



**Course Outline  
Part II Psychiatric Mental Health Nursing**

**Unit Objectives:** Upon completion of this unit, the student will:

1. Understand one’s own thoughts and feelings relating to the role of psychiatric nurse.
2. Explore the dynamic of therapeutic communication as it relates to mental health nursing.
3. Comprehend the theoretical underpinnings to each step of the nursing process as it relates to mental health nursing.
4. Understand the Roy Model as it relates to the Mental Health System and the consumer.
5. Identify focal, contextual and residual stimuli, which may be altered, to provide adaptation for clients experiencing an alteration in each of the modes.

| Reading Assignment   | Course Content  | Learning Activities  | Skill Lab  | Clinical   |
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| Townsend, M.C. (2005)<br><br>Chapter 1 (pg. 3-14)<br><br>Chapter 2 (pg. 15-30) | <p><b>UNIT I</b><br/><b>Role Function Mode</b></p> <p>A. Introduction to Psychiatric/Mental Health Concepts</p> <ol style="list-style-type: none"> <li>1. Mental Health and Mental Illness</li> <li>2. Significance of Mental Disorders</li> <li>3. Concepts of Personality Development                             <ol style="list-style-type: none"> <li>a. Intrapersonal Theory                                     <ol style="list-style-type: none"> <li>1.) Sigmund Freud</li> <li>2.) Erik Erikson</li> </ol> </li> <li>b. Social-Interpersonal Theory                                     <ol style="list-style-type: none"> <li>1.) Harry Stack Sullivan</li> <li>2.) Abraham Maslow</li> <li>3.) Hildegard Peplau</li> <li>4.) Crisis Theory</li> </ol> </li> <li>c. Behavioral Theory                                     <ol style="list-style-type: none"> <li>1.) B.F. Skinner</li> </ol> </li> <li>d. Cognitive Theory                                     <ol style="list-style-type: none"> <li>1.) Jean Piaget</li> <li>2.) Aaron Beck</li> </ol> </li> </ol> </li> </ol> | <p>Recommended:<br/>Student CD-ROM</p> <ol style="list-style-type: none"> <li>1. Electronic Test Bank (300 NCLEX-style questions)</li> <li>2. Student Workbook featuring...                             <ol style="list-style-type: none"> <li>a) Learning Activities and Answers</li> <li>b) 55 Psychotropic Drug Monographs</li> <li>c) Care Plans</li> <li>d) Critical Pathways</li> </ol> </li> <li>3. Davis Plus: Free Online Resources at (<a href="http://davisplus.fadavis.com">http://davisplus.fadavis.com</a>)                             <ol style="list-style-type: none"> <li>a) Animated Drug Pathways</li> <li>b) Care Plans</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Communication Skills Workshop</li> <li>2. Seclusion &amp; Restraint Skills Workshop (Skill Demonstration with Competency)</li> </ol> | <p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Journals (typed) every week.</li> <li>2. Process Recording (typed)- must submit (1) instructor approved process recording.</li> <li>3. Mental Status Examination</li> <li>4. Evidenced-based assignment(s)</li> <li>5. Case Study Paper &amp; Presentations</li> </ol> |

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| <p>Chapter 4 (pg. 50-65)</p> | <ul style="list-style-type: none"> <li>e. Essentials of the Roy Adaptation Model               <ul style="list-style-type: none"> <li>1.) Physiologic Mode</li> <li>2.) Self Concept Mode</li> <li>3.) Role Function Mode</li> <li>4.) Interdependence Mode</li> </ul> </li> <li>f. Neurobiologic Theory</li> </ul> <p>B. Legal and Ethical Issues</p> <ul style="list-style-type: none"> <li>1. Types of Admission</li> <li>2. Competency</li> <li>3. Confidentiality</li> <li>4. Informed Consent</li> <li>5. Client Rights</li> <li>6. Reporting Laws</li> <li>7. Duty to Disclose/Protect</li> <li>8. Leaving Against Medical Advise</li> <li>9. Omnibus Mental Illness Recovery Act</li> <li>10. Clients with Legal Charges</li> <li>11. The Mentally Ill in Correctional Settings</li> <li>12. Ethical Considerations               <ul style="list-style-type: none"> <li>a. Caring: A Prerequisite to Ethical Behavior</li> <li>b. Nursing Ethics</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>c) Concept Map Care Plan</li> <li>d) Interactive Learning Activities               <ul style="list-style-type: none"> <li>→ Crossword Puzzles</li> <li>→ Paragraph Match</li> <li>→ Picture Match</li> </ul> </li> </ul> <p><u>Audiovisuals:</u></p> <ul style="list-style-type: none"> <li>1. Bellevue Hospital: Documentary (2007)</li> </ul> |  |  |
| <p>Chapter 5 (pg. 69-87)</p> | <p>C. Relationship Development and Therapeutic Communications</p> <ul style="list-style-type: none"> <li>1. The Therapeutic Nurse-Client Relationship               <ul style="list-style-type: none"> <li>a. Therapeutic Use of Self</li> </ul> </li> <li>2. Therapeutic Communications               <ul style="list-style-type: none"> <li>a. Conditions Essential to Development of a Therapeutic Relationship                   <ul style="list-style-type: none"> <li>1) Rapport</li> <li>2) Trust</li> <li>3) Respect</li> <li>4) Genuineness</li> <li>5) Empathy</li> </ul> </li> <li>b. Phases of a Therapeutic Nurse-Client Relationship                   <ul style="list-style-type: none"> <li>1) The Preinteraction Phase</li> <li>2) The Orientation (Introductory) Phase</li> <li>3) The Working Phase</li> <li>4) The Termination Phase</li> </ul> </li> </ul> </li> <li>c. Boundaries in the Nurse-Client Relationship</li> </ul>                              | <p><u>Audiovisuals:</u></p> <ul style="list-style-type: none"> <li>2. Basic Principles for Communicating Effectively (1995)</li> <li>3. Communicating Across the Lifespan: Children, Families and the Elderly (1995)</li> </ul>  |  |  |

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| <p>Chapter 6 (pg. 88-1112)</p> | <p>d. Interpersonal Communication</p> <ol style="list-style-type: none"> <li>1) The Impact of Pre-existing Conditions</li> <li>2) Nonverbal Communication</li> <li>3) Therapeutic Communication Techniques</li> <li>4) Nontherapeutic Communication Techniques</li> <li>5) Process Recording</li> <li>6) Active Listening</li> <li>7) Feedback</li> </ol>   |  |  |  |
| <p>Chapter 7 (pg. 113-122)</p> | <p>D. The Nursing Process in Psychiatric/Mental Health Nursing</p> <ol style="list-style-type: none"> <li>1. Assessment <ol style="list-style-type: none"> <li>a. The Nursing Interview</li> <li>b. Observation</li> <li>c. Psychosocial Assessment</li> <li>d. Mental Status Examination</li> <li>e. Neuropsychiatric Assessment</li> </ol> </li> <li>2. Diagnosis <ol style="list-style-type: none"> <li>a. Psychiatric Nursing Diagnosis</li> <li>b. DSM-IV-TR Diagnosis</li> </ol> </li> <li>3. Outcome Identification <ol style="list-style-type: none"> <li>a. Nursing Outcome Classification</li> </ol> </li> <li>4. Planning <ol style="list-style-type: none"> <li>a. Priorities of Care</li> <li>b. Nursing Interventions Classification</li> </ol> </li> <li>5. Implementation <ol style="list-style-type: none"> <li>a. Roles of a Psychiatric Nurse</li> </ol> </li> <li>6. Evaluation <ol style="list-style-type: none"> <li>a. Evaluation of Client Progress</li> <li>b. Documentation</li> </ol> </li> <li>7. Evidenced-Based Practice <ol style="list-style-type: none"> <li>a. Research and the Professional Nurse</li> <li>b. The Research Process</li> <li>c. JACHO Safety Goals</li> </ol> </li> </ol> <p><b>Interdependence Mode</b></p> <p>A. Milieu Therapy- The Therapeutic Community</p> <ol style="list-style-type: none"> <li>1. Mental Health Care Consumers</li> <li>2. Mental Health Care Professionals</li> <li>3. Milieu Therapy <ol style="list-style-type: none"> <li>a. Characteristics of the Therapeutic</li> </ol> </li> </ol> |  |  |  |

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| <p>Chapter 8 (pg.123-135)</p>   | <p>Milieu</p> <ol style="list-style-type: none"> <li>4. Individual Psychotherapy</li> <li>5. Crisis Intervention</li> <li>6. Groups       <ol style="list-style-type: none"> <li>a. Task Groups</li> <li>b. Psychoeducation Groups</li> <li>c. Group Therapy</li> <li>d. Support Groups</li> <li>e. Twelve-Step Programs           <ol style="list-style-type: none"> <li>1.) Physical Conditions that Influence Group Dynamics               <ol style="list-style-type: none"> <li>a.) Seating</li> <li>b.) Size</li> <li>c.) Membership</li> </ol> </li> <li>2.) Curative Factors</li> <li>3.) Phases of Group Development               <ol style="list-style-type: none"> <li>a.) Phase I. Initial or Orientation Phase</li> <li>b.) Phase II. Middle or Working Phase</li> <li>c.) Phase III. Final or Termination Phase</li> </ol> </li> <li>4.) Leadership Styles               <ol style="list-style-type: none"> <li>a.) Autocratic</li> <li>b.) Democratic</li> <li>c.) Laissez-Faire</li> </ol> </li> </ol> </li> </ol> </li> <li>7. Family Therapy</li> <li>8. Behavioral Therapy</li> <li>9. Play Therapy</li> <li>10. Art Therapy</li> </ol> |  |  |  |
| <p>Chapter 24 (pg. 544-584)</p> | <p>B. The Community in Mental Health Nursing</p> <ol style="list-style-type: none"> <li>1. Treatment Settings and Services       <ol style="list-style-type: none"> <li>a. Hospitals</li> <li>b. Outpatient Services</li> <li>c. Housing</li> <li>d. Crisis Response Services</li> </ol> </li> <li>2. Community Services       <ol style="list-style-type: none"> <li>a. Case Management</li> </ol> </li> <li>3. Community-Based Nursing Practice       <ol style="list-style-type: none"> <li>a. Screening Programs</li> <li>b. Home Setting</li> <li>c. School Setting</li> <li>d. Homeless Populations</li> <li>e. Rural Settings</li> </ol> </li> </ol>   |  |  |  |

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| <p>Chapter 3 (pg. 31-49)</p>    | <ul style="list-style-type: none"> <li>f. Crisis Response Services</li> <li>4. Community-Based Nursing Interventions <ul style="list-style-type: none"> <li>a. Bridging Strategies</li> <li>b. Community Programs</li> <li>c. Psychosocial Rehabilitation</li> <li>d. Social Networks</li> </ul> </li> </ul> <p><b>Physiologic Mode</b><br/> Alterations in Neurology, Fluids and Electrolytes, Endocrine, Protection, Sensing, Nutrition, Oxygenation, and Elimination</p> <ul style="list-style-type: none"> <li>A. Biological Implications <ul style="list-style-type: none"> <li>1. Development of the Brain</li> <li>2. Neurophysiology</li> <li>3. Functions of the Brain</li> <li>4. Psychoneuroimmunology</li> <li>5. Nutritional Neuroscience</li> <li>6. Dysregulation</li> </ul> </li> </ul>  |  |  |  |
| <p>Chapter 10 (pg. 155-181)</p> | <ul style="list-style-type: none"> <li>B. Alterations in Fluids and Electrolytes; Endocrine <ul style="list-style-type: none"> <li>1. Psychopharmacology <ul style="list-style-type: none"> <li>a. Introductory Concepts</li> </ul> </li> <li>2. Psychotropic Medications <ul style="list-style-type: none"> <li>a. Conventional Antipsychotics</li> <li>b. Newer Antipsychotics</li> <li>c. Antidepressant Medications</li> <li>d. Mood-Stabilizing Medications</li> <li>e. Antianxiety Medications</li> <li>f. Central Nervous System Stimulants</li> </ul> </li> <li>3. Assessment of Factors <ul style="list-style-type: none"> <li>a. Physiological Effects <ul style="list-style-type: none"> <li>1.) Physical Assessment</li> <li>2.) Diagnostic Tests</li> <li>3.) Laboratory Tests</li> </ul> </li> <li>b. Therapeutic Effects</li> <li>c. Side Effects</li> <li>d. Toxicity and Overdose</li> <li>e. Administration</li> </ul> </li> <li>4. Nursing Diagnosis</li> <li>5. Planning</li> <li>6. Implementation/Interventions <ul style="list-style-type: none"> <li>a. Drug Therapy <ul style="list-style-type: none"> <li>1.) Adjunctive Medications for EPSs <ul style="list-style-type: none"> <li>a.) Anticholinergics</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul> |  |  |  |

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| <p>Chapter 9 (pg. 136-154)</p> | <ul style="list-style-type: none"> <li>b.) Specialized agents</li> <li>b. Nutrition Therapy <ul style="list-style-type: none"> <li>1.) Sodium &amp; H2O Balance</li> <li>2.) Tyramine Free Diet</li> </ul> </li> <li>c. Special Populations and Psychopharmacological Treatment <ul style="list-style-type: none"> <li>1.) Children</li> <li>2.) Geriatrics</li> <li>3.) Pregnant Women</li> <li>4.) Medically Complex Clients</li> <li>5.) Psychiatrically Disabled Clients</li> </ul> </li> <li>d. Medication Management: Teaching</li> <li>7. Evaluation of Outcome Criteria</li> </ul> <p>C. Alterations in Protection</p> <ul style="list-style-type: none"> <li>1. Intervening In Crises <ul style="list-style-type: none"> <li>a. Aggression</li> <li>b. Delusions</li> <li>c. Hallucinations</li> <li>d. Self-Mutilation</li> </ul> </li> <li>2. Nursing Diagnosis</li> <li>3. Planning</li> <li>4. Implementation/Interventions <ul style="list-style-type: none"> <li>a. Prevention</li> <li>b. Interpersonal Skills</li> <li>c. Nonverbal Communication Skills</li> <li>d. Verbal Communication Skills</li> <li>e. Medications</li> <li>f. Seclusion and Restraints <ul style="list-style-type: none"> <li>1.) Documentation <ul style="list-style-type: none"> <li>a.) Medical-Surgical</li> <li>b.) Behavioral</li> </ul> </li> </ul> </li> </ul> </li> <li>5. Evaluation of Outcome Criteria</li> </ul> | <p><u>Audiovisuals:</u></p> <ul style="list-style-type: none"> <li>1. Controlling Violence in Healthcare (2006)</li> </ul> <p><u>Audiovisuals:</u></p> <ul style="list-style-type: none"> <li>2. Applying Restraints (1993)</li> <li>3. Nursing Skills: Applying Restraints</li> </ul> |  |  |
| <p>Chapter 15(pg. 296-331)</p> | <p>D. Alterations in Protection</p> <ul style="list-style-type: none"> <li>1. Mood Disorders <ul style="list-style-type: none"> <li>a. Depressive Disorders <ul style="list-style-type: none"> <li>1.) Major Depressive Disorder</li> <li>2.) Dysthymic Disorder</li> <li>3.) Postpartum blues</li> <li>4.) Postpartum depression</li> <li>5.) Postpartum psychosis</li> </ul> </li> <li>b. Bipolar Disorders <ul style="list-style-type: none"> <li>1.) Bipolar I Disorder</li> <li>2.) Bipolar II Disorder</li> </ul> </li> </ul> </li> </ul>   | <p><u>Audiovisuals:</u></p> <ul style="list-style-type: none"> <li>1. Recognizing Postpartum Depression: Speak Up When You're Down</li> </ul>  |  |  |

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| <p>Chapter 15 (pg. 322-331)</p> | <p>3.) Cyclothymic Disorder</p> <ol style="list-style-type: none"> <li>2. Assessment <ol style="list-style-type: none"> <li>a. Affective Assessment</li> <li>b. Age-Specific Assessment</li> <li>c. Behavioral Assessment</li> <li>d. Causative Theories</li> <li>e. Cognitive Assessment</li> <li>f. Cultural-Specific Assessment</li> <li>g. Perceptual Assessment</li> <li>h. Physiological Assessment</li> <li>i. Social Assessment</li> </ol> </li> <li>3. Nursing Diagnosis</li> <li>4. Planning</li> <li>5. Implementation/Interventions <ol style="list-style-type: none"> <li>a. Alternative Therapies</li> <li>b. Multidisciplinary Interventions</li> <li>c. Psychopharmacological Interventions</li> <li>d. Measures for alterations in physiologic, self-concept, role function and interdependence modes</li> <li>e. Discharge planning/community resources</li> </ol> </li> <li>6. Evaluation of Outcome Criteria</li> </ol> <p>E. Alterations in Protection</p> <ol style="list-style-type: none"> <li>1. ECT &amp; Suicide Assessment <ol style="list-style-type: none"> <li>a. Affective Assessment</li> <li>b. Age-Specific Assessment</li> <li>c. Behavioral Assessment</li> <li>d. Causative Theories</li> <li>e. Cognitive Assessment</li> <li>f. Cultural-Specific Assessment</li> <li>g. Social Assessment</li> </ol> </li> <li>2. Nursing Diagnosis</li> <li>3. Planning</li> <li>4. Implementation/Interventions <ol style="list-style-type: none"> <li>a. Alternative Therapies</li> <li>b. Multidisciplinary Interventions</li> <li>c. Psychopharmacological Interventions</li> <li>d. Measures for alterations in physiologic, self-concept, role function and interdependence modes</li> <li>e. Discharge planning/community resources</li> </ol> </li> <li>5. Evaluation of Outcome Criteria</li> </ol> | <p>(2006)</p> |  |  |
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| <p>Chapter 14 (pg. 271-295)</p> | <p>F. Alterations in Sensing</p> <ol style="list-style-type: none"> <li>1. Schizophrenic Disorders             <ol style="list-style-type: none"> <li>a. Schizophrenia                 <ol style="list-style-type: none"> <li>1.) Paranoid Type</li> <li>2.) Disorganized Type</li> <li>3.) Catatonic Type</li> <li>4.) Undifferentiated Type</li> <li>5.) Residual Type</li> </ol> </li> <li>b. Schizophreniform Disorder                 <ol style="list-style-type: none"> <li>1.) Schizoaffective Disorder</li> <li>2.) Delusional Disorder</li> <li>3.) Brief Psychotic Disorder</li> <li>4.) Psychotic Disorder due to general medical condition</li> <li>5.) Shared Psychotic Disorder</li> <li>6.) Substance-induced psychotic disorder</li> </ol> </li> </ol> </li> <li>2. Assessment             <ol style="list-style-type: none"> <li>a. Affective Assessment                 <ol style="list-style-type: none"> <li>1.) Positive characteristics</li> <li>2.) Negative characteristics</li> </ol> </li> <li>b. Age-Specific Assessment</li> <li>c. Behavioral Assessment</li> <li>d. Causative Theories</li> <li>e. Cognitive Assessment</li> <li>f. Cultural-Specific Assessment</li> <li>g. Perceptual Assessment</li> <li>h. Physiological Assessment</li> <li>i. Social Assessment</li> </ol> </li> <li>3. Nursing Diagnosis</li> <li>4. Planning</li> <li>5. Implementation/Interventions             <ol style="list-style-type: none"> <li>a. Alternative Therapies</li> <li>b. Multidisciplinary Interventions</li> <li>c. Psychopharmacological Interventions</li> <li>d. Measures for alterations in physiologic, self-concept, role function and interdependence modes</li> <li>e. Discharge planning/community resources</li> </ol> </li> <li>6. Evaluation of Outcome Criteria</li> </ol> <p>G. Alterations in Neurologic</p> | <p><u>Audiovisuals:</u></p> <ol style="list-style-type: none"> <li>1. Communicating with Clients with Mental Disorders or Emotional Problems (1995)</li> </ol> <p><u>Audiovisuals:</u></p> <ol style="list-style-type: none"> <li>1. Understanding and Communicating With a Person Who is Hallucinating</li> </ol> |  |  |
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| <p>Chapter 12 (pg. 205-227)</p> | <ol style="list-style-type: none"> <li>1. Cognitive Disorders <ol style="list-style-type: none"> <li>a. Delirium</li> <li>b. Dementia</li> </ol> </li> <li>2. Assessment <ol style="list-style-type: none"> <li>a. Affective Assessment</li> <li>b. Behavioral Assessment</li> <li>c. Causative Theories</li> <li>d. Cognitive Assessment</li> <li>e. Perceptual Assessment</li> <li>f. Physiological Assessment</li> <li>g. Social Assessment</li> </ol> </li> <li>3. Nursing Diagnosis</li> <li>4. Planning</li> <li>5. Implementation/Interventions <ol style="list-style-type: none"> <li>a. Alternative Therapies</li> <li>b. Multidisciplinary Interventions</li> <li>c. Psychopharmacological Interventions</li> <li>d. Measures for alterations in physiologic, self-concept, role function and interdependence modes</li> <li>e. Discharge planning/community resources</li> </ol> </li> <li>6. Evaluation of Outcome Criteria</li> </ol> <p>H. Alterations in Nutrition</p> <ol style="list-style-type: none"> <li>1. Eating Disorders <ol style="list-style-type: none"> <li>a. Anorexia Nervosa</li> <li>b. Bulimia Nervosa</li> </ol> </li> <li>2. Assessment <ol style="list-style-type: none"> <li>a. Affective Assessment</li> <li>b. Age-Specific Assessment</li> <li>c. Behavioral Assessment</li> <li>d. Causative Theories</li> <li>e. Cognitive Assessment</li> <li>f. Cultural-Specific Assessment</li> <li>g. Physiological Assessment</li> <li>h. Social Assessment</li> </ol> </li> <li>3. Nursing Diagnosis</li> <li>4. Planning</li> <li>5. Implementation/Interventions <ol style="list-style-type: none"> <li>a. Alternative Therapies</li> <li>b. Multidisciplinary Interventions</li> <li>c. Psychopharmacological Interventions</li> <li>d. Measures for alterations in physiologic, self-concept, role function and</li> </ol> </li> </ol> | <p><u>Audiovisuals:</u></p> <ol style="list-style-type: none"> <li>1. Starving for Perfection (2007)</li> </ol> |  |  |
| <p>Chapter 19 (pg. 427-443)</p> |   |   |  |  |

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| <p>Chapter 13 (pg. 228-270)</p> | <ul style="list-style-type: none"> <li>interdependence modes</li> <li>e. Discharge planning/community resources</li> <li>6. Evaluation of Outcome Criteria</li> <li>I. Alterations in Oxygenation &amp; Elimination</li> <li>1. Substance-Related Disorders <ul style="list-style-type: none"> <li>a. Alcohol-Related Disorders</li> <li>b. Amphetamine-Related Disorders</li> <li>c. Anabolic Steroids-Related Disorders</li> <li>d. Caffeine-Related Disorders</li> <li>e. Cannabis-Related Disorders</li> <li>f. Cocaine-Related Disorders</li> <li>g. Hallucinogen-Related Disorders</li> <li>h. Inhalant-Related Disorders</li> <li>i. Nicotine-Related Disorders</li> <li>j. Opioid-Related Disorders</li> <li>k. Phencyclidine-Related Disorders</li> <li>l. Sedatives/Hypnotics/Antianxiety-Related Disorders</li> <li>m. Other Substance-Related Disorders <ul style="list-style-type: none"> <li>1.) Site of Action</li> <li>2.) Effects</li> <li>3.) Complications</li> <li>4.) Withdrawal</li> <li>5.) Overdose</li> </ul> </li> </ul> </li> <li>2. Assessment <ul style="list-style-type: none"> <li>a. Affective Assessment</li> <li>b. Age-Specific Assessment</li> <li>c. Behavioral Assessment</li> <li>d. Causative Theories</li> <li>e. Cognitive Assessment</li> <li>f. Cultural-Specific Assessment</li> <li>g. Physiological Assessment</li> <li>h. Social Assessment</li> </ul> </li> <li>3. Nursing Diagnosis</li> <li>4. Planning</li> <li>5. Implementation/Interventions <ul style="list-style-type: none"> <li>a. Alternative Therapies</li> <li>b. Multidisciplinary Interventions</li> <li>c. Psychopharmacological Interventions</li> <li>d. Measures for alterations in physiologic, self-concept, role function and interdependence modes</li> <li>e. Discharge planning/community</li> </ul> </li> </ul> |  |  |  |
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| <p>Chapter 16-17<br/>(pg. 337-399)</p> | <p>resources</p> <p>6. Evaluation of Outcome Criteria</p> <p><b>Self-Concept Mode</b><br/>Alteration in Self-Concept Mode</p> <p>A. Anxiety Disorders</p> <p>1. DSM-IV-TR Classifications</p> <p>a. Anxiety Disorder</p> <ol style="list-style-type: none"> <li>1.) Generalized Anxiety Disorder</li> <li>2.) Panic Disorder: with or without agoraphobia</li> <li>3.) Phobic Disorder: specific, social, agoraphobia</li> <li>4.) Obsessive-Compulsive Disorder</li> <li>5.) Posttraumatic Stress Disorder</li> <li>6.) Acute Stress Disorder</li> </ol> <p>b. Dissociative Disorder</p> <ol style="list-style-type: none"> <li>1.) Dissociative Amnesia</li> <li>2.) Dissociative Fugue</li> <li>3.) Depersonalization Disorder</li> <li>4.) Dissociative Identity Disorder</li> </ol> <p>c. Somatoform Disorder</p> <ol style="list-style-type: none"> <li>1.) Body Dysmorphic Disorder</li> <li>2.) Conversion Disorder</li> <li>3.) Hypochondriasis</li> <li>4.) Pain Disorder</li> <li>5.) Somatization Disorder</li> </ol> <p>d. Factitious Disorder</p> <ol style="list-style-type: none"> <li>1.) Malingering</li> </ol> <p>2. Assessment</p> <ol style="list-style-type: none"> <li>a. Affective Assessment</li> <li>b. Age-Specific Assessment</li> <li>c. Behavioral Assessment</li> <li>d. Causative Theories</li> <li>e. Cognitive Assessment</li> <li>f. Cultural-Specific Assessment</li> <li>g. Physiological Assessment</li> <li>h. Social Assessment</li> </ol> <p>3. Nursing Diagnosis</p> <p>4. Planning</p> <p>5. Implementation/Interventions</p> <ol style="list-style-type: none"> <li>a. Alternative Therapies</li> <li>b. Multidisciplinary Interventions</li> <li>c. Psychopharmacological Interventions</li> <li>d. Measures for alterations in physiologic,</li> </ol> |  |  |  |
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| <p>Chapter 20 (pg. 444-469)</p> | <p>self-concept, role function and interdependence modes</p> <ul style="list-style-type: none"> <li>e. Discharge planning/community resources</li> </ul> <p>6. Evaluation of Outcome Criteria</p> <p>B. Personality Disorders</p> <p>1. DSM-IV-TR Classifications</p> <ul style="list-style-type: none"> <li>a. Cluster A <ul style="list-style-type: none"> <li>1.) Paranoid Personality Disorder</li> <li>2.) Schizoid Personality Disorder</li> <li>3.) Schizotypal Personality Disorder</li> </ul> </li> <li>b. Cluster B <ul style="list-style-type: none"> <li>1.) Antisocial Personality Disorder</li> <li>2.) Boderline Personality Disorder</li> <li>3.) Histrionic Personality Disorder</li> <li>4.) Narcissistic Personality Disorder</li> </ul> </li> <li>c. Cluster C <ul style="list-style-type: none"> <li>1.) Avoidant Personality Disorder</li> <li>2.) Dependent Personality Disorder</li> <li>3.) Obsessive-Compulsive Personality Disorder</li> </ul> </li> <li>d. Personality Disorders NOS <ul style="list-style-type: none"> <li>1.) Depressive Personality Disorder</li> <li>2.) Passive-Aggressive Personality Disorder</li> </ul> </li> </ul> <p>2. Assessment</p> <ul style="list-style-type: none"> <li>a. Affective Assessment</li> <li>b. Age-Specific Assessment</li> <li>c. Behavioral Assessment</li> <li>d. Causative Theories</li> <li>e. Cognitive Assessment</li> <li>f. Cultural-Specific Assessment</li> <li>g. Physiological Assessment</li> <li>h. Social Assessment</li> </ul> <p>3. Nursing Diagnosis</p> <p>4. Planning</p> <p>5. Implementation/Interventions</p> <ul style="list-style-type: none"> <li>a. Alternative Therapies</li> <li>b. Multidisciplinary Interventions</li> <li>c. Psychopharmacological Interventions</li> <li>d. Measures for alterations in physiologic, self-concept, role function and interdependence modes</li> <li>e. Discharge planning/community</li> </ul> |  |  |  |
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| <p>Chapter 21(pg. 473-504)</p> | <p>resources</p> <p>6. Evaluation of Outcome Criteria</p> <p>C. Spectrum Disorders (Children &amp; Adolescents)</p> <p>1. DSM-IV-TR Classifications</p> <p>a. Attention Deficit and Disruptive Behavior Disorders</p> <p>1.) Attention Deficit/Hyperactivity Disorder</p> <p>a.) Combined Type</p> <p>b.) Predominantly Inattentive Type</p> <p>c.) Predominantly Hyperactive-Impulsive Type</p> <p>2.) Conduct Disorder</p> <p>3.) Oppositional Defiant Disorder</p> <p>4.) Disruptive Behavior Disorder NOS</p> <p>b. Tic Disorders</p> <p>1.) Tourette's Disorder</p> <p>2.) Chronic Motor or Vocal Tic Disorder</p> <p>c. Pervasive Developmental Disorders</p> <p>1.) Autistic Disorder</p> <p>2.) Asperger's Disorder</p> <p>3.) Pervasive Developmental Disorder NOS</p> <p>d. Separation Anxiety Disorder</p> <p>2. Assessment</p> <p>a. Affective Assessment</p> <p>b. Behavioral Assessment</p> <p>c. Causative Theories</p> <p>d. Cognitive Assessment</p> <p>e. Cultural-Specific Assessment</p> <p>f. Physiological Assessment</p> <p>g. Social Assessment</p> <p>3. Nursing Diagnosis</p> <p>4. Planning</p> <p>5. Implementation/Interventions</p> <p>a. Alternative Therapies</p> <p>b. Multidisciplinary Interventions</p> <p>c. Psychopharmacological Interventions</p> <p>d. Measures for alterations in physiologic,</p> |  |  |  |
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| <p>Chapter 22(pg. 505-524)</p> | <p>self-concept, role function and interdependence modes</p> <p>e. Discharge planning/community resources</p> <p>6. Evaluation of Outcome Criteria</p> <p>D. Victims of Abuse &amp; Neglect</p> <p>1. Classifications</p> <p>a. Domestic Violence</p> <p>1.) Sibling Abuse</p> <p>2.) Child Abuse</p> <p>3.) Partner Abuse</p> <p>4.) Elder Abuse</p> <p>5.) Abuse of Pregnant Women</p> <p>6.) Stalking</p> <p>b. Sexual Violence</p> <p>1.) Childhood Sexual Abuse</p> <p>2.) Sexual Harassment</p> <p>3.) Rape</p> <p>2. Types of Abuse</p> <p>a. Economic Abuse</p> <p>b. Emotional Abuse</p> <p>c. Neglect</p> <p>1.) Abandonment</p> <p>2.) Educational</p> <p>3.) Emotional</p> <p>4.) Medical</p> <p>5.) Physical</p> <p>d. Physical Abuse/Battering</p> <p>e. Sexual Abuse</p> <p>f. Social Abuse</p> <p>3. Assessment</p> <p>a. Affective Assessment</p> <p>b. Behavioral Assessment</p> <p>c. Causative Theories</p> <p>d. Cognitive Assessment</p> <p>e. Cultural-Specific Assessment</p> <p>f. Physiological Assessment</p> <p>g. Social Assessment</p> <p>4. Nursing Diagnosis</p> <p>5. Planning</p> <p>6. Implementation/Interventions</p> <p>a. Measures for alterations in physiologic, self-concept, role function and interdependence modes</p> | <p><u>Audiovisuals:</u></p> <p>1. The Battered Woman: RN Version (1990)</p> <p>2. Victims of Abuse &amp; Neglect: Meeting Identification &amp; Reporting Standards (2006)</p> <p>3. Crossing The Line: When Professional Boundaries Are Violated (1998)</p> |  |  |
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|  | b. Discharge planning/community resources<br>7. Evaluation of outcome criteria |  |  |  |
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Reference

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