

Unit: Behavioral Health Nursing
Lesson: 1
Title: Historic Perspective of Mental Health
Time: Theory 3 Hours

Implementation: Keltner et al., Ch. 1, 2, 3, & Appendix; PowerPoint Presentation; Handouts; Lecture/Discussion; Transparencies
Evaluation: Written Exam, Class Participation, Classroom Quizzing, Application in Patient Care
Integrated: N/A

OBJECTIVES

Upon completion of this unit the student will:

1. Define and discuss mental health, including stigma associated with mental illness.
2. Identify the modes of treatment for mentally ill persons from prehistoric times to modern day.
3. Identify major figures and facilities that contributed to treatment and services available for the mentally ill.
4. Explain the development of psychiatric nursing from prehistoric times to modern day.
5. Identify legislation and associations that advocate for mental health and illness.
6. Discuss the Patient's Bill of Rights and its application to the psychiatric patient.
7. Describe the mental health goals outlined in the Healthy People 2010 initiative.
8. Define the concept of interdisciplinary care and identify members of the mental health care team.
9. Define and discuss voluntary and involuntary hospitalizations.

PLAN OF LESSON

- | | |
|--|--------------------------|
| I. Mental Health | VII. Hospital Admissions |
| II. Historical Perspective | A. Voluntary |
| A. Definitions | B. Involuntary |
| B. Modes of Treatment | 1. Court Ordered |
| C. Contributing Individuals | 2. Certificates |
| D. Facilities | |
| E. Origins of Psychiatric Nursing | |
| III. Legislation and Associations | |
| A. National Mental Health Act (1946) | |
| B. National Institute of Mental Health (1949) | |
| C. National Mental Health Association (1950) | |
| D. Community Mental Health Centers Act (1963) | |
| E. Presidents' Commissions (1970 – Present) | |
| F. National Alliance for the Mentally Ill (1979) | |
| G. Omnibus Budget Reform Act (1987) | |
| IV. Patient's Rights | |
| V. Healthy People 2010 | |
| VI. Interdisciplinary Mental Health Care Team | |
| A. Patient | |
| B. Nurse | |
| C. Psychiatrist | |
| D. Psychologist | |
| E. Social Worker | |
| F. Activity Therapist | |
| G. Case Manager | |
| H. Others | |

Written: 09/90
Reviewed: 09/93; 09/95; 09/97; 11/99; 11/01; 03/11; 02/12; 02/15
Revised: 12/03; 11/05; 06/07; 10/09; 12/10; 10/15

Unit: Behavioral Health Nursing

Lesson: 2

Title: Therapeutic Relationships and Communication

Time: Theory 2 Hours

**Implementation: Keltner et al., Ch. 1, 7, 8, & 9; Handouts; Transparencies; Lecture/
Discussion; Role Playing**

**Evaluation: Written Exam, Class Participation, Quizzing, Application in Patient
Care**

Integrated: N/A

OBJECTIVES

Upon completion of this unit the student will:

1. Define psychiatric nursing.
2. Describe the skills needed to be an effective psychiatric nurse.
3. Discuss the characteristics of the psychiatric patient.
4. Explain the characteristics of an effective nurse/patient relationship in psychiatric nursing.
5. Describe the five levels of the escalation (assault) cycle and the basic interventions, including safety, for deescalating a patient's mood.
6. List and describe the three stages of a therapeutic (nurse/patient) relationship and the overall goals for each stage.
7. Define proxemics and discuss personal space, touch, and Hall's Distance Zones in relationship to this concept.
8. Define communication.
9. List 3 purposes of communication.
10. Discuss factors that contribute to successful communication.
11. List and discuss factors that affect communication.
12. Explain nursing management in patient communication.
13. Identify effective therapeutic communication techniques.
14. Identify ineffective communication techniques.

PLAN OF LESSON

- I. Psychiatric Nursing
 - A. Definition
 - B. Role of Nurse
 - C. Role of Patient
 - D. Characteristics of Nurse/Patient Relationship
 1. Patient Centered
 2. Planned
 3. Goal Directed
 4. Others
 - E. Escalation/Assault Cycle
 1. Phases
 2. Interventions/Safety
 - F. Stages of Therapeutic Relationships
 1. Orientation
 2. Working (Maintenance)
 3. Termination
 - G. Proxemics
 1. Personal Space
 2. Touch
 3. Hall's Distance Zones
- II. Communication
 - A. Definition
 - B. Purposes
 - C. Characteristics
 - D. Influencing Factors
 - E. Nursing Management
 - F. Communication Techniques
 1. Effective (Therapeutic)
 2. Ineffective (Blocks)

Written: 09/90

Reviewed: 09/93; 09/95; 09/97; 11/99; 11/01; 10/09; 02/12; 02/15

Revised: 12/03; 11/05; 06/07; 12/10; 03/11; 10/15

Unit: Behavioral Health Nursing

Lesson: 3

Title: Personality Development and Defense Mechanisms

Time: Theory 3 Hours

**Implementation: Keltner et al., Ch. 7; Handouts; Transparencies; Lecture/
Discussion**

**Evaluation: Written Exam, Class Participation, Quizzing, Application in Patient
Care**

Integrated: N/A

OBJECTIVES

Upon completion of this unit the student will:

1. Define personality.
2. Define the levels of awareness (consciousness) and compare them to the concept of an iceberg.
3. State the influences that generally shape the personality of an individual.
4. List and describe Freud's three processes of the personality.
5. Summarize each stage of development of an individual from birth to adulthood, according to Freud, Erikson, Piaget, Kohlberg, & Sullivan.
6. Identify important characteristics associated with each stage of development.
7. List some potential blocks to progression toward maturity and identify the stage of development at which these may occur.
8. Define defense mechanism and explain how it differs from a coping mechanism.
9. List and describe the characteristics of defense mechanisms.
10. Describe and identify the most commonly used defense mechanisms.

PLAN OF LESSON

- I. Personality Development
 - A. Definition
 - B. Levels of Awareness
 1. Conscious
 2. Subconscious
 3. Unconscious
 - C. Influencing Factors
 - D. Freud's Processes of Personality
 1. Id
 2. Superego
 3. Ego
 - E. Stages of Development
 1. Birth to Infancy
 2. Toddler
 3. Early Childhood
 4. Later Childhood
 5. Adolescence
 6. Adulthood
 7. Elderly
 - F. Potential Blocks
- II. Defense Mechanisms
 - A. Definition
 - B. Coping Mechanisms
 - C. Characteristics
 - D. Most Common Defense Mechanisms

Written: 09/90

Reviewed: 09/93; 09/95; 09/97; 11/99; 11/01; 10/09; 03/11; 02/12; 02/15

Revised: 12/03; 11/05; 06/07; 12/10; 10/15

Unit: Behavioral Health Nursing

Lesson: 4

Title: Assessment and Documentation in Psychiatric Nursing

Time: Theory 2 Hours

**Implementation: Keltner et al., Ch. 3 & 11 Handouts; Transparencies; Lecture/
Discussion**

**Evaluation: Written Exam, Class Participation, Quizzing, Application in Patient
Care**

Integrated: N/A

OBJECTIVES

Upon completion of this unit the student will:

1. Describe the guidelines for assessment and completion of a brief psychiatric examination & intake interview.
2. Define basic vocabulary terms that are common in the assessment and description of the psychiatric patient.
3. Explain the standards of documentation in psychiatric nursing.
4. Describe the ABCs of psychiatric assessment.
5. Identify proper and improper descriptive terms for documentation of the psychiatric patient.
6. Describe mental illness diagnoses according to the current Diagnostic and Statistical Manual of Mental Disorders (DSM-V).
7. Discuss the importance of family assessment and caregiver burden in the treatment of a patient with a mental illness.

PLAN OF LESSON

- I. Assessment of Psychiatric Patient
 - A. Nursing Attitude
 - B. Assessment Guide
 1. Goals
 2. Interview
 - C. Vocabulary
- II. Documentation
 - A. Complete H & P
 - B. Nursing Care Plan
 - C. Standards (SOAP, SOAPE, APIE)
 - D. Process Recordings
 - E. ABCs of Mental Health Assessment
 1. Appearance
 2. Behavior
 3. Conversation
- III. Family Assessment/Caregiver Burden

Written: 09/90

Reviewed: 09/93; 09/95; 09/97; 11/99; 11/01; 03/11; 02/12; 02/15

Revised: 12/03; 11/05; 06/07; 10/09; 12/10; 10/15

Unit: Behavioral Health Nursing
Lesson: 5
Title: Anxiety-Related Disorders
Time: Theory 4 Hours

Implementation: Keltner et al., Ch. 12, 27, & 36; Handouts; Transparencies; Lecture/
Discussion; Reading Project; Video: Medcom. (1999). Antianxiety
Agents. 23 Minutes
Evaluation: Written Exam, Class Participation, Quizzing, Application in Patient Care,
Reading Project
Integrated: Pharmacology 0.5 hour

OBJECTIVES

Upon completion of this unit the student will:

1. Define anxiety.
2. List and explain the characteristics of anxiety.
3. Compare and contrast mild, moderate, severe, and panic degrees of anxiety.
4. Describe Selye's theory (General Adaptation Syndrome) and its phases related to stress and anxiety.
5. Describe the body's physiological response to anxiety.
6. Review concepts of defense mechanisms and how they relate to anxiety.
7. Describe four ways of coping with anxiety.
8. Identify the various anxiety disorders and their defining behaviors, including the DSM criteria.
9. State the current treatment and nursing interventions for persons experiencing anxiety disorders.
10. Describe medications used in the treatment of anxiety disorders, including their actions, side and adverse effects, nursing implications, and patient teaching.

PLAN OF LESSON

- I. Anxiety
 - A. Definition
 - B. Characteristics
 - C. Degrees of Anxiety
 - D. General Adaptation Syndrome (GAS)
 - E. Physiological Responses
 - F. Defense Mechanisms
 - G. Coping with Anxiety
- II. Anxiety Disorders
 - A. Description
 - B. Types
 1. Generalized Anxiety Disorder
 2. Phobias
 3. Obsessive-Compulsive Disorder
 4. Somatic Symptom Disorder
 5. Dissociative Identity Disorders
 6. Trauma & Stress-Related Disorders
 - a. Posttraumatic Stress Disorder (PTSD)
 - b. Acute Stress Disorder (ASD)
 - c. Adjustment Disorder
 - C. Treatment
 - D. Nursing Interventions
- III. Antianxiety Medications
(Anxiolytics – Benzos & Nonbenzos)

- A. Actions
- B. Side and Adverse Effects
- C. Nursing Implications
- D. Patient Teaching

Written: 09/90
Reviewed: 09/93; 09/95; 09/97; 11/99; 11/01; 03/11; 02/12; 02/15
Revised: 12/03; 11/05; 06/07; 10/09; 12/10; 10/15

Unit: Behavioral Health Nursing
Lesson: 6
Title: Depressive Disorders & Bipolar Disorder
Time: Theory 3 Hours

Implementation: Keltner et al., Ch. 15, 16, 25, & 26; Handouts; Transparencies; Lecture/
Discussion
Evaluation: Written Exam, Class Participation, Quizzing, Evolve Online Case Study,
Application in Patient Care
Integrated: Pharmacology 0.5 hour

OBJECTIVES

Upon completion of this unit the student will:

1. Identify the predominant characteristics of affective disorders, including major depressive disorder and bipolar disorder.
2. State the symptoms and behaviors of individuals with major depression and bipolar disorders.
3. Summarize the nursing interventions important for the patient in the manic and depressive phases of bipolar disorder.
4. Describe the current treatment of an individual with an affective disorder, including common reactions to the treatment that the nurse should assess for and document.
5. Describe medications used in the treatment of affective disorders, including their actions, side and adverse effects, nursing implications, and patient teaching.
6. Identify statistical findings related to suicide.
7. State factors that contribute to suicide.
8. Discuss the assessment and nursing management of the suicidal patient.

PLAN OF LESSON

- I. Depressive Disorders
 - A. Major Depressive Disorder
 - B. Nursing Interventions
 - C. Assessment and Treatment
 1. Assessment Findings
 - a. Depression Inventories
 - b. Dexamethasone Suppression Test
 - c. Sleep Studies
 2. Treatment
- II. Antidepressant Medications
 - A. Actions/Lag Time (2 – 4 Weeks)
 1. SSRIs
 2. TCAs
 3. MAOIs
 - B. Side Effects
 - C. Nursing Implications
 - D. Serotonin Syndrome
- III. Suicide
 - A. Statistics and Characteristics
 - B. Assessment (Intent, Plan, & Means)
 - C. Nursing Management
 1. Suicide Precautions
 2. No-Harm Agreement
 - D. Crisis Phase
- IV. Bipolar Disorders
 - A. Assessment
 - B. Treatment
- V. Antimanic Medications
 - A. Actions/Lag Time (7 – 10 Days)
 1. Lithium

2. Others
- B. Side Effects
- C. Nursing Implications
- D. Patient Teaching

Written: 09/90
Reviewed: 09/93; 09/95; 09/97; 11/99; 11/01; 03/11; 02/12; 02/15
Revised: 12/03; 11/05; 06/07; 10/09; 12/10; 10/15

Unit: Behavioral Health Nursing
Lesson: 7
Title: Schizophrenia Spectrum
Time: Theory 3 Hours

Implementation: Keltner et al., Ch. 14 & 24; PowerPoint Presentation; Handouts;
Lecture/Discussion; Video: Imagine Entertainment. (2001). A Beautiful Mind. 135 Minutes.
Evaluation: Written Exam, Class Participation, Quizzing, Evolve Online Case Study,
Application in Patient Care
Integrated: Pharmacology 0.5 hour

OBJECTIVES

Upon completion of this unit the student will:

1. State the reasons why schizophrenia presents a major health problem in the U.S.
2. Define and describe the type I (positive), type II (negative), and general behavioral characteristics of schizophrenia.
3. List the five subtypes of schizophrenia as described in the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) of the American Psychiatric Association, and identify the symptoms of each.
4. List the current treatment for the patient with schizophrenia.
5. Identify appropriate nursing interventions to assist patients in coping with schizophrenia.
6. List and describe resources available in the community for patients with schizophrenia.
7. Describe medications used in the treatment of schizophrenia, including their actions, side and adverse effects, nursing implications, and patient teaching.
8. Discuss the meaning and importance of decanoate/depot injection in medication compliance for the patient with a psychotic disorder.

PLAN OF LESSON

- I. Schizophrenia
 - A. Definition
 - B. Characteristic Behaviors
 1. Type I (Positive)
 2. Type II (Negative)
 3. General
 4. Bleuler's 4 A's
 - C. Types
 1. Paranoid
 2. Disorganized
 3. Catatonic
 4. Undifferentiated
 5. Residual
 - D. Treatment
 - E. Nursing Interventions
 - F. Community Resources
- II. Antipsychotics: Traditional & Atypical
 - A. Actions
 - B. Side and Adverse Effects
 1. General
 2. Extrapyramidal Side Effects (EPSE) & Abnormal Involuntary Movements Scale (AIMS)
 3. Neuroleptic Malignant Syndrome (NMS)
 - C. Nursing Implications
 - D. Decanoate/Depot Injection Administration

Written: 09/90
Reviewed: 09/93; 09/95; 09/97; 11/99; 11/01; 03/11; 02/12; 02/15
Revised: 12/03; 11/05; 06/07; 10/09; 12/10; 10/15

Unit: Behavioral Health Nursing

Lesson: 8

Title: Personality Disorders

Time: Theory 2 Hours

**Implementation: Keltner et al., Ch. 29; Handouts; Transparencies; Lecture/Discussion;
Game**

Evaluation: Written Exam, Class Participation, Quizzing, Application in Patient Care

Integrated: N/A

OBJECTIVES

Upon completion of this unit the student will:

1. List the major characteristics of the person diagnosed as having a personality disorder.
2. Recognize and discuss the types of personality disorders, including the cluster type (A, B, or C).
3. Develop a beginning plan of care for the major nursing problems associated with a patient who is diagnosed as having a personality disorder, especially borderline and antisocial personality disorders.
4. Discuss the treatment and nursing management of the patient with a personality disorder.

PLAN OF LESSON

- I. Personality Disorders
 - A. Definition
 - B. Characteristics
 - C. Types
 1. Cluster A (Odd, Eccentric)
 - a. Paranoid
 - b. Schizoid
 - c. Schizotypal
 2. Cluster B (Dramatic, Emotional, Erratic)
 - a. Antisocial
 - b. Borderline
 - c. Histrionic
 - d. Narcissistic
 3. Cluster C (Anxious, Fearful)
 - a. Avoidant
 - b. Dependent
 - c. Obsessive-Compulsive
 - D. Caregiver's Emotions
 - E. Care Plan and Nursing Management
- II. Treatment and Prognosis
- III. Nursing Management

Written: 09/90

Reviewed: 09/93; 09/95; 09/97; 11/99; 11/01; 10/09; 03/11; 02/12; 02/15

Revised: 12/03; 11/05; 06/07; 12/10; 10/15

Unit: Behavioral Health Nursing
Lesson: 9
Title: Substance-Related Disorders
Time: Theory 3 Hours

Implementation: Keltner et al., Ch. 31; Handouts; Transparencies; Lecture/Discussion; Display Boards; Guest Speaker
Evaluation: Written Exam, Class Participation, Quizzing, Application in Patient Care
Integrated: Pharmacology 0.5 hour

OBJECTIVES

Upon completion of this unit the student will:

1. Define substance dependency.
2. List and explain the types of substance dependency.
3. Define alcoholism and current statistics.
4. Explain the dynamics of alcoholism.
5. Explain the various physiological effects of alcohol.
6. Explain the personality characteristics of a patient with alcoholism.
7. Discuss the treatment and nursing management of alcoholism.
8. Define terminology related to drug abuse.
9. Explain the various addictive patterns and their diagnostic signs and symptoms.
10. Identify common drug slang.
11. Discuss assessment of and nursing management for the individual with substance dependence.
12. Identify specific treatment approaches for the drug abuser.
13. Define “polysubstance abuse” and “dual diagnosis”.
14. Identify resources available within the community for the substance dependent person.

PLAN OF LESSON

- I. Substance Dependency
 - A. Definition
 - B. Types
 - C. Alcoholism
 1. Statistics and Dynamics
 2. Effects
 - a. Delirium Tremens (DTs)
 - b. Wernicke-Korsakoff Syndrome
 - c. Fetal Alcohol Syndrome
 3. Personality Traits
 - a. Denial and Other Defense Mechanisms
 - b. Enabling/Rescuing and Codependency
 - D. Treatment and Nursing Management
 - II. Drug Abuse
 - A. Terminology
 1. Dependence (Addiction) and Abuse
 2. Intoxication, Tolerance, and Withdrawal
 - B. Common Addictive Substances
 1. Depressants (Alcohol, Barbiturates, Benzos, Inhalants, GHB, Ketamine)
 2. Opioids (Narcotics, Heroin, Methadone)
 3. Stimulants (Caffeine, Nicotine, Cocaine/Crack, Meth/Amphetamines, MDMA)
 4. Hallucinogens (Synthetic: LSD & PCP; Natural: Mescaline, Psilocybin, Marijuana)
 - C. Nursing Management and Treatment
- III. Polysubstance Abuse and Dual Diagnosis
- IV. Community Resources and Services

Written: 09/90
Reviewed: 09/93; 09/95; 09/97; 11/99; 11/01; 03/11; 02/12; 02/15
Revised: 12/03; 11/05; 06/07; 10/09; 12/10; 10/15

Unit: Behavioral Health Nursing

Lesson: 10

Title: Children & Adolescents

Time: Theory 1 Hour

**Implementation: Keltner et al., Ch. 34; Handouts; Transparencies; Lecture/
Discussion**

Evaluation: Written Exam, Class Participation, Quizzing, Application in Patient Care

Integrated: N/A

OBJECTIVES

Upon completion of this unit the student will:

1. Describe the depressed child.
2. List the physical and psychological symptoms and behaviors of the depressed child and explain the appropriate nursing interventions.
3. List the physical and psychological symptoms and behavior of the child with a disruptive behavior disorder.
4. Explain the treatment of the child with a disruptive behavior disorder.
5. Discuss the appropriate nursing interventions for the child with a disruptive behavior disorder.
6. Discuss the suicidal child and identify current statistics in the U.S.
7. List characteristics of the child at risk for suicide.
8. Identify guidelines in the treatment of suicidal children.

PLAN OF LESSON

- I. Depression
 - A. Symptoms
 - B. Treatment and Nursing Interventions
- II. Disruptive Behavior Disorders
 - A. ADHD, Oppositional Defiant Disorder, and Conduct Disorder
 - B. Symptoms
 - C. Treatment and Nursing Interventions
- III. Suicidal Child
 - A. Statistics
 - B. Characteristic Behaviors
 - C. Treatment

Written: 09/90

Reviewed: 09/93; 09/95; 09/97; 11/99; 11/01; 10/09; 03/11; 02/12; 02/15

Revised: 12/03; 11/05; 06/07; 12/10; 10/15

Unit: Behavioral Health Nursing

Lesson: 11

Title: Psychotherapeutic Treatment Methods

Time: Theory 2 Hours

**Implementation: Keltner et al., Ch. 20, 21, & 22; Handouts; Transparencies; Lecture/
Discussion**

Evaluation: Written Exam, Class Participation, Quizzing, Application in Patient Care

Integrated: N/A

OBJECTIVES

Upon completion of this unit the student will:

1. List and discuss each of the psychotherapeutic treatments listed.
2. Describe the importance of milieu management in the care of the patient with a mental illness.
3. Define crisis and discuss important issues related to effective crisis intervention.
4. Define somatic therapy.
5. List and discuss old and current methods of somatic therapy.
6. Explain electroconvulsive therapy (ECT), its history, pre-treatment workup, procedure, and nursing management.

PLAN OF LESSON

- I. Psychotherapeutic Treatments
 - A. Individual Therapy
 1. Insight-Oriented Psychotherapy
 2. Task-Oriented Psychotherapy
 3. Experience-Oriented Psychotherapy
 - B. Family Therapy
 - C. Group Therapy
 1. Definition
 2. Types
 3. Characteristics
 4. Management of Disruptive Members
 - D. Behavior Modification Therapy
- II. Milieu Management
- III. Crisis Intervention
- IV. Somatic Therapy
 - A. Old Methods
 1. Psychosurgery
 2. Insulin Coma
 3. Metrazol-Induced Convulsions
 4. "Shock" therapy
 - B. Current Methods:
 1. ECT (Much Improved)
 - a. History
 - b. Workup
 - c. Procedure
 - d. Nursing Management
 2. Electrical Brain Stimulation

Written: 09/90

Reviewed: 09/93; 09/95; 09/97; 11/99; 11/01; 02/12; 02/15

Revised: 12/03; 11/05; 06/07; 10/09; 12/10; 03/11; 10/15