

In the Name of God

**Islamic Republic of Iran
Ministry of Health and Medical Education
Deputy Minister of Education**

**Psychiatric Nursing
Degree: Master of Science (MSc)**

Total Course Credits:

Basic Courses: 2
Elective Courses: 2
Core Courses: 26
Thesis: 4
Total: 34

Course duration:

It is in accordance with the regulations of the non-continuous master's degree program approved by the Supreme Council for Medical Sciences Planning.

Program Description:

Psychiatric Nursing: An Interdisciplinary Field Between Medical and Human Sciences. According to the latest definition by the American Psychiatric Nursing Association, psychiatric nursing is a discipline based on the fundamental principles and values of nursing. Its core mission is to support and care for vulnerable populations at risk of psychological and emotional distress, while maintaining a psychologically healthy and growth-facilitating environment. This field extends across various healthcare settings, including specialized psychiatric centers, general medical facilities, and the broader community at district, national, and international levels.

Psychiatric nursing integrates knowledge, skills, and the art of nursing with principles from multiple disciplines, including psychiatry, psychology, health psychology, sociology, anthropology, epidemiology, and research. This multidisciplinary approach enables the provision of holistic and multidimensional care, playing a crucial role in the integrated healthcare system, from primary prevention to rehabilitation.

Introduction:

Neuropsychiatric disorders are among the most significant global challenges of the 21st century and one of the leading causes of increased disease burden and disability resulting from health problems. These disorders have raised serious concerns for health systems, professionals, and policymakers. The growing prevalence of mental disorders, influenced by social and cultural factors, along with the increasing overlap of physical and psychological conditions, has reinforced the role of psychiatry in addressing various medical conditions such as diabetes, hypertension, cardiovascular diseases, and strokes—conditions that rank among the top non-communicable diseases. These complexities highlight the necessity of expanding and strengthening psychiatric nursing care within a coordinated and integrated framework, spanning from preventive services to community-based and specialized care.

The need for Universal Health Coverage (UHC) in mental health has gained global attention in recent decades. In response, the World Health Organization (WHO) and the Eastern Mediterranean Regional Office (EMRO), during their 17th regional meeting in 2006, emphasized the importance of both the quantity and quality of psychiatric nursing education in the region. They called for the establishment of specialized training programs and the expansion of this field, particularly in primary and community-based mental health services.

The psychiatric nursing discipline has been introduced in line with national health policies to train competent professionals capable of addressing epidemiological transitions and meeting societal needs in mental health nursing. Graduates of this field will be able to perform specialized roles in integrated care by combining psychiatric nursing knowledge with other health-related disciplines and fostering intersectoral collaboration. Moreover, they will act as coordinators in mental health services, actively engaging in all four levels of prevention (primary, secondary, tertiary, and rehabilitation).

Admission Requirements:

- Having a bachelor's degree (BSc) in nursing
- Meeting admission criteria based on the regulations of universities
- Being eligible for entering the program

*Important note: These general conditions do not necessarily exclude specific conditions of each specific institute or university.

*For the latest updates regarding accepted academic degrees, exam subjects, and entrance exam weightings for each academic year, applicants should refer to the official Master's Entrance Exam Guide for Medical Sciences Programs of the respective year.

Roles of Graduates in Society:

- Caregiving role within the treatment team
- Educational role in enhancing the knowledge and awareness of patients, families, and colleagues
- Research role in improving the quality of psychiatric nursing care through scientific studies
- Preventive role across all levels of prevention (primary, secondary, tertiary, and rehabilitation)
- Consultative and supportive role in providing psychosocial support to patients and their families

- Diagnostic role in identifying patient problems from a nursing perspective and addressing them within the scope of nursing responsibilities
- Managerial role in planning, coordinating, and supervising mental health services

The Aims of the Course:

The overall goal of the Master's program in Psychiatric Nursing is to provide integrated nursing care and services addressing both the physical and mental health needs of patients and clients. This goal is achieved by training graduates who possess a comprehensive perspective, specialized knowledge, and the necessary competencies for delivering holistic and integrated care.

Through interactive learning processes, graduates will be able to provide mental health care for both healthy individuals and patients with psychiatric disorders. Additionally, by engaging in interprofessional learning, they will acquire the necessary skills in psychiatric nursing and play an effective role in delivering specialized care.

Expected Competencies at the End of the Program:

General Competencies¹:

- Knowledge and skills in ethical and legal practice when working with individuals, families, populations, and communities
- Communication skills, especially interpersonal communication with clients, colleagues, and students
- Diagnostic reasoning and evidence-based professional decision-making
- Soft skills, including creative thinking, critical thinking, problem-solving, interprofessional and intersectoral collaboration
- Teamwork in the healthcare system for delivering integrated and effective services
- Management, leadership, and policy-making skills in psychiatric nursing services
- Entrepreneurship, innovation, and digital marketing skills in mental health services
- Knowledge and skills in quality improvement approaches, including self-assessment, internal evaluation, accreditation, and clinical governance
- Ability to work in professional environments related to mental health
- Self-improvement and professional accountability to enhance personal and career development

Specific Competencies and Skills:

Care (Treatment Team):

- Providing medication and psychiatric nursing care in community-based and primary healthcare centers
- Advanced assessment of physical and psychological conditions of clients using biomedical and phenomenological approaches
- Coordinating referrals and follow-ups for necessary community-based services for patients and families

1. General competencies expected of the graduates such as communication skills, critical thinking & problem-solving skills, professionalism

- Providing psychiatric nursing care as a liaison nurse for patients with physical conditions and psychiatric disorders
- Providing psychological rehabilitation care for clients with psychiatric disorders

Education:

- Providing psychoeducation to patients, families, and communities both in-person and remotely
- Participating in educating nursing students in various areas of psychiatric care
- Engaging in continuous education for healthcare staff in psychiatric nursing
- Producing and promoting up-to-date and credible educational packages and software in psychiatric nursing
- Teaching self-care in the psychological aspect for individuals with physical and psychological disorders

Research:

- Designing and conducting applied and strategic research in mental health care priorities
- Participating in epidemiological studies and population-based interventions in psychiatric care
- Producing and promoting simulators and artificial intelligence technology in mental health education and care
- Developing interdisciplinary research in mental health care
- Analyzing and publishing research findings in mental health

Prevention:

- Early screening and diagnostic care in psychiatric nursing for at-risk populations
- Analyzing the epidemiological status of mental health problems requiring nursing care
- Establishing monitoring and care systems for at-risk populations
- Designing and developing prevention programs in community-based services and integrated care models

Counseling / Support:

- Providing psychiatric nursing counseling services in virtual clinics or community-based psychiatric centers
- Introducing and developing support networks for psychiatric clients
- Engaging in charitable counseling activities in the field of mental health care
- Offering counseling and support for patients and families in psychiatric crisis and emergency situations

Diagnostic:

- Assessing the care needs of patients with psychiatric disorders during home visits and hospital stays
- Diagnostic reasoning based on psychopathology and physical health for decision-making in care
- Assessing the physical and psychological health of patients and evaluating their care needs
- Providing nursing care related to evidence-based therapeutic interventions

Management:

- Acting as a coordinator and integrator in the referral system for patients and at-risk individuals
- Planning and evaluating health care programs for clients and at-risk populations

- Participating in quality improvement processes such as accreditation, clinical governance, and quality control in psychiatric nursing
- Engaging in interprofessional collaboration to involve the community, policymakers, and non-governmental and governmental organizations
- Managing nursing in psychiatric wards and outpatient clinics
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Educational Strategies¹, Teaching & Learning Methods² (aligned with the expected competencies):

In this program, the student-centered approach is combined with the guiding role of the instructor to facilitate learning, offering supportive strategies tailored to the students. The goal of this course is to help students acquire the skills and knowledge needed to provide high-quality care in healthcare and treatment centers at various prevention levels. Graduates of this program should be able to teach these skills to others. The core strategies of this course include:

- Self-directed/Independent learning
- Task-based learning
- Evidence-based learning
- Clinical teaching
- e-Learning and Virtual Education
- Problem-based learning
- Project-based learning
- Integrated Education (with research and service)
- Cooperative learning
- Community-based learning
- Portfolio development

Teaching Methods and Techniques:

This course primarily uses a broad spectrum of methods, ranging from individualized to group-based and collective approaches, including:

Lectures and group discussions

- Question and answer sessions
- Group problem-solving
- Flipped classrooms
- Independent learning
- Group reading
- Personalized portfolios
- Short interdisciplinary courses
- Topic-based research
- Interactive workshops
- Role-playing
- Article reading and journal clubs

1. Educational Strategies such as Problem-Based Education, Discipline-Based Education, Hospital- Based Education, Community-Based Education, Electives, Student-Centered Education, etc.

2. Teaching & Learning Methods such as Interactive Lecture (questions and answers, group discussions, etc.), Small Group Discussion, Role Play, Guided Discovery Learning, Team-Based Learning (TBL), Problem-Based Learning (PBL), Case-Based Learning, Peer Education, etc.

- Virtual methods
- Simulators
- Use of virtual systems for presentation and case management
- Seminars and conferences
- Morning reports
- Ward rounds and individual/group conferences
- Interdisciplinary and interprofessional observations and sessions
- Feedback, peer mentoring, forums, and professional networking
- Journaling and learning logs
- Direct service delivery
- Interprofessional or intersectoral rotations
- International participation in problem-solving initiatives
- Operational research methods
- Evidence translation and project-based methods

Student Assessment Types and Methods (aligned with the expected competencies):

Evaluation Method:

The basis of evaluation will be based on a customized portfolio specific to each nursing department. The assessment criteria for the portfolio will follow the Mastery Testing approach, and in order to achieve full marks, a student must score 100%. The evaluation criteria for the portfolio will range from a minimum of 65% in Non-mastery types to 100% in Mastery types.

The components included in the portfolio are:

- Written Tests
- Oral Examination/Viva Results
- Checklists
- Tutor/Trainer Reports
- Short Case Assessment
- Log Books
- 360-degree Multisource Evaluation
- Objective Structured Clinical Examination (OSCE) Results
- Documentation Related to Workshops

Frequency of Evaluation:

Evaluation will be continuous, periodic, and final. In-group tests will be available to the teaching group, and assessments will be based on specific needs and cases.

The overall structure of the course:

Basic Courses/ Compensatory Courses (4 Credits)

Code	Course Title	Course Credits			Credit Hours			Prerequisite
		Total	Theoretical	Practical	Total	Theoretical	Practical	
01	Medical Information Systems ¹	1	0.5	0.5	26	9	17	-
02	Advanced Statistics and Research Methodology	3	2	1	68	34	34	-
Total		4						

¹. Taking this course is mandatory as a remedial or deficiency course only for students who did not complete it at the undergraduate level.

Elective Courses/ Compensatory Courses (2 Credits)

Code	Course Title	Course Credits			Credit Hours			Prerequisite
		Total	Theoretical	Practical	Total	Theoretical	Practical	
18	Home Care	1	0.5	0.5	35	9	26	-
19	Palliative Care	1	0.5	0.5	35	9	26	-
20	Complementary and Alternative Medicine	1	0.5	0.5	35	9	26	-
21	Telehealth / eHealth	1	0.5	0.5	35	9	26	-
Total		4						

Core Courses (26 Credits)

Code	Course Title	Course Credits			Credit Hours			Prerequisite
		Total	Theoretical	Practical	Total	Theoretical	Practical	
03	Ethics, Rights, and Law in Psychiatric Nursing	1.5	1	0.5	34	17	17	-

04	Theories, Models of Psychiatric Nursing, and Their Applications	2	1.5	0.5	52	26	26	-
05	Management and Leadership in Psychiatric Nursing	1.5	1	0.5	43	17	26	04
06	Teaching Methods in Psychiatric Nursing	1.5	1	0.5	34	17	17	-
07	Psychopharmacology	1	1		17	17		-
08	Principles of Consultation in Psychiatric Nursing	1.5	1	0.5	43	17	26	-
09	Mental Disorders in Adults and Psychiatric Nursing Care	4	2	2	136	34	102	07 and 08
10	Group Psychiatric Nursing Interventions	2	1.5	0.5	52	26	26	08 and 09
11	Family Psychiatric Nursing Interventions	2	1.5	0.5	52	26	26	08 and 09
12	Child and Adolescent Psychiatric Nursing Interventions	2	1	1	68	17	51	08
13	Mental Disorders in the Elderly and Psychiatric Nursing Care	1.5	1	0.5	43	17	26	07 and 08
14	Addiction Nursing (From Prevention to Rehabilitation Family-Oriented Approach)	1	0.5	0.5	35	9	26	07,08 and 09
15	Emergencies in Psychiatric Nursing	0.5	0.5	-	9	9	-	-
16	Psychiatric Nursing Internship	4			272		272	-
17	Thesis	4						-
Total		30						

Clinical practice:

Code of the Course	Name of the Course	Credits	Teaching Hours
04	Theories, Models of Psychiatric Nursing, and Their Applications	0.5	26
05	Management and Leadership in Psychiatric Nursing	0.5	26
08	Principles of Consultation in Psychiatric Nursing	0.5	26
09	Mental Disorders in Adults and Psychiatric Nursing Care	2	102
10	Group Psychiatric Nursing Interventions	0.5	26
11	Family Psychiatric Nursing Interventions	0.5	26
12	Child and Adolescent Psychiatric Nursing Interventions	1	51
13	Mental Disorders in the Elderly and Psychiatric Nursing Care	0.5	26
14	Addiction Nursing (From Prevention to Rehabilitation Family-Oriented Approach)	0.5	26

Internship Courses:

Code of the Course	Name of the Course	Credits	Teaching Hours
16	Psychiatric Nursing Internship	4	272