

COURSE SYLLABUS

**VNSG 1301.501
(3:3:0)**

MENTAL HEALTH AND MENTAL ILLNESS

Vocational Nursing

Health Occupations

Technical Education Division

Plainview Center

SOUTH PLAINS COLLEGE

Fall - 2021

PLAINVIEW

COURSE SYLLABUS

COURSE TITLE: VNSG 1301.501 – MENTAL HEALTH AND MENTAL ILLNESS

INSTRUCTOR: Tina Lopez-Wilsey, MSN, RN

OFFICE LOCATION Plainview Center – 104F

PHONE 806 – 716-4408

EMAIL tlopez-wilsey@southplainscollege.edu

OFFICE HOURS:

M	1:00 PM – 4:00 PM
T	8:00 AM – 9:00 AM and 1:00 PM - 4:00 PM
W	8:00 AM- 9:00 AM
TR	By appointment
F	By appointment

SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT’S LIFE

FACE COVERING COURSE SYLLABUS STATEMENT:

In compliance with GA-38, SPC will not require any person to wear a face covering. However, we support anyone who chooses to wear a face covering to maintain safety as greater numbers of students, employees, and visitors come to our different campuses. This policy is subject to change.

If you are experiencing any of the following symptoms, please do not attend class and either seek medical attention or get tested for COVID-19. • Cough, shortness of breath, difficulty breathing • Fever or chills • Muscles or body aches • Vomiting or diarrhea • New loss of taste and smell

Please also notify DeEtte Edens, BSN, RN, Associate Director of Health & Wellness, at dedens@southplainscollege.edu or 806-716-2376.

COURSE DESCRIPTION:

This course is the study of personality development, human needs, common mental mechanisms, and factors influencing mental health and mental illness. It includes common mental disorders and related therapy.

STUDENT LEARNING OUTCOMES:

The student will describe the underlying principles and theories of positive mental health and human behaviors: having an understanding of emotional responses, coping mechanisms, and therapeutic communication skills. The student should be able to incorporate the nursing process in this study of human behavior with an emphasis on emotional and mental abnormalities and treatment modalities.

COURSE COMPETENCIES:

Student must complete this course with a grade of 77% or above based on the following objectives:

1. Utilize appropriate therapeutic communication skills to effectively gather data and exchange information in the mental health setting.
2. Describe and contrast effective and ineffective emotional behaviors in response to the environmental stressors.
3. Identify major theories of personality development throughout the life span.
4. Describe the theoretical concepts related to the effect of sociocultural influences on the way people develop and process life.
5. Discuss the legal and ethical aspects involved in voluntary and involuntary treatment of mental health and illness.
6. Identify, assess and evaluate the nursing process in relation to the current standards in classifications of behavior, deviant patterns of behavior and chemical abuse.
7. Identify current trends of therapy for the mentally ill client, and the nurse's role in the therapeutic process.
8. Identify major diagnostic categories of mental illness according to current mental health standards.
9. Utilize appropriate nursing diagnosis to implement a nursing care plan for the patient being treated for a mental health condition.

ACADEMIC INTEGRITY: Refer to the Plainview Student Handbook and the SPC catalog.

SCANS & FOUNDATION SKILLS:

C – 5, 6, 7, 9, 11, 14, 15, 16, 17

F – 1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

VERIFICATION OF WORKPLACE COMPETENCIES:

NCLEX-PN Licensure Exam eligibility following successful completion of the one-year vocational nursing program.

TEXTBOOK:

Townsend, M. (2020). *Essentials of psychiatric mental health nursing* (8th ed.). F.A. Davis.

ATI Content Mastery Series Review Module PN Mental Health Nursing

ATI Content Mastery Series Review Module PN Fundamentals for Nursing

CELL PHONE POLICY/ EMERGENCY MESSAGES:

Cells phones must be placed on silent mode. The student should notify his/her family that in case of an emergency during normal class schedule, they should call the Plainview Vocational Nursing Office at (806) 716-4406. Class will not be interrupted unless it is an emergency, so they must identify themselves and say it is an emergency to get immediate action.

ATTENDANCE POLICY:

Refer to the SPC Catalog and the Plainview Student Handbook.

This course is a 3-semester hour course (48 contact hours) with **6 hours allowable absence**. Daily attendance will be taken. Three tardies will be equivalent to one absence. A single tardy is 15 minutes or later to class or leaving 15 minutes or more before class ends. A one-hour absence is given for missing more than 15 minutes of a one- hour length of lecture

DROPPING A CLASS:

Students should submit a [Student Initiated Drop Form](#) online.

Students will not be required to obtain an instructor signature to drop, however, we do encourage students to communicate with instructors or advisors prior to dropping a course when they are able. **There will be no charge for drops for the fall or spring semesters.**

WITHDRAWING FROM ALL CLASSES:

If a student wishes to withdraw from all courses, they should initiate that process with the Advising Office. They can schedule an appointment with an advisor by visiting <http://www.southplainscollege.edu/admission-aid/advising/spcadvisors.php> or by calling 806-716-2366.

SCHEDULE CHANGE (AFTER LATE REGISTRATION AND BEFORE CENSUS DATE):

To make a schedule change after late registration (August 28) and before the census date (September 9), students should submit a **Schedule Change Form.** After late registration, adding a class requires instructor approval. If a student is requesting to be added to one of your courses and you approve, please email registrar@southplainscollege.edu with your approval. This can take the place of signature on the Schedule Change Form that we have required in the past.

For additional information regarding schedule changes, drops and withdrawals, <http://www.southplainscollege.edu/admission-aid/apply/schedulechanges.php>

COURSE REQUIREMENTS:

1. Read textbook assignments prior to class in preparedness for class discussion.
2. Active participation in self-awareness and group discussion is very important for learning concepts and content.
3. A PowerPoint assignment will be issued and further discussed in class with the due date listed in the syllabus schedule along with a rubric, which will be located in Blackboard. Point deductions will occur as per the rubric.
4. Intermittent review quizzes, unit exams, and a comprehensive final exam will be given.
5. ATI "Topics to Review" will be required for the student to complete. Due dates will be announced.
6. Please be respectful to yourself, your instructors or guest speakers, and all of your classmates in class ready to learn. All electronics need to be silenced or in the off position. This is also stated in your Handbooks provided by the college as well. Not abiding by this will affect your professionalism and dedication to learning shown to your instructors as well as your grade in class.
7. Acknowledge and demonstrate understanding the SPC Nursing Department Honesty Policy and Plagiarism Declaration. Please complete Declaration form at end of syllabus and submit to the nursing office no later than by the end of the third-class day.
8. Written assignments must be submitted following the "[Documentation Guidelines and APA Formatting \(7th ed.\)](#)" (See below).

Documentation Guidelines and APA Formatting (7th ed.):

Information to be reviewed in a class session at the beginning of the semester. Details of presentations, discussions, or handouts to be provided.

GRADING:

Units Exams	50%	A	93 - 100
Final Exam	20%	B	84 – 92
PowerPoint Assignment	20%	C	*77 – 83 *Passing
Class Participation	10%	D	70 – 76
		F	69 or below

The syllabus, including all assignments, lectures, or exams, are subject to change per instructor's discretion. The use of index cards for testing will be determined by instructor. All index cards will be checked prior to Exam.

Due dates for assignments and exams will be listed in the syllabus schedule.

LATE WORK

Requests to submit assignments late must be submitted **prior** to the assignments due date.

Due dates for assignments and activities are listed in the course syllabus. **Students are expected to submit all assignments on or before 11:59 PM on the scheduled due dates.** Assignments submitted after the scheduled due date and time will receive a 10-point deduction per 24 hours and a zero after 72 hours (i.e. 72 hours and 1 minute).

EXPECTATIONS FOR COMMUNICATION WITH COURSE FACILITATORS

Contact your course faculty as soon as possible by the Remind app or Blackboard email for urgent issues such as absences, emergencies, or difficulties with projects or assignments. All non-urgent messages must be sent via Blackboard emails. Faculty will check the course email daily. All faculty responses (urgent and non-urgent) will be responded to during working hours (8:00 AM- 4:00 PM). Please check course email and announcements at least once daily for important information and updates.

SCHEDULE OF CLASSES

08/31/2021	Review syllabi, textbooks, program expectations <u>UNIT 1:</u> CHAPTER 1 - Mental Health and Mental Illness CHAPTER 2 - Biological Implications ATI PN MHN Chapters 1 & 4 ATI FUNDAMENTALS Chapter 32
09/06/2021	LABOR DAY HOLIDAY
09/07/2021	CHAPTER 3 -Ethical and Legal issues CHAPTER 4-Psychopharmacology ATI PN MHN Chapters 2
09/14/2021	CHAPTER 5 -Relationship Development and Therapeutic Communication CHAPTER 6- The Nursing Process in Psychiatric Mental Health ATI PN MHN- Chapters 3 & 5
09/21/2021	UNIT 1 EXAM (Chapters 1-6) <u>BEGIN UNIT 2</u> CHAPTER 8- Intervention in Groups CHAPTER 9 – Crisis Intervention ATI PN MHN-Chapter 6 & 8
09/28/21	CHAPTER 11- Suicide Prevention CHAPTER 12 -Caring for Patients with Mental Illness and Substance Use Disorders in General Practice Settings ATI PN MHN -Chapters 18, 29, 30, 31
10/05/2021	CHAPTER 13- Neurocognitive Disorders CHAPTER 14 - Substance-Related and Addiction Disorders ATI PN MHN - Chapters 9, 10, 15, 17
10/12/2021	UNIT 2 EXAM (Chapters 8-9, 11-14) <u>BEGIN UNIT 3</u> CHAPTER 15 - Schizophrenia Spectrum and Other Psychotic Disorders CHAPTER 16- Depressive Disorders ATI PN MHN- Chapter 13, 16, 22, 24
10/15/2021	***FALL BREAK***
10/19/2021	CHAPTER 17- Bipolar and Related Disorders CHAPTER 18 -Anxiety, Obsessive-Compulsive, and Related Disorders ATI PN MHN- Chapter 11, 14, 21, 23

10/26/2021	CHAPTER 19 -Trauma and Stressor-Related Disorders CHAPTER 20 - Somatic Symptom and Dissociative Disorders ATI PN MHN - Chapters 12 & 21
11/02/2021	CHAPTER 21 – Eating Disorders ATI PN MHN- Chapter 19
11/09/2021	UNIT 3 EXAM (Chapters 15-21) <u>BEGIN UNIT 4</u> CHAPTER 22 – Personality Disorders CHAPTER 23- Children and Adolescents ATI PN MHN Chapters 25 &28
11/16/2021	<u>POWERPOINT ASSIGNMENT DUE</u> CHAPTER 24- The Aging Individual CHAPTER 25 -Survivors of Abuse and Neglect ATI PN MHN Chapter –32 ATI FUNDAMENTALS Chapter 33
11/23/2021	CHAPTER 26-Community Mental Health Nursing CHAPTER 27 - The Bereaved Individual ATI PN MHN- Chapters 27 ATI FUNDAMENTALS Chapter 36
11/24/2021	***THANKSGIVING BREAK***
11/30/2021	UNIT 4 EXAM (Chapters 22-27)
12/07/2021	FINAL EXAM REVIEW
12/14/2021	MHMI FIRST AID COURSE (12PM-4PM) **Pre-work must be done before course**
12/15/2021	MHMI COMPREHENSIVE FINAL EXAM

4.1 COURSE OUTLINE AND OBJECTIVES

UNIT I: Introduction to Psychiatric Mental Health Concepts

Chapter 1 Mental Health and Mental Illness

Objectives: Upon completion, the student should be able to:

1. Define *mental health* and *mental illness*.
2. Discuss cultural elements that influence attitudes toward mental health and mental illness.
3. Identify physiological responses to stress.
4. Discuss the concepts of anxiety and grief as psychological responses to stress.

Chapter 2 Biological Implications

Objectives: Upon completion, the student should be able to:

1. Identify gross anatomical structures of the brain and describe their functions.
2. Discuss the physiology of neurotransmission in the central nervous system.
3. Describe the role of neurotransmitters in human behavior.
4. Discuss the association of endocrine functioning with the development of psychiatric disorders.
5. Describe the role of genetics in the development of psychiatric disorders.
6. Discuss the correlation of alteration in brain functioning to various psychiatric disorders.
7. Identify various diagnostic procedures used to detect alteration in biological functioning that may be contributing to psychiatric disorders.
8. Discuss the influence of psychological factors on the immune system.
9. Describe the biological mechanisms of psychoactive drugs at neural synapses.
10. Recognize various theorized influences in the development of psychiatric disorders, including brain physiology, genetics, endocrine function, immune system, and psychosocial and environmental factors.
11. Discuss the implications of psychobiological concepts for the practice of psychiatric mental health nursing.

Chapter 3 Ethical and Legal Issues

Objectives: Upon completion, the student should be able to:

1. Differentiate among ethics, morals, values, and rights.
2. Discuss ethical theories, including utilitarianism, Kantianism, Christian ethics, natural law theories, and ethical egoism.
3. Define ethical dilemma.
4. Discuss the ethical principles of autonomy, beneficence, nonmaleficence, justice, and veracity.
5. Use an ethical decision-making model to make an ethical decision.
6. Describe ethical issues relevant to psychiatric mental health nursing.
7. Define statutory law and common law.
8. Differentiate between civil and criminal law.
9. Discuss legal issues relevant to psychiatric mental health nursing.
10. Differentiate between malpractice and negligence.
11. Identify behaviors relevant to the psychiatric mental health setting for which specific malpractice action could be taken.

Chapter 4 Psychopharmacology

Objectives: Upon completion, the student should be able to:

1. Discuss historical perspectives related to psychopharmacology.

2. Describe indications, actions, contraindications, precautions, side effects, and nursing implications for the following classifications of drugs:
 - a. Antianxiety agents
 - b. Antidepressants
 - c. Mood-stabilizing agents
 - d. Antipsychotics and agents for the treatment of tardive dyskinesia
 - e. Antiparkinsonian agents
 - f. Sedative-hypnotics
 - g. Agents for attention deficit-hyperactivity disorder
3. Apply the steps of the nursing process to the administration of psychotropic medications.

Chapter 5 Relationship Development and Therapeutic Communication

Objectives: Upon completion, the student should be able to:

1. Describe the relevance and dynamics of a therapeutic nurse-patient relationship.
2. Identify types of pre-existing conditions that influence the outcome of the communication process.
3. Define *territoriality*, *density*, and *distance* as components of the environment.
4. Identify components of nonverbal expression.
5. Describe therapeutic and nontherapeutic verbal communication techniques.
6. Describe motivational interviewing as a communication strategy.
7. Describe active listening.
8. Discuss therapeutic feedback.
9. Identify and discuss essential conditions for a therapeutic relationship to occur.
10. Describe the phases of relationship development and the tasks associated with each phase.

Chapter 6 The Nursing Process in Psychiatric Mental Health Nursing

Objectives: Upon completion, the student should be able to:

1. Define the nursing process.
2. Identify six steps of the nursing process and describe nursing actions associated with each.
3. Describe the benefits of using nursing diagnosis.
4. Discuss the list of nursing diagnoses approved by NANDA International for clinical use and testing.
5. Define and discuss the use of case management and critical pathways of care in the clinical setting.
6. Apply the six steps of the nursing process in the care of a client in the psychiatric setting.
7. Document client care that validates use of the nursing process.

UNIT 2: Mental Health Nursing Interventions and Psychiatric Disorders

Chapter 8 Intervention in Groups

Objectives: Upon completion, the student should be able to:

1. Define a group.
2. Discuss eight functions of a group.
3. Identify various types of groups.
4. Describe physical conditions that influence groups.
5. Discuss “therapeutic factors” that occur in groups.
6. Describe the phases of group development.
7. Identify various leadership styles in groups.
8. Identify various roles that members assume within a group.
9. Discuss psychodrama and family therapy as specialized forms of group therapy.

10. Describe the role of the nurse in group therapy.

Chapter 9 Crisis Intervention

Objectives: Upon completion, the student should be able to:

1. Define *crisis*.
2. Describe four phases in the development of a crisis.
3. Identify types of crises that occur in people's lives.
4. Discuss the goal of crisis intervention.
5. Describe the steps in crisis intervention.
6. Identify the role of the nurse in crisis intervention.
7. Apply the nursing process to care of victims of disasters.
8. Define and differentiate between anger and aggression.
9. Discuss predisposing factors to the maladaptive expression of anger.

Chapter 11 Suicide Prevention

Objectives: Upon completion, the student should be able to:

1. Discuss epidemiological statistics and risk factors related to suicide.
2. Describe predisposing factors implicated in the etiology of suicide.
3. Differentiate between facts and myths regarding suicide.
4. Apply the nursing process to individuals exhibiting suicidal behavior.

Chapter 12 Caring for Patients with Mental Illness and Substance Use Disorders in General Practice Settings

Objectives: Upon completion, the student should be able to:

1. Recognize the impact of inadequate assessment, treatment, and referral for the client with mental health and substance use disorders.
2. Discuss the evidence identifying the need for further mental health and substance use disorder education among healthcare providers in primary care and other non-psychiatric settings.
3. Describe essential elements in appropriate screening and referral of mental health and substance abuse clients.
4. Analyze barriers that influence the screening, intervention, and referral process for clients with mental health and substance use concerns.
5. Describe essential aspects of the nurse's role in providing care for clients with psychiatric/mental health and substance use disorders in general practice.

Chapter 13 Neurocognitive Disorders

Objectives: Upon completion, the student should be able to:

1. Define and differentiate among various neurocognitive disorders (NCDs).
2. Discuss predisposing factors implicated in the etiology of NCDs.
3. Describe clinical symptoms and use the information to assess patients with NCDs.
4. Identify nursing diagnoses common to patients with NCDs and select appropriate nursing interventions for each.
5. Identify topics for patient and family teaching relevant to NCDs.
6. Discuss criteria for evaluating nursing care of patients with NCDs.

7. Describe various treatment modalities relevant to care of patients with NCDs.

Chapter 14 Substance Use and Addiction Disorders

Objectives: Upon completion, the student should be able to:

1. Define *addiction*, *intoxication*, and *withdrawal*.
2. Discuss predisposing factors implicated in the etiology of substance-related and addictive disorders.
3. Identify symptomatology and use the information in assessment of clients with various substance-related and addictive disorders.
4. Identify nursing diagnoses common to patients with substance-related and addictive disorders and select appropriate nursing interventions for each.
5. Identify topics for patient and family teaching relevant to substance-related and addictive disorders.
6. Describe relevant outcome criteria for evaluating nursing care of patients with substance-related and addictive disorders.
7. Discuss the issue of substance-related and addictive disorders within the profession of nursing.
8. Define *codependency* and identify behavioral characteristics associated with the disorder.
9. Discuss treatment of codependency.
10. Describe various modalities relevant to treatment of individuals with substance-related and addictive disorders.

UNIT 3: Disorders

Chapter 15 Schizophrenia Spectrum and Other Psychotic Disorders

Objectives: Upon completion, the student should be able to:

1. Discuss the concepts of schizophrenia and other psychotic disorders.
2. Identify predisposing factors in the development of these disorders.
3. Describe various types of schizophrenia and other psychotic disorders.
4. Identify symptomatology associated with these disorders and use this information in patient assessment.
5. Formulate nursing diagnoses and outcomes of care for patients with schizophrenia and other psychotic disorders.
6. Identify topics for patient and family teaching relevant to schizophrenia and other psychotic disorders.
7. Describe appropriate nursing interventions for behaviors associated with these disorders.
8. Describe relevant criteria for evaluating nursing care of patients with schizophrenia and other psychotic disorders.
9. Discuss various modalities relevant to treatment of schizophrenia and other psychotic disorders.

Chapter 16 Depressive Disorders

Objectives: Upon completion, the student should be able to:

1. Recount historical perspectives of depression.
2. Discuss epidemiological statistics related to depression.
3. Describe various types of depressive disorders.
4. Identify predisposing factors in the development of depression.
5. Discuss implications of depression related to developmental stage.
6. Identify symptomatology associated with depression and use this information in patient assessment.
7. Formulate nursing diagnoses and goals of care for patients with depression.
8. Identify topics for patient and family teaching relevant to depression.
9. Describe appropriate nursing interventions for behaviors associated with depression.

10. Describe relevant criteria for evaluating nursing care of patients with depression.
11. Discuss various modalities relevant to treatment of depression.

Chapter 17 Bipolar and Related Disorders

Objectives: Upon completion, the student should be able to:

1. Recount historical perspectives of bipolar disorder.
2. Discuss epidemiological statistics related to bipolar disorder.
3. Describe various types of bipolar disorders.
4. Identify predisposing factors in the development of bipolar disorder.
5. Discuss implications of bipolar disorder related to developmental stage.
6. Identify symptomatology associated with bipolar disorder and use this information in client assessment.
7. Formulate nursing diagnoses and goals of care for clients experiencing a manic episode.
8. Identify topics for patient and family teaching relevant to bipolar disorder.
9. Describe appropriate nursing interventions for patients experiencing a manic episode.
10. Describe relevant criteria for evaluating nursing care of patients experiencing a manic episode.
11. Discuss various modalities relevant to treatment of bipolar disorder.

Chapter 18 Anxiety, Obsessive-Compulsive and Related Disorders

Objectives: Upon completion, the student should be able to:

1. Differentiate among the terms *stress*, *anxiety*, and *fear*.
2. Discuss historical aspects and epidemiological statistics related to anxiety, obsessive-compulsive, and related disorders.
3. Differentiate between normal anxiety and clinically significant anxiety.
4. Describe various types of anxiety, obsessive-compulsive, and related disorders and identify symptomatology associated with each. Incorporate this information in patient assessment.
5. Identify predisposing factors in the development of anxiety, obsessive-compulsive, and related disorders.
6. Formulate nursing diagnoses and outcome criteria for patients with anxiety, obsessive-compulsive, and related disorders.
7. Describe appropriate nursing interventions for behaviors associated with anxiety, obsessive-compulsive, and related disorders.
8. Identify topics for patient and family teaching relevant to anxiety, obsessive-compulsive, and related disorders.
9. Evaluate nursing care of patients with anxiety, obsessive-compulsive, and related disorders.
10. Discuss various modalities relevant to treatment of anxiety, obsessive-compulsive, and related disorders.

Chapter 19 Trauma-and Stressor-Related Disorders

Objectives: Upon completion, the student should be able to:

1. Discuss historical aspects and epidemiological statistics related to trauma- and stressor-related disorders.
2. Describe various types of trauma- and stressor-related disorders and identify symptomatology associated with each; use this information in client assessment.
3. Identify predisposing factors in the development of trauma- and stressor-related disorders.
4. Formulate nursing diagnoses and goals of care for patients with trauma- and stressor-related disorders.
5. Describe the concepts and principles associated with trauma-informed care.

6. Describe appropriate nursing interventions for behaviors associated with trauma- and stressor-related disorders.
7. Evaluate the nursing care of patients with trauma- and stressor-related disorders.
8. Discuss various modalities relevant to treatment of trauma- and stressor-related disorders.

Chapter 20 Somatic Symptom and Dissociative Disorders

Objectives: Upon completion, the student should be able to:

1. Discuss historical aspects and epidemiological statistics related to somatic symptom and dissociative disorders.
2. Describe various types of somatic symptom and dissociative disorders and identify symptomatology associated with each; use this information in patient assessment.
3. Identify predisposing factors in the development of somatic symptom and dissociative disorders.
4. Formulate nursing diagnoses and goals of care for patients with somatic symptom and dissociative disorders.
5. Describe appropriate nursing interventions for behaviors associated with somatic symptom and dissociative disorders.
6. Evaluate the nursing care of patients with somatic symptom and dissociative disorders.
7. Discuss various modalities relevant to treatment of somatic symptom and dissociative disorders.

Chapter 21 Eating Disorders

Objectives: Upon completion, the student should be able to:

1. Identify and differentiate among several eating disorders.
2. Discuss epidemiological statistics related to eating disorders.
3. Describe symptomatology associated with anorexia nervosa, bulimia nervosa, and obesity, and use the information in patient assessment.
4. Identify predisposing factors in the development of eating disorders.
5. Formulate nursing diagnoses and outcomes of care for patients with eating disorders.
6. Describe appropriate interventions for behaviors associated with eating disorders.
7. Identify topics for patient and family teaching relevant to eating disorders.
8. Evaluate the nursing care of patients with eating disorders.
9. Discuss various modalities relevant to treatment of eating disorders.

UNIT 4: Psychiatric Mental Health Nursing of Special Populations

Chapter 22 Personality Disorders

Objectives: Upon completion, the student should be able to:

1. *Define personality.*
2. Compare stages of personality development according to Sullivan, Erikson, and Mahler.
3. Identify various types of personality disorders.
4. Discuss historical and epidemiological statistics related to various personality disorders.
5. Describe symptomatology associated with borderline personality disorder (BPD) and antisocial personality disorder and use these data in patient assessment.
6. Identify predisposing factors for BPD and antisocial personality disorder.
7. Formulate nursing diagnoses and goals of care for patients with BPD and antisocial personality disorder.
8. Describe appropriate nursing interventions for behaviors associated with BPD and antisocial personality disorder.
9. Evaluate nursing care of patients with BPD and antisocial personality disorder.
10. Discuss various modalities relevant to treatment of personality disorders.

Chapter 23 Children and Adolescents

Objectives: Upon completion, the student should be able to:

1. Identify psychiatric disorders that most commonly have their onset in infancy, childhood, or adolescence.
2. 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.
3. Identify symptomatology and use the information in the assessment of clients with the aforementioned disorders.
4. Identify nursing diagnoses common to clients with these disorders and select appropriate nursing interventions for each.
5. Discuss relevant criteria for evaluating nursing care of clients with selected infant, childhood, and adolescent psychiatric disorders.
6. Describe treatment modalities relevant to selected disorders of infancy, childhood, and adolescence.

Chapter 24 The Aging Individual

Objectives: Upon completion, the student should be able to:

1. Discuss societal perspectives on aging.
2. Describe an epidemiological profile of aging in the United States.
3. Discuss various theories of aging.
4. Describe biological, psychological, sociocultural, and sexual aspects of the normal aging process.
5. Discuss retirement as a special concern to the aging individual.
6. Explain personal and sociological perspectives of long-term care of the aging individual.
7. Describe the problem of elder abuse as it exists in today's society.
8. Discuss the implications of the increasing number of suicides among the elderly population.
9. Apply the steps of the nursing process to the care of aging individuals.

Chapter 25 Survivors of Abuse or Neglect

Objectives: Upon completion, the student should be able to:

1. Describe epidemiological statistics associated with intimate partner violence, child abuse, and sexual assault.
2. Discuss characteristics of victims and victimizers.
3. Identify predisposing factors to abusive behaviors.
4. Describe physical and psychological effects on the survivors of intimate partner violence, child abuse, and sexual assault.
5. Identify nursing diagnoses, goals of care, and appropriate nursing interventions for care of survivors of intimate partner violence, child abuse, and sexual assault.
6. Evaluate nursing care of survivors of intimate partner violence, child abuse, and sexual assault.
7. Discuss various modalities relevant to treatment of survivors of abuse.

Chapter 26 Community Mental Health Nursing

Objectives: Upon completion, the student should be able to:

1. Discuss the changing focus of care in the field of mental health.

2. Define the concepts of care associated with the public health model.
3. Discuss primary prevention of mental illness within the community.
4. Identify populations at risk for mental illness within the community.
5. Discuss nursing intervention in primary prevention of mental illness within the community.
6. Discuss secondary prevention of mental illness within the community.
7. Describe treatment alternatives related to secondary prevention within the community.
8. Discuss tertiary prevention of mental illness within the community as it relates to the seriously mentally ill and homeless mentally ill.
9. Relate historical and epidemiological factors associated with caring for the seriously mentally ill and homeless mentally ill within the community.
10. Identify treatment alternatives for care of the seriously mentally ill and homeless mentally ill within the community.
11. Apply steps of the nursing process to care of the seriously mentally ill and homeless mentally ill within the community.

Chapter 27 The Bereaved Individual

Objectives: Upon completion, the student should be able to:

1. Describe various types of loss that trigger the grief response in individuals.
2. Discuss theoretical perspectives of grieving as proposed by Elisabeth Kübler-Ross, John Bowlby, George Engel, and J. William Worden.
3. Differentiate between normal and maladaptive responses to loss.
4. Discuss grieving behaviors common to individuals at various stages across the life span.
5. Formulate nursing diagnoses and goals of care for individuals experiencing the grief response.
6. Describe appropriate nursing interventions for individuals experiencing the grief response.
7. Identify relevant criteria for evaluating nursing care of individuals experiencing the grief response.
8. Describe the concept of hospice care for people who are dying and their families.
9. Discuss the use of advance directives for individuals to provide directions about their future medical care.

SCANS COMPETENCIES

- C-1 **TIME** – Selects goals – relevant activities, ranks them, allocates time, prepares and follows schedules.
- C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
- C-3 **MATERIALS & FACILITIES** – Acquires, stores, allocates and uses materials or space efficiently.
- C-4 **HUMAN RESOURCES** – Assess skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION – Acquires and Uses Information

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to process information.

INTERPERSONAL – Works With Others

- C-9 Participates as members of a team and contributes to group effort.
- C-10 Teaches others new skills.

- C-11 Serves Clients/Customers – works to satisfy customer’s expectations.
- C-12 Exercise Leadership – Communicates ideas to justify position, persuades and convinces others responsibility challenges existing procedures and policies.
- C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.
- C-14 Works With Diversity – Works well with men and women from diverse backgrounds.

SYSTEMS – Understands Complex Interrelationships

- C-15 Understands Systems – Knows how social, organizational, and technological systems work and operate effectively with them.
- C-16 Monitors and Corrects Performance – Distinguishes trends, predicts impacts in system operations.
- C-17 Improves Designs Systems – Suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY – Works With a Variety of Technologies

- C-18 Selects Technology – Chooses procedures, tools, or equipment, including computers and related technologies.
- C-19 Applies Technology to Task – Understands overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment – Prevents, identifies, or solves problems with equipment.

FOUNDATION SKILLS

BASIC SKILLS – Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

- F-1 Reading – Locates, understands and interprets written information in prose and in documents such as manuals, graphs and schedules.
- F-2 Writing – Communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs and flow charts.
- F-3 Arithmetic – Performs basic computations; uses numerical concepts such as whole numbers, etc.
- F-4 Mathematics – Approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-6 Speaking – Organizes ideas and communicates orally.

THINKING SKILLS – Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

- F-7 Creative Thinking – Generates new ideas.
- F-8 Decision Making – Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- F-9 Problem Solving – Recognizes problems, devises and implements plan of action.
- F-10 Seeing Things in the Mind’s Eye – Organizes and processes symbols, pictures, graphs, objects and other information.
- F-11 Knowing How to Learn – Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning – Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES – Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

- F-13 Responsibility – Exerts a high level of effort and perseveres toward goal attainment.
- F-14 Self-Esteem – Believes in own self-worth and maintains a positive view of self.
- F-15 Sociability – Demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.
- F-16 Self-Management – Assesses self-accuracy, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity / Honesty – Chooses ethical courses of action.

SCANS FOUNDATION AND COMPETENCY SKILLS (by course)

<u>Foundations: (F)</u>		<u>Competencies: (C)</u>
ECON	230: 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 17	2, 15
ENGL	1301 1, 2, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17	5, 6, 7, 8
	1302 1, 2, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17	5, 6, 7
GOVT	2301 1, 2, 10, 11, 12, 17	15
HIST	1302 1, 2, 5, 10, 11, 12, 17	15
MATH	1314 3, 4, 9, 10, 11, 12	–
PSYC	2301 1, 2, 10, 11, 12, 15, 16, 17	4, 14
READ	1314 1, 2, 5, 7, 8, 9, 10, 11, 12, 15, 17	1, 5, 6, 7, 8, 9, 10, 12,
	13, 14, 15	
SPCH	1321 2, 4, 5, 6, 7, 8, 9, 10, 13, 14	1, 5, 6, 7, 14
SOC	1301 1, 2, 5, 8, 9, 10, 11, 12, 15, 16, 17	4, 14
PHYS	1315 1, 2, 4, 10, 11, 12	–

Example for PSYC: Scans: Foundation Skills: 1, 2, 10, 11
 Competencies: 4, 13

4.1.1 Syllabus Statements:

4.1.1.1. Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

4.1.1.2. Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

4.1.1.3 Non-Discrimination Statement

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

4.1.1.4 Title IX Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or email cgilster@southplainscollege.edu for assistance.

4.1.1.5 Campus Concealed Carry Statement (Rev. 7/28/2021)

Texas Government Code 411.2031 et al. authorizes the carrying of a concealed handgun in South Plains College buildings by individuals and in accordance with Texas Government Code 411.209 (a). All holders of a valid Texas License to Carry may carry on their person a handgun that is concealed in accordance with Texas Penal Code 46.03 (a-2).

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy. Individuals may not carry a concealed handgun in restricted locations.

For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php>

Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Syllabus Acknowledgement and Plagiarism Declaration
Department of Nursing
South Plains College
(VNSG 1301)

By signing this declaration, I acknowledge that I have read the syllabus, received a copy of the honesty policy, and been made aware that the penalty for plagiarism is dismissal from the program.

Examples of student plagiarism¹

- Copying material without quotes, in-text citations, and/or referencing
- Paraphrasing content without in-text citation and/or referencing
- Copying ideas, words, answers, exams, or shared work from others when individual work is required
- Using another's paper in whole or in part
- Allowing another student to use one's work
- Claiming someone else's work is one's own
- Resubmitting one's own coursework, when original work is required (self-plagiarism)
- Falsifying references or bibliographies
- Getting help from another person without faculty knowledge or approval
- Purchasing, borrowing, or selling content with the intent of meeting an academic requirement for oneself or others

Printed Name

Signature

Date

1. Smith, L. Conquering plagiarism in nursing education. *Nursing* 2016. 2016; 46(7):17-19.