The University Of Toledo

New Graduate Course Proposal

* denotes required fields

1. College*: College of Nursing

   Department*: Nursing

2. Contact Person*: Susan Sochacki
   Phone: 383-5806 (xxx-xxxx) Email: susan.sochacki@utoledo.edu

3. Alpha/Numeric Code (Subject area - number)*: NURS 5630

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?  
   Approval of other academic unit (signature and title) NURS 7630
   Is the course offered at more than one level?  
   Yes  No

   If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the New Undergraduate Course Proposal; if the undergraduate course is existing, submit an Undergraduate Course Modification Proposal.

6. Credit hours*:  
   Fixed: 9
   Variable: to

7. Delivery Mode:  
   Primary*  Secondary  Tertiary
   a. Activity Type *  Lecture  Clinic  --SelectType--
   b. Minimum Credit Hours *
   c. Weekly Contact Hours *

8. Terms offered:  
   Fall  Spring  Summer

Years offered:

- ☐ Every Year
- ☐ Alternate Years

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

- Maximum Hours

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

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<td>NURS 5610</td>
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- ○ PIN (Permission From Instructor)
- ○ PDP (Permission From Department)

12. Catalog Description* (75 words Maximum)

Focuses on the role of the advanced practice nurse in management of children, adolescents, adults, older adults with acute or chronic psychiatric or mental health concerns.

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

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<tr>
<th>File Type</th>
<th>View File</th>
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<tbody>
<tr>
<td>Syllabus</td>
<td>View</td>
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14. Comments/Notes:
This is the third of 3 theory/clinical courses in the Psychiatric-Mental Health track of the MSN program.

THIS COURSE IS CROSS LISTED WITH NURS 7630

15. Rationale:
The Psychiatric-Mental Health track of the MSN program has changed from a Clinical Nurse Specialist to a Nurse Practitioner. The syllabus indicates the required skills for this role transition.

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:  
Date: 5-7-15 GC 3.24.2015

Dean of Graduate Studies:  
Date: 5-7-2015

Office of the Provost :

print
The University of Toledo  
College of Nursing  

NURS 5630  
Psychiatric-Mental Health Nurse Practitioner Theory and Clinical III:  
Older Adult  

Course Credit and Clock Hours  
9 Credit Hours  
3 Clock Hours Theory/Week  
18 Clock Hours Clinical/Week =  
270 Clock Hours Clinical/Semester  

Prerequisites  
NURS 5610 Psychiatric-Mental Health Theory and Clinical I: Adult  
NURS 5620 Psychiatric-Mental Health Theory and Clinical II: Child, Adolescent, Family  

Faculty  

Course Description  
The third course in the Psychiatric-Mental Health Nurse Practitioner track is to provide opportunity for the student to integrate the theory, knowledge, and skills obtained from the previous two courses in the specialty. The focus continues on the role of the advanced practice nurse in the health care management of children, adolescents, adults, older adults, and/or families with acute or chronic psychiatric or mental health concerns. However, the course will focus more on those major mental health issues faced by older adults and their families: dementia, delirium, and depression. Additional conditions that affect the elderly and their families will also be covered including the comorbidity of physical and psychiatric illnesses, substance abuse, polypharmacy, caregiver stress, and end-of-life issues. Wellness and health promotion of the patient and family are stressed through the application of, for example, complementary and alternative treatment modalities. Emphasis on collaboration with other health care providers in a culturally diverse environment is stressed.  

In the clinical setting, the student is presented with opportunities to provide advanced practice care through the application and synthesis of knowledge and skills acquired in all previous courses. The focus is to continue refinement of cognitive and clinical skills needed to provide comprehensive treatment of all individuals across the lifespan. Furthermore, the clinical setting will provide the student with opportunities to develop competencies in conducting comprehensive psychiatric assessments, diagnostic skills, and planning interdisciplinary treatment interventions for older adults and their families/support systems. The student will be expected to carry a caseload of individuals (children, adolescents, adults, and older adults) and families and to perform psychiatric/holistic evaluations, medication reviews, patient education (including the continuum from illness management to prevention, health promotion, and wellness) and engage in or make treatment recommendations consisting of pharmacological and nonpharmacological interventions (including complementary and alternative treatments).
**Student Theoretical Learning Outcomes**

1. Evaluate patient-centered plans of care for quality improvement in psychiatric care.
2. Evaluate ethical/legal issues which occur in the psychiatric care setting.
3. Devise ways to enhance interprofessional partnerships to ensure the delivery of safe, effective, quality healthcare for patients and families.
4. Design local, regional, and national strategies for affecting the political arena and promoting the profession of advanced practice nursing.
5. Critique the economic issues that influence and/or define advanced practice in psychiatric healthcare.
6. Devise potential strategies to advance the role of the PMHNP in primary psychiatric healthcare.
7. Integrate physical, psychological, developmental, spiritual, ethical and cultural aspects of health promotion and medical care of complex patients provided by the PMHNP with special emphasis on the elderly.
8. Evaluate the evidence-base for use of complementary and alternative therapies for persons (especially the elderly) with mental disorders.
9. Utilize research findings that provide evidence-based practice and support for patient and family-specific (customized) interventions.

**Student Clinical Learning Outcomes**

1. Provide patient-centered, culturally proficient care to elderly patients and their families seeking care for simple and complex health problems (with minimal supervision).
2. Demonstrate the full role of advanced nursing practice (assessment, diagnosis, and management of care, including pharmacological and nonpharmacological treatment, patient education, and anticipatory guidance) at a professional entry into practice level.
3. Demonstrate partnering with patients, families, and interprofessional teams.
4. Demonstrate core professional values and ethical/legal standards in the implementation of the PMHNP role.
5. Demonstrate self-directed learning through evaluation and utilization of research evidence that supports quality healthcare, clinical prevention, and health promotion.
6. Demonstrate ability to initiate and maintain interprofessional partnerships for delivery of safe, effective, quality healthcare for patients and families.
7. Demonstrate competence in managing and negotiating healthcare delivery systems.
8. Describe local, regional, and national strategies for affecting the political arena and promoting the profession of advanced practice nursing.
9. Demonstrate the integration of ethics and cultural perspectives into advanced practice nursing.
10. Demonstrate competence in monitoring and ensuring the quality of healthcare practice.

**Course Content**

1. Mental health assessment and care planning for the older adult
   a. Differences/alterations from assessment of adult
   b. Modifications needed to be successful
2. Assessment of the support system
   a. Lack of support
   b. Caregiver stress
   c. When more care is required
3. Normal development of the older adult
4. Health promotion, health protection, disease prevention
5. Risk factors
6. Major psychiatric disorders
   a. Dementia
      i. Types
         1. Alzheimer’s
         2. HIV
         3. Pick’s
         4. Creutzfeld-Jacob
         5. Huntington’s
         6. Lewy Body
   b. Delirium
   c. Depression
   d. Differential diagnosis
7. Other disorders/conditions/risk factors affecting the elderly
   a. Substance abuse
   b. Physical, emotional, financial abuse
   c. Sleep disorders
   d. Grief and bereavement
   e. Suicide
8. Physical disorders which can mimic psychiatric disorders
9. Psychiatric disorders which can mimic physical disorders
10. Pharmacological interventions/considerations
    a. Factors to consider when prescribing for the older adult
        i. Altered sensitivity to drugs
        ii. Altered drug disposition
        iii. Polypharmacy
11. End-of-life issues
    a. Aging SMI
    b. Advanced directives
        i. For those with mental illness
        ii. For those without mental illness
12. Treatment modalities
    a. Reminiscence
    b. Complementary/alternative
        i. Relaxation
        ii. Meditation
        iii. Yoga
        iv. Tai chi
        v. Massage
        vi. Herbals
        vii. Etc.
    c. Expressive
        i. Music
        ii. Dance
        iii. Art
        iv. Pet
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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<tr>
<td>NURS 5400 – Theoretical &amp; Ethical Foundations of Nursing</td>
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<td>NURS 5690 Advanced Pharmacotherapeutics</td>
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<tr>
<td>NURS 5680 Advanced Physiology &amp; Pathophysiology</td>
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<td>NURS 5910 Advanced Nursing Research</td>
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<td>NURS 5740 Advanced Health Assessment</td>
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<td>NURS 5530 Public Policy &amp; Health Care</td>
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<td>INDI 6000 Introduction to Biostatistical Methods</td>
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<td>NURS 6310 Adult-Gero NP theory/clinical I</td>
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<tr>
<td>NURS 5190 Advanced Interpersonal Interventions</td>
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<td>NURS 6140 Advanced Practice Nurse: Roles &amp; Issues</td>
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<td>NURS 5500 Family and Cultural Diversity Theories</td>
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<td>NURS 6330 Adult-Gero NP theory/clinical III (270 hours)</td>
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<td>NURS 6320 Adult-Gero NP theory /clinical II (180 hours)</td>
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<td>NURS 5630 Psych MH NP theory/clinical III (270 hours)</td>
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<td>or NURS 5620 Psych MH NP theory/clinical II (180 hours)</td>
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<td>Capstone (Field Experience, Thesis, or Comprehensive Exam)</td>
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