Course Description

Mental Health Nursing

(2025-2026)

1. Course Name:	
Mental Health Nursing	
2. Course Code:	
NUR 408	
3. Semester / Year:	
Fourth year/ Second Semester	
4. Description Preparation Date:	
01/02/2026	
5. Available Attendance Forms:	
Class attendance forms	
6. Number of Credit Hours (Total) / Number of Units (Total)	
Number of Credits Hours **(7)** = **(4)** Theoretical (3 Hours Per Week) + **(3)** Clinical (12 Hours Per Week)	
7. Course administrator's name (mention all, if more than one name)	
Name: **Assist. Prof. Dr. Dhafer Ameen Jabbar Al-Mossawy** Email: dhafer.ameen@uowa.edu.iq	
8. Course Objectives	

At the end of this course, students will be able to:

Knowledge	1. Discuss the trends, foundations, and concepts of mental health nursing.
	2. Identify the community based nursing care (mental health promotion and mental illness prevention.)
	3. Describe the ethical and legal issues in nursing.
	4. Identify the mental health nursing theories.
	5. Differentiate between neurotic and psychotic disorders.
	6. Demonstrate professional interview and identify patient's problems.
	7. Identify and assist in providing special treatment modalities.
	8. Describe different types of psychiatric disorders.

	9. Recognize client behaviors and problems.
	10. Change the student's attitudes toward mental health and mental illness nursing.
	11. Appraise the nurse's role in the community mental health nursing.
Skills	1. Assess the mental health status of the client.
	2. Identify the terminology relate to mental health and mental illness.
	3. Demonstrate verbal and non-verbal therapeutic communication skills.
	4. Demonstrate critical thinking skills to assess the needs for patients with mental disorders.
	5. Identify and assist in providing special treatment modalities.
	6. Apply therapeutic strategies to protect themselves and maintain patients' safety.
	7. Implement therapeutic communication and interpersonal relationship.
	8. Work collaboratively with mental health team to care for patients with mental disorders.
	9. Understand the indications, contraindications, and side effects of the basic psychopharmacological treatments.
	10. Apply the nursing process when providing nursing care for the client.
	11. Create nursing care plan to address the mental health needs of the patients and their families.
Value	1. Demonstrate responsibility in handling with psychiatric patients.
	2. Appreciate the importance of mental health in maintaining general health.
	3. Adheres to principles of integrity and professionalism while providing nursing care, maintaining confidentiality and respecting patient rights.
	4. Apply concepts of empathy and holistic care to address the psychological, social, and spiritual needs of patients.
	5. Commit to ethical standards in Psychiatric Assessment.
	6. The student effectively uses verbal and non-verbal communication skills when interacting with patients to promote trust and build a therapeutic relationship.
	7. The student actively participates within the healthcare team by sharing information and collaborating in planning and implementing nursing care.

9. Teaching and Learning Strategies

Strategy	**Methods of teaching (Theoretical)**
	Learning Resources :
	      Whiteboard, Posters, Handouts, video-films
	
	Teaching / Learning Strategies :
	      Interactive lecture, Small group's discussion, Demonstration, Assignments, Video-based learning.
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	Methods of teaching (Clinical)
	Learning Resources :
	Psychiatric clinics and Psychiatric teaching hospitals, Rehabilitative Centers.
	Teaching / Learning Strategies :
	Writing reports, Case study, Clinical practice and scientific visitations, Role playing.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	– Discuss the trends, foundations, and concepts of mental health nursing. – Identify the community based nursing care (mental health promotion and mental illness prevention.) – Describe the ethical and legal issues in nursing.	**Foundations of Psychiatric–Men Health Nursing**	– Interactive Lecture. – Presentation using audiovisuals. – Video-based learning. – Role playing.	– Daily or weekly quiz. – Students' participation in the lecture, &Practical evaluation. – Seminars. – Daily oral test
2 & 3	6	– Identify the mental health nursing theories. – Explain the basic beliefs and approaches of the main psychosocial theories. – Identify the psychosocial theory on which each treatment strategy is based. – Identify how several of the theoretical perspectives have influenced current nursing practice.	**Theories in mental health nursing**	– Interactive Lecture. – Presentation using audiovisuals. – Video-based learning. – Role playing.	– Daily or weekly quiz. – Students' participation in the lecture, &Practical evaluation. – Seminars. – Daily oral test
4	3	– Identify and discuss the components of therapeutic relationship – Discuss inappropriate techniques that impact the communication between psychiatric nurses and their clients. – Appropriately demonstrate therapeutic communication with clients who experience mental health problems. – Implement therapeutic communication and interpersonal relationship.	**Building the Nurse–Client Relationship**	– Interactive Lecture. – Presentation using audiovisuals. – Video-based learning. – Role playing.	– Daily or weekly quiz. – Students' participation in the lecture, &Practical evaluation. – Seminars. – Daily oral test
5	3	– Summarize the similarities and differences in diagnostic criteria, etiology, and treatment options between post-traumatic stress disorder and other disorder.	**Trauma and Stressor-Related Disorders PTSD**	– Interactive Lecture. – Presentation using audiovisuals. – Video-based learning.	– Daily or weekly quiz. – Students' participation in the lecture, &Practical evaluation.

					−Role playing.	−Seminars.
						−Daily oral test
6 & 7	6	- Describe anxiety as a response to stress. - Describe the levels of anxiety with behavioral changes related to each. - Types of anxiety disorders. - Apply the nursing process to the care of clients with anxiety and anxiety disorders. - Treatment Modalities.	**Anxiety disorders**	−Interactive Lecture. −Presentation using audiovisuals. −Video-based learning. −Role playing.		−Daily or weekly quiz. −Students' participation in the lecture, &Practical evaluation. −Seminars. −Daily oral test
8	3	- Discuss etiologic theories of obsessive–compulsive disorder (OCD). - Apply the nursing process to the care of clients and families with OCD. - Provide education to clients, families, caregivers, and community members to increase knowledge and understanding of OCD and related disorders. - Evaluate your feelings, beliefs, and attitudes regarding OCD and related disorders.	**Obsessive– Compulsive and related Disorders**	−Interactive Lecture. −Presentation using audiovisuals. −Video-based learning. −Role playing.		−Daily or weekly quiz. −Students' participation in the lecture, &Practical evaluation. −Seminars. −Daily oral test
9&10	6	- Identify the schizophrenia. - Differentiated between positive and negative seen - Identify two other psychotic disorders. - Identify treatment modalities for people with schizophrenia. - Identify nursing care for people with schizophrenia.	**Schizophrenia**	−Interactive Lecture. −Presentation using audiovisuals. −Video-based learning. −Role playing.		−Daily or weekly quiz. −Students' participation in the lecture, &Practical evaluation. −Seminars. −Daily oral test
11&12	6	- Explain of core concept of mood and affect. - Apply the nursing process to the care of clients and families with mood disorders. - Provide education to clients, families, caregivers, and community members to increase knowledge and understanding of mood disorders. - Define the Suicide and Suicidal behavior and nursing intervention.	**Mood disorder (depression & mania and Suicide)**	−Interactive Lecture. −Presentation using audiovisuals. −Video-based learning. −Role playing.		−Daily or weekly quiz. −Students' participation in the lecture, &Practical evaluation. −Seminars. −Daily oral test
13	3	- Discuss the new trends in substance abuse and explain the need for related prevention programs. - Discuss the nurse's role in dealing with the chemically impaired professional. - Evaluate your feelings, attitudes, and responses to	**Addiction**	−Interactive Lecture. −Presentation using audiovisuals. −Video-based learning. −Role playing.		−Daily or weekly quiz. −Students' participation in the lecture, &Practical evaluation. −Seminars. −Daily oral test

		clients and families with substance use and abuse.			
14	3	– Describe the characteristics of and risk factors for cognitive disorders. – Distinguish between delirium and dementia in terms of symptoms and other related issues. – Apply the nursing process to the care of clients with cognitive disorders.	**Cognitive Disorders**	– Interactive Lecture. – Presentation using audiovisuals. – Video-based learning. – Role playing.	– Daily or weekly quiz. – Students' participation in the lecture, &Practical evaluation. – Seminars. – Daily oral test
15	3	– Describe somatic symptom illnesses and identify their three central features. – Discuss the characteristics and dynamics of specific somatic symptom illnesses. – Distinguish somatic symptom illnesses from factitious disorders and malingering. – Evaluate your feelings, beliefs, and attitudes regarding clients with somatic symptom disorders.	**Somatic Symptom Illnesses**	– Interactive Lecture. – Presentation using audiovisuals. – Video-based learning. – Role playing.	– Daily or weekly quiz. – Students' participation in the lecture, &Practical evaluation. – Seminars. – Daily oral test

11. Course Evaluation

Evaluation				Score standard	
Formative		**Summative**			
Scores	**Evaluation methods**	**Scores**	**Evaluation methods**	**Rating**	**Range**
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	Excellent	(90-100)
2%	Seminars	10%	Second- Mid-term exam	Very Good	(80-89)
2%	Reports	10%	Mid-term-practical evaluation	Good	(70-79)
2%	Participation	20%	Final practical exam	Moderate	(60-69)
		40%	Final theoretical exam	Fair	(50-59)
10%		**90%**		Fail	(less than 50)

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	**1.** Videbeck, S. (2020). Psychiatric-mental health nursing. Lippincott Williams & Wilkins. **2.** Gorman, L. M., & Anwar, R. (2014). Neeb's Fundamentals of Mental Health Nursing. FA Davis.
Main references (sources)	Videbeck, S. (2018). Psychiatric-mental health nursi Lippincott Williams & Wilkins.
Recommended books and references (scientific journals, reports...)	(Linda M. Gorman 2014), Neeb's Fundamentals of Mental Health Nursing, 4th edition
Electronic References, Websites	- https://www.youtube.com/watch?v=WEG6fiRj6OA&list=PL0sx7dVJFLEDQMF8334V6rFPc37R_ZTp6&index=9

	- https://www.cdc.gov/mental-health/	

End of Program Student Learning Outcomes (EPSLO)	**Course Learning outcomes**	**Show the Link to EPSLO**
Knowledge **EPSLO-1:** **Demonstrate the highest level of understanding and awareness of the scientific** related to the nursing profession. **EPSLO-2:** Engage in **lifelong learning and self-development** to continuously improve nursing practice. **EPSLO-3:** Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs." **EPSLO-4** **Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best clinical and psychosocial outcomes for individuals with complex health conditions.**	1. Discuss the trends, foundations, and concepts of mental health nursing. 2. Identify the community based nursing care (mental health promotion and mental illness prevention.) 3. Describe the ethical and legal issues in nursing. 4. Identify the mental health nursing theories. 5. Differentiate between neurotic and psychotic disorders. 6. Demonstrate professional interview and identify patient's problems. 7. Identify and assist in providing special treatment modalities. 8. Describe different types of psychiatric disorders. 9. Recognize client behaviors and problems. 10. Change the student's attitudes toward mental health and mental illness nursing. 11. Appraise the nurse's role in the community mental health nursing.	1. Builds scientific understanding (EPSLO-1) and integrates psychosocial knowledge (EPSLO-3). 2. Enhances scientific and community knowledge (EPSLO-1), promotes continuous learning (EPSLO-2), and integrates psychosocial concepts (EPSLO-3). 3. Ethical and legal understanding reflects scientific professionalism (EPSLO-1) and supports evidence-based judgment (EPSLO-4). 4. Theories establish scientific foundations (EPSLO-1) and guide care planning (EPSLO-3). 5. Requires scientific knowledge (EPSLO-1) for designing care based on psychological needs (EPSLO-3). 6. Supports psychosocial assessment (EPSLO-3) and strengthens clinical judgment (EPSLO-4). 7. Involves understanding scientific treatment methods (EPSLO-1) and applying evidence-based practice (EPSLO-4). 8. Enhances foundational knowledge (EPSLO-1) and supports clinical reasoning (EPSLO-3). 9. Essential for psychosocial assessment (EPSLO-3) and clinical judgment (EPSLO-4). 10. Supports lifelong learning (EPSLO-2) and deepens psychosocial understanding (EPSLO-3). 11. Strengthens scientific knowledge (EPSLO-1), continuous development (EPSLO-2), and evidence-based practice (EPSLO-4).
Skills: **EPSLO-5:** Apply **evidence-based knowledge and technology** in	1. Assess the mental health status of the client. 2. Identify the terminology relate to mental health and mental illness. 3. Demonstrate verbal and non-	1. Involves applying evidence-based knowledge (EPSLO-5) and demonstrating clinical competence (EPSLO-7).

the provision of safe and effective nursing care. **EPSLO-6:** Demonstrate **quantitative reasoning** and apply relevant scientific principles in the practice of nursing. **EPSLO-7:** Demonstrate **clinical competence** in providing therapeutic nursing care across the lifespan. **EPSLO-8:** Perform **nursing procedures** and **clinical interventions** accurately and safely in accordance with established standards.	verbal therapeutic communication skills. 4. Demonstrate critical thinking skills to assess the needs for patients with mental disorders. 5. Identify and assist in providing special treatment modalities. 6. Apply therapeutic strategies to protect themselves and maintain patients' safety. 7. Implement therapeutic communication and interpersonal relationship. 8. Work collaboratively with mental health team to care for patients with mental disorders. 9. Understand the indications, contraindications, and side effects of the basic psychopharmacological treatments. 10. Apply the nursing process when providing nursing care for the client. 11. Create nursing care plan to address the mental health needs of the patients and their families.	2. Strengthens evidence-based understanding (EPSLO-5) and analytical reasoning (EPSLO-6). 3. Essential for clinical interactions (EPSLO-7) and team communication (EPSLO-10). 4. Requires scientific reasoning (EPSLO-6) and supports clinical decision-making (EPSLO-7). 5. Applies evidence-based practice (EPSLO-5) and supports skillful clinical care (EPSLO-7). 6. Integrates evidence-based safety measures (EPSLO-5) with professional clinical standards (EPSLO-8). 7. Enhances clinical competence (EPSLO-7) and interprofessional collaboration (EPSLO-10). 8. Demonstrates teamwork competence (EPSLO-10) and effective clinical care (EPSLO-7). 9. Applies evidence-based pharmacology (EPSLO-5) and scientific analysis (EPSLO-6). 10. Requires evidence-based knowledge (EPSLO-5), clinical competence (EPSLO-7), and safe performance (EPSLO-8). 11. Uses evidence (EPSLO-5), demonstrates competence (EPSLO-7), and ensures safe care planning (EPSLO-8).
Values: **EPSLO-9:** Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care. **EPSLO-10:** Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care. **EPSLO-11:** Demonstrate effective communication and collaboration skills in the role of the nurse when interacting	1. Demonstrate responsibility in handling with psychiatric patients. 2. Appreciate the importance of mental health in maintaining general health. 3. Adheres to principles of integrity and professionalism while providing nursing care, maintaining confidentiality and respecting patient rights. 4. Apply concepts of empathy and holistic care to address the	1. Reflects accountability and empathy (EPSLO-9) and professional communication (EPSLO-10). 2. Promotes respect for patients (EPSLO-8) and holistic understanding (EPSLO-9). 3. Reinforce the principles of integrity and professionalism, which are essential components of ethical nursing practice. Maintaining confidentiality and respecting patient rights demonstrate accountability and respect, reflecting a holistic,

with patient and members of the interdisciplinary and inter-professional healthcare team.	psychological, social, and spiritual needs of patients.	patient-centered approach to care. (EPSLO-10)
	5. Commit to ethical standards in Psychiatric Assessment.	**4.** Emphasize the use of empathy and holistic care, which are key elements of patient-centered practice. By addressing patients' psychological, social, and spiritual needs, students cultivate a compassionate and holistic nursing approach. (EPSLO-10).
	6. The student effectively uses verbal and non-verbal communication skills when interacting with patients to promote trust and build a therapeutic relationship.	**5.** Supports ethical practice (EPSLO-8) and professional integrity (EPSLO-9). **6.** Develop therapeutic communication skills that are crucial for establishing trust with patients. Effective communication is foundational for collaborative practice within multidisciplinary healthcare teams. (EPSLO-11).
	7. The student actively participates within the healthcare team by sharing information and collaborating in planning and implementing nursing care.	**7.** Emphasize collaboration and teamwork within multidisciplinary healthcare settings. By sharing information and engaging in care planning, students strengthen their role as effective nursing team members and promote interprofessional communication. (EPSLO-11).