

**Ralph R. Willis Career and Technical Center
School of Practical Nursing
Mental Health Syllabus**

OUTLINE	THEORY	TESTING
Chapter 3 Ethics and Legal Issues	1	.5
Chapter 4 Sociocultural Issues	1	.5
Chapter 5 Theories and Therapies	1	.5
Chapter 6 Complementary and Alternative Therapies	1	.5
Chapter 7 Psychotherapeutic Drug Therapy	1	.5
Chapter 8 Principles and Skills of Mental Health Care	1	.5
Chapter 9 Mental Health Assessment Skills	1	.5
Chapter 10 Therapeutic Communication	1	.5
Chapter 11 The Therapeutic Relationship	1	.5
Chapter 12 The Therapeutic Environment	1	.5
Chapter 13 Problems and Childhood	1	.5
Chapter 14 Problems of Adolescence	1	.5

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Chapter 15 Problems of Adulthood	1	.5
Chapter 16 Problems of Late Adulthood	1	.5
Chapter 17 Cognitive Impairment, Alzheimer's Disease and Dementia	1	.5
Chapter 18 Managing Anxiety	1	.5
Chapter 19 Illness and Hospitalization	1	.5
Chapter 20 Loss and Grief	1	.5
Chapter 21 Depression and Other Mood Disorders	1	.5
Chapter 22 Physical Problems, Psychosocial Sources	1	.5
Chapter 23 Eating and Sleeping Disorders	1	.5
Chapter 24 Dissociative Disorders	1	.5
Chapter 25 Anger and Aggression	1	.5
Chapter 26 Outward Focused Emotions: Violence	1	.5
Chapter 27 Inward Focused Emotions: Suicide	1	.5

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Chapter 28 Substance Related Disorders	1	.5
Chapter 29 Sexual Disorders	1	.5
Chapter 30 Personality Disorders	1	.5
Chapter 31 Schizophrenia and Other Psychoses	1	.5
Chapter 32 Chronic Mental Health Disorders	1	.5
Movie Project	6	
Final		2
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	33.5	16.5
		50

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Course Hours: 100
Theory Hours: 50
Clinical Hours: 50

TEXTBOOKS:

1. Morrison-Valfre, Michelle; Foundations of Mental Health, Elsevier; 6th edition; 2017

Course Description

This course presents an introduction to Mental Health Nursing with a focus on the role of the practical nurse. The course begins with universal concepts needed in the care of patients experiencing a mental health alteration. An understanding of the health care needs of patients experiencing common mental health alterations is then built upon this foundation. The course concludes with mental health issues, as well as care needs, that frequently challenge the elderly.

Course Objectives

At the end of this course the student will:

1. Participate in the management of the therapeutic environment.
2. Utilize therapeutic communication skills at a beginning level.
3. Discuss the role of the practical nurse in psychopharmacology.
4. Utilize developed care plans to provide care for patients experiencing a variety of common mental health alterations.
5. Provide practical nursing care for the patient experiencing a mental health alteration commonly found in the elderly.

Clinical Practicum:

Completed in Acute and Long-Term Care.

Methods of Teaching:

1. Lecture, discussion, role playing emphasizing critical thinking
2. Videos
3. PowerPoint
4. Computer-assisted instruction- VCE – Case Studies
5. Demonstration
6. Individual and Group Conference
7. Written Exams
9. Clinical Lab Practice/ Clinical Setting
10. Evaluations

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Student Responsibilities:

1. Read assigned chapter.
2. Refer to and follow student monthly calendar for exam dates.
3. Attend lectures and demonstrations.
3. Complete activities as assigned.
5. Participate in class/lab activities.
6. Discuss critical thinking activities associated with the lesson.
7. Refer and follow the policies as outlined and discussed in the Student Handbook.
8. Pass exams with a grade of 80% or higher.

Methods of Evaluation

1. The following letter grade system is utilized for theory:
A 93 - 100
B 86 - 92
C 80 - 85
F 79 - 0
2. The following grading calculation is utilized for theory:
Exams 60% Quizzes 10% Final 30%
3. Evaluation Tools:
 - a. Oral Presentations
 - b. Written Exams
 - c. Laboratory Skills
 - d. Homework Assignments
 - e. Computer Exams
 - f. Clinical Skills
4. Make-up Exam:
A student who misses an exam must be prepared to take the exam upon immediate return or as directed by instructor. Students will automatically have 5% deducted.
5. Quizzes:
Students who are absent during a quiz will receive a Zero. Quizzes are NOT made up.
6. See student monthly calendar for schedule of exam dates.
7. See Student Handbook for clinical grading guidelines.

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Chapter 3

Ethics and Legal Issues

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Objectives:

- I. Key Terms

- II. Values and Morals
 - A. Acquiring Values
 - B. Values Clarification

- III. Rights
 - A. Client Rights
 - B. Care Provider Rights

- IV. Ethics
 - A. Ethical Principles
 - B. Codes of Ethics
 - C. Ethical Conflict

- V. Laws and the Legal System
 - A. General Concepts
 - B. Legal Concepts in Health Care

- VI. Laws and Mental Health Care
 - A. Client-Caregiver Relationship
 - B. Adult Psychiatric Admissions
 - C. Areas of Potential Liability

- VII. Care Providers' Responsibilities
 - A. The Reasonable and Prudent Caregiver Principle

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Compare the differences among values, rights, and ethics.
3. Explain the purpose of the Patient Care Partnership.
4. List six steps for making ethical decisions.
5. Identify the legal importance of practical acts.
6. Describe the process of involuntary psychiatric commitment.
7. Name four areas of potential legal liability for mental health care providers.
8. Know the difference between the legal terms negligence and malpractice.
9. Discuss three legal responsibilities that relate to nursing and health care providers.

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Chapter 4

Sociocultural Issues

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content:

- I. Key Terms

- II. Nature of Culture
 - A. Characteristics of Culture

- III. Cultural Assessment
 - A. Communication
 - B. Environmental Control
 - C. Space, Territory, and Time
 - D. Social Organization
 - E. Biological Factors

- IV. Culture and Mental Health Care

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Compare the concepts of culture, ethnicity, and religion.
3. Explain the consequences of stereotyping mental health clients.
4. Describe seven characteristics of culture.
5. Identify three ways in which culture influences health and illness behaviors.
6. List the six components of cultural assessment.
7. Explain the importance of recognizing clients' spiritual or religious practices.
8. Identify four topics to be included in the assessment of a client who is a refugee.
9. Integrate cultural factors into a holistic plan of therapeutic care.

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Chapter 5 **Theories and Therapies**

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content:

- I. Key Terms

- II. Historical Theories
 - A. Darwin's Theory
 - B. Psychoanalytic Theory
 - C. Other Theories

- III. Developmental Theories and Therapies
 - A. Cognitive Development
 - B. Psychosocial Development

- IV. Behavioral Theories and Therapies
 - A. B.F. Skinner
 - B. Other Behavioral Therapies

- V. Humanistic Theories and Therapies
 - A. Perls and Gestalt Therapy
 - B. Maslow's Influence
 - C. Rogers's Client-Centered Therapy
 - D. Current Humanistic Therapies

- VI. Systems Theories

- VII. Cognitive Theories and Therapies
 - A. Cognitive Restructuring Therapies
 - B. Coping Skills Therapies
 - C. Problem Solving Therapies
 - D. Reality Therapy

- VIII. Sociocultural Theories
 - A. Mental Illness as Myth

- IX. Behavioral Theories
 - A. Homeostasis
 - B. Stress Adaptation Theory

- X. Psychobiology
 - A. Psychoneuroimmunology

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- XI. Nursing Theories

- XII. Psychotherapies
 - A. Individual Therapies
 - B. Group Therapies
 - C. Online Therapy

- XIII. Somatic Therapies
 - A. Brain Stimulation Therapy
 - B. Pharmacotherapy

- XIV. Future Developments

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Explain how therapies can be applied to mental health care.
3. Discuss three psychoanalytic therapies that resulted from Freud's work.
4. Identify how developmental, humanistic, and behavioral theories differ in their viewpoints.
5. Discuss how Maslow's human needs theory can be used in the care of clients with emotional problems.
6. Compare and contrast the main concepts of systems, cognitive, and sociocultural theories.
7. Describe the concept of homeostasis.
8. Explain how Selye's theories of stress and adaptation influence the delivery of health care.
9. Analyze how psychobiology is adding to our knowledge about mental health care.
10. Examine how nursing theories apply to mental health care.
11. Describe three kinds of psychotherapy used in the treatment of mental disorders.
12. Explain the difference between psychotherapies and somatic therapies for treating mental illness.

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Chapter 6 Complementary and Alternative Therapies

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content:

- I. Key Terms

- II. National Center for Complementary and Alternative Therapies

- III. Body-Based CAM Therapies
 - A. Whole Medical Systems
 - B. Biologically Based Practices
 - C. Body-Based Practices

- IV. Energy-Based CAM Therapies
 - A. Mind-Body Medicine
 - B. Energy Medicine

- V. Technology-Based CAM Applications

- VI. CAM Approaches to Mental Health Care
 - A. CAM Mental Health Therapies

- VII. Words of Caution
 - A. Adverse Effects
 - B. Implications for Care Providers

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Explain the major differences between alternative and complementary therapies.
3. Analyze how the concept of holistic care relates to integrative medicine.
4. State the purpose of the National Center for Complementary and Alternative Medicine (NCCAM).
5. Examine what is meant by the term “whole medical systems.”
6. List three biologically based practices.
7. Discuss the basic premise if mind-body medicine.
8. Identify the theory underlying energy medicine therapies.
9. Describe four mental health problems that may be helped by complementary and alternative medicine (CAM) therapies.
10. Examine seven alternative approaches to mental health care.
11. Specify two precautions relating to CAM therapies.

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Chapter 7 **Psychotherapeutic Drug Therapy**

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content:

- I. Key Terms

- II. How Psychotherapeutic Drug Therapy Works

- III. Classifications of Psychotherapeutic Drugs
 - A. Antianxiety Medications
 - B. Antidepressant Medications
 - C. Mood Stabilizer Medications
 - D. Antipsychotic (Neuroleptic) Medications
 - E. Other Psychotropic Medications

- IV. Client Care Guidelines
 - A. Assessment
 - B. Coordination
 - C. Drug Administration
 - D. Monitoring and Evaluating
 - E. Client Teaching

- V. Special Considerations
 - A. Adverse Reactions
 - B. Noncompliance
 - C. Informed Consent

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Briefly explain how psychotherapeutic medications affect human beings.
3. Identify four classifications of psychotherapeutic medications.
4. Discuss three classes of antianxiety agents and the side effects associated with each.
5. Prepare a list of three teaching points for clients who are beginning antidepressant therapy.
6. Explain the three major guidelines for care of clients taking lithium.
7. Identify one central nervous system side effects of antipsychotic (neuroleptic) drug therapy.
8. Discuss three topics for teaching clients about their medications.
9. Describe five care guidelines for clients receiving psychotherapeutic drugs.
10. Explain how informed consent and noncompliance relate to psychotherapeutic medications.

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Chapter 8 Principles and Skills of Mental Health Care

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content:

- I. Key Terms

- II. Principles of Mental Health Care
 - A. The Mentally Healthy Adult
 - B. Mental Health Care Practice
 - C. Do No Harm
 - D. Accept Each Client as a Whole Person
 - E. Develop Mutual Trust
 - F. Explore Behaviors and Emotions
 - G. Encourage Responsibility
 - H. Encourage Effective Adaptation
 - I. Provide Consistency

- III. Skills for Mental Health Care
 - A. Self-Awareness
 - B. Caring
 - C. Insight
 - D. Risk Taking and Failure
 - E. Acceptance
 - F. Boundaries and Overinvolvement
 - G. Commitment
 - H. Positive Outlook
 - I. Nurturing Yourself

- IV. Principles and Practices for Caregivers

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Describe three characteristics of a mentally healthy adult.
3. Explain how the phrase “Do No Harm” applies to mental health care.
4. Apply the seven principles of mental health care to client care.
5. Identify the four components of any behavior.
6. Summarize the primary purpose and six guidelines for providing safe and effective crisis intervention.
7. Illustrate how setting limits helps to provide consistency for mental health clients.
8. Describe how failure contributes to the development of insight.
9. Identify ways to prevent overinvolvement and codependency.

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10. Discuss the importance of personal and professional commitments.
11. Describe four techniques for developing a positive mental attitude.
12. List ten principles for nurturing yourself and other caregivers.

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Chapter 9 **Mental Health Assessment Skills**

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content:

- I Key Terms

- II Mental Health Treatment Plan
 - A. DSM-5 Diagnosis
 - B. Nursing (Therapeutic) Process

- III About Assessment
 - A. Data Collection
 - B. Assessment Process

- IV The Health History
 - A. Effective Interviews

- V Physical Assessment

- VI Mental Status Assessment
 - A. General Description
 - B. Emotional State
 - C. Experiences
 - D. Thinking
 - E. Sensorium and Cognition

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Identify two purposes of the mental health treatment plan.
3. List and define each step of the nursing process.
4. Describe three methods of data collection.
5. List six parts of a holistic nursing assessment.
6. Identify four guidelines for conducting effective psychiatric interviews.
7. Explain the importance of performing physical assessments of clients with psychiatric diagnosis.
8. Explain the purpose of the mental status examination.
9. List the five general categories of the mental status examination.
10. Describe the process for conducting a mental status examination.

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Chapter 10 Therapeutic Communication

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content:

- I Key Terms
- II Theories of Communication
 - A. Ruesch's Theory
 - B. Transactional Analysis
 - C. Neurolinguistic Programming
- III Characteristics of Communication
 - A. Types of Communication
 - B. Process of Communication
 - C. Factors That Influence Communication
- IV Levels of Communication
 - A. Verbal Communication
 - B. Nonverbal Communication
- V Intercultural Communication
 - A. Intercultural Differences
- VI Therapeutic Communication Skills
 - A. Listening Skills
 - B. Interacting Skills
- VII Nontherapeutic Communication
 - A. Barriers to Communication
 - B. Nontherapeutic Messages
- VIII Problems with Communication
 - A. Communicating with Mentally Troubled Clients
 - B. Assessing Communication

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Examine two theories of communication.
3. Identify two types of communication.
4. List the five components or parts of any communication.

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5. Compare the characteristics of verbal and nonverbal communications.
6. Identify three interventions for communicating with people who do not speak your language.
7. Explain eight principles of therapeutic communication.
8. Describe eight therapeutic communication skills.
9. Name three techniques for communicating with clients who have mental-emotional problems.

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Chapter 11 The Therapeutic Relationship

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content:

- I Key Terms

- II Dynamics of the Therapeutic Relationship
 - A. Trust
 - B. Empathy
 - C. Autonomy
 - D. Caring
 - E. Hope

- III Characteristics of the Therapeutic Relationship
 - A. Acceptance
 - B. Rapport
 - C. Genuineness
 - D. Therapeutic Use of Self

- IV Phases of the Therapeutic Relationship
 - A. Preparation Phase
 - B. Orientation Phase
 - C. Working Phase
 - D. Termination Phase

- V Roles of the Caregiver
 - A. Change Agent
 - B. Teacher
 - C. Technician
 - D. Therapist

- VI Problems Encountered in the Therapeutic Relationship
 - A. Environmental Problems
 - B. Problems with Care Providers
 - C. Problems with Clients

Lesson Objective:

Upon completion of this chapter the student will:

1. Define key terms.
2. Describe the difference between a social relationship and a therapeutic relationship.
3. Illustrate the five dynamics of the therapeutic relationship.

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4. List three ways to establish therapeutic rapport.
5. Describe the four characteristics of the therapeutic relationship.
6. Explain the meaning of “therapeutic use of self.”
7. Identify the four phases of the therapeutic relationship.
8. Describe four roles of the caregiver in the therapeutic relationship.
9. Discuss three problems that may be encountered in the therapeutic relationship.

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Chapter 12

The Therapeutic Environment

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content:

- I Key Terms

- II Use of the Inpatient Setting
 - A. Crisis Stabilization
 - B. Acute Care and Treatment
 - C. The Chronically Mentally Ill Population

- III Goals of Therapeutic Environment
 - A. Help Clients Meet Needs
 - B. Teach Psychosocial (Adaptive) Skills

- IV The Therapeutic Environment and Client Needs
 - A. Physiologic Needs
 - B. Safety and Security Needs
 - C. Love and Belonging Needs
 - D. Self-Esteem Needs
 - E. Self-Actualization Needs

- V Variables of the Therapeutic Environment
 - A. Admission and Discharge
 - B. Compliance

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. List two situations that indicate a need for hospitalization.
3. Describe three types of clients treated in the inpatient therapeutic environment.
4. State two goals of the therapeutic environment.
5. Discuss five environmental factors that are assessed daily.
6. Explain the importance of setting limits on clients' behaviors.
7. Identify three ways the therapeutic environment helps clients meet their needs for love and belonging.
8. Examine how care providers' expectations influence clients' behaviors.
9. List three techniques to improve client compliance.

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Chapter 13

Problems of Childhood

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content;

- I Key Terms
- II Normal Childhood Development
 - A. Common Behavioral Problems of Childhood
 - B. Mental Health Problems of Childhood
- III Environmental Problems
 - A. Homelessness
 - B. Abuse and Neglect
- IV Problems with Parent-Child Interaction
 - A. Parent-Child Conflicts
- V Emotional Problems
 - A. Anxiety
 - B. Depression
 - C. Somatoform Disorders
 - D. Posttraumatic Stress Disorder
- VI Behavioral Problems
 - A. Children and Violence
 - B. Children and Electronic Media
 - C. Attention-Deficit/Hyperactivity Disorder
 - D. Disruptive Behavioral (Conduct) Disorder
- VII Problems with Eating and Elimination
 - A. Eating Disorders
 - B. Elimination Disorders
- VIII Developmental Problems
 - A. Mental Retardation
 - B. Learning Disorders
 - C. Communication Disorders
- IX Pervasive Developmental Disorders
 - A. Autism

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- X Schizophrenia

- XI Therapeutic Actions
 - A. Meet Basic Needs
 - B. Provide Opportunities
 - C. Encourage Self-Care and Independence

Lesson Objective:

Upon completion of this chapter the student will:

1. Define key terms.
2. Identify three common problems of childhood and list two therapeutic interventions for each.
3. Describe the effects of homelessness, abuse, and neglect on children.
4. Identify two therapeutic interventions for the child with anxiety.
5. Name four behaviors that are seen in children with attention-deficit/hyperactivity disorder.
6. Explain the importance of early diagnosis of disruptive behavioral (conduct) disorders.
7. State three therapeutic actions for children with mental retardation.
8. Identify three types of learning disorders.
9. Describe the behaviors seen in children with pervasive developmental disorders.
10. List three general interventions for children with mental health problems.

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8. List four signs or symptoms indicating a potentially suicidal teen.
9. Identify four therapeutic interventions designed specifically for adolescent clients.
10. Explain how health care providers help adolescents develop effective coping skills.

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Chapter 15

Problems of Adulthood

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content:

- I Key Terms
- II Adult Growth and Development
- III Common Problems of Adulthood
 - A. Internal (Developmental) Problems
 - B. External (Environmental) Problems
- IV Mental Health Problems of Adults
 - A. Therapeutic Interventions
 - B. Health Care Interventions
 - C. Preventing Mental Illness

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. List two developmental tasks of young adults.
3. Explain the importance of having a strong sense of personal identity.
4. Identify three characteristics of a successful adult.
5. Discuss three internal (developmental) problems faced by most adults.
6. Name four stresses associated with parenting or guiding the next generation.
7. Describe how environmental problem can limit an adult's ability to function effectively.
8. Identify two effects of a lack of social support for adults.
9. Explain how the fear of human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS) is affecting young adults.
10. Name three therapeutic interventions to help the psychosocial functioning of adults with problems.

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Chapter 16

Problems of Late Adulthood

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content

- I Key Terms

- II Overview of Aging
 - A. Facts and Myths of Aging
 - B. Physical Health Changes
 - C. Mental Health Changes
 - D. Research and Aging

- III Common Problems of Older Adults
 - A. Physical Adaptations
 - B. Psychosocial Adaptations

- IV Mental Health Problems of Older Adults
 - A. Elder Abuse
 - B. Depression

- V Therapeutic Interventions
 - A. Standards of Geriatric Care
 - B. Age-Related Interventions
 - C. Mentally Ill Older Adults
 - D. Mental Health Promotion and Prevention

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Examine the facts relating to three myths associated with aging.
3. Identify three mental and behavioral changes seen in older adults.
4. Explain how a lack of finances or access to health care affects the mental health of older adults.
5. Describe the drug misuse (abuse) patterns of older adults.
6. Define the term elder abuse, and describe a typical victim.
7. Explain how depression can affect older adults' abilities to function.
8. Discuss how the standards of geriatric nursing care are used in other health care practices and vocations.
9. Identify three interventions that help older adults learn.
10. Identify three therapeutic interventions that promote mental health in older adults.

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Chapter 17 Cognitive Impairment, Alzheimer's Disease and Dementia

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content:

- I Key Terms

- II Confusion Has Many Faces
 - A. Normal Changes in Cognition
 - B. The Five "Ds" of Confusion
 - C. Medications and the Elderly Population

- III Clients with Delirium
 - A. Finding the Cause
 - B. Treating Delirium
 - C. Causes of Dementia
 - D. Symptoms of Dementia

- IV Alzheimer's Disease
 - A. Symptoms and Course
 - B. After the Diagnosis
 - C. Principles of Management

- V Therapeutic Interventions
 - A. Assessment
 - B. Interventions with Alzheimer's Disease
 - C. Caregiver Support

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Describe two normal age-related changes in cognition.
3. Identify five main categories of confusion.
4. Explain why all medication use can lead to confusion in older adults.
5. Describe at least three signs or symptoms of delirium.
6. Identify five symptoms of dementia.
7. Describe the signs and symptoms seen during the progression of Alzheimer's Disease.
8. List three mental health care goals for clients with Alzheimer's Disease.
9. Describe the need-driven dementia-compromised behavioral model.
10. Identify two types of support groups for the caregivers of clients with Alzheimer's Disease.

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Chapter 18 **Managing Anxiety**

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content:

- I Key Terms

- II Continuum of Anxiety Responses
 - A. Types of Anxiety
 - B. Types of Anxiety Responses
 - C. Coping Methods
 - D. Defense Mechanisms
 - E. Crisis
 - F. Self-Awareness and Anxiety

- III Theories Relating to Anxiety
 - A. Biological Models
 - B. Psychodynamic Model
 - C. Interpersonal Model
 - D. Behavioral Model
 - E. Other Models

- IV Anxiety Throughout the Life Cycle
 - A. Anxiety in Childhood
 - B. Anxiety in Adolescence
 - C. Anxiety in Adulthood
 - D. Anxiety in Older Adulthood

- V Anxiety Disorders
 - A. Separation Anxiety Disorder
 - B. Generalized Anxiety Disorder
 - C. Panic Disorders
 - D. Agoraphobia
 - E. Phobic Disorders
 - F. Selective Mutism
 - G. Obsessive Compulsive Disorder
 - H. Body Dysmorphic Disorder
 - I. Hoarding Disorder
 - J. Hair-Pulling Disorder (Trichotillomania)
 - K. Excoriation Disorder (Skin Picking)
 - L. Behavioral Addictions
 - M. Stressor and Trauma Disorders

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- N. Traumatic Stress Reaction
- O. Acute Stress Disorder
- P. Adjustment Disorder
- Q. Posttraumatic Stress Disorder

VI Therapeutic Interventions

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Describe the continuum of responses to anxiety.
3. Identify three types of coping mechanisms used to decrease anxiety.
4. Explain how anxiety is experienced in each stage of the life cycle.
5. Compare the difference between normal anxiety and an anxiety disorder.
6. Discuss the difference between phobic and obsessive-compulsive behaviors.
7. Examine three features of posttraumatic stress disorder.
8. List two therapeutic interventions for the client with rape-trauma syndrome.
9. Explain the importance of monitoring medication use for clients with high levels of anxiety.
10. Examine three methods for recognizing and preventing anxiety.

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Chapter 19

Illness and Hospitalization

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content:

- I Key Terms

- II The Nature of Illness
 - A. Stages of Illness Experience
 - B. Effects of Illness

- III The Hospitalization Experience
 - A. Situational Crisis
 - B. Psychiatric Hospitalization

- IV Therapeutic Interventions
 - A. Psychosocial Care
 - B. Discharge Planning

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Explain the difference between health and illness.
3. Outline the five stages of illness.
4. Identify how denial is used as a protective mechanism during illness.
5. Explain why hospitalization is considered a situational crisis.
6. Describe the three stages of the hospitalization experience.
7. Compare hospitalization for psychiatric problems with hospitalization for physical problems.
8. Discuss how emotional support of significant others affects the outcome of a client's illness.
9. Identify three nondrug methods for managing pain.
10. Examine the importance of discharge planning for hospitalized persons.

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Chapter 20

Loss and Grief

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content:

- I Key Terms

- II The Nature of Loss
 - A. Characteristics of Loss
 - B. Loss Behaviors Throughout the Life Cycle

- III The Nature of Grief and Mourning
 - A. The Grieving Process
 - B. Stages of the Grieving Process

- IV The Dying Process
 - A. Age Difference and Dying
 - B. Terminal Illness
 - C. Cultural Factors, Dying, and Mourning
 - D. Stages of Dying

- V Therapeutic Interventions
 - A. Hospice Care
 - B. Meeting the Needs of Dying Clients
 - C. Loss, Grief, and Mental Health

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Describe two characteristics of loss.
3. Illustrate four behaviors associated with loss.
4. Describe the stages of the grieving process.
5. Explain the difference among anticipatory, healthy, and unresolved grief.
6. Compare the reactions of being diagnosed with a potentially fatal illness with those of having a terminal diagnosis.
7. Describe how cultural factors can influence attitudes about death, grief and mourning.
8. Outline each stage of the dying process.
9. Explain the meaning of a “good death.”
10. Describe the support given by nurses who provide hospice care for terminally ill persons.

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Chapter 21 Depression and Other Mood Disorders

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content:

- I Key Terms

- II Continuum of Emotional Responses

- III Theories Relating to Emotions and Their Disorders
 - A. Biological Evidence
 - B. Other Theories

- IV Emotions Throughout the Life Cycle
 - A. Emotions in Childhood
 - B. Emotions in Adolescence
 - C. Emotions in Adulthood
 - D. Emotions in Older Adulthood
 - E. Characteristics of Mood Disorders

- V Mood Disorders
 - A. Major Depressive Episode
 - B. Major Depressive Disorder
 - C. Dysthymia (Persistent Depressive Disorder)
 - D. Premenstrual Dysphoric Disorder
 - E. Bipolar Disorders
 - F. Cyclothymic Disorder
 - G. Other Problems with Affect
 - H. Medical Problems with Mood Disorders

- VI Therapeutic Interventions
 - A. Treatment and Therapy
 - B. Drug Therapies
 - C. Nursing (Therapeutic) Process

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Describe the continuum of emotional responses.
3. Compare four theories relating to emotions and their disorders.
4. Explain how emotions affect individuals throughout the life cycle.
5. Compare the differences between a depressive episode and a depressive disorder.

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6. List the diagnostic criteria for bipolar disorder.
7. Explain seasonal affective disorder.
8. Discuss behaviors associated with postpartum depression.
9. Identify three drug classes used for the treatment of depression and other mood disorders.
10. Apply four nursing (therapeutic) interventions for clients with mood disorders.

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Chapter 22 Physical Problems, Psychological Sources

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HR

Lesson Content:

- I Key Terms

- II Role of Emotions in Health

- III Anxiety and Stress
 - A. Childhood Sources

- IV Common Psychophysical Problems
 - A. Theories of Psychophysical Disorders

- V Somatic Symptom Disorders
 - A. Cultural Influences
 - B. Criteria for Diagnosis
 - C. Somatic Symptom Disorder
 - D. Illness Anxiety Disorder
 - E. Conversion Disorder
 - F. Factitious Disorders and Malingering
 - G. Clinical Presentations

- VI Implications for Care Providers

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Explain the purpose of the physiological stress response.
3. Illustrate how stress can affect immune system functions.
4. Describe five physical responses related to the physiological stress response.
5. Examine three theories that explain the role of emotions in the development of illness.
6. Compare three culturally related somatization disorders.
7. Explain the differences between conversion disorders and somatization disorders.
8. Describe the most essential feature of hypochondriasis and malingering.
9. Plan three therapeutic goals when caring for clients with psychophysiological disorders.

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Chapter 23 Eating and Sleeping Disorders

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HR

Lesson Content:

- I Key Terms

- II Eating Disorders
 - A. Anorexia Nervosa
 - B. Bulimia
 - C. Obesity
 - D. Other Eating Disorders
 - E. Guidelines for Intervention

- III Sleep-Wake Disorders
 - A. Dyssomnias
 - B. Parasomnias
 - C. Other Sleep Disorders
 - D. Guidelines for Intervention

Lesson Objectives:

Upon Completion of this chapter the student will:

1. Define key terms.
2. List three features of an eating disorder.
3. Describe three characteristics of a person with anorexia nervosa.
4. Define the complication of anorexia called refeeding syndrome.
5. Identify the criteria for the diagnosis of bulimia.
6. Forecast the prognosis (outcome) for a client with an untreated eating disorder.
7. Explain why obesity can be considered an eating disorder.
8. Examine the main therapeutic goal for treating clients with eating disorders.
9. Develop four therapeutic interventions for clients with eating disorders.
10. Describe three functions of sleep.
11. Discuss the signs and symptoms of a client experiencing insomnia.
12. Plan four therapeutic (nursing) interventions to assist clients with sleeping problems.

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Chapter 24

Dissociative Disorders

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HR

Lesson Content:

- I Key Terms
- II Continuum of Self-Concept Responses
 - A. The Healthy Personality
- III Self-Concept Throughout the Life Cycle
 - A. Self-Concept in Childhood
 - B. Self-Concept on Adolescence
 - C. Self-Concept in Adulthood
 - D. Self-Concept in Older Adulthood
- IV Dissociative Disorders
 - A. Characteristics
 - B. Depersonalization/ Derealization Disorder
 - C. Dissociative Amnesia
 - D. Dissociative Trance Disorder
 - E. Dissociative Identity Disorder
- V Therapeutic Interventions
 - A. Treatments and Therapies

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Examine the meaning of the term self-concept.
3. Describe the continuum of self-concept responses.
4. Compare the development of self-concept throughout the life cycle.
5. Classify the main characteristics of dissociative disorders.
6. Describe three types of dissociative disorders.
7. Explain the outstanding feature of a dissociative identity (multiple personality) disorder.
8. State the main goal of treatment for clients with dissociative disorders.
9. Plan three nursing diagnosis (problem statements) for clients with dissociative disorders.
10. Develop a care plan for a client who has been diagnosed with a dissociative disorder.

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Chapter 25

Anger and Aggression

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content:

- I Key Terms

- II Anger and Aggression in Society
 - A. Gender Aggression
 - B. Aggression Throughout the Life Cycle
 - C. Scope of the Problem Today

- III Theories of Anger and Aggression
 - A. Biological Theories
 - B. Psychosocial Theories
 - C. Sociocultural Theories

- IV The Cycle of Assault
 - A. Trigger Stage
 - B. Escalation Stage
 - C. Crisis Stage
 - D. Recovery Stage
 - E. Depression Stage

- V Anger-Control Disorders
 - A. Aggressive Behavioral Disorders of Childhood
 - B. Impulse-Control Disorders
 - C. Adjustment Disorders

- VI Guidelines for Intervention
 - A. Assessing Anger and Aggression
 - B. Therapeutic Interventions

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Explain the differences among anger, aggression, and assertiveness.
3. Describe how anger is expressed by children, adolescents, young adults, and older adults.
4. Examine the impacts of anger and aggression of society.
5. Compare these theories that attempt to explain the causes of aggression.
6. Describe each of the five stages of the assault cycle.

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7. Explain the main characteristics for three mental health disorders that relate to anger and aggression.
8. Outline the process for assessing clients who are angry or aggressive.
9. Develop four therapeutic interventions for clients who are experiencing anger or acting aggressively.
10. Consider seven techniques for recognizing and coping with your own anger.

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Chapter 26 **Outward-Focused Emotions: Violence**

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content:

- I Key Terms

- II Social Factors and Violence
 - A. Theories of Violence

- III Abuse, Neglect, and Exploitation Within the Family
 - A. Domestic Violence
 - B. Gender Abuse
 - C. Abuse During Pregnancy
 - D. Child Abuse
 - E. Adolescent Abuse
 - F. Elder Abuse
 - G. Sexual Abuse

- IV Abuse, Neglect, and Exploitation Within the Community
 - A. Violence, Trauma, and Crime
 - B. Group Abuse

- V Mental Health Disorders Relating to Violence
 - A. Posttraumatic Stress Disorder
 - B. Rape-Trauma Syndrome

- VI Therapeutic Interventions
 - A. Special Assessments
 - B. Treating Victims of Violence
 - C. Preventing Violence in Your Life

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Consider how violence influences the members of a society.
3. Explain three groups of theories that attempt to explain the cause of violence.
4. Describe six characteristics of a dysfunctional family.
5. Illustrate three consequences of abuse during pregnancy.
6. Identify two examples of abuse or neglect for each age group throughout the life cycle.
7. Outline the essential features of posttraumatic stress disorder and rape-trauma syndrome.

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8. Discuss special assessments for suspected victims of violence.
9. Describe three important interventions for helping clients recover from violence.
10. Explain how self-awareness can lead to a decrease in violent, abusive, or exploitive behaviors.

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Chapter 27 Inward-Focused Emotions: Suicide
Instructor Provided

Testing: .5 HRS

Lesson Content:

- I Key Terms

- II Continuum of Behavioral Responses
 - A. Myths About Suicide

- III Impact of Suicide on Society
 - A. Cultural Factors
 - B. Social Factors

- IV Dynamics of Suicide
 - A. Characteristics of Suicide
 - B. Categories of Motivation

- V Theories About Suicide
 - A. New Biological Evidence
 - B. Effects of Suicide on Others

- VI Suicide Throughout the Life Cycle
 - A. Suicide and Children
 - B. Suicide and Adolescents
 - C. Suicide and Adults
 - D. Suicide and Older Adults

- VII Therapeutic Interventions
 - A. Assessment of Suicidal Potential
 - B. Therapeutic Interventions for Suicidal Clients

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Explain the range of self-protective behavioral responses.
3. Discuss three myths about suicidal behaviors.
4. Identify two cultural or social factors that relate to suicide.
5. Examine four categories of motivation for attempting suicide.
6. Explain how suicide affects family members and friends.
7. Describe three theories that attempt to explain the causes of suicide.
8. Discuss the occurrence of suicide throughout each life cycle.

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9. Outline the process for assessing the suicidal potential of a client.
10. Choose three therapeutic goals and interventions for clients with suicidal behaviors.

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Chapter 28

Substance Related Disorders

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content:

- I Key Terms
- II Role of Chemicals in Society
 - A. Substance Use and Abuse
 - B. Scope of the Problem Today
- III Categories of Abused Substances
 - A. Chemicals of Abuse
- IV Other/Medication
- V Characteristics of Substance Use and Abuse
 - A. Stages of Addiction
 - B. Criteria for Diagnosis
 - C. Clinical Presentation
- VI Guidelines for Intervention
 - A. Assessment
 - B. Treatments and Therapies
 - C. Relapse
 - D. Nursing/Therapeutic Process

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Define five terms relating to substance use and treatment.
3. Explain how chemical dependency affects persons from different age groups.
4. Describe four serious consequences of substance abuse.
5. Classify four categories of abused substances, and give an example from each group.
6. Identify three reasons why inhalants are abused by adolescents and young adults.
7. Describe the three stages or phases of becoming addicted.
8. Compare the three criteria for the diagnosis of a substance-related disorder.
9. Explain what is meant by the term relapse.
10. Plan at least four interventions for clients who are diagnosed with substance-related disorders.

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Chapter 29 **Sexual Disorders**

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content:

- I Key Terms

- II Continuum of Sexual Responses
 - A. Self-Awareness and Sexuality

- III Sexuality Throughout the Life Cycle
 - A. Sexuality in Childhood
 - B. Sexuality in Adolescence
 - C. Sexuality in Adulthood
 - D. Sexuality in Older Adulthood
 - E. Sexuality and Disability

- IV Modes of Sexual Expression
 - A. Bisexuality
 - B. Heterosexuality
 - C. Homosexuality
 - D. Transgenders
 - E. Transvestism
 - F. Theories Relating to Psychosexual Variations

- V Psychosexual Disorders
 - A. Sexual Dysfunction
 - B. Gender Dysphoria
 - C. Paraphilias
 - D. Sexual Addiction

- VI Therapeutic Interventions
 - A. Psychosexual Assessment
 - B. Nursing/Therapeutic Process

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Describe the continuum (range) of sexual responses.
3. Explain how self-awareness affects the care of clients with psychosexual problems.
4. Illustrate how sexuality is expressed through each life stage.
5. Describe five modes of sexual expression.

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6. Examine three possible theories relating to sexual problems.
7. Compare the difference between a sexual dysfunction and a sexual disorder.
8. Define paraphilia, and three examples of paraphiliac behaviors.
9. List four specific signs of a sexual addiction.
10. Apply the nursing process to the care of a client with a psychosexual problem.
11. Explain the importance of human immune deficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) counseling for every client with a psychosexual problem.

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Chapter 30 **Personality Disorders**

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content:

- I Key Terms

- II Continuum of Social Responses

- III Personality Throughout the Life Cycle
 - A. Personality in Childhood
 - B. Personality in Adolescence
 - C. Personality in Adulthood
 - D. Personality in Older Adulthood

- IV Theories Relating to Personality Disorders
 - A. Biological Theories
 - B. Psychoanalytical Theories
 - C. Behavioral Theories
 - D. Sociocultural Theories

- V Personality Disorders
 - A. Eccentric Cluster
 - B. Erratic Cluster
 - C. Fearful Cluster
 - D. Dual Diagnosis

- VI Therapeutic Interventions
 - A. Treatment and Therapy
 - B. Nursing (Therapeutic) Process

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Explain the continuum of social responses.
3. Describe how personality develops throughout the life cycle.
4. Compare four theories relating to the development of personality disorders.
5. Discuss four characteristics of a personality disorder.
6. Explain the meaning of the term “dual diagnosis.”
7. Classify 10 types of personality disorders and their most significant associated behaviors.
8. Describe the main goal of therapy for clients with personality disorders.
9. Compare four classes of drugs used to treat clients with personality disorders.

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10. Plan nursing diagnosis and therapeutic interventions for a client with a personality disorder.

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Chapter 31 **Schizophrenia and Other Psychoses**

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HRS

Lesson Content:

- I Key Terms

- II Continuum of Neurobiological Responses

- III Psychoses Throughout the Life Cycle
 - A. Psychoses in Childhood
 - B. Psychoses in Adolescence
 - C. Psychoses in Adulthood
 - D. Psychoses in Older Adulthood

- IV Theories Relating to Psychoses
 - A. Biological Theories
 - B. Other Theories

- V Psychotic Disorders
 - A. Schizophrenia
 - B. Other Psychoses

- VI Therapeutic Interventions
 - A. Treatments and Therapies
 - B. Nursing (Therapeutic) Process
 - C. Special Considerations

Lesson Objectives:

Upon completion of this chapter the student will;

1. Define key terms.
2. Compare the differences between a psychosis and other mental health disorders.
3. Describe the continuum of neurobiological responses.
4. Outline the signs and symptoms of psychosis in childhood, adolescence, and adulthood.
5. Discuss three theories relating to the causes of schizophrenia and other psychoses.
6. Compare and contrast four subtypes of schizophrenia.
7. Describe the signs, symptoms, and behaviors exhibited by a person with schizophrenia.
8. Outline the main pharmacological treatments and mental health therapies for persons with schizophrenia.
9. Apply the therapeutic process to clients suffering from schizophrenia or another psychosis.
10. Plan three nursing responsibilities related to antipsychotic medications.

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5. Explain how children and adolescents can be affected by chronic mental health problems.
6. Examine the connection between human immunodeficiency virus (HIV)/acquired immunodeficiency syndrome(AIDS) and mental illness.
7. Summarize the care for clients with multiple mental health problems.
8. Discuss three principles of psychiatric rehabilitation.
9. Apply the nursing (therapeutic) process to clients with chronic mental health disorders.
10. Plan seven basic interventions for clients who are chronically mentally disordered.

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Mental Health Movie Presentation

PBL

Directions: Select a movie related to a psychiatric disorder of your choosing. Using the following prompts, prepare a 7-10-minute presentation to present in class. Create a handout on the disorder you have chosen that may be given to patients.

1. Give a brief description of the diagnosis you have chosen.
2. Give a summary of the movie you have chosen.
3. Compare and contrast the symptoms of the diagnosis with the symptoms presented in the movie.
4. Compare and contrast the treatment of the diagnosis with the treatment in the movie.
5. Compare and contrast the prognosis of the disorder with the prognosis in the movie.

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CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic, how it pertains to nursing, and the care of patients.	Shows a good understanding of the topic, how it pertains to nursing, and the care of patients.	Shows a good understanding of parts of the topic, how it pertains to nursing, and the care of patients.	Does not seem to understand the topic very well, how it pertains to nursing, and the care of patients.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples. Includes Handout	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. Includes Handout	Information clearly relates to the main topic. No details and/or examples are given. No Handout included.	Information has little or nothing to do with the main topic. No handout included.
Time Limit	Presentation is 7-10 minutes long.	Presentation is 6 or 11 minutes long.	Presentation is 5 or 12 minutes long.	Presentation is less than 5 minutes OR more than 12 minutes.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) of the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) of the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Listens to others Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises and movements
Movie	Movie relates to disorder	Movie somewhat relates to disorder	Movie is not related to disorder	No movie used

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**Final
2 Hours**

Students will take and pass the final exam with an 80% or better overall course grade.