



INSTRUCTIONAL PACKAGE

NUR 162

Psychiatric and Mental Health Nursing

Effective Term

Fall 2025/Spring 2026/Summer 2026

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2025/Spring 2026/Summer 2026

COURSE PREFIX: NUR 162 COURSE TITLE: Psychiatric and Mental Health Nursing

CONTACT HOURS: 2.0 CREDIT HOURS: 3.0

RATIONALE FOR THE COURSE:

The course focuses on continuing application and integration of the concepts of safety, teamwork and collaboration, patient centered care, professional behaviors, and clinical decision making. The focus of care centers on patients experiencing mental health alterations. A variety of settings are used for clinical experience.

COURSE DESCRIPTION:

This course covers application of critical thinking skills and nursing concepts in the care of adult clients with selected mental health problems in a variety of settings. The course includes the study of dynamics of human behavior ranging from normal to extreme.

PREREQUISITES/CO-REQUISITES:

Prerequisites: NUR 120

Co-requisites: NUR 201, NUR 150, BIO 225, PSY 201

REQUIRED MATERIALS:

Please visit the [BOOKSTORE](#) online site for most current textbook information.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

Kaplan and the Basics

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

College email access – this is the college's primary official form of communication.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to complete identity verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes**COURSE LEARNING OUTCOMES and ASSESSMENTS*:**

Upon successful completion of this course in the ADN curriculum, the student will be able to:

1. SAFETY - Demonstrate the application of safety concepts when administering health nursing care.
2. CLINICAL DECISION MAKING - Implement nursing care that reflects critical thinking and application of the nursing process for adult patients with selected mental health problems.
3. TEAMWORK AND COLLABORATION - Demonstrate the integration of active teamwork, collaborative processes, and the effective use of appropriate communication in order to facilitate positive patient outcomes.
4. PROFESSIONAL BEHAVIOR - Model behaviors that demonstrate accountability and reflect standards of the profession.
5. PATIENT CENTERED CARE - Respect the rights of individual patients while establishing a caring and empathetic connection with diverse patient populations.

Module 1: Organizing Framework and Neurobiology

Materials Covered: Videbeck Chapters 1 and 2, focus on neurotransmitters and look at categories of drugs used to treat mental illness (Antipsychotic/Neuroleptic Drugs)

*Assessment(s): Complete class review activity.
Kaplan
Unit Test 1

Learning Outcomes:

1. Contrast characteristics of mental health and mental illness.
2. Explain the purpose and use of the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders, 5th edition, (DSM-V).
3. Analyze four neurotransmitters.
4. Identify three classes of antipsychotic drugs used in the treatment of mental health disorders (Actions and Side effects) along with medications used to treat side effects.
5. Describe key terms used in psychopharmacology.
6. Identify the basic level of care for the psychiatric nurse
7. Review student/course learning outcomes for NUR 162 and the HGTC Nursing organizing framework.

Module 2: Therapeutic Communication

Materials Covered: Videbeck, Chapter 6, The Basics

*Assessment(s): Complete class review activity.
Kaplan
Communication technique demonstration
Unit Test 1

Learning Outcomes:

1. Examine therapeutic communication techniques used in nursing.
2. Practice at least 5 different therapeutic techniques during class/lab practice sessions.
3. Recognize the use of non-therapeutic communication in dialogue.
4. Discuss the role of culture and developmental influences in communication.

Module 3: Therapeutic Relationships, Treatment Settings

Materials Covered: Videbeck, Chapter 3, 4, 5

*Assessment(s): Complete class review activity.
Kaplan, Demonstration
Unit Test 1

Learning Outcomes:

1. Assess the level of anxiety in a client/scenario.
2. Practice nursing crisis intervention techniques.
3. Examine the use of groups in treatment and the role of the nurse.
4. Contrast the difference between nurse and therapist roles, and professional and social relationships.
5. Compare three different mental health treatment settings.

6. Review the components of a therapeutic nurse-client relationship.
7. Analyze the differences between the orientation, working, and termination phases of a nurse-client relationship.

Module 4: Mental Health Assessment and Legal and Ethical Issues

Materials Covered: Videbeck, Ch 8 and 9, The Basics

*Assessment(s): Complete class review activity.

Kaplan, Case Study

Unit Test 1

Learning Outcomes

1. Compare and contrast the various components of a mental status assessment.
2. Use a mental status assessment tool in skills lab.
3. Analyze involuntary and voluntary admissions.
4. Discuss the concept of least restrictive care.
5. Explain the nurse's role with the use of restraints and seclusion.
6. Examine various nursing liability issues in a psychiatric setting.

Module 5: Anger, Abuse & Violence, PTSD, Dissociative Disorders

Materials Covered: Videbeck, Ch 11, 12 and 13; The Basics

*Assessment(s): Complete class review activity.

Kaplan

Unit Test 2

Learning Outcomes

1. Examine the cycle of violence.
2. Describe common clinical features of posttraumatic stress disorder (PTSD) and Dissociative Disorder.
3. Examine treatment issues and nursing care planning for PTSD.
4. Examine violence and consequences related to nursing assessment, interventions, and outcomes.
5. Describe psychiatric disorders that may be associated with an increased risk of hostility and physical aggression in clients and the victims.
6. Describe nursing actions based on the phases of the aggression cycle.
7. Analyze a nursing care plan for aggressive behavior

Module 6: Anxiety and Anxiety Disorders

Materials Covered: Videbeck, Ch. 14 and 15; The Basics

*Assessment: Complete class review activity.

Kaplan, HESI

Unit Test 2

Learning Outcomes:

1. Practice at least one of the following: deep breathing, guided imagery, progressive muscle relaxation, stretching exercises, decreasing stimuli (as a therapeutic means of reducing anxiety and improving coping).
2. Examine the clinical characteristics of anxiety disorders: panic attacks and panic disorders, phobias, OCD, and GAD.
3. Review the influence of heredity, culture, environment and stress in the development of anxiety disorders.
4. Review anti-anxiety medications and techniques used in the treatment of anxiety disorders
5. Review nursing interventions used with anxiety disorders (panic attacks and panic disorders, phobias, OCD, and GAD).

Module 7: Schizophrenia

Materials Covered: Videbeck, Ch.16; The Basics; Kaplan NCLEX Channel (Antipsychotic/Neuroleptic Drugs)

*Assessment: Complete class review activity.

Kaplan
Unit Test 2

Learning Outcomes:

1. Describe the clinical characteristics of schizophrenia and nursing interventions.
2. Review the influence of genetics, neurochemical and other factors.
3. Distinguish between positive and negative symptoms of schizophrenia.
4. Review medications used for the treatment of schizophrenia along with treatment for antipsychotic side effects.
5. Define key words associated with schizophrenia – blunted affect, delusions, hallucinations, illusions, EPS, agranulocytosis, depot (deconate) injections, NMS, positive and negative symptoms.
6. Examine the differences between delusions and hallucinations.

Module 8: Mood Disorders

Materials Covered: Videbeck, Ch. 17; The Basics; Kaplan NCLEX Channel (Suicide, Bipolar, and Depression) (Antidepressant Agents and Drugs for Bipolar Disorders)

*Assessment(s): Complete class review activity.

Kaplan
Unit Test 3

Learning Outcomes:

1. Describe the clinical characteristics of major depressive disorder.
2. Review the influence of genetics, neurochemical factors, as well as psychosocial and cultural considerations.
3. Applied the nursing process to the care of clients with major depressive disorder.
4. Review SSRI's, atypical antidepressants, MAOI's, TCA's.

5. Explain significance of "cognitive behavior therapy - CBT in the treatment of depression.
6. Complete the Hamilton Rating Scale for depression.
7. Describe the clinical characteristics of bipolar disorder.
8. Apply the nursing process to the care of clients with bipolar disorder.
9. Analyze lithium and other mood stabilizers used to treat bipolar disorder; review lithium levels and described the clinical picture of lithium toxicity.
10. State the "three step approach" for limit setting.
11. Summarize nursing interventions to use for clients with mania.
12. Contrast suicidal ideation and suicide attempt.
13. Identify those most at risk for suicide.

Module 9: Personality Disorders

Materials Covered: Videbeck, Ch. 18

*Assessment(s): Complete class review activity

Kaplan

Unit Test 3

Learning Outcomes:

1. Describe key characteristics of antisocial personality disorder.
2. Review a nursing care plan for antisocial personality disorder.
3. Describe key features of borderline personality disorder.
4. Examine nursing interventions used for antisocial and borderline personality disorders.
5. Compare and contrast antisocial and borderline personality disorders.

Module 10: Substance-Related Disorders

Materials Covered: Videbeck, Ch. 19; The Basics

*Assessment(s): Complete class review activity.

Kaplan

Unit Test 3

Learning Outcomes:

1. Describe key terms regarding substance abuse.
2. Compare and contrast the effects of alcohol, stimulants, and depressants, the withdrawal symptoms and nursing assessment and interventions for each along with drugs used for treatment.
3. Review treatment options for substance abuse.
4. Describe how this information could be applied in the acute care medical hospital setting.
5. Describe nursing interventions for alcohol withdrawal.

Module 11: Eating Disorders

Materials Covered: Videbeck, Ch. 20 and Kaplan NCLEX Channel

*Assessment(s): Complete class review activity.

Kaplan

Unit Test 4

Learning Outcomes:

1. Describe the clinical characteristics of Anorexia Nervosa and Bulimia Nervosa along with complications.
2. Examine a nursing care plan for a client with an eating disorder and review psychopharmacological treatment.
3. Define key words associated with eating disorders – binge eating, body image disturbance, purging

Module 12: Somatic Disorders

Materials Covered: Videbeck, Ch. 21

*Assessment(s): Complete class review activity.

Kaplan

Unit Test 4

Learning Outcomes:

1. Describe somatoform disorders.
2. Distinguish somatic symptom disorders from malingering (the intentional production of false or exaggerated physical or psychological symptoms).
3. Explain psychosomatic illness and nursing interventions that should be implemented along with psychopharmacological treatments used for the disorders.

Module 13: Cognitive Disorders

Materials Covered: Videbeck, Ch. 24 and Kaplan

*Assessment(s): Complete class review activity.

Kaplan, Simulation

Unit Test 4

Learning Outcomes:

1. Compare and contrast the clinical symptoms of delirium and dementia
2. Summarize specific nursing interventions that could be used with delirium clients
3. Summarize specific nursing interventions that could be used with dementia.
4. Review drugs used in the treatment of dementia and described how they work.

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*:

Students' performance will be assessed, and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Tests	75%
Class Assignments	10%
<u>Final Exam</u>	<u>15%</u>
	100%

Achieve a weighted exam average of 77 or greater on the theory components of the course in order to pass the course. The theory components are the unit exams and the final exam. The weighted average for all other assignments will be added after the weighted average of 77 is achieved on the unit exam and final exams to generate the final calculated grade.

Students must achieve a minimum of 77 weighted points on the unit tests and final exam in order to progress. The grade is calculated as follows: Unit test average X percentage and Final exam test grade X percentage divided by 90.

As an example:

Unit test average	$77.54 \times .80 = 62.03$
Final exam grade	$\frac{81.04 \times .10 = 8.1}{}$
Total points	$70.13 / 90 = 77.9$

The remaining points from other assignments will be added once the grade of 77 or greater is achieved in order to calculate the overall theory grade. There is no rounding of any grades. Grades are calculated to the hundredth decimal place.

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

GRADING SYSTEM:

Because competency in nursing theory is a critical component for safe nursing practices, the grading scale for nursing is higher than for some other courses. The grading scale for nursing is:

90 – 100 = A
80 – 89 = B
77 – 79 = C
69 – 76 = D
Below 69 = F

A grade of "C" is required all courses in the Associate Degree Nursing Program. Grades below "C" are considered course failures.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student, and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers to all students the following **free** resources:

1. Academic tutors for most subject areas, Writing Center support, and Academic Coaching for college success skills.
2. Online tutoring and academic support resources.
3. Professional and interpersonal communication coaching in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring

or coaching, contact the SSTC at ssc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email ssc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the SSTC [Online Resource Center](#) to access on-demand resources.



STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following free resources:

1. Getting around HGTC: General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. In-person and remote assistance are available for Desire2Learn, Student Portal, Degree Works, and Office 365.
3. Chat with our staff on TECH Talk, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552. Visit the Tech Central website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option # 1.



HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries have librarians and staff who can aid with research, computers to support academic research and related school-work, and individual/group study rooms. Printing is available as well at each location. Visit the [Library](#) website for more information or call (843) 349-5268.

STUDENT TESTING:

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L.
- Test administered in writing on paper.
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, tests may have time limits and/or require a proctor.

Testing candidates must make their appointments 24 hours in advance.

Students must bring a physical ID in order to take a test.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Students seeking accommodations are encouraged to visit HGTC's [Accessibility and Disability Service webpage](#) for detailed information.

It is the student's responsibility to self-identify as needing accommodations and to provide appropriate documentation. Once documentation is submitted, the student will participate in an interactive process with Accessibility and Disability Services staff to determine reasonable accommodations. Students may begin the accommodations process at any time; however, accommodations are **not retroactive** and will only be applied from the point at which they are approved. Students must contact the office **each semester** to renew their accommodations.

For assistance, please contact the Accessibility and Disability Services team at disabilityservices@hgtc.edu or 843-796-8818 (call or text).

COUNSELING SERVICES:

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to counseling@hgtc.edu or visit the website the [Counseling Services webpage](#).

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Our sincere commitment to both effective business management and equitable treatment of our employees requires that we present this Policy Statement as an embodiment of that commitment to the fullest.

Discrimination is conduct that includes unjust or prejudicial treatment based upon an individual's sex, race/color, religion, national origin, age, disability, service in the uniformed services (as defined in state and federal law), veteran status, political ideas, marital or family status,

pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, genetic information, genetic identity, gender expression, or sexual orientation that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of a person's working or learning environment. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

Student and prospective student inquiries concerning Section 504, Title II, Title VII, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

Dr. Melissa Batten, VP Student Affairs

Title IX, Section 504, and Title II Coordinator

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources

Affirmative Action/Equal Opportunity Officer and Title IX Coordinator

Building 200, Room 205B, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@hgtc.edu

TITLE IX REQUIREMENTS:

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement*.

*Faculty and Staff are required to report these incidents to the Title IX Coordinator when involving students. The only HGTC employees exempt from mandatory reporting are

licensed mental health professionals (only as part of their job description such as counseling services).

Student and prospective student inquiries concerning Title IX and its application to the College or any student decision may be directed to the Vice President for Student Affairs.

Dr. Melissa Batten, VP Student Affairs

Title IX, Section 504, and Title II Coordinator
Building 1100, Room 107A, Conway Campus
PO Box 261966, Conway, SC 29528-6066
843-349-5228
Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Title IX and its application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources

Affirmative Action/Equal Opportunity Officer and Title IX Coordinator
Building 200, Room 205B, Conway Campus
PO Box 261966, Conway, SC 29528-6066
843-349-5212
Jacquelyne.Snyder@hgtc.edu

PREGNANCY ACCOMMODATIONS

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the *Pregnancy Intake Form* that can be found [here](#).