1. **COURSE ID:** NURS 231  **TITLE:** Psychiatric Nursing  
   **Units:** 5.0 units  **Hours/Semester:** 40.0-45.0 Lecture hours; 120.0-135.0 Lab hours; and 80.0-90.0 Homework hours  
   **Method of Grading:** Letter Grade Only  
   **Prerequisite:** NURS 222,  **Corequisite:** Concurrent enrollment in NURS 235.

2. **COURSE DESIGNATION:**  
   **Degree Credit**  
   **Transfer credit:** CSU

3. **COURSE DESCRIPTIONS:**  
   **Catalog Description:**  
   Effective and non-effective communication, equilibrium and disequilibrium in life styles and functioning in the adolescent to adult patient. Supervised learning experiences corresponding with classroom instruction in off-campus health care facilities. (Fall only.)

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
   Upon successful completion of this course, a student will meet the following outcomes:  
   1. Identify and assess the healthcare needs of patients/clients using the tools and framework appropriate to the clinical setting (Program SLO #4) Utilize theory and knowledge from nursing, the physical/behavioral sciences and the humanities in providing nursing care (Program SLO #3)

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
   Upon successful completion of this course, a student will be able to:  
   **THEORY OBJECTIVES:**  
   1. Uses the nursing process, which emphasizes critical thinking, independent judgment and continual evaluation as a means to determine nursing activities.  
   2. Utilize theory and knowledge from nursing, the physical/behavioral sciences and the humanities in providing nursing care.  
   3. Describe current legal and professional standards for nurses in relation to common clinical problems.  
   **I. OPERATIONALIZE THE NURSING PROCESS TO PROMOTE HOMEOSTASIS**  
   1. State the nursing process as it applies to the psychological aspects of care.  
   2. State the purpose of the nurse/patient relationship and of the nursing contract.  
   3. State ways the developmental tasks of the family influence the behavior of its members.  
   4. Relate ways that personality development influences behavior.  
   5. Identify physical and emotional needs of psychiatric patients.  
   6. Identify safety needs of psychiatric patients.  
   7. Discuss the concept of the interrelationship between physical and emotional illness.  
   8. Compare and contrast psychiatric behaviors throughout the life span.  
   9. Compare and contrast behaviors of specific groups as determined by societal crisis and or special interest (i.e. geriatrics, abuse).  
   10. Compare and contrast behaviors of mental health and mental illness along the wellness-illness continuum.  
   11. State basic principles related to the prevention of mental illness.  
   12. Identify therapeutic interventions for the treatment of psychiatric illness.  
   13. Identify common medications used to treat psychiatric illness including action, side effects, and nursing implications.  
   14. Describe the interactive therapies and nurse's role in facilitating these.  
   15. Describe adjunct therapies and the process of implementation for these therapies.  
   16. Relate developmental theories to psychiatric patients and/or illnesses.  
   17. Discuss the dynamics and causes of mental illness.  
   18. Describe the use of DSM IV in making diagnoses.  
   19. Describe the following characteristics of mental illness indicating disequilibrium.  
   20. List changes in perception of stimuli.  
   21. List changes in interpretation of stimuli.  
   22. List changes in communication.  
   23. State behaviors that indicate withdrawal.  
   24. List changes in self-esteem/dysfunction.
24. State behaviors that indicate affective disorders.
25. State types of motor dysfunction.
26. State types of psychophysiological reactions.
27. Describe and differentiate anxiety along the mental health-illness continuum.
28. Discuss disturbances in levels of consciousness, orientation, memory, judgment, and attitudes.
29. Specify specific nursing interventions to help alleviate the disequilibrium listed above.

II. ASSUME ROLE AS A COMMUNICATOR
1. Relate how ego-defense mechanisms enhance or disrupt the communication process.
2. State the therapeutic and non-therapeutic interviewing techniques.
3. Identify rationale used for these interviewing techniques.
4. Discuss techniques in communication with the older adult who is experiencing cognitive impairments.

III. ASSUME ROLE AS A TEACHER
1. State the types of health teaching needs for emotionally ill patients.
2. Describe different ways to promote mental health.
3. Discuss the nursing responsibilities in relation to clinical pathways and educating patients/families concerning a variety of mental health disorders.

IV. ASSUME ROLE AS A LEADER/MANAGER
1. Describe the dynamics of the group process.
2. Describe the purpose for groups and list the roles of group members.
3. Discuss how the milieu is used to provide therapeutic care.
4. Describe the nursing leadership role in the group process.

V. ASSUME ROLE AS A MEMBER WITHIN THE PROFESSION OF NURSING
1. List the qualities needed to carry out the role of psychiatric nurse.
2. Describe the roles of the psychiatric nurse.
3. Discuss future trends in psychiatric nursing and how these relate to the current state of health care.
4. Differentiate ethical/legal issues involved in the care of the emotionally ill patient.
5. Contrast social and therapeutic relationships

CLINICAL OBJECTIVES:
1. Utilize theory and knowledge from nursing, the physical/behavioral sciences and the humanities in providing nursing care.
2. Identify and assess the healthcare needs of patients/clients using the tools and framework appropriate to the clinical setting.
3. Engage in and disengage from therapeutic relationships through the use of effective interpersonal and counseling skills.
4. Provide compassionate, culturally sensitive care to clients in a variety of settings.

I. OPERATIONALIZE THE NURSING PROCESS TO PROMOTE HOMEOSTASIS
Utilize the nursing process, with minimal guidance, to effectively care for patients with pathophysiological and pathopsychological disorders.
1. Collect and organize data from a variety of sources including DSM IV information.
2. Obtain permission to contract and work with patient or groups of patients.
3. Uses multiple interviewing techniques.

Assess
1. Competently performs a mental health assessment of patients.
2. Uses knowledge of behavioral sciences in assessing need.
3. Relates patients' effective, noneffective, overt, covert communication to patient needs.
4. Interprets data and defines at least one patient strength and one patient problem per week.
5. Identifies the emotional, social, cultural or physiological factors that could affect a plan of care.
6. Interprets meaning of behaviors in relation to coping mechanisms.
7. Controls the environment to effect homeostasis of the patient.
8. Identifies a minimum of at least two needs, two nursing diagnoses and two outcome criteria related to a specific patient on a weekly basis.

Plan and perform, with minimal guidance, prioritized individual nursing measures designed to assist patients in need of rehabilitation and/or alterations in their life style.
1. Develops an appropriate and effective plan of care by involving the staff and patient.
2. Uses nursing diagnosis, outcome criteria and nursing interventions appropriately for the level and diagnosis of the patient when developing a plan of care.
3. Implement with minimal guidance
4. Implements and maintains a contract/agreement with a patient to meet on a regular basis until termination.
5. Discusses the purpose of contract/agreement.
6. Helps patient use his/her strengths by:
7. Identifying and redefining strengths.
8. Focusing on the positive behaviors.
9. Acknowledging change in the direction of wellness or improved functioning.
10. Helps the patient problem solve by:
11. Focusing on the situation causing the problem and/or consequences of behavior.
12. Defining the problem.
13. Finding appropriate resources, existing skills and alternate behaviors to solve the problem.
14. Sets limits on maladaptive (inappropriate) behavior.
15. Sets limits on destructive behavior.
16. Provides experiences, activities that would increase socialization skills and improve ADL skills.
17. Conducts at least one activity group with patients unless contraindicated by unit.
18. Involves significant others where and when it is appropriate.
19. Interviews a caregiver of individual(s) with mental health disorders and describes the dynamics of this relationship.

**Identify and analyze, with minimal guidance, effectiveness of nursing interventions used to meet patient needs and design/modify nursing care plans.**
1. Completely evaluates effectiveness of own behavior, verbally and in writing.
2. Uses alternative approaches if there are barriers to interpersonal relationships.

**II. ASSUME ROLE AS A COMMUNICATOR**
Utilize, with guidance, goal-directed therapeutic interactions to assist patients experiencing pathophysiological and pathopsychological stresses.
1. Attends report and participates in planning meetings, therapy and other patient groups.
2. Adapts communication to patient's acuity/anxiety/developmental levels.
3. Uses activities such as, silence, active listening, etc., to deal with barriers to communication.
4. Establish and maintain effective working relationships with peers and other health team members.
5. Communicates daily with multidisciplinary staff verbally and in writing.
6. Problem solves with peers and instructor in conference.

**Report and record accurately, objectively, and comprehensively patient assessments, interventions and their effectiveness, and other significant occurrences.**
1. Submits process recordings to the instructor with sample charting which reflect twice weekly meetings with a patient.
2. Reports and records physiological and behavior changes pertinent to the patients' problems.

**III. ASSUME ROLE AS A TEACHER**
Develop and implement, with minimal guidance, goal-directed teaching plans based on individual needs of patients/families and evaluate the results using clinical pathways.
1. Validates patient's understanding of health problems and need for health teaching.
2. Develops a goal directed teaching plan.
3. Implements the plan.
4. Evaluates the results.
5. Implements staff developed plans.

**Act as a role model in effective teaching with minimal guidance.**
1. Appropriate dress.
2. Adaptive behavior.
3. Assertive behavior.
4. Clear, unambiguous communication

**IV. ASSUME ROLE AS A LEADER/MANAGER**
Obtain the services of other health team members and, with guidance, make referrals to other community agencies based on assessment of patient's/family's need for such assistance.
1. Identifies interagency and intra-agency resources to assist patient/family to achieve goals.
2. Assesses the patient's/family's need for assistance by other health team members.
3. Discusses process of referrals.
4. Makes or suggests referrals with guidance from appropriate persons.

**Confere with other health team members to ensure continuity and comprehensiveness of patient care through the use of a multidisciplinary care plan or clinical pathway.**
1. Confers with multidisciplinary staff to discuss future plans of patient.
2. Meets with health team members to discuss continuity of care and termination.

**Cooperates with other disciplines to provide individual or group experiences for the improvement of patient functioning.**
Take corrective action if disruption in working relationships occur; e.g. staff or other students.

**V. ASSUME ROLE AS A MEMBER WITHIN THE PROFESSION OF NURSING**
Practice within the ethical standards and legal boundaries of student nurse practice with minimal guidance.
1. Identifies/compares the difference between social and professional role.
2. Follows hospital and unit policies and procedures.
3. Identifies ethical issues and patient rights.

Accepts responsibility for locating specific learning experiences or resources for his/her own learning needs.
1. Informs instructor of learning goals during weekly conferences.
2. Identifies in writing, areas for improvement, and learning goals.
3. Initiates activities to meet the identified goals.
4. Identifies, in writing, personal strengths.
5. Identifies one way of capitalizing on own strengths.
6. Seeks challenges in working with a variety of mentally ill patients.

Evaluate learning experiences and objectively assess his/her own progress with minimal guidance.
1. Reviews previous evaluations and initiates steps to improve performance.
2. Completes written self-evaluation tool identifying strengths and areas for improvement (give specific examples of how each objective was met.)

Understand the role of the nurse in the hospital and the community.
1. States verbally or in writing trends in psychiatric nursing.
2. Analyzes factors that influence these trends.

6. COURSE CONTENT:

Lecture Content:
1. Introduction to Mental Health
2. Your Role as a Student in the Mental Health Arena
3. Psychosociocultural Assessment
4. The Nursing process and Therapeutic Communication
5. Conflict Resolution
6. Theoretical and Developmental Concepts
7. Therapeutic Responses to Mental Illness
8. Biological and Adjunct Therapies
9. Legal Issues and Ethical Issues
10. The Anxiety Continuum; a Basis for Mental Health Disorders
11. Intervening in Crisis
12. Mood Disorders
13. Suicide
14. The Elderly and Mental Illness
15. Cognitive Disorders
16. Schizophrenia
17. Personality Disorders
18. Dealing with Escalating Behavior
19. Violence: Society and Family
20. Eating Disorders
21. Child and Adolescent Emotional Disorders
22. Substance-Related Disorders
23. Community/Home Mental Health Nursing
24. Making the Transition: Mental Health in Med/Surg
25. Research

Lab Content:
Student provide nursing care to patients in the behavioral health setting.

7. REPRESENTATIVE METHODS OF INSTRUCTION:
Typical methods of instruction may include:
A. Lecture
B. Lab
C. Activity
D. Discussion
E. Guest Speakers
F. Observation and Demonstration
G. Service Learning
8. REPRESENTATIVE ASSIGNMENTS
Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:
A. Process Recording
B. Weekly Clinical Journal
C. Case Study
D. Clinical Worksheet

Reading Assignments:
A. Text book reading
B. Online journals

Other Outside Assignments:
1. Recommended and required DVD and/or other media

9. REPRESENTATIVE METHODS OF EVALUATION
Representative methods of evaluation may include:

A. Clinical evaluation tool, 3 exams, written assignments, presentations, group assignments and video competency. WRITING ASSIGNMENTS/PROFICIENCY DEMONSTRATION: Written assignments must follow APA format and use correct grammar, spelling and punctuations (guidelines available in Student Handbook).

10. REPRESENTATIVE TEXT(S):
Possible textbooks include:

Possible software includes:
A. Pharmacology Made Easy, Assessment Technologies Institute, 2.0 ed.
   Students are required to complete selected tutorials

Other:
A. Nursing 231 Syllabus, College of San Mateo.
B. Library readings.

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Course Originator: Janis Wisherop