somatization disorder B. Conversion disorder C. Hypochondriasis D. Pain disorder E. Body Dysmorphic F. Factitious and malingering</p> <p>A. Somatoform nursing problems B Short term goals C Long term goals</p> <p>A. Nursing care of the client with a somatoform disorder B. Psychopharmacology a. Antipsychotics b. Antiparkinson C. Nutritional needs. D. Role of the VN as a client advocate</p> <p>A. Evaluation of goals and nursing interventions collaborating with the RN on modifying the plan of care</p>	<p>Reading assignment</p> <p>Morrison- Valfre</p> <p>Chapter: 22</p> <p>Class discussions and case studies</p> <p>.</p> <p>Evaluation of learning on Exam 3</p>

Unit 8
The Role of the Vocational Nurse in Caring for Clients with Dissociative Disorders

Objective	Content	Learning Activities
<p>Dissociation</p> <p>Assessment 1. Assess the client experiencing a dissociative disorder</p> <p>Analysis 1. Review nursing problems for clients with a dissociative disorder</p> <p>Planning/ Implementation 1. Plan holistic nursing interventions that the vocational nurse implement for clients with a dissociative disorder</p> <p>Evaluation 1. Discuss evaluation of the goals and nursing interventions for client's with a dissociative disorder</p>	<p>A. Self-concept throughout the life cycle B. Characteristics</p> <p>A. Depersonalization disorder B. Dissociative amnesia C. Dissociative trance D. Dissociative fugue E. Dissociative identity disorder</p> <p>A. Dissociative nursing problems B Short term goals C Long term goals</p> <p>A. Nursing care of the client with a dissociative disorder B Role of the VN as a client advocate</p> <p>A. Evaluation of goals and nursing interventions collaborating with the RN on modifying the plan of care</p>	<p>Assigned reading: Morrison-Valfre Chapter: 24</p> <p>Class discussions and case studies</p> <p>Evaluation of learning on Exam 3</p>

Unit 9

The Role of the Vocational Nurse in Caring for Clients with Eating and Sleeping Disorders

Objective	Content	Learning Activities
<p>Assessment 1. Assess the client experiencing an eating and sleeping disorder</p>	<p>A. Anorexia nervosa B. Bulimia C. Obesity D. Dysomnias E. Parasomnias F. Other disorders</p>	<p>Reading Assignment: Morrison-Valfre Chapter: 23</p>
<p>Analysis 1. Review nursing problems for clients with an eating/sleeping disorder.</p>	<p>A. Eating/Sleeping nursing problems B Short term goals C Long term goals</p>	<p>Clayaton-Willihnganz Chapter:13 (pg.187-199)</p>
<p>Planning/ Implementation 1. Plan holistic nursing interventions that the vocational nurse implement for clients with an eating/sleeping disorder</p>	<p>A. Nursing care of the client with an eating/sleeping disorder B. Nutritional needs C. Role of the VN as a client Advocate</p>	<p>Class discussions and case studies. Write a pathology window on anorexia nervosa and bulimia.</p>
<p>Evaluation 1. Discuss evaluation of the goals and nursing interventions for client's with an eating/sleeping</p>	<p>A. Evaluation of goals and nursing interventions collaborating with the RN on modifying the plan of care</p>	<p>Evaluation of learning on Exam 3</p>

Unit 10

The Role of the Vocational Nurse in Caring for Clients with Substance-related Disorders

Objective	Content	Learning Activities
<p>Substance –related disorders</p> <p>Assessment 1. Assess the client experiencing a substance-related disorder</p> <p>Analysis 1. Review nursing problems for clients with a substance- related disorder</p> <p>Planning/ Implementation 1. Plan holistic nursing interventions that the vocational nurse implement for clients with a substance-related disorder</p>	<p>A. Substance use, abuse and addiction B. Chemicals of abuse C. Theoretical Approaches to abuse a. Genetics b. Peer pressure c. Environmental stress d. Chronic physiologic disease e. Personality characteristics f. Codependency D. Substance Use Disorders a. Substance dependence b. Substance abuse E. Substance-induced disorders a. Substance intoxication b. Substance withdrawal</p> <p>A. Alcohol-related disorders B. Amphetamine-related disorders C. Caffeine-related disorders D. Cannabis-related disorders E. Cocaine-related disorders F. Hallucinogen-related disorders G. Inhalant-related disorders H Opioid-related disorders I Phencyclidine-related disorders J Sedative, hypnotic, or anxiolytic related disorders K. Substance abuse by health Care professionals</p> <p>A. Substance-related nursing problems B Short term goals C Long term goals</p> <p>A. Nursing care of the client with a substance-related disorder</p>	<p>Reading assignment: Morrison-Vahlfre Chapter: 28 Videotape on Substance abuse. Class discussion and case studies Research the Internet for statistics related to use of illicit drug use in the United States and Europe. Research drugs: methadone clonidine disulfiram Write a pathology window on alcoholism.</p>

<p>Evaluation</p> <p>1. Discuss evaluation of the goals and nursing interventions for clients with a substance-related disorder</p>	<p>B. Psychopharmacology C. Nutritional needs D. Role of VN as a client advocate</p> <p>A. Evaluation of goals and nursing interventions collaborating with RN on modifying the plan of care</p>	<p>Evaluation of learning on Exam 3</p>
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Unit 11
The Role of the Vocational Nurse in Caring for Clients with a Sexual Disorder

Objective	Content	Learning Activities
<p>Sexuality</p> <p>Assessment 1. Assess the client experiencing a sexual disorder.</p> <p>Analysis 1. Review nursing problem for clients with a sexual disorder</p> <p>Planning/ Implementation 1. Plan holistic nursing interventions that the vocational nurse implement for clients with a sexual disorder</p> <p>Evaluation 1. Discuss evaluation of the goals and nursing interventions for clients with a sexual disorder</p>	<p>A. Human sexuality B. Sexuality through the life cycle C. Modes of sexual expression D. Theories related to variations</p> <p>A. Sexual dysfunction B. Paraphilias C. Gender identity D. Sexual addiction</p> <p>A. Sexual disorder nursing problem B. Short term goals C. Long term goals</p> <p>A. Nursing care of the client with a sexual disorder B. Role of the VN as a client advocate</p> <p>A. Evaluation of goals and nursing interventions collaborating with the RN on modifying the plan of care</p>	<p>Reading assignment: Morrison-Valfre Chapter: 29 Class discussion and case studies</p> <p>Evaluation of learning on Exam 3</p>

Unit 12
The Role of the Vocational Nurse in Caring for Clients with Psychotic Disorders

Objective	Content	Learning Activities
<p>Psychoses</p>	<p>A. Psychoses through the life cycle B. Theories</p>	<p>Reading assignment: Morrison – Valfre Chapters: 7 & 31</p>
<p>Assessment 1. Assess the client experiencing a psychotic disorder</p>	<p>A. Schizophrenia B. Other psychoses</p>	<p>Clayton-Willihnganz Chapter: 17</p>
<p>Analysis 1. Review nursing problem for clients with a psychotic disorder</p>	<p>A. Psychotic nursing problem B. Short term goals C. Long term goals</p>	<p>Video on Schizophrenia Class discussion and case studies</p>
<p>Planning/Implementation 1. Plan holistic nursing interventions that the vocational nurse implements for client with a psychotic disorder</p>	<p>A. Nursing care of the client with a psychotic disorder B. Psychopharmacology a. Antipsychotics b. Antiparkinson C. Nutritional needs D. Role of the VN as a client advocate</p>	<p>Research the internet or journals for the percentage of schizophrenic clients in the United States Write a pathology window on schizophrenia. Research and write a Drug form on the following medications:</p>
<p>Evaluation 1. Discuss evaluation of the goals and nursing interventions for clients with a psychotic disorder .</p>	<p>A. Evaluation of goals and nursing interventions collaborating with the RN on modifying the plan of care</p>	<p>Risperidone Haloperidol Olanzapine Benztropine Quetiapine Aripiprazole Evaluation of learning on Final</p>

Unit 13
The Role of the Vocational Nurse in Caring for Clients with Personality Disorders

Objective	Content	Learning Activities
<p>Personality development</p> <p>Assessment 1. Assess the client experiencing a personality disorder</p>	<p>A. Personality traits B. Theories of personality development C. Personality throughout the life cycle</p> <p>A. Cluster A personality disorders a. Paranoid b. Schizoid c. Schizotypal B. Cluster B personality disorders a. Antisocial b. Borderline c. Narcissistic d. Histrionic C. Cluster C personality disorders A. Avoidant B. Dependent C. Obsessive compulsive</p>	<p>Reading assignment: Morrison-Valfre Chapter: 30</p> <p>Videotapes on personality disorders</p> <p>Class discussion and case studies</p> <p>Write a pathology window on antisocial personality disorder.</p> <p>Morris-Valfre Table 31-4 (pg. 372)</p>
<p>Analysis 1. Review nursing problem for clients with a personality disorder</p>	<p>A. Personality disorder nursing problem B. Short term goals C. Long term goals</p>	
<p>Planning/ Implementation 1. Plan holistic nursing interventions that the vocational nurse implement for clients with a personality disorder</p>	<p>A. Nursing care of the client with a personality disorder B. Psychopharmacology C. Nutritional needs D. Role of the VN as a client advocate</p>	
<p>Evaluation 1. Discuss evaluation of the goals and nursing interventions for clients with a personality disorder</p>	<p>D. Evaluation of goals and nursing interventions collaborating with the RN on modifying the plan of care</p>	<p>Evaluation of learning on Final Exam</p>

Grayson County College
Vocational Nursing Program
Appendix A

SCANS Competencies
Student Evaluation/Grade for VNSG 1238

VNSG 1238
Appendix A

Scans Competencies

The course VNSG 1238 assists the students to complete the following competencies by providing scientific theory as a foundation for nursing care of psychiatric clients.

Workplace Competencies:

- Interpersonal skills: Works within the health care team; communicates with clients, families, and staff.
- Information: Acquires data on clients, organize data through prioritization; interpret client data with help of the clinical instructor.

Foundation Skills:

- Basic skills: Reads information on clients, speak and listens to clients, families, other members of the health care team.
- Thinking skills: Uses the nursing process which is a problem solving model to plan nursing care and interactions at a beginning level.
- Personal qualities: Assumes responsibility for assigned clients; performs as a member of a profession.

Resources:

- Manages time: Sets goals for clients and attempts to reach goals during shift.

Interpersonal:

- Participates as a member of a team: Works with members of the health care team to provide holistic client care.
- Teaches others: Provides basic teaching for clients and families.
- Serves clients: Provides holistic nursing care to assigned clients.
- Exercises leadership: Communicates needs to instructor or primary care nurse during assigned shift; seeks help when needed.
- Negotiates to arrive at a decision: Seeks the advice of experienced nurses when a decision needs to be made.
- Works with cultural diversity: Provides care to men, women, and people of various culture.

Information:

- Acquires and evaluates data: Gathers data on clients and evaluates data under the supervision of an instructor; evaluates mental assessment data.
- Organizes data: Completes database and records on mental health needs.
- Interprets and communicates data: Reports significant findings to registered nurse.

Systems:

- Understands systems: Becomes familiar with mental health and mental illnesses.
- Monitors and corrects performance: Distinguishes between the types of care given to the client with a mental disorder.

Technology:

- Selects technology: Uses Canvas to achieve course objectives.
- Applies technology to task: Works with Canvas to learn assigned material and to complete assignments.

Reading:

- Reads assigned reading in textbook, notes and PowerPoint slides. Follows written instructions within the syllabus.

Writing:

- Submits written assignments to instructor as required.

Listening:

- Listens to receive instructions on course requirements and on exams. Follows verbal instructions from course instructor.

Speaking:

- Communicates with instructor and other students in order to complete course outcomes.
- Asks questions of instructor as needed.

Thinking skills:

- Creative Thinking: Participates in role-playing on mental illness disorders as assigned.
- Decision –Making: Considers what is best for clients and discusses nursing care and interactive techniques.
- Problem-Solving: Uses nursing process to determine problems and what nursing care can assist with solving the problems.

**Student Evaluation/Grading Tool
Spring 2016**

At the end of this course, the second semester vocational nursing student is able to:

Member of The Profession	Met	Unmet
<ol style="list-style-type: none"> 1. Discuss the historical, legal, ethical and social issues surrounding the nursing common mental illnesses who are at various stages of the health-illness continuum and who are experiencing problems with mental illness. 2. Determine resources available to the nurse for policies and procedures surrounding the safe nursing care of assigned clients/clients/families with common mental illnesses. 3. Discuss the vocational nursing scope of nursing practice in relationship to the nursing care of clients/clients who are experiencing imbalances in mental homeostasis. 		
Provider of Client Centered Care		
<ol style="list-style-type: none"> 4. Recall the growth, development, nutritional needs of adults across the lifespan and relate these factors to the holistic nursing care of the clients/clients/families that are experiencing mental illness. 5. Apply the nursing process as a critical thinking approach when providing basic nursing skills for client/clients/families that are experiencing mental illness. 6. Apply basic pharmacologic theory to the holistic nursing care of the clients/clients with mental illness who require medications. 7. Implement specific nursing plans of care and teaching plans for clients/clients/families that are experiencing mental illness, followed by evaluation of effectiveness. 		
Client Safety Advocate		
<ol style="list-style-type: none"> 8. Discuss the role of client/client advocate for clients/clients/families. 9. Identify changes in homeostasis in clients/clients/families with mental illness and associated responsibilities. 10. Determine safe nursing practices for clients/clients/families that are experiencing mental illness by providing careful assessment of psychological, physiologic and safety needs, planning prioritizing, implementation, and evaluation. 11. Assess educational needs of clients/clients/families on disease processes, treatments and medications and provide or reinforce education needed. 12. Recognize and report adverse abnormal findings or symptoms to the appropriate supervisor. 13. Implement restorative. Preventative, and palliative nursing care to the clients/clients with 		
Member of the Health Care Team		
<ol style="list-style-type: none"> 14. Determine the role of the LVN as a member of the health care team in the following roles: Provision of care, communication, collaboration, delegating. 15. Discuss the role of cost containment when the nurse is administering nursing care. 16. Determine the need for consultation or assistance from others when administering nursing care. 17. Discuss the role and members of the mental health team. 18. Discuss how the nurse works collaboratively within the health care system and with outside social agencies to provide care. 		
Student: _____	Date: _____	
Professor :	Date: _____	