The University Of Toledo
New Graduate Course Proposal

* denote 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 7630

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 5630
   Is the course offered at more than one level?  
   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:
   a. Activity Type *
   - Primary* Lecture
   - Secondary Clinic
   - Tertiary --Select Type--
   b. Minimum Credit Hours *
      3
   c. Weekly Contact Hours *
      3
   Maximum Credit Hours *
      3
   c. Weekly Contact Hours *
      6

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

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

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

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

Co-requisites (must be taken together):

12. Catalog Description* (75 words Maximum)

Focus on acute or chronic psychiatric or mental health issues faced by older adults and their families—dementia, delirium, and depression.

14. Comments/Notes:

This the third of 3 theory/clinical courses in the BSN-DNP program with a psychiatric-mental health focus. All remaining course in the program remain unchanged except for the 3 theory/clinical courses.

See Plan of Study attached.

THIS COURSE IS CROSS LISTED WITH 5630

15. Rationale:

A similar course is offered in the MSN program and will not be available to interested students in the BSN-DNP program.

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 SC 3.24.2015

Dean of Graduate Studies:  Date 5-7-2015

Office of the Provost:  Date

The University of Toledo College of Nursing BSN-DNP
Psychiatric-Mental Health Nurse Practitioner
NURS 7630
Psychiatric-Mental Health Theory and Clinical III: Older Adults

Course Credit and Clock Hours
9 Credit Hours (3 Theory; 6 Clinical)
Theory 3 hours per week; Clinical Conference
Direct Clinical Practice 18 hours per week x 15 weeks (270 contact hours)

Prerequisites
NURS7610 Psychiatric-Mental Health Theory and Clinical I: Adult
NURS7620 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 PMHN-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
## Full Time POS – BSN-DNP Psychiatric Mental Health Nurse Practitioner:

<table>
<thead>
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<th>Course#</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
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<tr>
<td>Fall</td>
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<td>DNP Orientation</td>
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<td>NURS7050</td>
<td>Information and Technology in Nursing &amp; Health Care Systems</td>
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<td>Theoretical Foundations of Advanced Nursing Practice</td>
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<td>Advanced Physiology &amp; Pathophysiology</td>
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<td>INDI8000</td>
<td>Introduction to Biostatistical Methods</td>
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<td>Family &amp; Cultural Diversity Theories</td>
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<td>NURS7X20</td>
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<td>Outcome Methods for Advanced Practice Nursing</td>
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<td>Marketing &amp; Entrepreneurial Activity in Complex Health Care</td>
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<td>Evidence Based Nursing Practice in Direct Care (80 clinical hours)</td>
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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