This course supports the assessment for Psychiatric and Mental Health Nursing. The course covers 6 competencies and represents 3 competency units.

Introduction

Overview
New medications and treatments have afforded those suffering with mental illness a better quality of life. Challenges continue, however, as evidenced by the increase of substance abuse, the low survival rates of patients with severe head injuries, and in the continued appearance of Alzheimer's disease among the elderly.

You will encounter many mental health issues as a nurse, regardless of your chosen practice area. You will discover the many faces of mental illness and the role that the nursing profession plays in managing the care of patients and families struggling with psychiatric and mental health issues. Caring for patients with mental illness requires patience and true compassion, a commitment to patient advocacy, and an in-depth understanding of psychopharmacology.

Watch the following welcome video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as...": [download video].

Students are encouraged to utilize the Welcome Cohort: “Settling into Psych Nursing”. This is offered twice a month or asynchronously. Check the Community link for dates, times, and URLs. You may attend either the live or recorded sessions found in the Knowledge Base.

Competencies
This course provides guidance to help you demonstrate the following 6 competencies:

- **Competency 726.4.1: Foundational Concepts of Mental Health & Mental Illness**
  The graduate provides patient-centered care integrating theories and concepts relevant to mental health across the lifespan.

- **Competency 726.4.2: Therapeutic Communication & Interpersonal Relational Skills**
  The graduate demonstrates effective communication skills and therapeutic use of self to manage individuals experiencing mental health disorders.

- **Competency 726.4.3: Neurobiological Basis of Psychotherapeutic interventions**
  The graduate implements safe, quality care integrating knowledge of neurological functioning and psychopharmacology.

- **Competency 726.4.4: Management of Psychobiological Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing psychobiological disorders.

- **Competency 726.4.5: Management of Severe Mental Health Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement
evidence-based interventions with patients experiencing severe mental health disorders.

- **Competency 726.4.6: Safe & Therapeutic Milieu**
The graduate establishes appropriate professional boundaries while promoting safe and therapeutic environments.

**Nursing Standards**
You will be able to access Nursing Professional Standards as they apply to your program through the WGU Library. Please access these documents at the following website:

- [Nursing Standards E-Reserves](#)

**Nursing Dispositions Statement**
Please review the [Statement of Nursing Dispositions](#).

**Course Instructor Assistance**
Remember that course instructors stand ready to help you reach your educational goals as you prepare to successfully demonstrate competency in this subject. Mentors are subject matter experts that enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

**Preparing for Success**

The information in this section is provided to detail the resources available for you to use as you complete this course.

**Learning Resources**
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

**Manually Enrolled Resources**

Take a moment to enroll in the learning resources listed in this section. To enroll, navigate to the “Learning Resources” tab, click the “Sections” button, and then click the “Enroll Now” button for each resource. Once your mentor approves your enrollment in the resource, you will receive an e-mail with further access instructions. Contact your mentor if you have questions.
Joining ATI Section

You already have an account in ATI, but if you are taking this course prior to taking Nursing Care of Children, you will need to enroll in the ATI Nursing Specialties Section associated with this course. See "How to Join a Section in ATI."

Skills Modules and Tutorials
Throughout this course you will be asked to complete skills and pharmacology tutorials available on the ATI website. Please complete the tutorial lessons and the post-tests as assigned. You must pass the post-test with a score of 75% or better. The time you spend in the tutorials is tracked by the program. Although you can repeat the post-test multiple times, only the first two attempts will be considered as an indication of your having mastered the content. The system does not permit you to repeat a post-test for 48 to 72 hours, so plan accordingly. If you do not pass on your second attempt, contact your course instructor for instructions about how you can further your understanding of the material. Be prepared to demonstrate your newly acquired skills in future learning labs and clinicals.

- How to Use Tutorials

Understanding Practice Tests and Remediation
The practice test will help prepare you for the ATI RN Mental Health Online Practice exam you need to pass at the end of this course. Practice tests should always be followed with the remediation exercises recommended by ATI. Plan on taking the practice test when recommended in the course; begin the remediation shortly after completing the test. Students who do not pass their proctored exams will be required to complete the remediation plan outlined in ATI before they can repeat their exam.

- How to Take A Practice Assessment
- Remediation Instructions

ATI: 2013 Mental Health Nursing RN 9.0

Use the following instructions to access the Mental Health Nursing review module:

- Click on the “go” tab under the Resources heading in ATI. It is in the lower portion of the box on the front page after you log in to your account.
- Click on RN Review Modules.
- Click on 2013 Editions.
- Scroll down until you find Mental Health Nursing RN 9.0 and click on it.
- Save it to your computer for quick access in the future.

This is a great resource for this course and should be used for further research and quick reference when you need further information to help you when learning about mental health concepts. This is referenced a few times in the course but can be used to research all of the topics discussed in this course.

Automatically Enrolled Resources
You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

**VitalSource E-Texts**

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.


*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

**Other Learning Resources**

You will use the following learning resources for this course.

**Supplemental NCLEX Study Guide**

To assist you in preparing for the NCLEX exam and to review content, the following book is available to you in e-text form. This text is supplemental and will not be linked specifically in any of the activities. You have access to this resource in e-text form by clicking the linked title provided below:


This resource is strongly recommended to help you review content, assess your knowledge, and experience taking practice test questions. You may be asked to review sections of this resource in order to prepare for an objective assessment exam or to remediate after failing to successfully pass an assessment exam or a practice assessment exam.

**WGUNursesRock**

The [WGUNursesRock](#) website is an excellent resource to help you throughout your studies in the BSRN nursing program. It was developed by one of the course instructors for this program. The site includes resources to help with test taking, prioritizing your time, management, how to utilize SBAR, resources on the body systems, and pharmacology and lab values. If you are looking for more information on any of these topics don’t hesitate to check out [WGUNursesRock](#).

**Pacing Guide**

The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.
Issues in Mental Health Nursing

Clinical settings of all kinds call for psychiatric nurses to care for persons suffering distress of the psyche. Our ancestors thought of illness as disharmony of body, emotions, and mind as well as disharmonies with the environment. Wellness was seen as a restoration of these harmonies. Today, we approach disharmony as a breakdown of adaption to both interior life and to environmental factors. Promoting wellness utilizes psychosocial nursing concepts to restore harmony by providing therapeutic adaptions for the body, the emotions, and the mind in connection with the phenomena of our environments.

Theories, Therapies, and the Biological Basis of Treatment

The psychiatric nurse promotes mental health by assisting the individual to identify patterns of thought, emotional responses, physical actions, and belief systems that negatively impact health. Standards of practice and interpersonal therapeutic relationships are used to promote mental, emotional, and physical wellness. A psych/mental health nurse helps patients to establish healthy patterns of thought, emotion, and action towards both themselves and others. Wellness, seen as a process of becoming whole, must be a pattern of relationships among all of the elements of the whole person, addressed by nursing practice and the theories and therapies upon which nursing is based.

This topic addresses the following competencies:

- **726.4.1: Foundational Concepts of Mental Health & Mental Illness**
  The graduate provides patient-centered care integrating theories and concepts relevant to mental health across the lifespan.

Read the following:

Varcarolis: Foundations of Psychiatric Mental Health Nursing:

- Pages 1-17 in chapter 1 (“Mental Health and Mental Illness”)
- Pages 19-35 in chapter 2 (“Relevant Theories and Therapies for Nursing Practice”)
- Pages 37-64 in chapter 3 (“Biological Basis for Understanding Psychiatric Disorders and Treatments”)

As you read, complete the following review activities:

- pages 17-18, chapter 1 Critical Thinking Question 1
- pages 35, chapter 2 Critical Thinking Questions
- page 63, chapter 3 Critical Thinking Questions
- pages 63-64, chapter 3 Chapter Review Questions

Watch the following videos for a glimpse into mental illness:
Therapeutic Practice: Complementary, Alternative, and Integrative Health Practices

Nurses practice integrative care using evidence-based therapeutic practice and complimentary approaches to data collection, assessments, and interventions. Their aim is to increase understanding and effectiveness through diversified approaches to patient-centered care. Effective communication and interpersonal skills are supported by compelling evidence and increased understanding to create healthy and healing environments.

This topic addresses the following competencies:

- **726.4.1: Foundational Concepts of Mental Health & Mental Illness**
  The graduate provides patient-centered care integrating theories and concepts relevant to mental health across the lifespan.

- **726.4.2: Therapeutic Communication & Interpersonal Relational Skills**
  The graduate demonstrates effective communication skills and therapeutic use of self to manage individuals experiencing mental health disorders.

Read the following:

Varcarolis: Foundations of Psychiatric Mental Health Nursing:

- pages 65-80 in chapter 4 (“Settings for Psychiatric Care”)
- pages 636-648 in chapter 35 (“Integrative Care”)

As you read, complete the following review activities:

- page 80, chapter 4 Critical Thinking Questions
- page 648, chapter 35 Critical Thinking Question 4
- page 649-650, chapter 35 Review Questions

The following sites may help you in answering the Critical Thinking questions:

- National Center for Complementary and Alternative Medicine
- American Holistic Nurses Association

Complete: ATI Tutorial

Log into your ATI account and complete the following tutorial:

- ATI: Pharmacology Made Easy 3.0: The Neurological System (Part 2)

**Mental Health Practice Issues**

The individual’s psychosomatic state is known to influence both health and illness. Nurses promote wellness by respecting the person’s cultural integrity, a potent influence on the promotion of health and in the prevention of illness. Appreciation for culture extends effective nursing care in a meaningful way to diverse aspects of the human condition.
Competency covered in this topic:

- **726.4.1: Foundational Concepts of Mental Health & Mental Illness**
  The graduate provides patient-centered care integrating theories and concepts relevant to mental health across the lifespan.

**Read the following:**

Varcarolis: *Foundations of Psychiatric Mental Health Nursing:*

- pages 83-95 in *chapter 5 (“Cultural Implications for Psychiatric Mental Health Nursing”)*

As you read, complete the following review activities:

- page 96, *chapter 5 Critical Thinking Questions 2 and 3*

**Legal and Ethical Issues in Mental Health Practice**

Careful observations of the legal and ethical issues involved in mental health practice reveal both the healthy consequences of caring and the unhealthy consequences when ethical caring is not involved. Nurses maximize their nursing skills by investing in inherent opportunities for empathy and communication afforded by the complex phenomena of human responses to problems in line with current legal and ethical concerns.

Competency covered in this topic:

- **726.4.1: Foundational Concepts of Mental Health & Mental Illness**
  The graduate provides patient-centered care integrating theories and concepts relevant to mental health across the lifespan.

**Read the following:**

Varcarolis: *Foundations of Psychiatric Mental Health Nursing:*

- pages 98-112 in *chapter 6 (“Legal and Ethical Guidelines for Safe Practice”)*
- pages 598-606 in *chapter 32 (“Forensic Psychiatric Nursing”)*

As you read, complete the following review activities:

- page 98, *chapter 6 Pre- Test*
- page 113, *chapter 6 Critical Thinking Question*
- page 114, *chapter 6 Post- Test with Interactive Reviews*

**For more information on this topic please read the following chapters in your ATI 2013 Mental Health Nursing review module:**

- chapter 2 “Legal and Ethical Issues”
- chapter 6 “Diverse Practice Settings”

**Watch: Frontline: "The New Asylums"**
Watch the sections titled “Therapy inside a Maximum Security Prison” and “Epilogue”.

- **Frontline: “The New Asylums”**

Apply: Mental Health Services in your State

Look for your state’s mental health services. After accessing the link below, locate the 2009 report “state grade” (on your state’s page to the right) and view your state’s grade for mental health services. When you attend your clinical experience you may want to refer back to your findings. Ask yourself whether your state’s grade contributed to your clinical experience and to the health and wellness of the patients and staff at your site. You may want to contribute any positive benefits or disparity recognized to post conference at the conclusion of your clinical.

- **National Alliance on Mental Illness**

**Foundations of Practice and Nursing Assessment**

Florence Nightingale gave us her “Notes on Nursing” in 1859, while practicing in England. By 1860, her notes had reached the United States, and since that time, nurses have observed how making changes in the environment, such as lighting, fresh air, and cleanliness are also required in promoting a protective and healthy environment. Nurses provide a corrective, supportive environment appealing to a higher sense of self by introducing improved quality of life, balance, and satisfaction for mental, emotional, and physical well-being.

**Nursing Concepts and Processes**

A thorough understanding of nursing process, concepts, and standards of care can lead the nurse to a positive transformation of their world view. A recognition of the processes involved in patient-centered care and a redefining of nursing science as something beyond detached models of science leads to an integration of the human spirit with the science and delivery of care.

This topic addresses the following competencies:

- **726.4.1: Foundational Concepts of Mental Health & Mental Illness**
  The graduate provides patient-centered care integrating theories and concepts relevant to mental health across the lifespan.

- **726.4.2: Therapeutic Communication & Interpersonal Relational Skills**
  The graduate demonstrates effective communication skills and therapeutic use of self to manage individuals experiencing mental health disorders.

Read the following:

Varcarolis: Foundations of Psychiatric Mental Health Nursing:

- pages 115-129 in chapter 7 (“The Nursing Process and Standards of Care for Psychiatric Mental Health Nursing”)
- pages 131-145 in chapter 8 (“Therapeutic Relationships”)

As you read, complete the following review activities:
Therapeutic Communication and Nursing Advocacy

Advocacy is practiced when the nurse who is challenged by personal factors extracts meaning from moods, emotions, and disconnects in order to deliver in their therapeutic relationship a renewed and sustainable connection to their shared humanity.

This topic addresses the following competencies:

- **726.4.2: Therapeutic Communication & Interpersonal Relational Skills**
  The graduate demonstrates effective communication skills and therapeutic use of self to manage individuals experiencing mental health disorders.

- **726.4.4: Management of Psychobiological Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing psychobiological disorders.

- **726.4.6: Safe and Therapeutic Milieu**
  The graduate establishes appropriate professional boundaries while promoting safe and therapeutic environments.

**Read the following:**

Varcarolis: *Foundations of Psychiatric Mental Health Nursing:*

- pages 147-163 in chapter 9 ("Communication and the Clinical Interview")
- pages 166-179 in chapter 10 ("Understanding and Managing Responses to Stress")

As you read, complete the following review activities:

- pages 164-164, chapter 9 Review Questions 2, 3, and 5
- page 179, chapter 10 Critical Thinking Question 1
- page 180, chapter 10 Case Study & Care Plan “Stress”

For more information on this topic please read the following chapters in your ATI 2013 Mental Health Nursing review module:

- chapter 3 ("Effective Communication")
- chapter 4 ("Stress and Defense Mechanisms")
- chapter 9 ("Stress Management")

**Mental Health and Vulnerable Populations**
The nurse uses culturally competent congruency that is informed by education and a developed sense of empathy to collaborate with vulnerable populations to address their relevant healthcare deficiencies. Social injustice is addressed by the direction of resources, nursing skills, awareness, and compassion towards improved wellness and the prevention and cure of illness.

**Mental Health Issues in Children and Adolescents**

Validation of achievement is an important nursing role. The nurse redirects a patient’s preoccupation with limitation, circumstance, or illness when self-esteem and accomplishment are gratified by recognition of a patient’s individuality and personhood. The nurse delivers excellence when assessing what achievement and excellence are for the individual’s personal and unique sense of self-worth and their ability to recognize accomplishment.

This topic addresses the following competencies:

- **726.4.3: Neurobiological Basis of Psychotherapeutic interventions**
  The graduate implements safe, quality care integrating knowledge of neurological functioning and psychopharmacology.

- **726.4.4: Management of Psychobiological Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing psychobiological disorders.

- **726.4.5: Management of Severe Mental Health Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing severe mental health disorders.

- **726.4.6: Safe & Therapeutic Milieu**
  The graduate establishes appropriate professional boundaries while promoting safe and therapeutic environments.

**Read the following:**

*Varcarolis: Foundations of Psychiatric Mental Health Nursing:*

- pages 181-197 in chapter 11 (“Childhood and Neurodevelopmental Disorders”)

As you read, complete the following review activities:

- page 181, chapter 11 Pre-Test
- page 199, chapter 11 Post-Test Interactive Reviews
- page 197-198, chapter 11 Critical thinking Questions 1 and 2
- page 199, chapter 11 Case Studies (choose either Autism Spectrum disorder or ADHD)

For more information on this topic please read the following chapters in your ATI 2013 Mental Health Nursing review module:

- chapter 25 (“Mental health Issues of Children and Adolescents”)
- chapter 23 (“Medications for Children and Adolescents with Mental Health Issues”)

Watch the following videos which will give you insight into issues of youth and mental health:
• **Medicating Kids**
• **Country Boys** watch parts 1 and 3

**Mental Health and Impulse Control**
The need for physiological ventilation of respiratory and circulatory systems is associated with the equally important need to ventilate emotions appropriately. Nursing practice observes that unventilated or inhibited emotions may adversely affect biophysical health. Releasing emotions destructively into the human community affects both public and individual health and safety. Nurses can assist with safe ventilation by helping persons to release emotions into nondestructive channels. This is done through a combination of promoting both effective communication and constructive expression of emotions, intimately bound with justice, ideals, culture, and societal norms.

This topic addresses the following competencies:

• **726.4.3: Neurobiological Basis of Psychotherapeutic interventions**
  The graduate implements safe, quality care integrating knowledge of neurological functioning and psychopharmacology.

• **726.4.4: Management of Psychobiological Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing psychobiological disorders.

**Read the following:**

*Varcarolis: Foundations of Psychiatric Mental Health Nursing:*

• pages 400-410 in chapter 21 ("Impulse Control Disorders")

As you read, complete the following review activities:

• page 410, chapter 21 Critical Thinking Questions 1a, b, c
• pages 410-411, chapter 21 Review Questions
• page 411, chapter 21 Case Study “Oppositional Defiant Disorder”

**Cognitive Disorders**
Cognitive decline is not the necessary endpoint of the aging process. Nurses that enter into an interpersonal sharing of learning and teaching with their patients provide the kind of caring relationship that transforms the nursing process. The result is an open engagement in the therapeutic relationship and a shared experience throughout the life span.

This topic addresses the following competencies:

• **726.4.3: Neurobiological Basis of Psychotherapeutic interventions**
  The graduate implements safe, quality care integrating knowledge of neurological functioning and psychopharmacology.

• **726.4.4: Management of Psychobiological Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing psychobiological disorders.
Read the following:

Varcarolis: Foundations of Psychiatric Mental Health Nursing:

- pages 431-455 in chapter 23 (“Neurocognitive Disorders”)

As you read, complete the following review activities:

- page 445, chapter 23 Critical Thinking Question 1
- page 445, chapter 23 Chapter Review Questions
- page 455, chapter 23 Case Study “Dementia”

For more information on this topic please read the following chapter in your ATI 2013 Mental Health Nursing review module:

- chapter 16 “Cognitive Disorders”

Mental Health and the Older Adult

Persons exist in biological, emotional, and psychosocial environments that influence mental health and behavior across the life span. The nurse promotes constructive growth and development for the older adult by effectively assessing, planning, and implementing interventions that are supportive of adaptive and healthy thought patterns, emotions, and behaviors.

This topic addresses the following competencies:

- **726.4.3: Neurobiological Basis of Psychotherapeutic interventions**
  The graduate implements safe, quality care integrating knowledge of neurological functioning and psychopharmacology.
- **726.4.4: Management of Psychobiological Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing psychobiological disorders.

Read the following:

Varcarolis: Foundations of Psychiatric Mental Health Nursing:

- pages 565-582 in chapter 30 (“Psychosocial Needs of the Older Adult”)

As you read, complete the following review activities:

- page 582, chapter 30 Critical Thinking Questions
- pages 582-583, chapter 30 Review Questions

Therapeutic Interventions and Crisis Management

High quality care is evident when the nurse utilizes both nursing skills and interpersonal competencies to promote healthy outcomes during crisis. Nurses helping in a crisis are in a position to establish a professional trust relationship that makes a significant difference in the
quality of care.

**Therapeutic Groups**

The nurse who leads therapeutic groups must first encounter personal attitudes about their own existence and discover various effective coping strategies for dealing with their own disharmonies. A nurse is then much more prepared for taking on the responsibility for others whose circumstances have led to either disparagement, coping issues, or illness.

This topic addresses the following competencies:

- **726.4.4: Management of Psychobiological Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing psychobiological disorders.

- **726.4.6: Safe & Therapeutic Milieu**
  The graduate establishes appropriate professional boundaries while promoting safe and therapeutic environments.

**Read the following:**

*Varcarolis: Foundations of Psychiatric Mental Health Nursing:*

- pages 607-618 in [chapter 33 (“Therapeutic Groups”)]

As you read, complete the following review activities:

- page 607, [chapter 33 Pre-Test]
- page 617, [chapter 33 Critical Thinking Questions 1 and 3]
- page 618, [chapter 33 Chapter Review Questions]
- page 618, [chapter 33 Post-Test with Interactive Reviews]

**Pre-assessment/Practice ATI**

You Must Complete 1 attempt at the Pre-assessment/Practice Assessment in ATI before the end of this week and prior to the clinical start date based on your Cohort Calendar.

1. Log into your [ATI account](#) and click on practice assessments.

2. Complete the RN Mental Health Online Practice 2013 B with the goal of achieving 80%. This is a good indicator of student success on the OA.

3. Once you have completed this practice assessment, email your individual performance profile to your Program mentor and Course instructor.

4. Utilize your individual performance plan along with your ATI RN Mental Health Nursing Review Module 9.0 to review the areas you are weaker in prior to taking your objective assessment.

5. You can also utilize this learning resource alongside of your text book as you work through...
the course materials.

6. Go to [WGunursesRock](#) and review the test taking strategy video, and Mental Health Nursing.

7. For additional review, study the Medications Flash Cards 1 & 2 & 3 found in Knowledge Base

8. Once you have completed your practice assessment schedule your OA for week 8 or 9

**Family Mental Health and Crisis Interventions**

Crisis and loss of safety for self and others may shake loose various fixed perspectives and ways of doing things. The nurse is tasked with providing a protective environment for healing that assesses both conflict and the potential for renewal. This is often done by closely observing and responding when the moment arises that will best afford caring support.

Competencies covered by this topic

- **726.4.4: Management of Psychobiological Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing psychobiological disorders.

- **726.4.5: Management of Severe Mental Health Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing severe mental health disorders.

- **726.4.6: Safe & Therapeutic Milieu**
  The graduate establishes appropriate professional boundaries while promoting safe and therapeutic environments.

**Read the following:**

*Varcarolis: Foundations of Psychiatric Mental Health Nursing:*

- pages 480-495 in chapter 25 (“Suicide and Non-Suicidal Self-Injury”)
- pages 498-513 in chapter 26 (“Crisis and Disaster”)
- pages 515-530 in chapter 27 (“Anger, Aggression, and Violence”)
- pages 619-634 in chapter 34 (“Family Interventions”)

As you read, complete the following review activities:

- page 496, chapter 25 Critical Thinking Question 2
- page 496, chapter 25 Review Questions
- page 496, chapter 25 Case Study “Suicide”
- page 498, chapter 26 Pre-Test
- page 513, chapter 26 Case Study “Crisis”
- page 513, chapter 26 Post-Test with Interactive Review
- page 515, chapter 27 Pre –Test
- page 529, chapter 27 Post –Test with Interactive Review
- page 529, chapter 27 Case Study “Anger & Aggression” and Nursing Care Plan
- page 619, chapter 34 Pre-Test
Vocation comes from the Latin *vocare*, “to call,” as to one’s profession. *Vocare* is also related to “voice”. So the profession of nursing gives voice not only to its own occupation, but to those who are vulnerable or in need. Children, older adults, and intimate partners are too frequently the vulnerable population most in need of nursing care.

This topic addresses the following competencies:

- **726.4.4: Management of Psychobiological Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing psychobiological disorders.

- **726.4.5: Management of Severe Mental Health Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing severe mental health disorders.

- **726.4.6: Safe & Therapeutic Milieu**
  The graduate establishes appropriate professional boundaries while promoting safe and therapeutic environments.

Read the following:

*Varcarolis: Foundations of Psychiatric Mental Health Nursing:*

- pages 531-551 in chapter 28 ("Child, Older Adult, and Intimate Partner Violence")
- pages 552-562 in chapter 29 ("Sexual Assault")

As you read, complete the following review activities:

- page 531, [chapter 28 Pre-Test](#)
- page 551, [chapter 28 Post-Test with Interactive Review](#)
- page 551, [chapter 28 Case Study “Intimate Partner Violence”](#)
- page 552, [chapter 29 Pre-Test](#)
- page 563, [Post-Test with Interactive Review](#)
- page 563, [chapter 29 Case Study “Sexual Assault”](#)

For more information on this topic please read the following chapter in your ATI 2013 Mental Health Nursing review module:

- chapters 31 “Sexual Assault”

### Caring for Patients Suffering from Mental Health Disorders

The mental health nurse helps close the anxiety gap between what is and what patients with
mental health disorders might perceive life and the world to be. Anxiety may be a result of the ongoing, fervent desire for circumstances to be other than what they are. Nurses help their patients towards a healthy understanding and acceptance of what is. This intervention helps decrease anxiety over what should be and has a healing effect on the life of the patient. Acceptance of others just as they are now and not how we might want them to be also helps promote both health in the individual and more healthy relationships.

**Caring for Patients With Anxiety Somatoform, and Factitious Disorders**

The nurse is a listener who pays attention to the whole conversation—what is said and what is not said—and does not exclude the less preferred from the preferred, but actively listens by hearing both the positive and the negative. Active listening guides the nurse towards the effective application of neurological knowledge, cognitive knowledge, clinical reasoning, and psychopharmacology in their patient’s care.

This topic addresses the following competencies:

- **726.4.3: Neurobiological Basis of Psychotherapeutic interventions**
  The graduate implements safe, quality care integrating knowledge of neurological functioning and psychopharmacology.

- **726.4.4: Management of Psychobiological Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing psychobiological disorders.

**Read the following:**

Varcarolis: *Foundations of Psychiatric Mental Health Nursing*:

- page 278-301 in chapter 15 (“Anxiety and Obsessive-Compulsive Related Disorders”)

As you read, complete the following review activities:

- page 302, chapter 15 Critical Thinking Questions
- page 302, chapter 15 Chapter Review Questions
- page 302, chapter 15 Choose either Case Study “Moderate Anxiety” or “Anxiety with Agoraphobia”

For more information on this topic please read the following chapters in your ATI 2013 Mental Health Nursing review module:

- chapter 11 “Anxiety Disorders”
- chapter 19 “Medications of Anxiety Disorders”

**Apply: ADAA**

Take a moment to look at the ADAA Website.

- [Anxiety Disorders Association of America](http://www.adaa.org)

**Dissociative Disorders**
Much of what we encounter in psych/mental health care escapes reasoning alone, so the nurse is called upon to open up other ways of understanding things that cannot be easily accounted for intellectually. The nurse provides the opportunity for reintegration and healing by helping to open up different way of knowing and different ways of coping in their patients. These new understandings and the therapies and approaches associated with them help patients to reintegrate and heal.

Competencies covered by this topic

- **726.4.3: Neurobiological Basis of Psychotherapeutic interventions**
  The graduate implements safe, quality care integrating knowledge of neurological functioning and psychopharmacology.

- **726.4.4: Management of Psychobiological Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing psychobiological disorders.

Read the following:

Read the following in Varcarolis: *Foundations of Psychiatric Mental Health Nursing*:

- pages 304-321 in chapter 16 (“Trauma, Stressor-Related and Dissociative Disorders”)

As you read, complete the following review activities:

- page 322, [chapter 16 Case Study and Nursing Care Plan for “PTSD”](#)

**Somatoform, Malingering, and Factitious Disorders**

Clinical settings of all kinds provide nurses with the presentation of psychosomatic disorders for which no formal medical cause is found. The nurse promotes care in these cases by establishing meaningful processes for data collection and interventions. Care is complex in these situations because the psyche and soma are two aspects of the same reality which cannot be entirely held in consciousness at the same time, thereby producing the psychosomatic symptoms. That which is not conscious may nevertheless become symptomatic in the body.

This topic addresses the following competencies:

- **726.4.3: Neurobiological Basis of Psychotherapeutic interventions**
  The graduate implements safe, quality care integrating knowledge of neurological functioning and psychopharmacology.

- **726.4.4: Management of Psychobiological Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing psychobiological disorders.

Read the following:

Varcarolis: *Foundations of Psychiatric Mental Health Nursing*:
Caring for Patients with Eating Disorders

Eating disorders not only affect the body but also impact the state of the emotions and the mind. The incidence of chronic disease increases when an eating disorder is present. The psychiatric nurse assesses the effect of nutrition imbalances or deficiencies on mental, emotional, and physical wellness. No one is immune from the socially and culturally important relevance of shared meals. Nursing approaches and planned interventions around food and body concepts are important to restore adequate nutritional, cultural, and social balance or harmony.

This topic addresses the following competencies:

- **726.4.3: Neurobiological Basis of Psychotherapeutic interventions**
  The graduate implements safe, quality care integrating knowledge of neurological functioning and psychopharmacology.
- **726.4.4: Management of Psychobiological Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing psychobiological disorders.

Read the following:

*Varcarolis: Foundations of Psychiatric Mental Health Nursing:*

- page 343-363 in chapter 18 (“Feeding, Eating, and Elimination Disorders”)

As you read, complete the following review activities:

- page 343, chapter 18 Pre-test
- page 363, chapter 18 Post-Test with Interactive Review
- page 362-363, chapter 18 Chapter Review Questions 1-4
- page 361-362, chapter 18 Critical Thinking Questions 1, A, e, g ; 2
- page 363, chapter 18 Case Study and Nursing Care Plan “Eating Disorders”

For more information on this topic please read the following chapter in your ATI 2013 Mental Health Nursing review module:

- chapter 18 “Eating Disorders”

Watch: "Dying to be Thin" a program on eating disorders:

- "Dying to be Thin"

Caring for Patients With Circadian Rhythm Disorders

The rhythms of life, including waking and sleep, are all around us. There comes with this awareness the possibility for interruptions and disturbances that may lead to maladjustment,
disharmony or imbalance in a patient's health. Psychiatric nurses use the nursing processes of integrating physiological knowledge, applying clinical reasoning, and the judicious use of psychotherapeutic interventions to restore harmony and balance to those life rhythms.

This topic addresses the following competencies:

- **726.4.3: Neurobiological Basis of Psychotherapeutic interventions**
  The graduate implements safe, quality care integrating knowledge of neurological functioning and psychopharmacology.

- **726.4.4: Management of Psychobiological Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing psychobiological disorders.

Read the following:

Varcarolis: Foundations of Psychiatric Mental Health Nursing:

- page 364-377 in chapter 19 ("Sleep-Wake Disorders")

As you read, complete the following review activities:

- page 364, chapter 19 Pre-Test
- page 377, chapter 19 Post-Test with Interactive Review

Caring for Patients With Sexual Disorders

The nurse holds the most intimate relationship possible with another human being and is tasked in this relationship to prevent disease and promote health and wellness. Cases involving sexual disorders are often among the most personal of such relationships and call for nurses to employ empathetic, patient-centered care. Nurses provide this care for the complexity of human sexuality by educating, offering clarification, promoting disease prevention, and assisting through referral to other appropriate professionals.

This topic addresses the following competencies:

- **726.4.3: Neurobiological Basis of Psychotherapeutic interventions**
  The graduate implements safe, quality care integrating knowledge of neurological functioning and psychopharmacology.

- **726.4.4: Management of Psychobiological Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing psychobiological disorders.

Read the following:

Varcarolis: Foundations of Psychiatric Mental Health Nursing:

- pages 380-398 in chapter 20 ("Sexual Dysfunctions, Gender Dysphoria, and Paraphilias")

Caring for Patients With Schizophrenia
Nurses caring for persons exhibiting bizarre behavior and disruptive thought patterns provide a safe environment by offering personalized and consistent care to their patients. The nurse must assess each situation to ensure outcome expectations derive from the patient’s ability to perform ADLs, and not from the nurse’s pressure to achieve outcomes. Any assessment must serve to separate the nurse from the patient, particularly where borders and boundaries may be blurred by psychosis.

This topic addresses the following competencies:

- **726.4.3: Neurobiological Basis of Psychotherapeutic interventions**
  The graduate implements safe, quality care integrating knowledge of neurological functioning and psychopharmacology.

- **726.4.4: Management of Psychobiological Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing psychobiological disorders.

- **726.4.5: Management of Severe Mental Health Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing severe mental health disorders.

**Read the following:**

Varcarolis: Foundations of Psychiatric Mental Health Nursing:

- pages 200-225 in chapter 12 ("Schizophrenia and Schizophrenia Spectrum Disorders")

As you read, complete the following review activities:

- page 202, chapter 12 Pre-Test
- page 226, chapter 12 Post-Test Interactive Review
- pages 225-226, chapter 12 Review Questions
- page 226, chapter 12 Choose either Case Study and Nursing Care Plan Schizophrenia # 1 or Schizophrenia # 2

Watch: the two part video on Gerald

- "Gerald: A Patient with Schizophrenia" Part 1
- "Gerald: A Patient with Schizophrenia" Part 2

**Bipolar Disorder**

Nurses caring for persons with disorders characterized by the presentation of wide ranges of mood swings and affect will organize care around situations and psychological energy extremes that challenge normal coping strategies. The nurse provides for safety by making patient checks consistent with behavior irregularities presented, and supports wellness by intervening with another person as the irregularities present in the moment.

This topic addresses the following competencies:

- **726.4.3: Neurobiological Basis of Psychotherapeutic interventions**
The graduate implements safe, quality care integrating knowledge of neurological functioning and psychopharmacology.

- **726.4.4: Management of Psychobiological Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing psychobiological disorders.

- **726.4.5: Management of Severe Mental Health Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing severe mental health disorders.

**Read the following:**

*Varcarolis: Foundations of Psychiatric Mental Health Nursing:*

- page 227-247 in chapter 13 ("Bipolar and Related Disorders")

As you read, complete the following review activities:

- page 248, chapter 13 Case Study "Bipolar II Disorder"

For more information on this topic please read the following chapters in your ATI 2013 Mental Health Nursing review module:

- chapter 13 “Bipolar Disorders”
- chapter 21 “Medications for Bipolar Disorders.”
- chapter 14 “Psychotic Disorders”

**Watch the following videos related to Mood Disorders:**

- “Personal Reflections on Manic Depressive Illness”
- “Dr. Kay Redfield Jamison on depression and suicide”

**Caring for Patients with Serious Mental Illness**

The nurse caring for persons with serious mental illness assesses their patient’s perceptions by asking the individual about their lived experiences. Perceptions centered on stressful events may, for instance, be perceived as a loss or a threat to the person needing care. The assessment of a patient’s view of reality establishes the foundation for the nurse to promote mental health by either normalizing the perception or by assisting to alter the perception. Nursing efforts such as clarifying distortions of reality can, when done with caring and compassion, help establish normalcy and health in the patient suffering from serious mental illness.

This topic addresses the following competencies:

- **726.4.3: Neurobiological Basis of Psychotherapeutic interventions**
  The graduate implements safe, quality care integrating knowledge of neurological functioning and psychopharmacology.

- **726.4.4: Management of Psychobiological Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing psychobiological disorders.
- **726.4.5: Management of Severe Mental Health Disorders**  
The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing severe mental health disorders.

**Read the following:**

*Varcarolis: Foundations of Psychiatric Mental Health Nursing:*

- page 584-596 in *chapter 31 (“Serious Mental Illness”)*

As you read, complete the following review activities:

- page 584, *chapter 31 Pre-Test*
- page 597, *chapter 31 Post Test with Interactive Review*

**Caring for Patients with Mood Disorders**

Depression is a mood disturbance characterized by sadness, despair, discouragement, feelings of emptiness, or hopelessness. The patient suffering a mood disorder may lose the ability to feel pleasure or interest in previously pleasurable activities and can present loss of function. The nurse provides a safe environment by asking directly about thoughts of self-harm. Promoting both effective coping strategies and safety includes the nurse’s acknowledgment of a patient’s feelings and assisting the individual to gain control over patterns of ineffective coping.

This topic addresses the following competencies:

- **726.4.3: Neurobiological Basis of Psychotherapeutic interventions**
  The graduate implements safe, quality care integrating knowledge of neurological functioning and psychopharmacology.

- **726.4.4: Management of Psychobiological Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing psychobiological disorders.

**Read the following:**

*Varcarolis: Foundations of Psychiatric Mental Health Nursing:*

- Pages 249-275 in *chapter 14 (“Depressive Disorders”)*

As you read, complete the following review activities:

- page 249, *chapter 14 Pre-Test*
- page 276, *chapter 14 Post-Test with Interactive Review*
- pages 275-276, *chapter 14 Critical Thinking Questions*
- page 276, *chapter 14 Case Study “Depression”*

For more information on this topic please read the following chapters in your ATI 2013 Mental Health Nursing review module:

- chapter 12 “Depressive Disorders”
Caring for Patients with Personality Disorders

Personality disorders are frequently found in association with chronic pain, health complaints, and maladaptive patterns of coping with patterns of life. The nurse promotes wellness by assisting the patient to recognize their imbalanced or disruptive coping and response patterns. Taking responsibility for their ineffectual responses to life’s complex situations and problems is foundational to a patient’s healing process. The nurse then provisions the patient with new coping mechanisms and strategies that help integrate the patient more harmoniously into the patterns of their own life. Health is promoted by listening to life’s stories and by identifying and replacing patterns of ineffective coping and imbalance which can contribute to disease.

Competencies covered by this topic

- **726.4.3: Neurobiological Basis of Psychotherapeutic interventions**
  The graduate implements safe, quality care integrating knowledge of neurological functioning and psychopharmacology.
- **726.4.4: Management of Psychobiological Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing psychobiological disorders.

Read the following:

Varcarolis: Foundations of Psychiatric Mental Health Nursing:

- page 457-477 in chapter 24 (“Personality Disorders”)

Additionally, read “Personality Disorders: What Is Borderline Personality Disorder?”

As you read, complete the following review activities:

- page 457, chapter 24 Pre-Test
- page 478, chapter 24 Post-Test with Interactive Review

For more information on this topic please read the following chapter in your ATI 2013 Mental Health Nursing review module:

- chapter 15 “Personality Disorders”

Watch the following videos on Borderline Personality Disorder:

- The biology of Borderline Personality Disorders
- "Personality Disorders: What Is Borderline Personality Disorder?"

Substance Use Disorders and Other Dependencies

Caring for substance use disorder requires the nurse to help the individual restructure psychological distortions and choose more effective ways of responding or coping. The nurse promotes recovery through a variety of evidence-based approaches. These include teaching relaxation to reduce emotional arousal, reframing a patient’s orientation so as to look at situations differently, and through affirmations or positive thoughts that recondition thinking to
replace defeating assumptions.

This topic addresses the following competencies:

- **726.4.3: Neurobiological Basis of Psychotherapeutic interventions**
  The graduate implements safe, quality care integrating knowledge of neurological functioning and psychopharmacology.

- **726.4.4: Management of Psychobiological Disorders**
  The graduate uses cognitive knowledge and clinical reasoning to implement evidence-based interventions with patients experiencing psychobiological disorders.

**Read the following:**

Varcarolis: *Foundations of Psychiatric Mental Health Nursing*:

- pages 412-429 in chapter 22 (“Substance-Related and Addictive Disorders”)

For further context on the wider health effects of a drug such as methamphetamine, read *How Meth Destroys the Body*.

As you read, complete the following review activities:

- page 412, chapter 22 Pre-Test
- page 429, chapter 22 Review Questions
- page 430, chapter 22 Post-Test with Interactive Review
- page 430, chapter 22 Case Study “Substance Abuse /Alcohol Withdrawal”

**For more information on this topic please read the following chapters in your ATI 2013 Mental Health Nursing review module:**

- chapter 17 “Substance Use and Addictive Disorders”
- chapter 24 “Medications for Substance Use Disorders”

**Watch the following videos on Meth:**

- Faces of Meth slides
- Meth and the Brain
- “Uncovering Meth’s History and Spread” Chapter 1, Meth’s Destruction and Spread

**Preparing for Your Objective Assessment**

You are almost there. Prepare to take your preassessment before you schedule your objective assessment.

**PREPARE to take your Objective Assessment**

If you have not already scheduled your Objective Assessment, do so now.

Review for your scheduled Objective Assessment

1) Review in WGUNursesRock test taking strategy video and Mental Health
2) Review: Flash Cards 1, 2, & 3 (Medications) found in the course knowledge base.

3) Complete: ATI Mental Health Test 1, 2, and Final (questions/answers with rationale)


5) Retake ATI Practice Assessments

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. You have completed the preassessment and have been given the okay by your program mentor to schedule your ATI objective assessment. Please make sure this assessment is scheduled during week 8 of your course. This will allow for any remediation prior to the end of the term if required.

**Student Support**

WGU values your input! Please submit any feedback you have using the following form:

[Course Feedback]

Access the WGU Library 24 hours a day, 7 days a week:

[WGU Library]

Visit the Student Success Center to access a variety of topics that will help you succeed at WGU:

[Student Success Center]

Contact the WGU Writing Center for help with any part of the writing or revision process:

[WGU Writing Center]