Los Angeles Community College District

COURSE OUTLINE
(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: UPDATE, 2004-2005

1. COLLEGE: Southwest

2. SUBJECT (DISCIPLINE) NAME: Nursing

3. COURSE NUMBER: Nursing 503 B

4. COURSE TITLE: Psychiatric Nursing

5. UNITS: 4.5

6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

   This course utilizes Orem’s Self-Care Deficit Theory of Nursing and the nursing process to focus on the care of clients with health deviation self-care requisites in normalcy, solitude and social interaction. The scope of nursing interventions includes supportive/educative, partially compensatory, and wholly compensatory actions, emphasizing the goal of fostering self care agency of each client. Principles of therapeutic intervention, basic conditioning factors, communication and care of the client across the life cycle will be integrated throughout the course. The roles of provider of care, manager of care and member within the profession are stressed. Guided clinical experiences are provided concurrently with theory.

7. CLASS SCHEDULE COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered:

   This course utilizes Orem’s Self-Care Deficit Theory to introduce the concepts of Normalcy, Solitude and Social Interaction and Alterations in Universal and Developmental Self-Care Requisites.

8. INITIAL COLLEGE COURSE APPROVAL DATE:
   COLLEGE OUTLINE APPROVAL DATE:

9. UPDATES (check all applicable boxes):

   ☑ Content  Previous Update:
   ☑ Objectives  Previous Update:
   ☐ College Specific Course Attributes/Data Elements  Previous Update:

1 Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.
10. CLASS HOURS:

<table>
<thead>
<tr>
<th></th>
<th>&quot;Standard Hours&quot; per Week (based on 18 weeks)</th>
<th>Total Hours per Term (hrs per week x 18)</th>
<th>Units</th>
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<tbody>
<tr>
<td>Lecture:</td>
<td>2</td>
<td>36</td>
<td>2</td>
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<tr>
<td>Lab/activity (w/homework):</td>
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<tr>
<td>Lab/activity (w/o homework):</td>
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<td>135</td>
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<tr>
<td>Total:</td>
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<td>171</td>
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Note: The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week; 2 hours homework per week; OR 2 hours per week of lab with homework; OR 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT

Note: The LACCD’s Policy on Prerequisites, Corequisites and Advisories requires that the curriculum committee take a separate action verifying that a course’s prerequisite, corequisite or advisory is an “appropriate and rational measure of a student’s readiness to enter the course or program” and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

ENTRY SKILLS FOR COURSES WITH PREREQUISITES:
1. Demonstrate proficiency in recognition and use of communication techniques.
2. Assess and organize data.
3. Identify the components, content, and process of therapeutic care plans utilizing the nursing process.

. Prerequisites: **Yes** (If Yes, complete information below)

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<thead>
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<th>Subject</th>
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<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Nursing</td>
<td>501 B</td>
<td>Fundamentals of Nursing</td>
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. Corequisite: **None** (If Yes, complete information below)

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### Advisories:

- **None** (If Yes, complete information below)

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**12. REPETITIONS**  
Number of times course may be repeated for credit (three maximum): 0 (see: Section V, #9)

**13. OTHER LIMITATIONS ON ENROLLMENT**  
(see Title 5, Section 58106 and Board Rule 6803 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):
### Section II: Course Content and Objectives

#### 1. Course Content and Objectives:

**COURSE CONTENT AND SCOPE – Lecture:**

<table>
<thead>
<tr>
<th>If applicable, outline the topics included in the lecture portion of the course (outline reflects course description, all topics covered in class).</th>
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</table>

**Hours per topic**

**COURSE OBJECTIVES - Lecture (If applicable):**

Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)

| 9 |

**I. INTRODUCTION TO NORMALCY, SOLITUDE AND SOCIAL INTERACTION**

A. Foundations For Psychiatric Mental Health Nursing
   1. Introduction to Psychiatric and Mental Health Nursing
   2. Legal/ethical issues
   3. Cultural/spiritual issues
   4. The Nursing Process in Psychiatric-Mental Health Nursing
   5. Principles of communication and therapeutic relationships
   6. Overview of Growth and Development across the lifespan

B. Solitude/Social Interaction/Health Deviation
   1. Stress, anxiety, and coping
   2. Crisis interaction
   3. Adjustment disorders

| Upon completion of this course, students will be able to: |

1. Describe the roles and functions of the psychiatric-mental health nurse as a provider of care, manager of care and member of the profession in an acute or sub-acute setting.
   a. LPS ACT
   b. Legal Holds: 5150, 5250, 5350, 5353, 5358
   c. Client Right-Suspension of Rights
   d. Confidentiality
   e. DSM IV
   f. Ethical/spiritual issues

2. Demonstrate an understanding of therapeutic communication and the nurse-patient relationship in relation to Orem’s Self-Care Requisite.

3. Utilize the nursing process to develop a plan of care

4. Compare the basic concepts and application of developmental theories.

1. Identify the responsibilities of the mental health care team and the client in maintaining mental health.

2. Discuss the appropriate assessment tools to use when assessing a client’s normalcy, social interaction/solitude and mental health.
   a. Universal self-care requisites
      1. hazards to human life (safety: physical and environmental
      2. normalcy (body image, culture, support systems, stress/coping behaviors, spirituality)
   b. Developmental self-care requisite
   c. Basic conditioning factors (age, gender, race, etc).
   d. Diagnostic evaluation (labs, x-ray, procedures, etc).
   e. Self-care agency
   f. Health deviation self-care requisites
Sub-module:
Understanding the client undergoing crisis

3. Explain nursing diagnoses that apply to the client with alterations in normalcy, solitude/social interaction and mental health.
4. Identify the type of nursing system required by the client with alterations in normalcy, solitude/social interaction and mental health.
5. Develop a plan of care utilizing Orem’s Self-Care Deficit Theory and the nursing process for a client with alterations in normalcy, solitude/social interaction and mental health.
6. Discuss nursing interventions including rationale and nursing management that foster normalcy, solitude/social interaction and mental health that can be utilized in the acute or subacute setting.
7. Discuss appropriate documentation for assessment and nursing management of clients with alterations in normalcy, solitude/social interaction and mental health.
8. Evaluate the plan of care and revise as appropriate.

1. Discuss responsibilities of members of the mental health care team and the client in crisis.
2. Use the knowledge obtained in anatomy, physiology and psychology as it relates to the client in crisis.
3. Describe the assessment of a client in crisis
   a. Universal self-care requisites:
      1. Hazards to human life
e. Self-care agency
f. Health deviation self-care requisites
4. Identify nursing diagnoses that apply to the client in crisis.
5. Identify the type of nursing system required by the client.
6. Develop a plan of care utilizing Orem’s Self-Care Deficit Theory of nursing and the nursing process for a client in crisis.
7. Discuss nursing interventions including rationale and nursing management for the client in crisis that can be utilized in the acute or subacute setting.
8. Discuss appropriate documentation for assessment and nursing management of the client in crisis.
II. ALTERATION IN UNIVERSAL SELF-CARE 
REQUISITE: SOLITUDE/SOCIAL 
INTERACTION

A. Foundations for Practice in Psychiatric 
Mental Health Nursing
1. The Biological Basis of Mental Illness 
   a. Psychobiology
   b. Psychopharmacology
   c. Electroconvulsive therapy and other 
      biological therapies

9. Develop appropriate community based nursing 
   interventions for the client in crisis.
10. Reevaluate the client’s capacity for self-care 
    agency and revise the plan of care as 
    appropriate.
1. Discuss responsibilities of members of the 
   mental health care team and the patient in 
   relation to understanding the biological basis 
   of mental illness and psychopharmacology.
2. Use the knowledge obtained in anatomy, 
   physiology and psychology as it relates to the 
   patient’s biological basis of mental illness and 
   psychopharmacology.
3. Describe the assessment of a patient with a 
   disorder of solitude and social interaction 
   regarding biological origin and 
   psychopharmacology
   a. Universal self-care requisites
      1. hazards to human life
      2. normalcy
   b. Developmental self-care requisites
   c. Basic conditioning factors
   d. Diagnostic evaluation
   e. Self-care agency
   f. Health deviation self-care requisites
4. Identify nursing diagnoses that apply to the 
   client being treated with psychopharmacology.
5. Identify the type of nursing system required 
   by the client that is treated with 
   psychopharmacology
6. Identify the type of nursing system required 
   by the client that is treated with 
   electroconvulsive therapy and other 
   biological therapies
7. Develop a plan of care utilizing Orem’s Self- 
   Care Deficit Theory and the nursing process 
   for clients across the life span & from 
   different cultural groups with 
   emotional/mental health disorders.
8. Discuss nursing interventions including 
   rationale and nursing management, for clients 
   that can be utilized in the acute and subacute 
   setting.
9. Discuss appropriate documentation for 
    assessment and nursing management of a 
    client with an emotional/mental health disorder 
    on psychopharmacological treatment.
10. Reevaluate the client’s capacity for self-care 
    and revise the plan of care as appropriate.
### B. Solitude/Social Interaction/Health Deviation

1. Schizophrenia and other Psychotic disorders
2. Mood Disorders
3. Grief and loss
4. Suicide

### 1. Discuss responsibilities of members of the mental health care team and the client with an emotional/mental health disorder.

### 2. Use the knowledge obtained in anatomy and physiology and psychology as it relates to the client with an emotional/mental health disorder.

### 3. Describe the assessment of a client with a disorder of solitude and social interaction.
   1. Universal self-care requisites
      a. Developmental self-care requisites
      b. Basic conditioning factors
      c. Diagnostic evaluation
      d. Self-care agency
      e. Health deviation self-care requisites

### 4. Identify nursing diagnoses that apply to the client with an emotional/mental health disorder

### 5. Identify the type of nursing system required by the client with an emotional/mental health disorder.

### 6. Develop a plan of care utilizing Orem’s Self-Care Deficit Theory and the nursing process for clients across the life span & from different cultural groups with an emotional/mental health disorder.

### 7. Discuss nursing interventions including rationale and nursing management for clients that can be utilized in the acute and sub-acute setting.

### 8. Discuss appropriate documentation for assessment and nursing management of a client with an emotional/mental health disorder.

### 9. Identify appropriate community based nursing interventions for preventing and managing a client with an emotional/mental health disorder.

### 10. Reevaluate the client’s capacity for self-care and revise the plan of care as appropriate
III. ALTERATIONS IN UNIVERSAL SELF-CARE REQUISITE: NORMALCY

A. Foundations for Practice in Psychiatric Mental Health Nursing
   1. Health promotion, maintenance and preventive interventions
   2. Cognitive-behavior therapy
   3. Group therapy and therapeutic groups
   4. Family therapy
   5. Mileu therapy

B. Solitude/Social Interaction/Health Deviation
   1. Anxiety Disorders
   2. Anxiety Related Disorders
      a. Somatoform Disorders
      b. Dissociative Disorders

9. Discuss responsibilities of members of the mental health care team and the client with a mental health/emotional disorder undergoing specific therapies
   2. Use the knowledge obtained in anatomy, physiology and psychology as it relates to the client with a mental health/emotional disorder undergoing specific therapies
   3. Describe the assessment of a client with an alteration in normalcy and mental health undergoing specific therapies
      a. Universal self-care requisites
         1. Hazards to human life
         2. Normalcy
      b. Developmental self-care requisites
      c. Basic conditioning factors
      d. Diagnostic evaluation
      e. Self-care agency
      f. Health deviation self-care requisites
   4. Identify nursing diagnoses that apply to the client with an alteration in normalcy undergoing specific therapies
   5. Identify the type of nursing system required by the client undergoing specific therapies
   6. Develop a plan of care utilizing Orem’s Self-Care Deficit Theory and the Nursing Process for clients with an alteration in normalcy and from different cultural groups with an emotional/mental disorder undergoing specific therapies
   7. Discuss nursing interventions, including rationale and nursing management, for the client with an alteration in normalcy undergoing specific therapies that can be utilized in the acute, sub-acute or community setting
   8. Discuss appropriate documentation for assessment and nursing management of the client with an alteration in normalcy undergoing therapies
   9. Explain appropriate community based nursing interventions for the client with an alteration in normalcy undergoing specific therapies
  10. Re-evaluate the client's capacity for self-care agency and revise the plan of care as appropriate

1. Discuss responsibilities of members of the mental health care team and the client with a mental health/emotional disorder
   2. Use the knowledge obtained in anatomy, physiology and psychology as it relates to the
### 3. Personality Disorders
4. Eating disorders
5. Disorders of Childhood and Adolescence
6. Sexual Disorders

<table>
<thead>
<tr>
<th>Sub-module: Eating Disorders</th>
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<tr>
<td>3. Identify nursing diagnoses that apply to the client with an alteration in normalcy</td>
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<td>4. Identify the type of nursing system required by the client</td>
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<td>5. Develop a plan of care utilizing Orem's self-Care deficit Theory and the Nursing Process for a client with an alteration in normalcy from different cultural groups with an emotional/mental disorder</td>
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<td>6. Discuss nursing interventions, including rationale and nursing management, for the client with an alteration in normalcy that can be utilized in the acute, sub-acute or community setting.</td>
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<td>7. Discuss appropriate documentation for assessment and nursing management of the client with an alteration in normalcy</td>
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<td>1. Hazards to human life</td>
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<td>b. Developmental self-care requisites</td>
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<td>e. Self-care agency</td>
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<td>f. Health deviation self-care requisites</td>
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1. Discuss responsibilities of members of the health care team regarding the client experiencing an eating disorder |
2. Use the knowledge obtained in anatomy, physiology, and psychology as it relates to the client with an eating disorder |
3. Identify nursing diagnoses that apply to the client with an eating disorder |
4. Identify the type of nursing care required for a client with an eating disorder |
5. Develop a plan of care utilizing Orem's self-Care Deficit Theory and the Nursing Process for a client with an eating disorder across the life span from different cultural groups |
6. Discuss nursing interventions, including rationale and nursing management for the client with an eating disorder that can be utilized in the acute, sub-acute, or community setting.
IV. Alteration in Developmental Self-Care Requisites, Alteration in Universal Self-Care Requisite: Hazards to Human Life, Human functioning and Human Well Being

A. Foundations for Practice in Psychiatric and Mental Health Nursing
   1. Severe and Persistent Illness Across the Lifespan
      a. Children
      b. Adolescents
      c. Elderly
   2. Homeless Persons
   3. Violent/Criminal Behavior
   4. Providers of Care
   5. Health Promotion
      a. Community Psychiatric Mental Health Nursing

B. Alteration in Universal Self-Care Requisite: Hazards to Human Life, Human functioning and Human Well Being
   1. Delirium, Dementia, and disorders of Amnesia
      a. Irreversible Dementias
   7. Identify appropriate reporting agencies and community resources for the client with an eating disorder
   8. Discuss appropriate documentation for assessment and nursing management of the client with an eating disorder
   9. Evaluate the client’s capacity for self-care agency and revise the plan of care as appropriate
   10. Develop a plan of care utilizing Orem’s Self-Care theory and the Nursing Process for a client with an eating disorder
   11. Describe the assessment factors that affect the client with an eating disorder
      a. Universal self-care requisites
         1. Hazards to human life
         2. Normalcy
      b. Developmental self-care requisites
      c. Basic conditioning factors
      d. diagnostic evaluation
      e. self-care agency
      f. Health deviation self-care requisites

1. Discuss responsibilities of members of the mental health care team and the client with a substance related disorder
2. Use the knowledge obtained in anatomy, physiology, and psychology as it relates to the client with a substance disorder
3. Identify nursing diagnoses that apply to the client with a substance abuse disorder
4. Identify the type of nursing system required by the client
5. Develop a plan of care utilizing Orem’s Self-Care Deficit Theory and the Nursing Process for a client with a substance abuse disorder
6. Discuss nursing interventions, including rationale and nursing management, for clients with substance related disorders that can be utilized in the acute, sub-acute, or community setting.
7. Discuss appropriate documentation for assessment and nursing management of a client with a substance related disorder
8. Evaluate the client’s capacity for self-care and revise the plan of care as appropriate
9. Describe the assessment of a client with a substance abuse disorder
| 1. Alzheimer's Disease                      | a. Universal self-care requisites   |
| b. Reversible Dementias                    | 1. Hazards to human life            |
| 2. substance-Related Disorders             | 2. Normalcy                         |
| a. Fetal Alcohol Syndrome                  | b. Developmental self-care requisites|
| 3. Violence: Abuse, Neglect, Victims,     | c. Basic conditioning factors       |
| Victimizers                                | d. Diagnostic evaluation            |
| 4. HIV/AIDS                                | e. Self-care agency                 |
|                                          | f. Health deviation self-care requisite|

Sub-module:
Psychoactive Substance Use Disorders

<p>| 1. Discuss responsibilities of members of the health care team and the victim and perpetrators of family and domestic violence |
| 2. Use the knowledge obtained in anatomy, physiology and psychology as it relates to the victim and perpetrators of family and domestic violence |
| 3. Identify nursing diagnoses that apply to the victim and perpetrators of family and domestic violence |
| 4. Identify the type of nursing care required by the victim and perpetrators of family and domestic violence |
| 5. Develop a plan of care utilizing Orem's Self-care Deficit Theory and the Nursing Process for a victim or perpetrator of violence across the life span from difference cultural groups |
| 6. Discuss nursing interventions including rationale and nursing management for the victim and perpetrators of family and domestic violence that can be utilized in the acute, sub-acute or community setting |
| 7. Identify appropriate reporting agencies and community resources for the victim and perpetrators of family and domestic violence |
| 8. Discuss appropriate documentation for assessment and nursing management of the victim and perpetrators of family and domestic violence |
| 9. Evaluate the client’s capacity for self-care agency and revise the plan of care as appropriate |
| 10. Develop a plan of care utilizing Orem’s Self-care Deficit Theory and the Nursing Process for a client experiencing family violence |
| 11. Describe the assessment factors that affect the client’s social/interactions/solitude and mental health |
| a. Universal self-care requisites           |
| 1. Hazards to human life                   |</p>
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<td>Sub-module:</td>
<td>Victims and Victimizers of Violent Behavior</td>
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<td>d. Diagnostic evaluation</td>
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STUDENT LEARNING OUTCOMES:
As a result of this learning experience, a student can:

1. Plan for NCLEX-RN exam
2. Utilize the Nursing Process and Orem's Self-Care Deficit Theory of Nursing to develop a care plan and provide care for clients with health care deviations in normalcy, solitude and social-interaction.
3. Demonstrate an understanding of pathophysiology and therapeutic intervention for clients across the life span with psychiatric health deviations
4. Demonstrate professional ethical and legal behavior based on professional standards.
5. Demonstrate the use of effective therapeutic communication.
6. Utilize community resources for client referral.
7. Communicate suspected and/or known client abuse utilizing legal and professional guidelines.
8. Compute drug dosages and conversions accurately.
9. Evaluate client responses to care and the effectiveness of interventions in altering behavior.
10. Identify the type of nursing system required by clients treated with psychopharmacology.
11. Assessment of a patient with a disorder of solitude and social interaction regarding biological basis of mental illness and psychopharmacology.

COURSE CONTENT AND SCOPE -- Laboratory:
If applicable, outline the topics included in the laboratory portion of the course (outline reflects course description, all topics covered in class).

COURSE OBJECTIVES - Laboratory (If applicable):
Upon successful completion of this course, the student will be able to… (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)

2 In general “activity” courses or portions of courses are classified “laboratory.”
After appropriate study of assigned readings, laboratory resources, and clinical practice, the student will:

I. IN THE ROLE AS A PROVIDER OF CARE

45

Interact with client, interview client, and complete a Psychiatric Nursing Assessment and Care Plan with incorporates

1. review of medical history and physical exam, psychiatric and psychological history, laboratory data and diagnostic procedure reports, medications ordered, and progress notes.

2. identification of adaptive and maladaptive behaviors which indicate biopsychosocial problems related to self-concept, role function, and inter-dependence.

3. Plan for nursing actions based on identifying specific client needs for
   a. Wholly compensatory system: Nurse to accomplish client’s self-care and/or compensate for self-care deficits; nurse protects and supports client
   b. Partly compensatory system: Nurse and client both perform self-care as needed, nurse compensates when client is unable to perform self-care and assists where necessary; nurse monitors client’s self-care agency
   c. Support-education system: Nurse monitors, supports, and encourages client’s development of self-care agency

4. Identify biopsychosocial stressors which result in system disequilibrium, in deficits in self-care agency, and in related behaviors for:
   a. clients across the life span—children, adolescents, and the elderly;
   b. clients with substance-related behaviors;
   c. clients with schizophrenia and other psychotic disorders;
   d. clients with mood disorders;
II. IN THE ROLE AS MANAGER OF CARE

- e. clients with anxiety, somatoform, and disassociative disorders;
- f. clients with sleep, eating, and personality disorders;
- g. clients with delirium, dementia, amnestic, and other cognitive disorders;
- h. clients with dual diagnoses;
- i. clients with suicidal and self-destructive behavior;
- j. codependent clients;
- k. severely and persistently mentally ill clients;
- l. clients dealing with rape and/or intrafamily abuse;
- m. HIV/AIDS clients in psychiatric populations.

5. Identify, state, and prioritize pertinent nursing diagnoses, using acceptable nursing diagnosis listings.

6. State obtainable, realistic, and measurable goals which include evaluative outcome criteria.

7. Involve client, staff, family members, and significant others in planning care and in goal setting.

8. Develop and write individualized plans of care to address self-care deficits and related behaviors and needs.

9. Safely provide care, seeking supervision and assistance when unfamiliar with a procedure.

10. Report significant findings to appropriate persons in a timely manner.

11. Objectively evaluate client responses to care the effectiveness of the interventions in altering behavior.

12. Assess clients’ learning needs (knowledge and self-care deficits and their causes), identify covert and overt teaching opportunities, and implement short-term teaching by providing information that is accurate and appropriate.
III. IN THE ROLE AS A MEMBER WITHIN THE DISCIPLINE OF NURSING

1. Assess own ability to be a primary caregiver.
2. When appropriate, collaborate, seek supervision, and actively participate in unit milieu and client-center activities.
3. Assess clients' ability, willingness, and need to communicate effectively, by:
   a. Using attending, listening, and responding skills in a timely manner, identifying blocks, conflicts, and facilitators to effective communication.
   b. Relating overt behaviors to covert stimuli.
   c. Establishing therapeutic environment.
4. Document, record, and report care accurately, in a timely manner, and on the correct forms.

1. Demonstrate accountability, responsibility, and preparation for clinical care.
2. Arrive in clinical area on time and report delay or absence in prescribed and timely manner.
3. Complete all required care and documentation.
4. Differentiate between professional and social role in therapeutic nurse-client interactions.
5. Identify own feelings and patterns of reaction to stress in the nurse-client relationship.
6. Identify transference and countertransference issues in the nurse-client relationship.
7. Evaluate own performance objectively and develop plan to improve performance.
8. Seek help from staff and instructor as needed.
9. Report client care given and client responses to primary nurse, as appropriate, before
leaving unit. 10. Work with treatment team to implement discharge plans. 11. Adhere to agency and nursing program uniform standards, policies, and procedures.

| Total Lab hours* | 135 |

*Total lecture and laboratory hours (which include the final examination) must equal totals on page 1.

**Bloom’s Taxonomy**

<table>
<thead>
<tr>
<th>SIMPLE SKILLS</th>
<th>COMPLEX SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td><strong>Critical Thinking</strong></td>
</tr>
<tr>
<td>define, repeat, record, list, recall, name, relate, underline</td>
<td>translate, restate, discuss, describe, recognize, explain, express, identify, locate, report, review, tell</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>interpret, apply, employ, use, demonstrate, dramatize, practice, illustrate, operate, schedule, shop, sketch</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>distinguish, analyze, differentiate, appraise, calculate, experiment, test, compare, contrast, criticize, diagram, inspect, debate, inventory, question, relate, solve, examine, categorize</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>compose, plan, propose, design, formulate, arrange, assemble, collect, construct, create, set up, organize, prepare</td>
</tr>
<tr>
<td><strong>Synthesis</strong></td>
<td>evaluate, judge, appraise, evaluate, rate, compare, value, revise, score, select, choose, assess, estimate, measure</td>
</tr>
</tbody>
</table>

2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:


3. SUPPLEMENTARY READINGS:

Reading assignments may include, but are not limited to the following:

Alfaro, R. Applying Nursing and Nursing Process, J.B. Lippincott.
4. WRITING ASSIGNMENTS:

Title 5, section 55002 requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.” Writing assignments in this course may include, but are not limited to the following:

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

Out of class assignments may include, but are not limited to the following:

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Title 5, section 55002(a) requires that a degree-applicable course have a level of rigor that includes “critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level”. Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

Formulation of Nursing Diagnoses

7. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.” Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed “Course Objectives” at the beginning of Section II):

Quizzes, Examinations, Constructions of Nursing Diagnoses; Nursing Care Plans

8. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to the following:

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (explain)

9. SUPPLIES:

List the supplies the student must provide.

Paper, pens, pencils, erasers, scantrons
10. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

Students are expected to use the internet and on-line library resources to locate and access information in order to complete their out-of-class assignments and nursing care plans.

11. INFORMATION COMPETENCY:

Information competency is the ability to find, evaluate use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications and requires the application of both critical thinking and communications skills. If applicable, explain how information competency is included in the course.

12. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

This course discusses personality theory, developmental theory and spiritual and cultural differences.

13. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (Secretary’s Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

☒ Managing Time: Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.

☐ Managing Money: Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.

☐ Managing Material and Facility Resources: Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

☒ Participating as Member of a Team: Working cooperatively with others and contributing to group’s efforts with ideas, suggestions and effort.

☐ Teaching Others New Skills: Helping others learn needed knowledge and skills.

☐ Exercising Leadership: Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.

☐ Negotiating: Working toward agreement that may involve exchanging specific resources or resolving divergent interests.

☒ Working with Cultural Diversity: Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.
INFORMATION

☒ Acquiring and Evaluating Information: Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.

☒ Organizing and Maintaining Information: Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.

☒ Interpreting and Communicating Information: Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.

☒ Using Computers to Process Information: Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

☒ Understanding Systems: Knowing how social, organizational and technological systems work and operating effectively with them.

☐ Monitoring and Correcting Performance: Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.

☐ Improving or Designs Systems: Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

☒ Selecting Technology: Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.

☐ Applying Technology to Tasks: Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.

☐ Maintaining and Troubleshooting Equipment: Preventing, identifying, or solving problems with equipment, including computers and other technologies.
Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: Yes

   a. If yes, the course will be a program requirement portion of the "approved program" listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm

   NOTE: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor's Office Inventory of Approved Programs AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a "stand-alone" course, and is subject to the State Chancellor's approval criteria. The college must complete and submit the Chancellor's Office "APPLICATION FOR APPROVAL OF CREDIT" form. Certain courses are granted "blanket approval" by the State Chancellor's Office and do not require separate approval. See the Chancellor's Office Program and Course Approval Handbook for details. LACCD Skills Certificates are not State approved programs and are not listed on the Chancellor's Office Inventory of Approved Programs.

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

   a. Area requested: None Approval date:

   If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas – Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education – contained in Board Rule 6201.14 - General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

   a. 2nd Area requested: None Approval date:

   If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education – contained in Board Rule 6201.14 - General Education Requirements.http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm
Section IV: ARTICULATION INFORMATION
(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:
   a. Transferable to the University of California: [ ]
   b. UC approval date: [ ]
   c. Transferable to the California State University: [YES]
   d. College approval date: 1999

2. GENERAL EDUCATION FOR TRANSFER:

   IGETC Certification:
   a. Area requested: None
   b. Date requested: [ ]
   c. IGETC approval date: [ ]

   If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

   CSU Certification:
   a. Area requested: None
   b. Date requested: [ ]
   c. CSU approval date: [ ]

   If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

   2nd Area requested: None
   b. Date requested: [ ]
   c. IGETC approval date: [ ]

   If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

   2nd Area requested: None
   b. Date requested: [ ]
   c. CSU approval date: [ ]

   If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements? NO
   List college/university and the majors:

<table>
<thead>
<tr>
<th>College/University</th>
<th>Major(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSUDH</td>
<td>Completion of RN</td>
</tr>
</tbody>
</table>

   CAN NUMBER:       CAN SEQUENCE NUMBER:
   CAN Approval -- Date requested: Date approved:
Section V: SUPPLEMENTAL COURSE INFORMATION

1. DEPARTMENT/DIVISION NAME: NURSING

2. DEPARTMENT/DIVISION CODE: 5

3. SUBJECT CODE -- 3 characters, assigned by District Office: 669 (existing subject codes are available on the LACCD web site at http://www.laccd.edu/curriculum/directory-programs-courses/index.htm

4. SUBJECT ABBREVIATION -- 7 characters, assigned by District Office: NURSING

5. SPC CODE -- 3 characters, assigned by District Office:

6. ABBREVIATION FOR TRANSCRIPTS -- 20 characters, assigned by District Office: NURSING

7. DEGREE CREDIT: Indicate whether the course meet the "standards for approval" for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level: This courses is Degree Applicable

8. CREDIT/NO CREDIT GRADING: No

9. REPETITIONS -- Number of times course may be repeated for credit (three maximum): 0

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, “course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.”

10. PRIOR TO TRANSFERABLE LEVEL – This course attribute applies to English, writing, ESL, reading and mathematics courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: Not applicable

11. CREDIT BASIC SKILLS -- Title 5, section 5502(d) defines basic skills as “courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 5502(b).” No If Yes, course must be non-degree applicable.

12. CROSS REFERENCE -- Is this course listed as equivalent in content to existing College/District courses in another discipline? No

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH DISABILITIES -- Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an "approved special class" for students with disabilities? No
If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029.

14. COOPERATIVE EDUCATION STATUS -- Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program?  No

15. COURSE CLASSIFICATION:  Occupational

Note: A course's Classification, TOP Code and SAM code must be aligned – e.g., Courses with an "Occupational" Course Classification must have an “Occupational” TOP Code and a SAM Code of A, B, C, or D; courses that do not have an “Occupational” Course Classification cannot have an Occupational TOP Code and must have an “E” SAM Code. Courses coded as "basic skills" in #11 should be coded "Adult and Secondary Basic Skills."

16. TOP CODE – (6 digits XXXX.XX) 1203.00
Course content should match discipline description in Taxonomy of Programs found at www.cccc.edu/cccco/esed/curric/curriculum.htm.

17. SAM CODE (Student Accountability Model): C – Clearly Occupational

SAM Codes (see CCC Chancellor’s Office Student Accountability Model Operations Manual, 1984) should be assigned as follows:

Priority "A" – Apprenticeship: Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

Priority "B" – Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter “B” should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled “B.” “B”-level courses must have Priority “C” prerequisites in the same program area.

Priority "C" – Clearly Occupational: Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detract “drop-ins.” Courses may be offered in several occupational programs within a broad area. The “C” priority, however, should also be used for courses within a specific program area when the criteria for “B” classification are not met. A “C”-level course should provide the student with entry-level job skills.

Priority "D" – Possibly Occupational: “D” courses are those taken by students in the beginning stages of their occupational programs. The “D” priority can also be used for service (or survey) courses for other occupational programs.

Priority "E" – Non-occupational.
SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:
   a. ☐ New Course . Board Approval Date: . Effective Semester:
   b. ☐ Addition of Existing District Course . College Approval Date: . Effective Semester:
   c. ☐ Course Change* . College Approval Date: . Effective Semester:
   d. ☑ Outline Update . College Approval Date:

   * Changes to a course require the completion of a "Course Change Request" form and approval by the college’s Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

SECTION VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES
(complete in consultation with Department Chair and the appropriate Academic Administrator)

N/A—EXISTING COURSE

1. ORIGINATOR:

2. DEPARTMENT:

3. IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:
   ☐ By additional funds. Describe:

   ☐ By deleting courses from the college catalog and course database. List specific courses to be deleted:

   ☐ By deleting sections of existing courses. List courses and number of sections to be deleted:
      First year: Second year: Third year:

   ☐ By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?
   No (If yes, briefly explain how)

5. METHOD OF SUPPORT -- Indicate how the college plans to support the proposed course:
Additional staff -- List additional staff needed:

Classroom -- List classroom type needed:

Equipment -- List new equipment needed and indicate funding source for any new equipment:

Supplies- List supplies and indicate dollar value:

Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

6. APPROPRIATENESS TO MISSION—Describe how the objectives of the proposed course are consistent with the mission of the community colleges as established by the Legislature in the Education Code. The course should also be congruent with the mission statement of the local college and district.

7. NEED—Demonstrate the need for the course that meets the stated objectives, at this time, and in the region.
Using the Official Course Outline, please determine whether or not the above listed credit course meets the following standards and criteria required in Title V, Part VI of the California Administrative Code, and which has been designated as appropriate to the Associate Degree. Place a (X) in the appropriate box.

<table>
<thead>
<tr>
<th>CRITERIA AND STANDARDS</th>
<th>RATING CRITERION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 55002</td>
<td>MET</td>
</tr>
<tr>
<td>Is recommended by the responsible college officials, and the academic senate or other</td>
<td>X</td>
</tr>
<tr>
<td>appropriate faculty body as meeting the requirements of this subsection and has been</td>
<td></td>
</tr>
<tr>
<td>approved by the local district governing board as a course meeting the needs of the</td>
<td></td>
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<tr>
<td>students for admission.</td>
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<tr>
<td>Is taught by a credentialed instructor in the discipline.</td>
<td>X</td>
</tr>
<tr>
<td>Is offered as described in an outline in official college files. That the outline</td>
<td></td>
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<tr>
<td>shall specify the unit value, scope, objectives, content in terms of a specific body</td>
<td></td>
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<tr>
<td>of knowledge, appropriate reading and writing assignments, outside of class assignments,</td>
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<tr>
<td>instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.</td>
<td>X</td>
</tr>
<tr>
<td>Is taught in accordance with a set of instructional objectives common to all students.</td>
<td>X</td>
</tr>
<tr>
<td>Provides for measurement of students performance in terms of the stated course objectives and culminates in a formal recorded grade based upon uniform standards in accordance with Section 55578 of Title 5, which is permanently recorded as an evaluation of student performance; bases grades on demonstrated proficiency in subject matter determined by multiple measurement for evaluation; and has examinations, including essays and/or, where appropriate, uses appropriate symbol systems and/or skills demonstrations by students.</td>
<td>X</td>
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<tr>
<td>Grants units of credit based upon a specified relationship between the number of lecture and/or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week including class time for each unit of credit, prorated for short-term, lab and activity courses.</td>
<td>X</td>
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<tr>
<td>Treats subject matter with a scope and intensity which requires students to study independently outside of class time.</td>
<td>X</td>
</tr>
<tr>
<td>Requires, when appropriate, entrance skills and consequent prerequisites for the course before students are enrolled</td>
<td>X</td>
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<tr>
<td>Requires the ability to think critically and to understand and apply concepts in order to participate in the course.</td>
<td>X</td>
</tr>
<tr>
<td>Requires learning skills and a vocabulary appropriate for a college course.</td>
<td></td>
</tr>
<tr>
<td>Requires the use of college level educational materials.</td>
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</tbody>
</table>
CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: Nursing 503 B - Psychiatric Nursing
(Course to which pre/corequisite/advisory applies)

<table>
<thead>
<tr>
<th>Check</th>
<th>Applicable Box</th>
<th>Prerequisite: Nursing 501B – Fundamentals of Nursing B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Corequisite:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advisory:</td>
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<td></td>
<td></td>
<td>Assessment:</td>
</tr>
</tbody>
</table>

A. Target Course Entry Skills: Nursing 503B, Psychiatric Nursing
(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Identify the NCLEX examination test plan structure.
2. Apply Orem’s self-care theory as a theoretical basis for the assessment, diagnosis, planning, implementation and evaluation of client that is provided.
3. Describe an individual’s developmental stage and the person being an integral part of a cultural group, a family, and a community.
4. Assist the client in different health-care settings to develop and use self-care agency, to move toward optimum levels of wellness.
5. Correctly calculate medication dosages, converting from one measurement system to another as needed.

B. Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment: Nursing 501B, Fundamentals of Nursing B
(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Identify the NCLEX examination test plan structure.
2. Identify the body of knowledge from nursing, medical, biological, physical and behavioral sciences in planning for the healthcare needs of individuals.
3. Apply Orem’s self-care theory as a theoretical basis for the assessment, diagnosis, planning, implementation and evaluation of client that is provided.
4. Describe an individual’s developmental stage and the person being an integral part of a cultural group, a family, and a community.
5. Assist the client in different health-care settings to develop and use self-care agency, to move toward optimum levels of wellness.
6. Apply therapeutic communication based on the knowledge and techniques of interpersonal communication.
7. Measure and record fluid and output accurately.
8. Practice performing skills accurately with minimal cueing from the supervising instructor.
9. Correctly calculate medication dosages, converting from one measurement system to another as needed.
10. Select relevant nursing implications and responsibilities associated with selected classifications of drugs.
**CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION**

*Validation requires at least one match of each entry skill with any exit skill(s).

### Entering Skills of Target Course

<table>
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<tr>
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</tbody>
</table>

**Was validation achieved?  ____ YES or ____ NO**

**Comments:**

(include justification for assessments, health and safety, or non-course prerequisites)

**PARTICIPANTS IN CONTENT REVIEW:**

(Signatories should include instructors for both exit and entering skills courses.)

Name: **Norma Carter**  Title: **Department Chair**  Initial: **NC** Date: **12/20/05**

Name: ___________________________  Title: _________________________Initial: _______Date: ______

Name: ___________________________  Title: _________________________Initial: _______Date: ______

**CERTIFIED BY:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norma Carter</td>
<td>11/21/05</td>
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<tr>
<td>Initiator</td>
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<td>Norma Carter</td>
<td>11/21/05</td>
</tr>
<tr>
<td>Department Chairperson</td>
<td>Date</td>
</tr>
<tr>
<td>Linda Larson-Singer</td>
<td>12/20/05</td>
</tr>
<tr>
<td>Curriculum Chairperson</td>
<td>Date</td>
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CERTIFICATION AND RECOMMENDATION

☐ This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts Degree.

☐ This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Norma Carter 11/21/05
Originator Date

Norma Carter 11/21/05
Department/Cluster Chairperson Date

Linda Larson Singer 12/20/05
Articulation Officer Date

Shelley Werts 12/21/05
Librarian Date

Earnestine Thomas-Robertson 12/20/05
Dean (if applicable) Date

Linda Larson-Singer 12/20/05
Curriculum Committee Chairperson Date

Reggie Morris 12/20/05
Academic Senate President Date

Leige Henderson 12/20/05
Vice President, Academic Affairs Date

Audre Levy 12/21/05
College President Date