UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

FALL 2018

COURSE NUMBER NGR 6503

COURSE TITLE Psychiatric -Mental Health Nurse Practitioner: Individual Psychotherapy

CREDITS 03

PLACEMENT DNP Program: Psychiatric‑Mental Health Nurse Practitioner Track

# PREREQUISITES NGR 6101 Theory and Research for Nursing

NGR 6140 Physiology and Pathophysiology for
 Advanced Nursing Practice

NGR 6636 Health Promotion and Role Development
 in Advanced Practice Nursing

# COREQUISITES NGR 6503L Psychiatric-Mental Health Nurse Practitioner: Individual Psychotherapy Clinical

# NGR 6560C Advanced Psychiatric Assessment and Diagnostics

# FACULTY Karen Moosvi, PhD, PMHCNS-C, CNE-C

# Clinical Assistant Professor,

# Family, Community and Health System Science

# Office hours by appointment

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COURSE DESCRIPTION This course provides the requisite knowledge base for Advanced Psychiatric Mental Health Nurse Practitioners to intervene therapeutically with clients experiencing psychiatric and mental health disorders across the lifespan. The theoretical and conceptual bases for mental health psychiatric treatment planning, intervention, and evaluation of major psychiatric disorders are emphasized in this course. Focus is on the professional dimensions of the role of the Advanced Practice Psychiatric Nurse Practitioner. Political, legal, economic, social, cultural, and technological factors and their impact on mental health services are also a focus of this course.

COURSE OBJECTIVES Upon completion of this course, the student will be able to:

1. Analyze the historical and future development of the advanced practice psychiatric nursing roles.
2. Describe principles of reflective practice and self-knowledge related to the role of an advanced practice psychiatric-mental health nurse.
3. Examine selected theories relevant to promote therapeutic communication.
4. Critique models of individual psychotherapies used in contemporary mental health practice.
5. Describe inter-professional collaboration in the delivery of mental health services.
6. Critique current research and evidence based standards of practice to propose future research needs and directions.
7. Describe political, legal, economic, social, cultural, and technological factors in delivering mental health care to clients across the lifespan.
8. Describe a variety of non-pharmaco-therapeutic interventions to manage emergent, acute and chronic mental health disorders.
9. Evaluate the implications of ethical and legal principles that apply to the advanced Psychiatric Mental Health Nursing role.

COURSE SCHEDULE

Section Day Time Room

 2E12 Web-based - CANVAS

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at hppt://elearning.ufl.edu/. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to helpdesk@ufl.edu.

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes.

The College of Nursing utilizes ***ProctorU,*** a live proctoring service, for major examinations in graduate web-based online courses to ensure a secure testing environment.  See Canvas site for more information on Proctor U and how to create an account.

* Each student computer must be in compliance with Policy S1.04, *Student Computer Policy* and must contain a web cam, microphone, and speakers.
* CON IT Support office will oversee this process and provide technical assistance.

**TOPICAL OUTLINE**

1. Impact of political, legal, economic, social, cultural, and technological factors on mental health consumers across the lifespan who use the mental health care system in the United States of America.
2. APNA Standards of Practice for Advanced Practice Psychiatric
3. Patterns and trends in the treatment of psychiatric-mental health consumers with a focus on recovery, resilience, peer support and wellness.
4. The therapeutic relationship: pre-interaction, orientation, working and termination.
5. Clinical presentation of the mental health consumer.
6. Selection of an appropriate therapeutic stance based upon clinical presentation.
7. Cognitive Behavioral Approaches; Interpersonal Approaches; Trauma-Informed Care, Grief, Play Therapies, Reminiscence Therapy, Complementary and Somatic Therapies
8. Consumer-centered challenges in the current mental health care environment.

# TEACHING METHODS

Lecture group discussion; audiovisual materials; case analysis and selected readings.

LEARNING ACTIVITIES

Clinical presentations; written assignments; readings

EVALUATION METHODS/COURSE GRADE CALCULATION

Mandatory 11/15/18 Group Processing and PM Closure 5%

Discussion Board 25%

Quizzes 30%

Class Presentation(s) 40%

Total 100%

Discussion Board postings and Assignments are due by 11:59 pm of the assigned due date.

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at [https://evaluations.ufl.edu](https://evaluations.ufl.edu/). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

MAKE UP POLICY

 Students will notify faculty in advance for any anticipated absences, or missed assignments due to excused absences. Students will develop arrangements with the faculty to make up missed assignments which must be complete within one week of scheduled assignment. A grade penalty will be assigned for unexcused late assignment submissions:

Up to 24 hours late = -30%

24.1 - 48 hours late = -60%

48.1 – 72 hours late = -90%

>72 hours late = 0% credit

GRADING SCALE/QUALITY POINTS:

 A 95-100 (4.0) C 74-79\* (2.0)

 A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91-92 (3.33) D+ 70-71 (1.33)

 B 84-90 (3.0) D 64-69 (1.0)

 B- 82-83 (2.67) D- 62-63 (0.67)

 C+ 80-81 (2.33) E 61 or below (0.0)

 \* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: <http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907#grades>

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/process/student-conduct-code/>.  Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies

Please see the College of Nursing website for student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>) and a full explanation of each of the university policies – (<http://students.nursing.ufl.edu/currently-enrolled/course-syllabi/course-policies>)

Attendance

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

DISABILITY STATEMENT

Students who wish to obtain individual accommodations due to special learning needs must register with the University of Florida Disability Resources Center (DRC) **at the beginning of each semester**. Accommodations are not retroactive, therefore, students should contact the DRC at the beginning of each semester in the term for which they are seeking accommodations. The DRC may be contacted at 352-392-8565 so that appropriate accommodations may be made.  **Individual accommodations require time for the Disability Resources Center (DRC) to approve and the faculty to respond to any special learning needs**.  **Each semester**, it is the students’ responsibility to notify all their faculty of any special accommodations **once approval by the DRC for special accommodations has been made**.  <https://drc.dso.ufl.edu/>

REQUIRED TEXTBOOKS

American Nurses Association, American Psychiatric Nurses Association, & International

 Psychiatric Nurses (2014). *Scope and standards of psychiatric-mental health nursing practice.* Washington, DC: ANA.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

American Psychological Association. (2009). *Publication manual of the american psychological association* (6th ed.). Washington, DC: Author.

Messer, S. B. & Gurman, A. S. (2011). *Essential psychotherapies: Theory and practice* (3rd ed.). New York: The Guilford Press.

Kaplan, H. I., & Sadock, B. J. (2017). *Pocket handbook of clinical psychiatry (6h ed.)*. Baltimore, MD: Williams & Wilkins.

Kazdin, A. E., Weisz, J. R., eds. (2017). *Evidence-based psychotherapies for children and adolescents.* New York, NY: The Guilford Press.

Wheeler, K. (2013). *Psychotherapy for the advanced practice psychiatric nurse. Second edition: A how-to guide for evidence- based practice* St. Louis: Mosby.

 ELECTRONIC RESOURCES

<https://search.alexanderstreet.com/counseling-therapy>

<https://psychiatryonline.org/pb-assets/dsm/update/DSM5Update_October2017.pdf>

<http://www.apa.org/helpcenter/>

<https://www.nami.org/Find-Support/NAMI-Programs/NAMI-Peer-to-Peer>

<https://www.samhsa.gov/topics>

<https://www.samhsa.gov/trauma-violence>

<https://nccih.nih.gov/>

**WEEKLY CLASS SCHEDULE: NGR6503 PMHNP-PSYCHOTHERAPY**

1. **Project due dates: TBA**
2. **Discussion Board due dates: TBA**
3. **Quiz schedule: TBA**
4. **Supplemental preparation for class may be assigned at the discretion of the instructor.**

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| **DATE**  | **TOPICS**  | **ASSIGNMENTS/PREPARATION** |
| **8/22/18**Introduction**CLASS 1** | Onsite Orientation UF Gainesville **Campus 10am-4pm****MODULE 1**PMHNP Role and Contemporary Issues | Drs. D’alessandro, Snider, Moosvi and Professor Irving APNA Scope and StandardsWheeler Chapters 1 & 4Messer and Gurman Ch. 1 pp.1-11 |
| **8/26****CLASS 2**  | **MODULE 2**APRN Practice Considerations |  Wheeler Ch. 19 & 20 Kaplan and Saddock Pocket Handbook of Clinical Psychiatry(2019) Ch. 31 |
| **9/2****CLASS 3** | **MODULE 3** Psychotherapies and Pharmacotherapy  | Wheeler Ch. 15 Messer and Gurman Ch. 1 pp.12-25  |
| **9/3** | **Labor Day** |  |
| **9/9****CLASS 4** | **MODULE 4**Classic Behavior Therapy | Messer and Gurman Ch. 4 |
| **9/16****CLASS 5** |  **MODULE 5** Cognitive Therapy | Messer and Gurman Ch. 5 |
| **9/23****CLASS 6**  | **MODULE 6**Behavior Therapy-Functional Contextual Approaches | Messer and Gurman Ch. 6 |
| **9/30****CLASS 7**  | **MODULE 7**Person Centered Psychotherapy and Related Experiential Approaches | Messer and Gurman Ch. 7 |
| **10/7****CLASS 8**  | **MODULE 8**Trauma Focused Therapies Trauma Informed Care Part1 | Wheeler Chap. 6, VA/DoD PTSD Guidelines |

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| **DATE**  | **TOPICS**  | **ASSIGNMENTS/PREPARATION** |
| **10/14****CLASS 9** | **MODULE 9**Trauma Focused Therapies Trauma Informed Care Part 2 | Wheeler Ch. 13 & 14 VA/DoD PTSD Guidelines |
| **10/21****CLASS 10** | **MODULE 10**Psychotherapeutic Approaches to Use Disorder | Wheeler Chapter 16Messer and Gurman TBA |
| **10/28****CLASS 11** | **MODULE 11****Suicidality** | See Module 11 |
| **11/2 & 11/3** | **Homecoming** |  |
| **11/4****CLASS 12**  | **MODULE 12**Interventions for Disruptive Behavioral Disorders and Externalizing Disorders of Children and Adolescents  | Weisz, Ch. 11-15Wheeler Ch. 17 |
| **11/11****CLASS 13**  | **MODULE 13**Interventions for Internalizing Behavioral Disorders of Children and Adolescents; Interpersonal Therapies for Adolescents, Principles of Play Therapy for Children | Weisz, Ch. 4-10Wheeler Ch. 17  |
| **11/12** | **Veteran’s Day** | Thank you, Veterans! |
| **11/18****CLASS 14** | **MODULE 14**Psychotherapy for Older Adults | Wheeler Ch. 18Kaplan and Saddock (large text)(2015) 11th ed. Ch. 32-34  |
| **11/25****CLASS 15**  | **MODULE 15** Complementary/Somatic Therapies  | Kaplan and Saddock (large text)(2015) 11th ed. Ch. 24 |
| **11/21-11/24**  | **Thanksgiving**  | Happy Thanksgiving Everyone! |
| **12/2****CLASS 16** | **MODULE 16**From Novice to Expert | See Module 16 |
| **12/6 & 12/7** | **Reading Days** |  |
| **12/9-12/13** | **Reflections**  | See Quiz schedule on Canvas |

Approved: Academic Affairs Committee: 01/08; 01/13

Faculty: 02/08; 01/13

 UF Curriculum: 10/08; 03/13