The University Of Toledo

New Graduate Course Proposal

* denotes required fields

1. College*: College of Nursing

Department*: Nursing

2. Contact Person*: Susan Sochacki

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Email: susan.sochacki@utoledo.edu

3. Alpha/Numeric Code (Subject area - number)*: NURS 5620

4. Proposed title*: Psychiatric-Mental Health

Proposed effective term*: 201540 (e.g. 201140 for 2011 Fall)

5. Is the course cross-listed with another academic unit? Yes  No

6. Credit hours*: Fixed: 7

Variable: to

7. Delivery Mode:

Primary* Secondary Tertiary

a. Activity Type *
Lecture
Clinic
--SelectType--

b. Minimum Credit Hours *
3
4

Maximum Credit Hours *
3
4

c. Weekly Contact Hours *
3
4

8. Terms offered:  ✔ Fall  ✔ Spring  ✔ Summer

9. Are students permitted to register for more than one section during a term?  
○ No  ○ Yes

10. Grading System*:  
○ Normal Grading (A-F, S/U, WP/WF, PR, I)  
○ Satisfactory/Unsatisfactory (A-C, less than C)  
○ Grade Only (A-F, WP/WF, PR, I)  
○ Audit Only  
○ No Grade

11. Prerequisites (must be taken before): i.e. C or higher in (BIOE 4500 or BIOE 5500) and C or higher in MATH 4200

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
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○ PIN (Permission From Instructor)  ○ PDP (Permission From Department)

Co-requisites (must be taken together):

12. Catalog Description* (75 words Maximum)

The course explores the major group and family psychotherapeutic approaches. Theories and models of group and family psychotherapy are examined as they can be applied across the lifespan, with diverse populations, and in traditional and non-traditional settings.

13. Attach a syllabus and an electronic copy of a complete outline of the major topics covered. Click here for template.

<table>
<thead>
<tr>
<th>File Type</th>
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<tbody>
<tr>
<td>Syllabus</td>
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14. Comments/Notes:
This is the second of 3 theory/clinical courses in the Psychiatric-Mental Health track of the MSN program
This course is cross listed with NURS 7620

15. Rationale:
The Psychiatric-Mental Health track of the MSN program has changed from a Clinical Nurse Specialist to a Nurse Practitioner. The content of the syllabus reflects this change in expected clinical practice.

Course Approval:
Department Curriculum Authority: Cheryl Gies Date 2015/01/20
Department Chairperson: Kelly Phillips Date 2015/01/20
College Curriculum Authority or Chair: Susan Sochacki Date 2015/01/20
College Dean: Timothy Gaspar Date 2015/01/23
Graduate Council:
Dean of Graduate Studies:
Office of the Provost:
Administrative Use Only

Effective Date: (YYYY/MM/DD)
CIP Code:
Subsidy Taxonomy:
Program Code:
Instructional Level:

Registrar's Office Use Only

Processed in Banner on:
Processed in Banner by:
Banner Subject Code:
Banner Course Number:
Banner Term Code:
Banner Course Title:
## Plan of Study Adult Gerontology and Psychiatric Mental Health NP tracks

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NURS 5620
Psychiatric-Mental Health Nurse Practitioner Theory and Clinical II:
Child, Adolescent, Family

Course Credit and Clock Hours
7 Credit Hours
3 Clock Hours Theory  12 Clock Hours Clinical/Week =
180 Clock Hours Clinical/Semester

Prerequisites
NURS 5610 Psychiatric-Mental Health Theory and Clinical I: Adult
NURS 5690 Advanced Pharmacotherapeutics

Faculty

Course Description
The second course in the Psychiatric-Mental Health Nurse Practitioner track focuses on preparing students to expand their knowledge and skills by building on the theory and proficiencies acquired in NURS5610. Emphasis is placed on increasing the student’s ability to assess, diagnose, and treat more complex mental health care needs of individuals and families. The focus is on acute and chronic psychiatric and mental health conditions across the lifespan with particular attention paid to those disorders found in childhood and adolescence. Using clinical case material, these conditions are examined in terms of epidemiology, pathophysiology, and pathopsychology. The treatment relationship is considered in terms of cultural competence including race, ethnicity, gender, age, religion, sexual orientation, and socioeconomic status.

The course explores the major group and family psychotherapeutic approaches. Theories and models of group and family psychotherapy are examined as they can be applied across the lifespan, with diverse populations, and in traditional and non-traditional settings.

In the clinical setting, the student is encouraged to apply concepts learned from the theory portion of the course. The focus is to continue refinement of cognitive and clinical skills needed to provide comprehensive treatment of children, adolescents, and their families. Students will continue to provide comprehensive psychiatric assessments, diagnosis of individual and family conditions, and plan interdisciplinary treatment interventions. Students will be afforded the opportunity to provide care in multiple treatment modalities including group and family therapy. Interventions will include a focus on recovery, health promotion, and prevention. The student will also be encouraged to provide increasingly more complex psychopharmacological interventions with preceptor supervision.
**Student Theoretical Learning Outcomes**

1. Integrate history and physical examination data with the knowledge of pathophysiology of common acute and chronic diseases from birth through adolescents to develop appropriate differential diagnoses, and initiate appropriate customized interventions.
2. Apply theoretical concepts to the management of healthy patients and families during developmental transitions and life-style adjustments across the lifespan including focus on vulnerable populations at risk for mental health problems.
3. Demonstrate knowledge of family therapy and group therapy concepts and implement their applicability as treatment modalities.
4. Demonstrate core professional values and ethical/legal standards in the implementation of the PMHNP role.
5. Continue to identify and integrate evidence-based findings to the diagnosis and management of common acute and chronic psychiatric illnesses across the life span with special emphasis on the child, adolescent, and family in this course.
6. With progressive competence, continue to examine, evaluate, and demonstrate professional development in the role of the PMHNP in the management and promotion of health and wellness across the life span.
7. Analyze patient safety, quality indicators, and outcome improvement in the delivery of quality psychiatric care to patients.

**Student Clinical Learning Outcomes**

1. Demonstrate progressive self-directed learning of clinical experience and concepts by applying knowledge of common acute and chronic psychiatric illnesses to diagnose and manage patients and families across the lifespan as mental health status varies.
2. Use evidenced-based guidelines related to patient health, disease management and supervised prescriptive authority in patient-centered care.
3. Use advanced diagnostic reasoning and differential diagnosis for disease management.
4. Integrate history and physical examination data with the knowledge of pathophysiology and psychopathology of common acute and chronic disorders across the life span to develop appropriate differential diagnoses, and initiate appropriate patient-centered interventions.
5. Integrate traditional and complementary pharmacological interventions into the treatment and management of common psychiatric illnesses.
6. Integrate and apply family and group therapies (with supervision) as appropriate for those patients who would benefit from these treatment modalities.
7. Integrate social, cultural, and spiritual components in patient-centered plans of care for patients and families.
8. Use self-reflection to evaluate progress in professional development in the role of the PMHNP.

**Course Content**

1. Mental health assessment and care planning for children and adolescents
   a. Differences/alterations from assessment of adult
   b. Modifications needed to be successful
2. Normal developmental processes of the child and adolescent
3. Disorders of childhood and adolescence
   a. Mental retardation
   b. Autistic spectrum disorders
   c. Rett’s disorder
   d. Asperger’s disorder
e. Pervasive developmental disorder
f. ADHD
g. Conduct disorder
h. Oppositional defiant disorder
i. Tourette’s syndrome
j. Separation disorders
k. Eating disorders

4. Treatment modalities with children and adolescents
5. Pharmacotherapy with children and adolescents
6. Working with families
   a. Child and parent observations
   b. Interviewing techniques
7. Vulnerable populations/patients
   a. Homelessness
      i. Homeless teenagers
      ii. Homeless families
   b. Trauma/violence/abuse
      i. Domestic/Intimate partner violence
      ii. Sexual abuse
         1. Teenage sex trafficking
      iii. Co-morbid psychological and physical problems
8. Personality disorders
9. Family therapy
   a. Introduction to family therapy
   b. Family development
      i. Types of families
   c. Culture and ethnicity
   d. The family as a system
   e. Family therapy models
      i. Transgenerational Model - Bowen
      ii. Structural Model - Minuchin
      iii. Strategic Model - Haley
      iv. Behavioral and Cognitive-Behavioral Models
      v. Postmodernism/Social Construction Models
10. Group therapy
    a. Introduction to group therapy
    b. The role of Irving Yalom
    c. Theory of group therapy - Irving Yalom
    d. Curative factors
    e. Here-and-now
    f. Concept of group norms
    g. Cohesiveness
    h. Introduction to group work
      i. Role of the group
    i. The group counselor
      i. Role of the therapist
    j. Ethical and legal issues
      i. Dealing with diversity
ii. Problematic situations

k. Group process
   i. Forming a group
   ii. Screening members
   iii. Pre-group meeting
   iv. Group stages
       1. Initial stage
       2. Transition stage
       3. Working stage
       4. Final stage/termination

The Following Psychiatric-Mental Health Nurse Practitioner Competencies Are Addressed and Built on Throughout the Three Specialty Courses

I. Management of patient health/illness status through health promotion, health protection, disease prevention, and treatment

II. The PMHNP-patient relationship

III. The teaching-coaching function

IV. The professional role

V. Managing and negotiating healthcare delivery systems

VI. Monitoring and ensuring the quality of healthcare practice

VII. Providing culturally-competent care
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