



El Camino College  
COURSE OUTLINE OF RECORD – Official

<b>Course Acronym:</b>	NURS
<b>Course Number:</b>	230
<b>Descriptive Title:</b>	Mental Health Nursing
<b>Division:</b>	Health Sciences and Athletics
<b>Department:</b>	Nursing
<b>Course Disciplines:</b>	Nursing
<b>Catalog Description:</b>	In this course, students will utilize the nursing process to care for clients with varying degrees of mental health problems. Psychopharmacological therapies will be examined. Students will apply techniques of therapeutic communication and assume a leadership role in the clinical setting. In addition, students will utilize and maintain legal and ethical standards specific to mental health patients.
<b>Prerequisite:</b>	Nursing 220 AND  Nursing 222 AND  Nursing 224 AND  Nursing 226 with a minimum grade of C in all prerequisites  OR  Nursing 149 with a minimum grade of C  AND  Nursing 224 with a minimum grade of C or concurrent enrollment
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	
<b>Enrollment Limitation:</b>	Students must be admitted into the Nursing Program
<b>Hours Lecture (per week):</b>	2
<b>Hours Laboratory (per week):</b>	4.5
<b>Outside Study Hours:</b>	4
<b>Total Course Hours:</b>	117
<b>Course Units:</b>	3.5
<b>Grading Method:</b>	Letter Grade only
<b>Credit Status:</b>	Credit, degree applicable

<b>Transfer CSU:</b>	Yes
<b>Effective Date:</b>	July 16, 2018
<b>Transfer UC:</b>	No
<b>Effective Date:</b>	
<b>General Education: ECC</b>	
<b>Term:</b>	
<b>Other:</b>	
<b>CSU GE:</b>	
<b>Term:</b>	
<b>Other:</b>	
<b>IGETC:</b>	
<b>Term:</b>	
<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1 Nursing Process/Psychobiological Theories</b></p> <p>The student will apply the nursing process and the psychobiological theories identifying nursing problems and apply a treatment plan for patients with mental health disorders.</p> <p><b>SLO #2 The Nursing Practice Act/Leadership</b></p> <p>The student will analyze the law and the scope of practice as defined by the California Nursing Practice Act and will define and discuss the types of leadership styles/roles.</p> <p><b>SLO #3 Therapeutic Communication</b></p> <p>The student will utilize effective therapeutic communication skills needed for patients with biophysical symptoms (fatigue, loss of appetite and insomnia) as well as emotional symptoms (sadness, euphoria and disturbed sensory perception) of mental illness.</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Relate how biopsychosocial theories and the human needs hierarchy impact caring for patients with mental disorders.</li> <li>2. Apply psychiatric-mental health concepts, biopsychosocial theories and effective therapeutic interventions to diverse populations exhibiting various mental health disorders.</li> <li>3. Apply the nursing process in care of a patient in the mental health setting.</li> <li>4. Utilize the techniques of a therapeutic nurse-patient relationship.</li> <li>5. Analyze the dynamics of therapeutic communication.</li> <li>6. Explain how pharmacological treatment modalities and pertinent lab results related to patients with mental disorders.</li> <li>7. Contrast the legal status of the involuntary versus the voluntary inpatient admission to the hospital.</li> <li>8. Compare how the values, morals and ethics of the patient's culture impacts effect therapeutic communication.</li> <li>9. Examine mental health disorders causing impulsive/poor coping behaviors leading to eating disorders, sleeping disorders and other maladaptive coping behaviors.</li> <li>10. Demonstrate the link/relationship between stress and disease.</li> </ol>

	<ul style="list-style-type: none"> <li>11. Choose an appropriate response to the suicidal patient.</li> <li>12. Identify collaborative leadership roles of the nurse caring for patients with mental health disorders.</li> <li>13. Identify multiple mental health resources in the community.</li> <li>14. Utilize technology and informatics to support critical thinking and evidence-based quality improvement that support safe processes of care.</li> <li>15. Demonstrate how caring attitudes and behaviors (care of the mind, body, and spirit) in the work of professional psychiatric-mental health nursing promotes health and dignity for patients with mental illness across the lifespan.</li> </ul>
<p><b>Major Topics:</b></p>	<ul style="list-style-type: none"> <li><b>I. Health Care Law (2 hours, lecture)</b> <ul style="list-style-type: none"> <li>A. State Statutory Law</li> <li>B. Lanterman-Petris-Short (LPS) Act</li> <li>C. Consent/statutory surrogates</li> </ul> </li> <li><b>II. Ethics (3 hours, lecture)</b> <ul style="list-style-type: none"> <li>A. Lifespan <ul style="list-style-type: none"> <li>1. Confidentiality</li> <li>2. Patient noncompliance</li> <li>3. Protecting patent rights</li> <li>4. Cultural conflicts</li> </ul> </li> <li>B. Organizational Ethics <ul style="list-style-type: none"> <li>1. Use of seclusion and restraints</li> <li>2. Historical and theoretical perspectives</li> </ul> </li> </ul> </li> <li><b>III. Communication (3 hours, lecture)</b> <ul style="list-style-type: none"> <li>A. Therapeutic communication</li> <li>B. Interprofessional communication</li> <li>C. Handoff/reporting</li> <li>D. Group <ul style="list-style-type: none"> <li>1. Group process</li> <li>2. Group dynamics</li> </ul> </li> </ul> </li> <li><b>IV. Psychosis (4 hours, lecture)</b> <ul style="list-style-type: none"> <li>A. Schizophrenia spectrum and other psychotic disorders</li> <li>B. Neurocognitive disorders</li> <li>C. Personality disorders (Cluster A)</li> </ul> </li> <li><b>V. Anxiety (4 hours, lecture)</b> <ul style="list-style-type: none"> <li>A. Anxiety disorders</li> <li>B. Obsessive-compulsive and related disorders</li> <li>C. Trauma and stressor-related disorders <ul style="list-style-type: none"> <li>1. Post-traumatic stress disorder</li> </ul> </li> <li>D. Personality disorders (Cluster C) <ul style="list-style-type: none"> <li>1. Avoidant personality disorder</li> <li>2. Dependent personality disorder</li> </ul> </li> </ul> </li> </ul>

3. Obsessive-compulsive personality disorder

**VI. Stress and Coping (4 hours, lecture)**

- A. Positive coping behaviors
- B. Maladaptive coping behaviors
  - 1. Addiction
    - a. Substance induced disorders
    - b. Substance use disorders
    - c. Behavior addictions
- C. Crisis
- D. Personality Disorders (Cluster B)

**VII. Mood and Affect (4 hours, lecture)**

- A. Depressive disorders
  - 1. Disruptive mood dysregulation disorder
  - 2. Major depressive disorder
  - 3. Psychotic depression
  - 4. Situational depression
  - 5. Suicide
- B. Manic disorders
  - 1. Bipolar I
  - 2. Bipolar II

**VIII. Cognition (2 hours, lecture)**

- A. Neurocognitive disorders (NCDs)
- B. Cognitive impairment, not dementia
- C. Focal cognitive disorders

**IX. Development (3 hours, lecture)**

- A. Physical/physiological developmental delay/disorder
  - 1. Down syndrome
- B. Social/emotional developmental delay/disorder
  - 1. Autism spectrum disorder
  - 2. Separation anxiety disorder
- C. Cognitive developmental delay/disorder
  - 1. Attention deficit disorder
  - 2. Attention deficit hyperactivity disorder
- D. Adaptive developmental delay
  - 1. Oppositional defiant disorder
  - 2. Conduct disorder

**X. Sexuality (1 hour, lecture)**

- A. Paraphilia
- B. Sexual identity

**XI. Activity and Rest (1 hour, lecture)**

	<ul style="list-style-type: none"> <li>A. Circadian rhythm sleep disorders</li> <li>B. Insomnia</li> </ul> <p><b>XII. Nutrition (1 hour, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Anorexia nervosa</li> <li>B. Bulimia</li> </ul> <p><b>XIII. Leadership (3 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Leadership roles in a group</li> <li>B. Leadership styles</li> </ul> <p><b>XIV. Clinical Orientation (10 hours, lab)</b></p> <ul style="list-style-type: none"> <li>A. Hospital specific policies and procedures</li> <li>B. Course specific policies and procedures <ul style="list-style-type: none"> <li>1. Patient safety behavioral management issues</li> <li>2. Monitoring medication effectiveness</li> <li>3. Nursing/multidisciplinary care plans</li> <li>4. Group and adjunctive therapy</li> <li>5. Psychobiological care.</li> </ul> </li> </ul> <p><b>XV. Pre-Clinical Conference (1 hour, lab)</b></p> <ul style="list-style-type: none"> <li>A. Discuss Plan of Care (POC) for the day</li> </ul> <p><b>XVI. Clinical Lab (30 hours, lab)</b></p> <ul style="list-style-type: none"> <li>A. Crisis resolution unit/care</li> <li>B. Psychiatric Emergency Room (ER)</li> <li>C. Adult mental health unit</li> </ul> <p><b>XVII. Clinical Lab (23 hours, lab)</b></p> <ul style="list-style-type: none"> <li>A. Acute step down unit</li> <li>B. Children's mental health unit</li> </ul> <p><b>XVIII. Post Conference (1 hour, lab)</b></p> <ul style="list-style-type: none"> <li>A. Discuss experience throughout the clinical day</li> </ul> <p><b>XIX. Ancillary Clinical Assignments (16 hours, lab)</b></p> <ul style="list-style-type: none"> <li>A. Board of Registered Nursing Disciplinary Meeting</li> <li>B. Los Angeles Sheriff Department Mental Health Department 95 Courthouse</li> </ul>
<b>Total Lecture Hours:</b>	36
<b>Total Laboratory Hours:</b>	81

<b>Total Hours:</b>	117
<b>Primary Method of Evaluation:</b>	1) Substantial writing assignments
<b>Typical Assignment Using Primary Method of Evaluation:</b>	Based on readings in the textbook, pharmacological resources and nursing journals, identify the medications used to treat a client with a mental health problem. In a two- to three-page paper, compare and contrast the various medications used to treat this disorder. Discuss the drugs' side effects, potential adverse reactions, and the implications for nursing care.
<b>Critical Thinking Assignment 1:</b>	After interacting with a patient, complete a Nurse-Client Relationship Analysis with the goal of exploring the feelings and behaviors of the patient. After reviewing the textbook information and lectures on the psychopathology of various mental disorders, analyze and document interactions between you and the patient, including verbal and nonverbal responses. Your analysis should consider the client's psychopathology, the psychodynamics of your interactions with the client, the psychopharmacology involved, and the use of facilitators, block and defense mechanisms. Examine to what extent the stated goals were achieved as well as the impact of your behavior(s) that facilitated goal achievement.
<b>Critical Thinking Assignment 2:</b>	Formulate and develop a nursing care plan for a patient with a major depressive disorder. Assess each of the patient's basic needs, select appropriate nursing diagnosis, and plan achievable goals and effective nursing interventions. After implementation, determine if the client's goals have been met. Finally, analyze both the patient's and your behavior(s) that facilitated goal achievement.
<b>Other Evaluation Methods:</b>	Class Performance, Matching Items, Objective Exam, Other (specify), Quizzes, Term or Other Papers, Written Homework
<b>Instructional Methods:</b>	Demonstration, Discussion, Group Activities, Lab, Lecture, Multimedia presentations, Role play/simulation
<b>If other:</b>	
<b>Work Outside of Class:</b>	Answer questions, Problem solving activity, Required reading, Study
<b>If Other:</b>	
<b>Up-To-Date Representative Textbooks:</b>	Videbeck, S. L. (2019). Psychiatric-mental health nursing (8th ed.). Philadelphia: Wolters Kluwer.  American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association.  Assessment Technologies Institute. (2016). RN mental health nursing review module (10th ed.). Retrieved from <a href="https://www.atitesting.com/Home.aspx">https://www.atitesting.com/Home.aspx</a> (Discipline Standard)  State of California Board of Registered Nursing. (2020). California nursing practice act with regulations and related statutes. Charlottesville, VA: LexisNexis
<b>Alternative Textbooks:</b>	
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	
<b>Requisite:</b>	Prerequisite

<b>Category:</b>	sequential
<b>Requisite course(s): List both prerequisites and corequisites in this box.</b>	<p>Nursing-220 AND</p> <p>Nursing-222 AND</p> <p>Nursing-224 AND</p> <p>Nursing-226</p> <p>OR</p> <p>Nursing 149 with a minimum grade of C</p> <p>AND</p> <p>Equivalences in Nursing 220, 222. and 226</p> <p>AND</p> <p>Nursing 224 as a co-requisite for students enrolled in Nursing 149</p>
<b>Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	<p><b>Students must need skills from Fundamental Nursing skills to advance</b></p> <p>NURS 220 - Identify and apply an understanding of professional nursing roles and legal ethical nursing standards.</p> <p>NURS 220 - Demonstrate and practice the principles of medical and surgical asepsis.</p> <p>NURS 220 - Identify the steps of the nursing process by relating how it applies to nursing care.</p> <p>NURS 220 - Apply the use of the nursing process in formulating nursing care plans.</p> <p>NURS 220 - Utilize the nursing process to safely demonstrate nursing skills.</p> <p>NURS 220 - Demonstrates the skills necessary to safely care for patients.</p> <p>NURS 220 - Identify safety issues related to patient care.</p> <p>NURS 220 - Identify Maslow's and Kalish's and Watson's theoretical principles and how they affect the care of the patient.</p> <p>NURS 220 - Utilize evidence-based information from this course and research related findings in the application of fundamental nursing care.</p> <p>NURS 149 - Formulate individual nursing care plans considering the concept areas of fluid and electrolytes, acid-base balance, gas exchange, hormonal and glucose regulation, nutrition, elimination, perfusion, tissue integrity, and/or pain.</p> <p>NURS 149 - Discuss the core competencies of nursing care including communication and safety when providing patient care.</p>

NURS 149 - Demonstrate competency in the performance of nursing skills.

NURS 149 - Examine the personal preference concepts of culture, spirituality, adherence, and self-management and discuss how these relate to the nursing process and health promotion.

NURS 149 - Compare legal roles and ethical responsibilities within the nursing profession.

NURS 149 - Evaluate what role clinical judgement and leadership play in modifying patient care and providing for a quality health care environment.

**Students will demonstrate use of the nursing process in caring for adult and aging patients by collecting and organizing patient health data to formulate and carry out a plan of care.**

NURS 222 - Identify the legal and ethical responsibilities of a nurse.

NURS 222 - Distinguish between the common physical changes seen in aging and pathological conditions seen in the older adult population.

NURS 222 - Utilize the nursing process by collecting and organizing patient data to develop a plan of care.

NURS 222 - Integrate use of the nursing process, professional behavior, and evidence-based practice in the delivery of patient-centered care to adults with health problems.

NURS 222 - Communicate with patients using professional and therapeutic techniques in a health care setting.

NURS 149 - Formulate individual nursing care plans considering the concept areas of fluid and electrolytes, acid-base balance, gas exchange, hormonal and glucose regulation, nutrition, elimination, perfusion, tissue integrity, and/or pain.

NURS 149 - Demonstrate competency in the performance of nursing skills.

NURS 149 - Examine the personal preference concepts of culture, spirituality, adherence, and self-management and discuss how these relate to the nursing process and health promotion.

**The student must apply principles of drug therapy while monitoring the patient for appropriate responsiveness to the drug.**

NURS 224 - Analyze a patient's response to drug therapy.

NURS 224 - Apply principles of therapy with major drug groups in relation to drug selections, dosage, route and use in selected populations.

**Apply principles of drug therapy in relation to drug safety, dosage, route and use in selected populations.**

NURS 226 - Perform skills in a professional manner, utilizing legal/ethical concepts.



	NURS 226 - Apply effective therapeutic communication techniques during the practice and performance of skills.  NURS 226 - Prepare and administer medications via the parenteral routes.
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable</b>	
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
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<b>Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable</b>	
<b>Enrollment Limitations and Category:</b>	Students must be admitted into the Nursing Program
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	
<b>Date:</b>	05/10/2018
<b>Original Board Approval Date:</b>	07/16/2018
<b>Last Reviewed and/or Revised by:</b>	H. Frances Cushenberry
<b>Date:</b>	05/10/2018
<b>Last Board Approval Date:</b>	04/17/2023