

**Course Code:** NUR 151**Course Title:** Mental Health Nursing**Department:** Nursing**Effective Date:** Summer 2026**PCS Code:** 1.2 - Occupational/Technical Instruction**CIP Code:** 51.3801**Repeatability:** 0

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## Credit Hours

**Catalog Notation:** 2-6-4**Credit Hour Distribution:**

Lecture: 2

Lab: 2

Clinical: 4

**Total: 4**

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## General Course Information

**Catalog Description**

Nursing care of clients experiencing emotional stress and those with mental illness. Emphasis on therapeutic communication, healthy behaviors, and self-esteem.

**General Course Objectives**

Upon completion of this course, the student will be able to use therapeutic communication skills to provide support to meet physical and emotional needs of patients/clients experiencing emotional stress and mental illness, as well as helping them develop healthy coping strategies and build self-esteem. The student will be able to participate in and evaluate the group process.

**Minimum Placement Levels**

| English                  | Reading                  | Math |
|--------------------------|--------------------------|------|
| Placement out of ENG 099 | Placement out of CCS 099 | None |

**Prerequisites**

Credit in NUR 113, NUR 114, NUR 117, and BIO 121

Credit or concurrent enrollment in BIO 122 and PSY 101

Admission into the Nursing program

**Methods of Evaluation**

1 final objective exam, 3-4 written journal assignments, 1 clinical site visit with paper, 1 recovery group meeting with paper, 1 clinical presentation, 11-13 quizzes, 1 ATI Proctored Assessment, and clinical competency as defined by the program's Core Components and Competencies.

**Instructional Materials and Additional Supplies**

Laptop for exams

## Course Content

### General Learning Outcomes (GLOs)

- Communication: Students will demonstrate the ability to read, write, listen, and speak effectively.
- Critical Thinking and Information Literacy: Students will demonstrate the ability to evaluate perspectives, evidence, and implications, and to locate, assess, and use information effectively.
- Global Awareness and Cultural Reasoning: Students will demonstrate their understanding of global issues, gender and sexual orientation, and multicultural perspectives.

### Course Segments and Student Learning Outcomes

| Course Segment                                                                                                                                                                                                                                                                                                    | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Lecture Hours | Lab Hours | Clinical Hours |
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| Introduction to Nursing in the Psychiatric Setting, the DSM-5, and Neurobiologic Theory. Stigmas surrounding mental illness.                                                                                                                                                                                      | <ol style="list-style-type: none"> <li>1. Describe the characteristics of mental health and mental illness.</li> <li>2. Discuss the purpose and use of the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders, 5th ed. (DSM-5).</li> <li>3. Identify important historical landmarks of people with mental illness.</li> <li>4. Discuss current trends in the treatment of people with mental illness.</li> <li>5. Discuss the structures, processes, and functions of the brain.</li> <li>6. Identify pertinent teaching for clients and families about brain imaging techniques.</li> <li>7. Describe the current neurobiologic research and theories that are the basis for current psychopharmacologic treatment of mental disorders.</li> <li>8. Discuss some of the common stigmas related to mental health and mental illness.</li> <li>9. Participate in group discussion about stigmas and self-awareness.</li> <li>10. Demonstrate therapeutic communication techniques.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2             | 3         | 8              |
| Role of the Psychiatric Nurse on a Mental Health Interdisciplinary Team, Psychosocial Theories and Treatment Settings and Programs, Use of the Nursing Process in Psychiatric Nursing and Patients/Clients with Impaired Communication, Psychopharmacology and Medication Management, and Psychosocial Assessment | <ol style="list-style-type: none"> <li>1. Explain the basic beliefs and approaches of several psychosocial theories.</li> <li>2. Describe psychosocial treatment modalities.</li> <li>3. Identify how several of the theoretical perspectives have influenced current nursing practice.</li> <li>4. Describe traditional, residential, and community treatment programs.</li> <li>5. Identify barriers to effective treatment for homeless individuals and those in the criminal justice system.</li> <li>6. Describe the roles of different members of the multidisciplinary mental health care team.</li> <li>7. Identify the different roles of the nurse in varied treatment settings and programs.</li> <li>8. Discuss the categories of drugs used to treat mental illness, including their mechanisms of action, side effects, and special nursing considerations.</li> <li>9. Identify client responses that indicate treatment effectiveness.</li> <li>10. Discuss common barriers to maintaining medication compliance.</li> <li>11. Identify the categories used to assess the client's mental health status.</li> <li>12. Describe the client's functioning in terms of self-concept, roles, and relationships.</li> <li>13. Recognize key physiologic functions that are frequently impaired in people with mental disorders.</li> <li>14. Obtain and organize psychosocial data to use as a basis for planning nursing care.</li> <li>15. Examine own feelings and any discomfort discussing suicide, homicide, or self-harm behaviors with a client.</li> <li>16. Demonstrate the ability to complete a client health history and psychiatric assessment.</li> </ol> | 4             | 3         | 8              |

| Course Segment                                                                                                                                                                                                                                                             | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Lecture Hours | Lab Hours | Clinical Hours |
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| Legal and Ethical Issues in Psychiatric Nursing, Managing Psychiatric Patients/Clients with Anger, Hostility, and Aggression, Developing Therapeutic Relationships, and Incorporating Therapeutic Communication Techniques                                                 | <ol style="list-style-type: none"> <li>1. Describe the rights of the client in a psychiatric setting.</li> <li>2. Discuss the legal and ethical issues related to seclusion and restraint.</li> <li>3. Discuss standards of care.</li> <li>4. Identify pertinent ethical issues in the practice of psychiatric nursing.</li> <li>5. Describe the signs, symptoms, and behaviors associated with aggression.</li> <li>6. Demonstrate appropriate nursing interventions for clients who are escalating through the aggression cycle.</li> <li>7. Describe important issues and self-awareness when working with angry, hostile, or aggressive clients.</li> <li>8. Describe the importance of self-awareness and therapeutic use of self in the nurse-client relationship.</li> <li>9. Describe and implement the phases of the nurse-client relationship as outlined by Peplau.</li> <li>10. Demonstrate the various roles of the nurse (teacher, caregiver, advocate, and parent surrogate) in the nurse-client relationship.</li> <li>11. Apply therapeutic communication techniques for interviewing, assessing, and planning care to support the patient.</li> <li>12. Evaluate effectiveness of therapeutic communication techniques.</li> </ol> | 4             | 4         | 8              |
| Patients/Clients with Alterations in Self-concept, Low Self-esteem, Disturbances in Mood, and Self-destructive Behavior; and Patients/Clients with Alteration in Thought Process and Sensory Perceptions                                                                   | <ol style="list-style-type: none"> <li>1. Apply the nursing process to the care of clients and families with mood disorders.</li> <li>2. Provide education to clients, families, and caregivers to increase knowledge and understanding of mood disorders.</li> <li>3. Apply the nursing process to the care of a suicidal client.</li> <li>4. Evaluate own feelings, beliefs, and attitudes regarding mood disorders and suicide.</li> <li>5. Apply the nursing process to the care of a client with schizophrenia.</li> <li>6. Describe a functional and mental status assessment for a client with schizophrenia.</li> <li>7. Provide teaching to clients, families, and caregivers to increase knowledge and understanding of schizophrenia.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 4             | 4         | 8              |
| Patients/Clients Experiencing Grief and Loss, Concepts of Anxiety and Stress, Facilitating Learning in Patients with Mild Anxiety, Nursing Management of Patients with Severe to Panic Level Anxiety, and Patients Experiencing Obsessive-Compulsive and Related Disorders | <ol style="list-style-type: none"> <li>1. Describe the five dimensions of grieving and the grieving process.</li> <li>2. Identify factors that increase a person's susceptibility to complications related to grieving.</li> <li>3. Apply the nursing process to facilitate grieving for clients and families.</li> <li>4. Describe the levels of anxiety with behavioral changes related to each level.</li> <li>5. Identify mild anxiety and provide health teaching for patients with nutrition and activity/exercise needs.</li> <li>6. Apply techniques for management of mild to severe anxiety.</li> <li>7. Apply the nursing process to the care of clients and families with OCD.</li> <li>8. Provide education to clients, families, and caregivers to increase knowledge and understanding of OCD and related disorders.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                       | 4             | 4         | 8              |

| Course Segment                                                                                                                                                                                                                                | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Lecture Hours | Lab Hours | Clinical Hours |
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| Family Abuse and Violence, Patients/Clients Experiencing Sexual Assault, Trauma and Stressor-related Disorders, Patients/Clients Experiencing Addiction, and Care for the Patients, Families, and Caregivers Experiencing Cognitive Disorders | <ol style="list-style-type: none"> <li>1. Apply the nursing process to the care of clients experiencing abuse and violence.</li> <li>2. Provide education to clients, families, and caregivers to promote prevention and early intervention for abuse and violence.</li> <li>3. Evaluate own experiences, feelings, attitudes, and beliefs about abusive and violent behavior.</li> <li>4. Apply the nursing process to the care of clients with trauma or stressor-related diagnoses.</li> <li>5. Provide education to clients, families, and caregivers to promote prevention and early intervention for trauma and stressor-related responses.</li> <li>6. Evaluate own experiences, feelings, attitudes, and beliefs about responses to trauma and stress.</li> <li>7. Describe the principles of a 12-step treatment approach for substance use disorders.</li> <li>8. Apply the nursing process to the care of clients with substance use issues.</li> <li>9. Provide education to clients, families, and caregivers to increase knowledge and understanding of substance abuse.</li> <li>10. Evaluate own feelings, attitudes, and responses to clients and families with substance use disorders.</li> <li>11. Distinguish between delirium and dementia in terms of symptoms, course, treatment, and prognosis.</li> <li>12. Apply the nursing process to the care of clients with cognitive disorders.</li> <li>13. Provide education to clients, families, and caregivers to increase knowledge and understanding of cognitive disorders.</li> </ol> | 4             | 4         | 6              |
| Patients/Clients Who Have Developed Personality Disorders and Who Have Maladaptive Behaviors, Disruption in Relationships, Patients/Clients Experiencing Eating Disorders, and Patients/Clients Experiencing Somatic Symptom Illnesses        | <ol style="list-style-type: none"> <li>1. Describe personality disorders in terms of the client's difficulty in perceiving, relating to, and thinking about self, others, and the environment.</li> <li>2. Apply the nursing process to the care of clients with personality disorders.</li> <li>3. Provide education to clients, families, and caregivers to increase knowledge and understanding of personality disorders.</li> <li>4. Evaluate own feelings, attitudes, and responses to clients with personality disorders.</li> <li>5. Apply the nursing process to the care of clients with eating disorders.</li> <li>6. Provide teaching to clients, families, and caregivers to increase knowledge and understanding of eating disorders.</li> <li>7. Evaluate own feelings, beliefs, and attitudes about clients with eating disorders.</li> <li>8. Distinguish somatic symptom illnesses from factitious disorders and malingering.</li> <li>9. Apply the nursing process to the care of clients with somatic symptom disorders.</li> <li>10. Provide education to clients, families, and caregivers to increase knowledge and understanding of somatic symptom disorders.</li> <li>11. Evaluate own feelings, beliefs, and attitudes regarding clients with somatic symptom disorders.</li> </ol>                                                                                                                                                                                                                                                   | 4             | 4         | 8              |

| Course Segment                                                                                                              | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Lecture Hours | Lab Hours | Clinical Hours |
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| Patients/Clients Experiencing Neurodevelopmental Disorders, and Patients/Clients Experiencing Disruptive Behavior Disorders | <ol style="list-style-type: none"> <li>1. Discuss the characteristics, risk factors, and family dynamics of autism spectrum disorder (ASD) and attention-deficit/hyperactivity disorder (ADHD).</li> <li>2. Apply the nursing process to the care of children and adolescents with ASD and ADHD.</li> <li>3. Provide education to clients, families, and caregivers to increase knowledge of ASD and ADHD.</li> <li>4. Evaluate own feelings, beliefs, and attitudes about clients with ASD and ADHD and their parents and caregivers.</li> <li>5. Discuss the characteristics, risk factors, and family dynamics of disruptive behavior disorders.</li> <li>6. Apply the nursing process to the care of clients with disruptive behavior disorders.</li> <li>7. Provide education to clients, families, teachers, and caregivers for clients with disruptive behavior disorders.</li> </ol> | 4             | 4         | 6              |

**Total Contact Hours**

| Lecture Hours | Lab Hours | Clinical Hours |
|---------------|-----------|----------------|
| 30            | 30        | 60             |