

**Department:** Nursing- Vocational  
**Course Title:** VNSG 1575 Mental Illness  
**Section Name:** L9  
**Semester:** Summer 2013  
**Time:** Monday  
**Classroom:** Monahans Center 108

**Modality:** Web-Enhanced

**Instructor:** Julia Ann McCalister  
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**Course Description:**

VNSG 1238 Mental Illness  
(51.3901) (2-0) 2 hours

Study of human behavior with emphasis on emotional and mental abnormalities and modes of treatment incorporating a systematic problem-solving process. The student will identify common mental illnesses and maladaptive behavior; utilize the nursing process to assist in planning care for the individual with mental illness or maladaptive behavior; and discuss trends in the management of the individual requiring psychotherapeutic treatment and pharmacologic agents. Therapeutic communication is emphasized. Continue to focus on the role of a vocational nurse as a Member of a Profession, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Health Care Team as related to caring for the individual with mental illness or maladaptive behavior. (ICOs1, 2, 4, 5, 6)

Prerequisites: VNSG 1330, VNSG 1334, VNSG 1361, and VNSG 1509.

Corequisite: VNSG1219, VNSG 1363, and VNSG 1510.

**Required Texts:**

You must purchase the following **required** reading/ materials:

1. Introductory Mental Health Nursing, 2<sup>nd</sup> Edition; Womble, Donna M.: Lippincott Williams & Wilkins
2. Introductory Medical-Surgical Nursing, 10<sup>th</sup> Edition; Timby, Barbara K. and Smith, Nancy E.; Wolters Kluwer Health: Lippincott Williams & Wilkins, 2010.
3. Roach's Introductory Clinical Pharmacology, 9<sup>th</sup> Edition; Ford, Susan M, and Roach Sally, S.; Wolters Kluwer Health: Lippincott Williams & Wilkins, 2010
4. Nutrition Essentials for Nursing Practice, 6th edition; Dudek, Susan G.; Wolters Kluwer Health: Lippincott Williams & Wilkins, 2013.

## **Description of Institutional Core Objectives (ICO's)**

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013, page 73*)

### **Odessa College's Institutional Core Objectives (ICOs):**

- 1) *Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2) *Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3) *Empirical and Quantitative Skills* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 4) *Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- 5) *Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making
- 6) *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### **Learning Objectives**

- . 1. Define three types of treatment facilities.
2. Identify three breakthroughs that advanced the field of mental health nursing.
3. Identify the major laws and provisions of each that influenced mental health nursing.
4. Identify the major contributors to the field of mental health nursing.

5. Know the basic tenets/theories of the contributors to mental health nursing.
6. Identify three components needed to communicate.
7. Differentiate between effective and ineffective communication.
8. Identify six types of communication.
9. Identify five challenges to communication.
10. Identify common blocks to therapeutic communication.
11. Identify common techniques of therapeutic communication.
12. Identify five adaptive communication techniques.
13. Define key terms.
14. Define professionalism.
15. Identify the standards of nursing practice.
16. State an understanding of the Nurse Practice Act.
17. State the importance of honesty and accuracy in verbal reporting and written documentation.
18. State the importance of confidentiality.
19. Define HIPAA and its role in health-care delivery.
20. Define JCAHO and its role in health-care delivery.
21. Identify responsibility to self, patients, and coworkers.
22. Explain the Good Samaritan Act.
23. Explain involuntary commitment.
24. Explain voluntary commitment.
25. Identify patients' rights and nursing considerations for them.
26. Define patient advocacy.
27. Identify community resources in general, as well as those in your community.
28. Identify major theories of personality development from newborn through adult development.
29. Identify developmental tasks from prenatal development through death, according to the major theorists.
30. Identify possible outcomes of ineffective development, according to the major theorists.
31. Identify the five stages of grief/death according to Kübler-Ross.
32. Define culture.
33. Define religion.
34. Define ethnicity.
35. Identify parenting styles.
36. Differentiate between abuse and neglect.
37. Define stereotype.
38. Define prejudice.
39. Define homelessness.
40. Identify some possible reasons for homelessness.
41. Identify nursing care for people who are homeless.
42. Define coping.
43. Differentiate between effective and ineffective coping.
44. Define defense (coping) mechanisms.
45. Identify main defense mechanisms.
46. Define the role of the LPN/LVN in the five steps of the nursing process.
47. Identify the components of a mental health status assessment.
48. State the need for the nursing process in mental health issues.

49. State the concepts of patient interviewing.
50. Prepare a patient interview.
51. Collaborate in creating a nursing process for a given, hypothetical patient.
52. State the concepts of patient teaching.
53. Prepare and implement a teaching exercise.
54. Describe a therapeutic milieu.
55. Identify classifications, uses, actions, side effects, and nursing, as well as considerations for selected classifications of psychoactive medications.
56. Describe psychoanalysis.
57. Describe behavior modification.
58. Describe rational-emotive therapy.
59. Describe humanistic/person-centered therapy.
60. Identify the nurse's role in counseling.
61. Describe three types of counseling.
62. Describe concepts of group therapy.
63. Describe electroconvulsive therapy and the nurse's role in it.
64. Define crisis.
65. Identify the five phases of crisis and the nurse's role in them.
66. Define and discuss terrorism as it relates to mental health in today's world.
67. Differentiate between alternative and complementary medicine.
68. Identify integrative medicine.
69. Identify the concept of the mind-body connection.
70. Identify support for patient beliefs and models.
71. Identify three alternative and complementary treatment modalities.
72. Identify three types of massage.
73. Differentiate between trance and sleep.
74. Identify the three primary channels of experience.
75. Define mental health.
76. Define mental illness.
77. Define health-illness continuum.
78. Define DSM-IV-TR.
79. Identify several methods used in diagnosing mental health alterations.
80. Define anxiety disorders.
81. Identify five specific anxiety disorders.
82. State physical and behavioral symptoms of five anxiety disorders.
83. Identify treatment modalities for five anxiety disorders.
84. Identify nursing care for five anxiety disorders.
85. Define personality.
86. Identify seven types of personality disorders.
87. State physical and behavioral symptoms of seven personality disorders.
88. Identify treatment modalities for people with personality disorders.
89. Identify nursing care for people with personality disorders.
90. Define schizophrenia.
91. Identify three types of schizophrenia.
92. State physical and behavioral symptoms of three types of schizophrenia.
93. Identify possible psychoanalytic, genetic, environmental, and socioeconomic theories

94. of causes of schizophrenia.
95. Define the 4-A's of Eugene Bleuler.
96. Identify treatment modalities for people with schizophrenia.
97. Identify nursing care for people with schizophrenia.
98. Define delirium.
99. Define dementia.
100. Identify characteristics of delirium.
101. Identify characteristics of dementia
102. Identify medical treatments for patients with organic mental disorders.
103. Identify nursing interventions for patients with organic mental disorders.
104. Define somatoform.
105. Identify signs and symptoms of somatoform disorders.
106. Identify possible underlying causes of somatoform disorders.
107. Identify medical treatments for people with somatoform disorders.
108. Identify nursing interventions for people with somatoform disorders.
109. Define substance abuse.
110. Define substance dependence.
111. Define codependency.
112. Identify common medical treatments for abuse disorders.
113. Identify nursing interventions for patients with abuse disorders.
114. Define anorexia.
115. Define bulimia.
116. Define morbid obesity.
117. Discuss bariatric or "weight-loss" surgery.
118. Identify populations at risk for eating disorders.
119. Identify possible causes of eating disorders.
120. Identify symptoms of eating disorders
121. List nursing care for patients with eating disorders.
122. Identify main populations at risk for suicide.
123. Consider religious and cultural views of suicide.
124. Identify myths and truths about suicide.
125. Identify warning signs of suicide.
126. Identify nursing care for people who are suicidal.
127. Define dissociative disorders.
128. List four dissociative disorders.
129. Define multiple personality disorder (MPD)/dissociative identity disorder (DID).
130. List possible causes of MPD/DID.
131. State possible medical treatment of people with MPD/DID.
132. State nursing care for people with MPD/DID.
133. Identify child and adolescent populations at risk for mental health disorders.
134. Define selected mental health conditions of childhood/adolescent age groups.
135. Identify treatment modalities used in childhood/adolescent age groups.
136. Identify age-appropriate nursing care for selected mental health issues.
137. Discuss concepts of aging.
138. Define ageism.
139. Discuss social trends in the aging population.

140. Identify five mental challenges of the older adult.
141. Identify medical treatment for the older adult.
142. Identify nursing actions for general care of older patients.
143. Define abuse.
144. Define victim.
145. Differentiate among different kinds of abuse.
146. Identify characteristics of an abuser.
147. Identify nursing care to help survivors of abuse

The student's competencies in these roles are evaluated by: Testing, discussion; care planning; clinical demonstration.

## **Odessa College Policies**

### **Academic Policies**

Note that the OC Student Handbook states (page 32) that "in cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104)."

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities* <http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

### **Scholastic Dishonesty**

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

#### **"Cheating on a test" shall include:**

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.

- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2012-2013, page 29-30*)

### **Special Populations/Disability Services/Learning Assistance**

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at [www.odessa.edu/dept/counseling/disabilities.htm](http://www.odessa.edu/dept/counseling/disabilities.htm). The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013, page 52*)

### **Dropping a Course or Withdrawing from College**

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal**

**process will result in a grade of “F.”** (Source: *Odessa College Catalog of Courses 2012-2013, page 36*)

### **Learning Resource Center (LRC; Library)**

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian" service provide additional help.

### **Student Success Center (SSC)**

Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit [www.odessa.edu/dept/ssc/](http://www.odessa.edu/dept/ssc/)

(Source: *Odessa College Catalog of Courses 2012-2013, page 54*)

### **Student E-mail**

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **Correspondence will be submitted using your Odessa College email as an alternative method to contact you with information regarding this course.**

### **Technical Support**

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

### **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

*Reasonable Expectations of Engagement for Instructors*

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

*Reasonable Expectations of Engagement for Students*

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
  - missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;

- dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - attend class regularly to keep up with assignments and announcements.

## Institutional Calendar Summer 2013

### Summer 2013

#### Summer I – First Term (6/10-7/11)

##### Registration:

On the Web (5am to midnight, 7 days aweek).....	Mar 1-
Jun 9	
In Person (See business hours above).....	.Mar 1-
Jun 7	
*** Registration Payment Deadline	
*For students who register prior to May 23 .....	Payment is DUE May 23 (Thurs)
*For students who register on or after May 23.....	Due on Day of Registration
Late Registration & Schedule Changes (Add/Drop).....	Jun 10
(Mon)	
Classes Begin.....	Jun 10
(Mon)	
* Classes are scheduled to meet one Friday during the Summer I session – Friday, June 14 only	
Census Day.....	Jun 13
(Thurs)	
Last Day to Drop or Withdraw with a "W".....	July 2
(Tues)	
Holiday (Independence Day – Offices Closed – No Classes).....	July 4
(Thurs)	
Last Class Day, Final Exams, End of Term.....	July 11
(Thurs)	
<b>Summer II – Second Term (7/15-8/15)</b>	
Registration:	
On the Web (5am to midnight, 7 days aweek).....	Mar 1-July
14	
In Person (See business hours above).....	Mar 1-
July 11	
*** Registration Payment Deadline	
*For students who register prior to June 27 Payment is DUE.....	June 27 (Thurs)
*For students who register on or after June 27.....	Due on Day of Registration
Late Registration & Schedule Changes (Add/Drop).....	July 15
(Mon)	
Classes Begin.....	July 15
(Mon)	
Census Day.....	July 18
(Thurs)	
Last Day to Drop or Withdraw with a "W".....	Aug 7
(Wed)	
Last Class Day, Final Exams, End of	
Term.....	Aug 15 (Thurs)

### Course Requirements (Lectures, Assignments and Assessments)

#### Acceptance of Late Assignments:

Projects or outside assignments are due at the beginning of class on the assigned due date. Missing assignments will not be accepted. Missing an Exam: Exams are defined as formally scheduled examinations covering a majorportion of the course content and make up a 70 percent of the overall grade for a course. Everyeffort should be made by the student to be present for all exams. If it is necessary for you to miss anexam, the instructor must be notified and the exam must be taken on the next class day thestudent is present. 10 points will be taken off of the grade as a penalty for taking the examinationlate. The instructor has the option to give the same exam or to make up another examination overthe same content. If the exam is not made up within the first class day an additional 10 pointswill be taken off for each day the exam is not taken (including Saturday and Sunday).

**Quizzes:**Daily work will include quizzes. If the student misses a quiz due to being absent, the student will not have the option to make-up the quiz. Zeros will be recorded and averaged in the final grade.

### **Disclaimer**

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.

### **Original Effort**

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

### **Digital Protocol**

Cell phones must be placed on either *vibrate* or *silent* mode and are to be accessed in emergency cases only. The use of laptops or any other digital device is permitted in order to facilitate note-taking relative to instruction. Any written assignments will be submitted electronically on Blackboard. **The electronic recording of the time on Blackboard will be considered the time of assignment submission. Take necessary steps to ensure that your assignments are submitted on “Blackboard” time.** Back-up and/or additional copies of all assignments submitted is encouraged. **Computers/printers are available to OC students in the Computer lab (105) and LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments.** If there is a loss of server connection with Odessa College due to maintenance, then an email will be sent to student with pertinent information and status reports. Assignments submitted electronically need to be **WORD documents (doc or docx).**

### **Attendance policy**

Students are expected to attend class regularly. Attendance will be recorded using a “sign-in” sheet. Excessive absences will be grounds for disciplinary action, and will be determined on a case-by-case basis. If you are more than 15 minutes late to class or leave class early without notifying the instructor, this can be counted as an absence.

### **AVID**

This course has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the legal program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these

strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

### **Grading Policy**

1. A minimum grade of C is required in all nursing and allied health courses. Each component within a course must be completed with a C or above or the student will receive a failing grade. A student who fails to attain 75% on a unit examination must provide documentation of remediation by an approved tutor or student mentor. Arrangements must be made in conjunction with an instructor in the program.
2. A minimum grade of C must be maintained in the clinical area. This grade will be derived from the averages on nursing care plans, case studies, and all other written clinical assignments. Written work will be factored into the clinical nursing grade which is either 'Pass' or 'Fail.'
3. Any grade below 75% will be considered failing.
4. A report of grades will be distributed to each student at the completion of each semester.
5. A minimum grade of 90% is required on the math competency examination which is administered each semester. The student will have 3 opportunities to pass this examination. A student who does not successfully pass the examination on the first and second attempts will be required to show evidence of remediation with either an instructor or a student who has attained 95% or above on the examination. A student who is unable to pass the competency examination on the third opportunity will be dismissed from the program.

### **Grading Scale:**

A = 90 to 100 B = 80 to 89 C = 75 to 79 D= 60 to 74 F = Below 60

### **Overview of assignments**

Grading criteria are consistent throughout the nursing program. The following method of evaluation will be used in assigning course grades:

Tests and Quizzes.....	70%
Daily Work .....	10%
Final Exam exams.....	20%

### **Grade Inquiry Policy**

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

### **Communication Plan**

The best way to communicate with the course instructor is via email through Blackboard. Also, check in Blackboard regularly for announcements, including any changes in the course schedule

due to instructor illness or conference attendance. Appointments with the instructor may also be scheduled.

## **General Course Requirements**

- Attend class and participate.
- Contribute and cooperate with civility.
- **Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion.**

### Introductory Mental Health Nursing Summer 2013 Timeline (Subject to change)

Week 1 (June 9-13)

- Chapters 1, 2 and 3
- One flew over the cuckoo's nest** – Electroconvulsive therapy and lobotomy

Week 2 (June 16-21)

- Chapters 4, 5 and 6
- As good as it gets – OCD

Week 3 (June 24-28)

- Chapters 7, 8 and 9
- Ordinary people – Major depressive order
- Mr.Jones – Bipolar disorder, manic episodes
- June 24- Exam #1- Chapters 1, 2,3,4,5 and 6

Week 4 (June 30 – July 5)

- Chapters 10, 11 and 12
- Shine – schizophrenia- disorganized type
- Taxi drivers – paranoid personality disorder
- July 1 – Exam #2 – Chapters 7,8 and 9

Week 5 (July 7 -12)

- Chapters 13, 14 and 15
- Frankie and Alice- Dissociative Identity Disorders
- 28 Days – Substance dependence
- July 8 – Exam #3- Chapters 10, 11 and 12

Week 6 (July 14 – 19)

- Chapter 16 and 17
- Dying to be thin – anorexia and bulimia
- July 15 – Exam # 4 – Chapters 13, 14 and 15
- July 16 – Juris Prudence Exam

Week 7 (July 21-26)

- Chapters 18 and 19
- Iris – **dementia of the Alzheimer's type**
- July 22 – Exam #5 – Chapters 16 and 17

Week 8 (July 28 – August 2)

- July 29 – Mental Illness ATI

Week 10 (August 11 – 16)

- August 13 – Mental Illness Final Exam 10 am – 12 noon