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 7620

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

Approval of other academic unit (signature and title) NURS 5620

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: 7  or

Variable: __________________________ to __________________________

7. Delivery Mode:

a. Activity Type *
   Primary*  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

May the courses be repeated for credit?  ○ No  ○ Yes

Maximum Hours

○ 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

NURS7610
NURS7630

○ PIN (Permission From Instructor)  ○ PDP (Permission From Department)

Co-requisites (must be taken together):

12. Catalog Description* (75 words Maximum)

Emphasis on increasing ability to assess, diagnose, and treat more complex mental health care needs of individuals and families with particular attention paid to those disorders found in childhood and adolescence.

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>
<th>View File</th>
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</thead>
<tbody>
<tr>
<td>Syllabus</td>
<td>View</td>
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</table>
14. Comments/Notes:

This is the second of 3 theory/clinical courses intro BSN-PhD program with a focus on psychiatric-mental health. All other courses in the program are unchanged except for the 3 theory/clinical courses.

See attached Plan Of Study.

THIS COURSE IS CROSS LISTED WITH NURS 5620

15. Rationale:

A similar track is being offered in the MSN program and now will be available to the BSN-PhD students.

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: [Signature]

Date: 5-7-15 GC 3/14/2015

Dean of Graduate Studies: [Signature]

Date: 5-7-2015

Office of the Provost:

Date: 

[Signature]
The University of Toledo College of Nursing BSN-DNP
Psychiatric-Mental Health Nurse Practitioner
NURS 7620
Psychiatric-Mental Health Theory and Clinical II: Child, Adolescent, Family

Course Credit and Clock Hours
7 Credit Hours (3 Theory, 4 Clinical)
Theory 3 hours per week; Clinical Conference
Direct Clinical Practice: 12 hours per week x 15 weeks (180 clinical hours)

Prerequisites
NURS7610 Psychiatric-Mental Health Theory and Clinical I: Adult
NURS7690 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 NURS7610. 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
<table>
<thead>
<tr>
<th>Course#</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS7000</td>
<td>DNP Orientation</td>
<td>1</td>
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<tr>
<td>NURS7050</td>
<td>Information and Technology in Nursing &amp; Health Care Systems</td>
<td>3</td>
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<tr>
<td>NURS7400</td>
<td>Theoretical Foundations of Advanced Nursing Practice</td>
<td>2</td>
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<tr>
<td>NURS7680</td>
<td>Advanced Physiology &amp; Pathophysiology</td>
<td>3</td>
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<tr>
<td>INDI8000</td>
<td>Introduction to Biostatistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>NURS7410</td>
<td>Ethical Foundations of Advanced Nursing Practice</td>
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<tr>
<td>NURS7690</td>
<td>Advanced Pharmacotherapeutics</td>
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<td>NURS7740</td>
<td>Advanced Health Assessment</td>
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<td>NURS7910</td>
<td>Advanced Nursing Research</td>
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<td>NURS7X10</td>
<td>Clinical I – Family Psych Mental Health Nurse Practitioner 180 clinical hours</td>
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<tr>
<td>NURS7011</td>
<td>Theoretical Basis for Evidence Based Practice</td>
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<tr>
<td>NURS7500</td>
<td>Family &amp; Cultural Diversity Theories</td>
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<tr>
<td>NURS7X20</td>
<td>Clinical II – Family Psych Mental Health Nurse Practitioner 180 clinical hours</td>
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<td>NURS7060</td>
<td>Population Health</td>
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<td>NURS7040</td>
<td>Applied Nursing Research</td>
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<tr>
<td>NURS7X30</td>
<td>Clinical III – Family Psych Mental Health Nurse Practitioner 180-270 clinical hours</td>
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<td>NURS7090</td>
<td>Project Seminar</td>
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<td>NURS7530</td>
<td>Public Policy &amp; Health Care</td>
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<tr>
<td>NURS7020</td>
<td>Organization &amp; Systems Leadership (40 clinical hours)</td>
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<tr>
<td>NURS7100</td>
<td>Doctoral Project (variable credit, 1-3 semesters)</td>
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<tr>
<td>NURS7920</td>
<td>Outcome Methods for Advanced Practice Nursing</td>
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<tr>
<td>NURS7970</td>
<td>Final Practicum (Direct Care - 360 clinical hours) - at least 3 credits need to be taken at final semester</td>
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<tr>
<td>NURS7030</td>
<td>Quality Mgmt &amp; Performance Improvement in Health Care Organizations (40 clinical hours)</td>
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<tr>
<td>NURS7070</td>
<td>Marketing &amp; Entrepreneurial Activity in Complex Health Care</td>
<td>3</td>
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<tr>
<td>NURS7080</td>
<td>Evidence Based Nursing Practice in Direct Care (80 clinical hours)</td>
<td>3</td>
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<tr>
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<td>Final Practicum (Direct Care - 180 clinical hours) - at least 3 credits need to be taken at final semester</td>
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Total: 90

10/22/2014