

Mental Health Nurs

NRSG - 1130 501

Course Description

Course focuses on safe, patient-centered, evidence-based care of patients across the lifespan experiencing cognitive, mental and behavioral disorders. Provides necessary knowledge base to assist students to develop clinical judgement when providing care, emphasizes therapeutic communication skills.

Pre-Requisite(s): Admission to the Nursing Program

Semester(s) Taught: All

Course Student Learning Outcomes

- Recognize the ethical, legal and regulatory standards of professional nursing practice unique to mental health nursing.
- Describe the mental health assessment for patients with common mental health disorders.
- Use verbal and nonverbal communication that promotes therapeutic relationships in various settings in order to promote patient-centered and culturally sensitive care for mental health patients.
- Develop a plan of care which utilizes the nursing process to provide evidence-based and patient-centered care with recommendations for the adoption of health-promoting behaviors.
- Describe how to use psychopathology, psychopharmacology, nutrition, and complementary and integrative treatments, to provide evidence-based care to culturally diverse patients with common mental health disorders.
- Utilize the nursing process to educate mental health patients and their significant support persons in order to promote safety and facilitate informed decision making.

- Discuss the nurse's role as patient advocate and the use of hope, trust, and safety to provide quality patient care.

Course Prerequisites

Completion of prior semester courses per established curriculum plan.

Engagement Plan

- I will respond to email within 24 hours (excluding weekends and holidays). The best way to contact me is via the Canvas Inbox, as I will prioritize this email over other modes of communication.
- In this course I will be posting interactive announcements which will offer specific opportunities for class questions and extra credit every other week.
- Additionally, I will be participating in the discussion forums with you to share my perspective within the discipline and to offer some nuances of interpretation that may not be present in your textbook.
- Lastly, we'll be holding small group Q & A sessions, where we can learn from our peers (and faculty) on some of the more difficult units within the course.

Course Content Advisory

Module 1: Foundations of Psychiatric-Mental Health Nursing [Ch 1], Treatment Settings [Ch 4]

Unit Objectives:

1. Compare and contrast criteria for mental health and mental illness.
3. Describe factors influencing an individual's mental health.
4. Compare and contrast a DSM-IV diagnosis with a nursing diagnosis.
5. Identify obstacles preventing individuals from utilizing mental health services.

6. Distinguish between goals and interventions of mental health care in the hospital and the community.
7. Describe the role of the nurse as a member of the interdisciplinary team in caring for chronically ill and/or homeless mentally ill in the community.
8. Self-awareness component: Exam personal attitudes and biases regarding mental illness
9. Review dosage calculations and complete practice problems.

Module 2: MH Nursing Assessment [Ch 8], Legal & Ethical issues [Ch 9]

Unit Objectives:

1. Review the role and responsibilities of mental health/psychiatric nurses
2. Examine the Assessment portion of the Nursing Process as it relates to mentally ill patients.
3. Describe various assessment criteria when evaluating a patient for mental illness indicators.
4. Identify legal issues that may arise during mental health treatment such as, the patient's right to receive treatment, the patient's right to refuse treatment, the patient's right to informed consent.
5. Explore ethical theories and concepts such as utilitarianism, deontology, autonomy, beneficence, justice, etc., as they relate to care of the patient with mental illness.

Module 3: Therapeutic Relationships and Communication [Ch 5, 6, 7]

Unit Objectives:

1. Describe the nature and goals of the therapeutic nurse-patient relationship.

2. Identify three factors that can interfere with accurate communication between nurse and patient.
3. Demonstrate four techniques that can enhance communication and discuss what makes them effective during the communication process.
4. Discuss differences between verbal and non-verbal communication.
5. Discuss the effect on the communication process when there is a lack of understanding of cultural differences.
6. Discuss how confrontation, immediacy, nurse self-disclosure, and role playing can be used by the nurse in a therapeutic relationship.
7. Identify when there is a need for boundaries set between nurse and patient.
8. Describe the importance of self-awareness in the nurse-patient relationship.

Module 4: Theories and Therapeutic Modalities [Ch 3, pg 40-61]

Unit Objectives:

1. Discuss the relationship between personality development and mental/behavioral disorders.
2. Describe the main theories of personality development.

Content Topics:

- a. Psychoanalytic theory—Freud
 - b. Human motivation—Maslow
 - c. Psychosocial development--Erikson
 - d. Cognitive development—Piaget
 - e. Nursing interpersonal—Peplau
3. Describe the tenets behind the following therapeutic models

4. Identify three types of crises and give an example of each
5. Discuss primary goals and phases of crisis intervention.
6. Compare the characteristics of a healthy family functioning with a dysfunctional family functioning.

Module 5 Content Topics: Psychopharmacology [Ch 2]

Unit Objectives:

1. Explain how psychotropic drugs are used in mental health care.
2. Describe how functions of the brain are altered by psychotropic drugs.
3. Identify major categories of psychotropic drugs and discuss their use, action, potential adverse and

side effects, and nursing implications.
4. Drug Categories include:
 - a. Antipsychotics (conventional, atypical).
 - b. Antidepressants (tricyclics, selective serotonin reuptake inhibitors [SSRIs], serotonin/norepinephrine reuptake inhibitors [SNRIs], monoamine oxidase inhibitors [MAOIs], atypical antidepressants).
 - c. Mood-stabilizers (Lithium, anticonvulsants)
 - d. Sedative/hypnotics/antianxiety drugs (benzodiazepines, benzodiazepine-like drugs, melatonin agonists, barbiturates).
 - e. Attention-deficit/hyperactivity disorder drugs (amphetamines/dextroamphetamines, methylphenidate/dexmethylphenidate, methylxanthines, CNS stimulants).
 - f. Anticholinergic (benztropine)
5. Define various manifestations of extrapyramidal symptoms and tardive dyskinesia.

Module 6: Abuse and Violence [Ch 11, 12]

Unit Objectives:

1. Interpret different phases of the cycle of violence in reference to individual and family violence as presented in a case study.
2. Describe personality characteristics of an abusive adult.
3. Identify factors that predispose a child or spouse to physical violence.
4. Describe legal responsibilities of health care providers in documentation and reporting of suspected or known family abuse.
5. Explain assessment indicators and interventions for child, adult, and elder abuse.
6. Identify common reactions and nursing interventions for acute and long-term phases of rape-trauma syndrome.
7. Describe nursing interventions for prevention and management of aggressive behaviors.
8. Identify factors that may be useful in predicting violent behavior.

Module 7: Anxiety Disorders [Ch 13, 14, 15]

Unit Objectives:

1. Identify predisposing factors of anxiety disorders.
2. Describe outcome criteria for each of the identified anxiety disorders.

3. Discuss the action, side effects, potential adverse reactions, and nursing implications for

benzodiazepine medications.

4. Discuss coping strategies in the management of stress.

5. Describe clinical manifestations, goals, nursing interventions, and treatment of patients with:

a. Obsessive compulsive disorder

b. Post-Traumatic Stress Syndrome

c. Panic disorder

d. Phobias

e. Generalized anxiety disorders

Module 8: Mood Disorders [Ch 17]

Unit Objectives:

1. Describe biological and psychosocial theories about the etiology of mood disorders.

2. Identify the main characteristics of the following mood disorders:

a. Major depression

b. Bipolar disorders (including mania/hypomania)

c. Seasonal affective disorder

3. Describe the emotional, cognitive, behavioral, and physical symptoms associated with depression.

4. Describe risk factors and clues that might signal suicidal thoughts.

5. Develop nursing interventions and communication strategies for patients with depression, mania,

and suicide ideation.
6. Identify advantages, actions, side effects and nursing implications for mood stabilizing medications

and antidepressants.
7. Compare advantages and disadvantages of electroconvulsive therapy

Module 9: Psychotic Disorders and Personality Disorders [Ch 16,18]

Unit Objectives:

1. Review various theories (biological and genetic) for etiology of schizophrenia
2. Describe the progression of symptoms from prodromal to the acute phase of schizophrenia.
3. Describe characteristics and clinical manifestations of schizophrenia.
4. Differentiate between positive symptoms and negative symptoms.
5. Describe effective strategies of individual, group, and family therapies that may be helpful for

patients with schizophrenia and their families.
6. Compare the differences between hallucinations and delusions; provide communication strategies

When dealing with the individual experiencing hallucinations or delusions.
7. Discuss behavioral and psychological manifestations of severe mental illness in relation to the

person's ability to function, their families, and others.

8. Explain the importance of medication and the need for the severely mentally ill to adhere to the regimen.
9. Review psychopharmacology concepts and medications for treatment of schizophrenia.
10. Compare and contrast the main characteristics of the three clusters of personality disorders
 1. Cluster A/ paranoid, schizoid, and schizotypal personality disorders
 2. Cluster B/ antisocial, borderline, and narcissistic personality disorders
 3. Cluster C/ dependent, obsessive-compulsive, avoidant personality disorders
12. Explain current treatment modalities for patients with personality disorders.
13. Describe the limitations in the use of medications to relieve symptoms associated with personality disorders.
14. Develop nursing interventions and communication strategies for patients with personality disorders.
15. Recognize the importance of setting and keeping clear boundaries when working with persons with personality disorders.

Module 10: Cognitive Impairment Disorders in the Older Adult; Grief and Loss [Ch 24, 10]

Unit Objectives:

1. Discuss the demographics of the older population and the impact on mental health care.

2. Identify components of an assessment of the healthy geriatric patient and the patient with cognitive impairment.
3. Identify the clinical manifestations of a patient with Alzheimer's disease.
4. Discuss identified behaviors, goals, and nursing interventions associated with mental health problems in the older adult.
5. Describe potential barriers to mental health care for the older adult.
6. Differentiate between normal grief reactions and pathological grief behaviors.

Module 11: Psychiatric Disorders of Children and Adolescents [Ch 22, 23]

Unit Objectives:

1. Identify factors that contribute to child and adolescent psychiatric disorders.
2. Describe treatment modalities for selected disorders of childhood and adolescence
3. Describe the nurse's role in administering medications used to treat psychiatric disorders in children and adolescence.
4. Describe clinical manifestations and intervention strategies for selected mental health disorders specific to the pediatric/adolescent age group

Module 12: Addiction [Ch 19], Eating Disorders [20]

Unit Objectives:

1. Identify commonly abused chemical substances and recognize indicators of drug use and withdrawal.
2. Use the nursing process to address treatment issues for the drug addicted client.
3. Examine Assessment Tools for Alcohol and Drug Withdrawal, i.e., Alcohol withdrawal tool: CIWA (Clinical Institute Withdrawal Assessment) and Drug withdrawal tool: COWS (Clinical Opiate Withdrawal Scale).
4. Identify common eating disorders
5. Compare and contrast similarities and differences between Anorexia nervosa and Bulimia nervosa.

Required Text or Materials

Title: Psychiatric-Mental Health Nursing

ISBN: 1975184777

Authors: Shelia Videbeck

Publisher: Lippincott Williams & Wilkins

Publication Date: 2022-09-14

Edition: Ninth

Title: CoursePoint website, Wolters Kluwer Publishing

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Introduce Yourself	Discussion	0
	Introduce Yourself	Discussion	0
	Introduce Yourself	Discussion	0

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	Introduce Yourself	Discussion	0
	Introduce Yourself	Discussion	0
	Introduce Yourself	Discussion	0
	Introduce Yourself	Discussion	0
	Introduce Yourself	Discussion	0
9/23/25	Module 1 Quiz (Remotely Proctored) - Requires Respondus LockDown Browser + Webcam	Quiz	10
9/23/25	Module 1: PrepU	Assignment	5
9/23/25	Respondus Monitor - PRACTICE QUIZ * *Extra Credit** - Requires Respondus LockDown Browser + Webcam	Quiz	0
9/23/25	Syllabus Signature Page Assignment	Assignment	10
9/30/25	Module 2 Quiz (Remotely Proctored) - Requires Respondus LockDown Browser + Webcam	Quiz	10
9/30/25	Module 2: PrepU	Assignment	5

Due Date	Assignment Name	Assignment Type	Points
10/7/25	Module 3 Quiz (Remotely Proctored) - Requires Respondus LockDown Browser + Webcam	Quiz	10
10/7/25	Module 3: PrepU	Assignment	5
10/8/25	Exam #1 (Remotely Proctored) - Requires Respondus LockDown Browser + Webcam	Quiz	70
10/14/25	Module 4 Quiz (Remotely Proctored) - Requires Respondus LockDown Browser + Webcam	Quiz	10
10/14/25	Module 4: PrepU	Assignment	5
10/28/25	Case Study #1 - Modules 2 and 5	Quiz	12
10/28/25	Module 5 Quiz - Psychopharmacology (Remotely Proctored) - Requires Respondus LockDown Browser + Webcam	Quiz	10
10/28/25	Module 5: PrepU	Assignment	5

Due Date	Assignment Name	Assignment Type	Points
11/4/25	Module 6 Quiz - Abuse and Violence (Remotely Proctored) - Requires Respondus LockDown Browser + Webcam	Quiz	10
11/4/25	Module 6: PrepU	Assignment	5
11/5/25	Exam #2 (Remotely Proctored) - Requires Respondus LockDown Browser + Webcam	Quiz	70
11/11/25	Module 7 Quiz - Anxiety Disorders (Remotely Proctored) - Requires Respondus LockDown Browser + Webcam	Quiz	10
11/11/25	Module 7: PrepU	Assignment	5
11/18/25	Module 8 Quiz (Remotely Proctored) - Requires Respondus LockDown Browser + Webcam	Quiz	10
11/18/25	Module 8: PrepU	Assignment	5

Due Date	Assignment Name	Assignment Type	Points
11/25/25	Module 9 Quiz (Remotely Proctored) - Requires Respondus LockDown Browser + Webcam	Quiz	10
11/25/25	Module 9: PrepU	Assignment	5
11/26/25	Exam #3 (Remotely Proctored) - Requires Respondus LockDown Browser + Webcam	Quiz	70
12/2/25	Module 10 Quiz (Remotely Proctored) - Requires Respondus LockDown Browser + Webcam	Quiz	10
12/2/25	Module 10: PrepU	Assignment	5
12/9/25	Case Study #2 - Modules 6 through 9	Quiz	12
12/9/25	Module 11 Quiz (Remotely Proctored) - Requires Respondus LockDown Browser + Webcam	Quiz	10
12/9/25	Module 11: PrepU	Assignment	5
12/12/25	LiveOn Ambassador Certificate Submission	Assignment	0

Due Date	Assignment Name	Assignment Type	Points
12/17/25	Final Exam (Remotely Proctored) - Requires Respondus LockDown Browser + Webcam	Quiz	100

Brief Description of Assignments/Exams

1. Case Scenario assignments
2. Weekly PrepU Mastery assignments
3. Other assignments as listed in the Course Schedule and Modules

*See specific instructions on Canvas under Assignments. PrepU practice quizzes are not considered a “proctored exam” when calculating the minimum 78% total exam score requirement and will therefore not impact the students’ proctored exam percentage.

Proctored Exams

1. See the course schedule in Canvas listing the testing date and time ranges for unit exams and the comprehensive final exam.
2. All exams will be taken remotely during the available testing window indicated in the schedule. (Students must have the approved proctoring software installed on their computer. See technology requirements in Canvas Modules).
3. The questions will be based on the textbook reading, student outlines, and supplemental resources posted in the modules.
4. Exams must be taken during their scheduled testing window
 1. Students are not permitted to take exams before the available date/time.
 2. No time extensions will be granted for vacations, work, computer issues, etc.

3. Students may take the exams after the due date/time with a point deduction of 10% per day if approved by the instructor. (See Late Work and Testing section below).
4. Extensions without a point penalty may be granted for military obligations, jury duty, or Title IX situations with written proof that the obligation will prevent the student from completing the test for the full range of time it is available.
5. Prior exams will not be reviewed with students after the next scheduled exam is given. Any disputed questions must be reviewed with the instructor before the next exam is given. Credit for disputed questions will not be considered after the next exam is given.
6. Final exams are not reviewed with students.

Weekly Quizzes

1. Weekly quizzes will be proctored by Respondus and will be taken remotely (on a computer) during the testing period as listed in the schedule.
- 2. Students are responsible to have Respondus installed on their computers for proctored quizzes.***
3. Weekly quizzes are considered a “proctored exam” when calculating the minimum 78% total exam score requirement and will therefore impact the students’ proctored exam percentage.
4. Quiz questions will be based on the textbook reading, student outlines, and supplemental resources posted in the modules.
5. Students are not permitted to take quizzes before the available date/time.
6. The lowest quiz score will be dropped automatically by Canvas (some quizzes may not be eligible to be dropped).
7. Any disputed questions must be reviewed with the instructor before the next quiz is given. Credit for disputed questions will not be considered after the next quiz is given.

Assignments*

1. Case Scenario assignments
2. Weekly PrepU Mastery assignments
3. Other assignments as listed in the Course Schedule and Modules

*See specific instructions on Canvas under Assignments. PrepU practice quizzes are not considered a “proctored exam” when calculating the minimum 78% total exam score requirement and will therefore not impact the students’ proctored exam percentage.

Grading Scale

1. Two grading criteria must be met in all required nursing courses to be eligible to progress from one semester to the next semester and to graduate from the nursing program.

1. A minimum score of 78% on all “proctored” testing (the average of exam and quiz scores - scores are not rounded), and
2. An overall minimum grade of 78.0% in the class (scores are not rounded).

The 78% minimum requirement for proctored tests is determined by averaging together the weighted scores of proctored quizzes and exams. No single test is required to be at the minimum 78%, only the weighted average.

2. The proctored testing average score must meet the 78% minimum requirement before any other coursework can be added into the grade (i.e., assignments, class participation points, extra credit points, etc.). Extra credit points cannot be used to pass this course.

1. Proctored tests are defined as those taken in the Testing Center, taken in the classroom with a teacher present, or taken online with the approved proctoring software application. (NOTE: Prep U Mastery quizzes are not considered to be proctored and are not factored into the required 78% weighted average).

2. Grading is based on the scores of assignments and tests provided on the Canvas website or in class. Students are not permitted to receive extra assignments to improve their grade.
3. In the event that this course is not passed with a "C+" (78%), or better the course will need to be repeated per Nursing Department policy on a space available basis.
4. If a nursing course has an associated lab/clinical course, failure in either the didactic or lab/clinical portions of a nursing course will require a repeat of both concurrently.
5. Grades are computed following a scale that is approved by Salt Lake Community College.

Nursing Department Grading Scale:

A 95-100 C 75-77

A- 90-94 C- 71-74

B+ 87-89 D+ 67-70

B 83-86 D 64-66

B- 80-82 E Below 64

C+ 78-79*

Grading Criteria:

- The final grade is determined from the TOTAL SCORE of all assignments, quizzes and exams combined as calculated in the Canvas gradebook for this course. Scores are not rounded.

- If a student does not have at least a 78% on proctored tests, no other assignments will be added into the student's total score. In this case, the student's letter grade will be determined by their total proctored test score.
- The assessments for this course are weighted as follows:

Exams 35%

Quizzes 35%

Assignments 30%

How to Navigate to Canvas

Online Tutoring

Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link:

<https://www.slcc.edu/tutoring/index.aspx>

If you have any additional questions reach out to elarningsupport@slcc.edu.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements.

By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

Additional Policies

Late Work and Testing:

It is expected that students submit work and complete testing at mandatory dates and times. Late work and testing may not be accepted by instructors. If accepted, it may be subject to a 10% reduction for each 24-hour period after the due date and time. Students are limited to two late assignment submissions PER SEMESTER.

Calendar: See Canvas for information on test dates, quizzes and due dates for assignments.

Cheating: Cheating will NOT be tolerated. Please see the Student Code of Conduct and/or the Nursing Handbook for additional information.

Course Schedule: Posted in Canvas. Schedule subject to change.

Student Code of Conduct: The student is expected to follow the SLCC Student Code of Conduct found at https://www.slcc.edu/policies/policies/student_affairs/8.1.050.aspx

ADA Statement: <http://www.slcc.edu/drc/index.aspx>

- Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, should contact Accessibility and Disability Services (ADS).
- The ADS determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the ADS at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123. Phone: (801) 957-4659, TTY: 957-4646, Fax: 957- 4947 or by ads@slcc.edu.

Emergency Evacuation Procedures: in case of an emergency.
<http://i.slcc.edu/emergencyprepare/emergency-procedures.aspx>