

**College of San Mateo  
Official Course Outline**

1. **COURSE ID:** NURS 231    **TITLE:** Mental Health 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. Effectively communicate information, advice and professional opinion to colleagues, patients, clients and their families.
  2. Engage in and disengage from therapeutic relationships through the use of effective interpersonal and counseling skills.
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
Upon successful completion of this course, a student will be able to:  
**THEORY OBJECTIVES:**  
**I. OPERATIONALIZE THE NURSING PROCESS TO PROMOTE HOMEOSTASIS**
  1. Deduce the historical theories regarding mental illness while making a comparison to contemporary models.
  2. Apply the concept of stigma as it applies to the individual and society.
  3. Demonstrate knowledge of the use of DSM V in making mental health diagnoses.
  4. Discuss the dynamics and causes of mental illness
  5. Recognize disturbances in levels of consciousness, orientation, memory, judgment, and attitudes.
  6. Differentiate anxiety states along the mental health-illness continuum.
  7. Relate components of the Mental Status Exam to patient behaviors and presentation.
  8. Recognize the interrelationship between physical and emotional illness
  9. Identify the rationale and process of the psychosocial-cultural assessment.
  10. Compare and contrast behaviors of specific groups as determined by societal crisis and or special interest (i.e. elder abuse).
  11. Compare and contrast various theoretical perspectives and the relationship to mental health.
  12. Discuss the role of the RN in psychosocial-cultural assessment.
  13. Identify the rationale and process of the psychosocial-cultural assessment.
  14. Appraise the following characteristics indicative of mental illness disequilibrium; changes in perception of stimuli, changes in interpretation of environment and changes in communication.
  15. Plans to provide care that is equity based and within the context of cultural and spiritual needs
  16. Explain the purpose of the nurse/client relationship as it pertains to developing a care contract.
  17. Interpret methods and strategies used in prevention of mental illness.
  18. Assess therapeutic interventions potential in assisting with different mental health challenges.
  19. Apply the concepts of caring and compassion to the care of persons with mental illness.
  20. Organize common medications used to treat mental illness including; action, side effects, and nursing implications
  21. Select interactive therapies the registered nurse uses when working with people experiencing a range of mental health challenges.
  22. Describe adjunct therapies used by multiple disciplines and the process of implementation for these
  23. Evaluate the effectiveness of a nursing care plan as it applies to a variety of mental health conditions.**II. ASSUME ROLE AS A COMMUNICATOR**

1. Relate ego-defense mechanisms and how they enhance or disrupt the communication process.
2. List therapeutic and non-therapeutic interviewing techniques.
3. Evaluate enhancements and barriers to therapeutic communication.
4. Compare and contrast techniques in communication with special populations.

### **III. ASSUME ROLE AS A TEACHER**

1. Assess the health teaching needs for individuals experiencing mental illness.
2. Describe several ways to promote mental health and prevent illness among individuals and diverse populations.

### **IV. ASSUME ROLE AS A LEADER/MANAGER/PROFESSIONAL**

1. Apply the Nursing Process in preparation for maintaining safety during all phases of escalation.
2. Aligns the pharmacological therapies to the individual receiving mental health care: A) Assess responses to pharmacological interventions; compare and contrast positive and negative outcomes. B) Develop a plan to ensure safety in medication management.
3. Formulate priority based nursing care plans for multiple psychological clinical manifestations and disorders outlined in the DSM V.
4. Describe the dynamics of the group process including purpose and roles.
5. Apply the concept of milieu theory in providing therapeutic care.
6. List the qualities needed to carry out the role of the mental health registered nurse.
7. Describe the role of the mental health registered nurse.
8. Discuss future trends in mental health nursing and how these relate to the current state of health care.
9. Apply the concepts related to caring for individuals under legal holds.
10. Differentiate ethical/legal issues involved in the care of the mentally ill client.

### **CLINICAL OBJECTIVES:**

#### **I. OPERATIONALIZE THE NURSING PROCESS TO PROMOTE HOMEOSTASIS**

1. Evaluates own learning needs in selecting experiences that enhance personal knowledge.
2. Selects clients diverse in age, development, gender and cultures to enhance learning experiences.
3. Obtains permission from the instructor and/or resource RN to work with clients.
4. Collects and organize data from a variety of resources including but not limited to observation, client documents, multiple disciplines and DSM V criteria.

#### **Assessment**

1. Determines emotional, social, cultural or physiological factors that could affect a plan of care.
2. Evaluates how the environment affects the homeostasis of the client and vice versa.
3. Interprets observed behaviors of the client by applying evidenced based literature of the behavioral sciences.
4. Deduces priority problems based on data collected and assessment.
5. Interprets meaning of behaviors in relation to coping mechanisms.

#### **Planning (Outcome)**

1. Involves client in the plan of care.
2. Collaborates with resource RN in planning patient care.
3. Constructs client focused (SMART) outcomes in planning care.
4. Lists a minimum of two specific interventions per outcome including rationales.

#### **Implementation**

1. Makes and maintains a verbal contract/agreement with a client to in preparation for therapeutic communication.
2. Uses a minimum of three different therapeutic communication techniques.
3. Helps client improve his/her strengths by: • Identifying strengths • Focusing on positive behaviors and attainment of goals • Acknowledging improved functioning
4. Helps the client problem solve by: • Identifying the issue(s) causing the problem • Assisting the client to discover solutions
5. Uses limit-setting in appropriate situations.
6. Provides clients with activities that increase socialization skills and interaction in the milieu.
7. (Student) Participates in milieu activities when permitted.
8. Modifies interventions to meet the needs of specific client developmental and chronological ages.

#### **Evaluation**

1. Evaluates individual client needs for psychotropic drugs.
2. Evaluates adverse side effects and specific parameters of administered psychotropic medications.
3. Indicates outcome achievement or non-achievement.
4. Identifies alternative outcomes or intervention to resolve identified problems.
5. Evaluates personal behaviors that enhance or detract from therapeutic communication.

### **II. ASSUMES ROLE AS COMMUNICATOR**

1. Communicates effectively using SBAR to convey timely and relevant data acquired about the client, family and/or visitors to appropriate team member.
2. Participates in pre and post conferences to identify client needs and methods to deliver care more effectively in future interactions.
3. Communicates with appropriate person if a disruptive working relationship occurs with hospital staff, instructor, peers and others.
4. Reports and records physiological and behavioral changes pertinent to the client's problems (Sim Chart).

### **III. ASSUME ROLE AS A TEACHER**

1. Reviews teaching needs/plans of select clients.
2. Implements staff developed teaching plans.

### **IV. ASSUME ROLE AS A LEADER/MANAGER/PROFESSIONAL**

1. Demonstrates the value and significance of variance reporting (Fall assessment; Safety Checks, etc.).
2. Incorporates national patient safety goals.
3. Reviews legal documents and articulates the key points.
4. Protects confidentiality of electronic health records data, information and knowledge of technology in and ethical manner.
5. Follows agency policies and procedures.
6. Identifies ethical issues and client rights.
7. Maintains a positive/professional attitude while interacting with inter-professional team member, faculty and fellow students.
8. Accepts constructive feedback and develops plan of action for improvement.
9. Demonstrates responsibility and accountability for own actions.
10. Follows program policy and procedures for clinical setting (see student handbook).

## **6. COURSE CONTENT:**

### **Lecture Content:**

1. Introduction to Mental Health
2. Psychosociocultural Assessment
3. The Nursing process and Therapeutic Communication
4. Theoretical Concepts
5. Biological and Adjunct Therapies
6. Legal Issues and Ethical Issues
7. The Anxiety Continuum; a Basis for Mental Health Disorders
8. Intervening in Crisis
9. Mood Disorders
10. Suicide
11. The Elderly and Mental Illness
12. Neuro-Cognitive Disorders
13. Schizophrenia
14. Personality Disorders
15. Dealing with Escalating Behavior
16. Violence: Society and Family
17. Eating Disorders
18. Child and Adolescent Emotional Disorders
19. Substance-Related Disorders
20. Military Families; Adjustment Disorders and PTSD
21. Community/Home Mental Health Nursing
22. Making the Transition: Mental Health in medical/surgical nursing
23. Research application to Nursing policy and procedure

### **Lab Content:**

Students 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. Simulated Documentation
- B. Case Study
- C. Clinical Worksheet
- D. Presentation

**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. Group Projects
- B. Oral Presentation
- C. Papers
- D. Simulation
- E. Written examination
- F. 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:

- A. Townsend, MC.. *Psychiatric Nursing*, 11th ed. Philadelphia, PA: F.A. Davis, 2021
- B. Townsend, M.C. *Nursing Diagnoses in Psychiatric Nursing*, 10th ed. Philadelphia, PA: F.A. Davis, 2021

Possible software includes:

- A. Mental Health - Digital Clinical Experience. Shadow Health, Most recent ed.  
Students are required to assess, interact, teach and communicate with 5 different animated patients scenarios

Other:

- A. Nursing 231 Syllabus, College of San Mateo.
- B. Online links to additional resources

**Origination Date:** November 2021

**Curriculum Committee Approval Date:** January 2022

**Effective Term:** Fall 2022

**Course Originator:** Janis Wisherop