

NURS-2301: SPECIALIZED HEALTH CARE NEEDS

Cuyahoga Community College

Viewing: NURS-2301 : Specialized Health Care Needs

Board of Trustees:

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Academic Term:

2016-08-24

Subject Code

NURS - Nursing

Course Number:

2301

Title:

Specialized Health Care Needs

Catalog Description:

Critical thinking, Orem's self-care deficit theory, and the nursing process provide the framework for delivery of nursing care to the specialized populations of childbearing families, children and their families, and individuals with psychiatric-mental health needs. Emphasis is on therapeutic nurse-patient relationships and communication, and common psychiatric and behavioral health conditions; pediatric growth and development and common pediatric conditions; and care of childbearing women and their families.

Credit Hour(s):

8

Lecture Hour(s):

5

Other Hour(s):

9

Other Hour Details:

9 Clinical Lab hours per week

Requisites

Prerequisite and Corequisite

NURS-1601 Health Deviations I, or NURS-160D Health Deviations I for LPNS; and NURS-1701 Community/Home Nursing, and departmental approval.

Outcomes

Course Outcome(s):

Practice within the ethical and legal framework of nursing profession according to the student's expected level of learning.

Objective(s):

1. Provide safe nursing care to meet the self-care needs of childbearing women and their families.
2. Analyze the impact of cultural beliefs on the nursing care of the childbearing family.
3. Provide safe nursing care to meet the self-care needs of the child and their family.
4. Analyze the impact of cultural beliefs on the nursing care of the child and their family.
5. Incorporate legal implications of nursing care for patients with common psychiatric-behavioral health disorders.
6. Provide safe nursing care to meet the self-care needs of patients with psychiatric-behavioral health needs and their families.
7. Modify nursing care for patients with psychiatric-behavioral healthcare needs based on the patient's cultural beliefs.
8. Demonstrate awareness of how the student's culture and world view impact therapeutic nurse-patient relationships.

Course Outcome(s):

Provide technically competent care, incorporating biopsychosocial and scientific principles, to meet the self-care needs of individuals and families.

Objective(s):

1. Provide safe nursing care to meet the self-care needs of childbearing women and their families.
2. Provide safe nursing care to meet the self-care needs of the child and their family.
3. Use bio-psychosocial and nursing knowledge while safely performing technical, psychosocial and communication skills to help patients meet self-care needs.
4. Provide safe nursing care to meet the self-care needs of patients with psychiatric-behavioral health needs and their families.
5. Use critical thinking when relating clinical findings to obstetric, neonatal, and pediatric patient care situations.

Course Outcome(s):

Modify nursing care in response to self-care practices of individual and families from a variety of cultural, spiritual, and socioeconomic groups.

Objective(s):

1. Modify a collaborative plan of care with the family to meet the self-care needs of the pediatric patient.
2. Apply teaching/learning principles with the childbearing woman and her family.
3. Analyze the impact of cultural beliefs on the nursing care of the childbearing family.
4. Analyze the impact of cultural beliefs on the nursing care of the child and their family.
5. Apply the nursing process with teaching/learning principles to promote health for patients with psychiatric-behavioral health needs based on Orem's self-care deficit theory.
6. Plan care with consideration of culture and beliefs on the patient's response to interactions.
7. Interact with patients with consideration of patient's culture and beliefs
8. Plan care feasible for patient's socioeconomic status.
9. Use communication skills, both verbal and nonverbal, that facilitate problem identification and problem solving.

Course Outcome(s):

Formulate or modify an individualized nursing care plan for individuals and families based on Orem's self-care deficit theory.

Essential Learning Outcome Mapping:

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

1. Apply the nursing process to promote the health of the pediatric patient and their families based on Orem's self-care deficit theory.
2. Modify a collaborative plan of care with the family to meet the self-care needs of the pediatric patient.
3. Apply the nursing process to promote the health of the childbearing woman and her family based on Orem's self-care deficit theory.
4. Plan appropriate goals and nursing interventions with rationale which promotes self-care in patients with common psychiatric-behavioral health disorders.
5. Use critical thinking when relating clinical findings to obstetric, neonatal, and pediatric patient care situations.

Course Outcome(s):

Make correct inferences to reach appropriate conclusion in providing nursing care for individuals and families.

Objective(s):

1. Apply the nursing process to promote the health of the pediatric patient and their families based on Orem's self-care deficit theory.
2. Modify a collaborative plan of care with the family to meet the self-care needs of the pediatric patient.
3. Apply the nursing process to promote the health of the childbearing woman and her family based on Orem's self-care deficit theory.
4. Explain the effects of psycho-emotional-behavioral self-care deficits on the individual patient and their families.
5. Demonstrate critical thinking by making correct inferences to reach appropriate conclusions in providing care for patients with common psychiatric-behavioral health disorders.
6. Analyze common self-care deficits in patients with common psychiatric-behavioral health disorders.
7. Use critical thinking when relating clinical findings to obstetric, neonatal, and pediatric patient care situations.

Course Outcome(s):

Explain reasons for arriving at conclusions when providing nursing care for individuals and families.

Objective(s):

1. Analyze the impact of cultural beliefs on the nursing care of the childbearing family.
2. Explain the effects of psycho-emotional-behavioral self-care deficits on the individual patient and their families.
3. Analyze the impact of cultural beliefs on the nursing care of the child and their family.
4. Use critical thinking to explain reasons for arriving at conclusions for providing care for patients with common psychiatric-behavioral health disorders.
5. Use critical thinking when relating clinical findings to obstetric, neonatal, and pediatric patient care situations.

Course Outcome(s):

Establish effective professional relationship with individuals and families, using therapeutic communication and appropriate teaching strategies.

Objective(s):

1. Apply teaching/learning principles with the pediatric patient and their families.
2. Analyze the impact of cultural beliefs on the nursing care of the childbearing family.
3. Explain the effects of psycho-emotional-behavioral self-care deficits on the individual patient and their families.
4. Analyze the impact of cultural beliefs on the nursing care of the child and their family.
5. Determine factors that establish and maintain therapeutic relationships in patients with common psychiatric-behavioral health disorders.
6. Demonstrate behaviors appropriate and therapeutic for each stage of the nurse-patient relationship.
7. Identify behaviors that detract from effective communication.
8. Use communication skills, both verbal and nonverbal, that facilitate problem identification and problem solving.

Course Outcome(s):

Apply knowledge of human development in providing nursing care for individuals and families.

Objective(s):

1. Apply knowledge of normal physical characteristics and growth of the pediatric patient and recognize abnormal findings.
2. Apply teaching/learning principles with the pediatric patient and their families.
3. Apply teaching/learning principles with the childbearing woman and her family.
4. Explain the effects of psycho-emotional-behavioral self-care deficits on the individual patient and their families.
5. Employ consideration of human development in planning nursing care for patients with common psychiatric-behavioral health disorders.
6. Use critical thinking when relating clinical findings to obstetric, neonatal, and pediatric patient care situations.

Course Outcome(s):

Collaborate with health care team members to meet the self-care needs of individuals and families.

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):

1. Modify a collaborative plan of care with the family to meet the self-care needs of the pediatric patient.
2. Apply teaching/learning principles with the pediatric patient and their families.
3. Apply teaching/learning principles with the childbearing woman and her family.
4. Compare and contrast the role of the nurse with those of other members of the healthcare team who are providing care to the childbearing family.
5. Compare and contrast the role of the nurse with those of other members of the healthcare team who are providing care to the pediatric patient and their family.
6. Identify community support services for patients with common psychiatric-behavioral health disorders.
7. Use critical thinking when relating clinical findings to obstetric, neonatal, and pediatric patient care situations.
8. Compare and contrast the role of the nurse with those of other members of the healthcare team who are providing care to the psychiatric-behavioral health patient and their families.

Course Outcome(s):

Design a collaborative plan of care to meet the self-care needs of individuals and families based on principles of delegation.

Objective(s):

1. Compare and contrast the role of the nurse with those of other members of the healthcare team who are providing care to the childbearing family.
2. Compare and contrast the role of the nurse with those of other members of the healthcare team who are providing care to the pediatric patient and their family.
3. Plan appropriate goals and nursing interventions with rationale which promotes self-care in patients with common psychiatric-behavioral health disorders.
4. Incorporate the resources of the multidisciplinary health care team.
5. Compare and contrast the role of the nurse with those of other members of the healthcare team who are providing care to the psychiatric-behavioral health patient and their families.

Course Outcome(s):

Identify resources for continuing professional development.

Objective(s):

1. Apply teaching/learning principles with the pediatric patient and their families.
 2. Apply teaching/learning principles with the childbearing woman and her family.
 3. Pursue professional development opportunities in order to upgrade skills and knowledge to adapt to regular changes in the field of nursing.
 4. Use critical thinking when relating clinical findings to obstetric, neonatal, and pediatric patient care situations.
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Methods of Evaluation:

1. Written examinations
2. Clinical performance evaluations
3. Written and oral assignments
4. Process recordings of nurse/patient interactions
5. Data collection
6. Nursing care plans, concept maps, reflective journaling, case studies
7. Participation in class and clinical

Course Content Outline:

1. The childbearing family
 - a. Introduction
 - i. childbearing during the 20th century
 - ii. government and community programs/resources
 - iii. nursing roles and settings
 - iv. family centered nursing
 - v. cultural, sexual and religious influences
 - vi. use of the nursing process with the childbearing family
 - vii. teaching/learning strategies
 - viii. ethical/legal issues
 - ix. vital statistics
 - x. research
 - xi. universal precautions
 - xii. self-care needs
 - xiii. delegation
 - b. Promotion of human functions and development for the newborn
 - i. physical adaptation
 - ii. nursing assessment general appearance
 1. gestational age assessment
 2. growth grids
 3. newborn behaviors and reflex responses
 4. diagnostic tests
 - iii. analysis and appropriate nursing diagnoses
 - iv. planning
 - v. nursing interventions
 - vi. evaluation and revision of goals
 - vii. safety and asepsis
 - c. Promotion of human function and development for the post-partal mother
 - i. nursing assessment/physiological adaptation
 - ii. psychological response
 - iii. breast feeding and formula feeding
 - iv. complications of the post-partal period
 - v. analysis and appropriate nursing diagnosis
 - vi. planning
 - vii. nursing interventions
 1. medications
 2. physical care

- 3. psychological issues
- 4. cultural and social issues
- 5. teaching strategies
- viii. evaluation and revision of goals
- d. Promotion of human function and development in the antepartal period
 - i. nursing assessment
 - 1. physiologic changes of pregnancy
 - 2. interview and health history
 - 3. physical assessment
 - 4. psychological tasks of families during pregnancy
 - 5. cultural influences
 - 6. developmental tasks of families during pregnancy
 - 7. nutritional assessment
 - 8. diagnostics and laboratory tests
 - ii. analysis and appropriate nursing diagnoses
 - iii. planning
 - iv. nursing interventions
 - 1. components of prenatal visits
 - 2. record keeping
 - 3. interventions to relieve common discomforts
 - 4. teaching appropriate to the trimester of pregnancy
 - v. evaluation and revision of goals
- e. Promotion of human function and development during the intrapartal period.
 - i. nursing assessment:
 - 1. fetal assessment
 - 2. uterine assessment/contractions
 - 3. psychosocial assessment
 - 4. assessment of patient's position
 - 5. fetal monitoring
 - 6. pelvic assessment (pelvimetry)
 - ii. physiology of labor
 - 1. uterine function
 - 2. theories of labor onset
 - 3. mechanisms of normal labor
 - 4. stages of labor
 - a. physiologic changes in each stage
 - b. psychological response to labor stages
 - c. fetal response to labor
 - d. support systems
 - e. nutrition and hydration
 - f. coping mechanism
 - g. anesthesia/analgesia
 - h. birth plans and alternatives
 - i. cultural and socioeconomic issues
 - iii. analysis and appropriate nursing diagnosis
 - iv. planning
 - v. nursing interventions
 - 1. first stage
 - a. latent phase
 - b. active phase
 - c. transition phase
 - 2. second stage
 - 3. third stage
 - 4. fourth stage (recovery)
 - 5. immediate care of newborn
 - vi. evaluation and revision of goals
- f. Promotion of human function and development during at-risk childbirth

- i. nursing assessment of intrapartial patients at risk for common complications of childbirth
- ii. analysis and appropriate nursing diagnoses
- iii. planning
- iv. nursing interventions
 1. patients treated medically; patients treated surgically
 2. induction and augmentation of labor
 3. documentation
 4. collaboration with other health care professionals
- v. evaluation and revision of goals
- g. Prevention of hazards/promotion of safety for the maternity patient at risk
 - i. nursing assessment of patients at risk for common complications of pregnancy
 1. assessment of fetal well being
 2. hypertensive disorders
 3. cardiac disorders
 4. diabetes
 5. anemias
 6. hyperemesis gravidarum
 7. gestational trophoblastic disease
 8. isoimmunization
 9. infectious diseases
 10. multiple gestation
 11. substance use and abuse
 12. nutritional disorders
 - ii. analysis and appropriate nursing diagnoses
 - iii. planning
 - iv. nursing interventions
 1. implementation of physician's orders
 2. teaching
 3. emotional support
 4. documentation
 - v. evaluation and revision of goals
- h. Prevention of hazards/promotion of safety for the high risk newborn
 - i. nursing assessment of high risk newborn
 1. factors associated with high risk
 2. classification of newborns according to gestational age and size
 3. post-term infants
 4. pre-term infants
 5. polycythemia
 6. meconium aspiration
 7. pathologic jaundice
 8. isoimmune conditions
 9. drug dependent neonates
 10. perinatal group B streptococcus infections
 11. nutritional care
 12. parental response to neonate at risk/death and dying issues analysis and appropriate nursing diagnoses
 - ii. planning
 - iii. nursing intervention
 1. implementation of physician's orders
 2. temperature regulation
 3. nutrition and feeding
 4. oxygen administration
 5. care in an isolette
 6. diagnostic testing
 7. positioning
 8. stimulation
 9. dependent care agency
 10. phototherapy
 11. documentation

- 12. discharge planning
- 13. follow-up care
- iv. evaluation and revision of goals
- 2. Childhood and adolescence
 - a. Foundations of pediatric nursing
 - i. introduction
 - 1. key components of family centered care, atraumatic care & evidence based practice
 - 2. scope of practice & professional standards for the pediatric nurse
 - 3. ethical concepts
 - 4. legal issues
 - 5. role of nurse in nursing/delegation
 - 6. Orem's self-care theory related to pediatric care
 - ii. child health nursing & the nursing process
 - 1. developmentally appropriate assessment
 - 2. analysis of data
 - 3. planning
 - 4. implementation
 - 5. evaluation
 - iii. factors influencing child health
 - 1. health status & lifestyles
 - 2. structures, functions, roles of families
 - 3. culture, ethnicity, spirituality, community & society
 - b. Health promotion
 - i. Normal developmental changes, anticipatory guidance & health promotion
 - 1. infant
 - 2. toddler
 - 3. preschooler
 - 4. school-age
 - 5. adolescent
 - ii. Working with children & families
 - 1. age-appropriate communication skills
 - 2. culturally competent communication
 - 3. health teaching to children & families
 - 4. age-appropriate health assessment
 - 5. normal variations in vital signs & growth parameters
 - c. Nursing care of children during illness & hospitalization
 - i. stressors & responses according to developmental stages
 - ii. factors influencing reactions & responses
 - iii. nursing management to minimize stressors
 - iv. safety measures
 - d. Pain management in children
 - i. factors, including development that influences pain experience in children
 - ii. age-appropriate pain assessment strategies
 - 1. pain rating scales
 - 2. physiologic monitoring
 - iii. nursing management of pain in children
 - 1. pharmacologic techniques & strategies
 - 2. nonpharmacologic techniques & strategies
 - e. Nursing care related to special needs and dying child
 - i. impact of special needs child on family
 - ii. nursing management of special needs child/family
 - iii. death concepts & developmental consideration
 - iv. key elements related to end-of-life care
 - v. effects of dying, death, & bereavement on family
 - vi. nursing management of dying child/family
 - f. Nursing care of the child with a health disorder
 - i. Nursing care of the child with an infections or communicable disorder
 - 1. child vs. adult in relation to infectious process
 - 2. nursing assessments & management

3. selected infectious disease
 - a. pertussis
 - b. viral exantheums
 - c. Lyme disease
 - d. Parasitic & helminthic infections
4. basic principles of immunization
5. recommended immunizations, immunization management concepts, & barriers to immunization
- ii. Nursing care of the child with a neurological disorder
 1. epilepsy/seizure
 2. hydrocephalus
 3. bacterial meningitis
- iii. Nursing care of the child with a respiratory disorder
 1. child vs. adult respiratory system
 2. nursing assessments & management including medications
 3. selected respiratory disorders
 - a. croup
 - b. bronchiolitis/RSV
 - c. foreign body aspiration
 - d. asthma
 - e. apnea/ALTE/SIDS
- iv. Nursing care of the child with a cardiovascular disorder
 1. child vs. adult cardiovascular system
 2. nursing assessments & management including medications
 3. selected cardiovascular disorders
 - a. congenital heart defects
 - b. heart failure
 - c. acute rheumatic fever
 - d. Kawasaki disease
- v. Nursing care of the child with a gastrointestinal disorder
 1. child vs. adult gastrointestinal system
 2. nursing assessments & management including medications
 3. selected gastrointestinal disorders
 - a. cleft lip and cleft palate
 - b. dehydration related to vomiting & diarrhea
 - c. hypertrophic pyloric stenosis
 - d. gastroesophageal reflux
 - e. celiac disease
- vi. Nursing care of the child with a genitourinary disorder
 1. child vs. adult genitourinary system
 2. nursing assessments & management including medications
 3. selected genitourinary disorders
 - a. urinary tract infection
 - b. nephrotic syndrome
- vii. Nursing care of the child with a neuromuscular disorder
 1. child vs. adult neuromuscular system
 2. nursing assessments & management including medications
 3. selected neuromuscular disorders
 - a. spina bifida (meningocele/myelomeningocele)
 - b. cerebral palsy
- viii. Nursing care of the child with a musculoskeletal disorder
 1. child vs. adult musculoskeletal disorder
 2. nursing assessments & management including medications
 3. selected musculoskeletal disorders
 - a. rickets
 - b. scoliosis
 - c. fractures
- ix. Nursing care of the child with an integumentary disorder
 1. child vs. adult integumentary system
 2. nursing assessments & management including medications

3. selected integumentary disorders
 - a. bacterial infections
 - b. fungal infections
 - c. diaper dermatitis
 - d. atopic dermatitis
 - x. Nursing care of the child with a hematologic disorder
 1. child vs. adult hematologic system
 2. nursing assessments & management including medications
 3. selected hematologic disorders
 - a. iron deficiency anemia
 - b. lead poisoning
 - c. sickle cell anemia
 - xi. Nursing care of the child with a genetic, cognitive, or mental health disorder
 1. impact of alterations on growth & development
 2. nursing assessments & management including medications
 3. selected genetic, cognitive & mental health disorders
 - a. trisomy 21 (Down syndrome)
 - b. autism spectrum disorder
 - c. attention-deficit/hyperactivity disorder
 - d. abuse and violence
3. Psychiatric-behavioral health component
- a. Introduction
 - i. Concepts of mental health - mental illness
 1. thoughts, emotions, physiology, behaviors, social
 - ii. Health-illness continuum
 1. stress and anxiety/grief
 2. coping and adaptation
 3. Mal-adaptation
 - iii. Cultural influences
 - iv. Mental status exam
 - v. Neural imaging studies
 - vi. Diagnostic Statistical Manual of Mental Disorders - 5
 - vii. Psychotherapeutic Management
 1. therapeutic nurse-patient relationship
 2. therapeutic communication
 3. milieu management
 - b. Prevention of hazards/promotion of safety: Legal issues in psychiatric-behavioral nursing
 - i. Admission criteria
 - ii. Psychiatric commitments
 - iii. Legal implications of nursing care
 - iv. Patient rights
 - v. Confidentiality
 - vi. Seclusion and restraints
 - vii. Civil torts
 - viii. Documentation
 - ix. Delegation
 - c. Human Development
 - i. Theories of human development
 - ii. Factors influencing human development
 - iii. Effects of human development on self-care agency
 1. Psychopathology
 - iv. Self-care deficits in human development
 1. Personality
 2. types of personality disorders
 - v. Assessment; data collection
 1. signs/symptoms/behaviors
 - vi. Analysis of data; critical thinking
 1. self-care deficits
 2. problem identification

- vii. Planning outcomes
- viii. Nursing interventions/rational
 1. therapeutic nurse-patient relationship
 2. therapeutic communication
 3. psychopharmacology
 4. complementary therapies
 5. psychosocial treatment modalities
 6. patient and family education
 - a. health promotion
 7. community resources
- ix. Evaluation
- d. Therapeutic nurse-patient relationships/Therapeutic Communication
 - i. Therapeutic nurse-patient relationships
 1. types of relationships
 2. characteristics of therapeutic nurse-patient relationships
 3. phases of therapeutic nurse-patient relationships
 4. nursing behaviors that facilitate and maintain nurse-patient relationships
 - ii. Therapeutic communication
 1. types of communication
 - a. verbal
 - b. non-verbal
 2. factors influencing communication
 3. communication process
 4. goals of therapeutic communication
 5. therapeutic communication techniques
 6. barriers to communication
- e. Self-care deficits of solitude and social interaction: Nursing management of schizophrenia
 - i. Etiology of schizophrenia
 1. brain anatomy and function
 - ii. Effects of schizophrenia on self-care agency
 1. psychopathology
 - iii. Assessment; data collection
 1. signs/symptoms/behaviors
 - iv. Analysis of data; critical thinking
 1. self-care deficits
 2. problem identification
 - v. Planning outcomes; inferences
 - vi. Nursing interventions/rationale
 1. therapeutic nurse-patient relationships
 2. therapeutic communication
 3. psychopharmacology
 4. complementary therapies
 5. psychosocial treatment modalities
 6. patient and family education
 - a. health promotion
 7. community resources
 - vii. evaluation
- f. Maintenance of balance between activity and rest: Nursing management of mood disorders
 - i. etiology of mood disorders
 1. brain anatomy and function
 - ii. types of mood disorders
 1. mania
 2. major depression
 - iii. effects of mood disorders on self-care agency
 1. psychopathology
 - iv. assessment; data collection
 1. signs/symptoms/behaviors
 - v. analysis of data; critical thinking

1. self-care deficits
2. problem identification
- vi. planning outcomes; inferences
 - i. Nursing interventions/rationale
 1. therapeutic nurse-patient relationships
 2. therapeutic communication
 3. psychopharmacology
 4. complementary therapies
 5. psychosocial treatment modalities
 6. patient and family education
 - a. health promotion
 7. community resources
 - ii. evaluation
- g. Maintenance of sufficient intake of air: Nursing management of anxiety disorders
 - i. etiology of anxiety disorders
 1. brain anatomy and function
 - ii. types of anxiety disorders
 - iii. effects of anxiety disorders on self-care agency
 1. psychopathology
 - iv. assessment; data collection
 1. signs/symptoms/behaviors
 - v. analysis of data; critical thinking
 1. self-care deficits
 2. problem identification
 - vi. planning outcomes; inferences
 - vii. Nursing interventions/rationale
 1. therapeutic nurse-patient relationships
 2. therapeutic communication
 3. psychopharmacology
 4. complementary therapies
 5. psychosocial treatment modalities
 6. patient and family education
 - a. health promotion
 7. community resources
 - viii. evaluation
- h. Maintenance of sufficient intake of water and food: Nursing management of eating disorders
 - i. etiology of eating disorders
 1. brain anatomy and function
 - ii. types of eating disorders
 1. anorexia nervosa
 2. bulimia nervosa
 - iii. effects of eating disorders on self-care agency
 1. psychopathology
 - iv. assessment; data collection
 1. signs/symptoms/behaviors
 - v. analysis of data; critical thinking
 1. self-care deficits
 2. problem identification
 - vi. planning outcomes; inferences
 - i. Nursing interventions/rationale
 1. therapeutic nurse-patient relationships
 2. therapeutic communication
 3. psychopharmacology
 4. complementary therapies
 5. psychosocial treatment modalities
 6. patient and family education
 - a. health promotion
 7. community resources
 - ii. evaluation
 - i. Prevention of hazards/promotion of safety: crisis intervention

- i. definition
- ii. types of crisis
- iii. effects of crisis on self-care agency
- iv. assessment; data collection
 - 1. signs/symptoms/behaviors
- v. analysis of data; critical thinking
 - 1. self-care deficits
 - 2. problem identification
- vi. planning outcomes; inferences
- vii. nursing interventions/rationale
 - 1. therapeutic nurse-patient relationship
 - 2. therapeutic communication
 - a. coping
 - b. health promotion
- viii. Evaluation
- j. Prevention of hazards/promotion of safety: Nursing management of substance use disorders
 - i. etiology of substance use/dependency
 - 1. brain anatomy and function
 - ii. types of substances of use/chemical dependency
 - 1. CNS depressants
 - 2. CNS stimulants
 - 3. Other
 - iii. effects of substance use/chemical dependency on on self-care agency
 - 1. psychopathology
 - iv. assessment; data collection
 - 1. signs/symptoms/behaviors
 - v. analysis of data; critical thinking
 - 1. self-care deficits
 - 2. problem identification
 - vi. planning outcomes; inferences
 - i. Nursing interventions/rationale
 - 1. therapeutic nurse-patient relationships
 - 2. therapeutic communication
 - 3. psychopharmacology
 - 4. complementary therapies
 - 5. psychosocial treatment modalities
 - 6. patient and family education
 - a. health promotion
 - 7. community resources
 - ii. evaluation

Resources

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Resources Other

1. NANDA International (formerly the North American Nursing Diagnosis Association): A professional organization of standard nursing terminology that was officially founded in 1982 which develops, researches, disseminates and refines the nomenclature, criteria and taxonomy of nursing diagnoses.
2. Diagnostic and Statistical Manual of Mental Disorders (DSM-5): Used by clinicians and researchers to diagnose and classify mental disorders. It is an authoritative volume that defines and classifies mental disorders in order to improve diagnoses, treatment, and research.
3. Evolution of the Quality and Safety Education for Nurses Initiative(QSEN) project began in 2005. Funded by Robert Wood Foundation; the overall goal of QSEN has been to address the challenge of preparing future nurses with the knowledge, skills, and aptitudes (KSAs) necessary to continuously improve the quality and safety of healthcare systems.
4. National Institute of Mental Health. www.nimh.nih.gov (<http://www.nimh.nih.gov>)
5. National Alliance for the Mentally Ill. www.nami.org (<http://www.nami.org>)

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