UNIVERSITY OF FLORIDA COLLEGE OF NURSING

COURSE OUTLINE

Spring 2023

# COURSE NUMBER NGR 6509

COURSE TITLE Psychiatric-Mental Health Nurse Practitioner: Family

Psychotherapy

# CREDITS 2

PLACEMENT DNP Program: Psychiatric-Mental Health Nurse Practitioner Track

PREREQUISITE NGR 6503 Psychiatric-Mental Health Nurse Practitioner:

Individual Psychotherapy

# FACULTY

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| Michaela K. Hogan, DNP, APRN, PMHNP-BC Clinical Assistant ProfessorOffice: HPNP 3215Cell Phone: (352) 514-9281Office Hours\*: Mon 2-4:00pmEmail: mhogan@ufl.edu | Jodi Irving, Ms, PMHNP, CS (Guest Faculty) Professor EmeritusOffice: HPNP 4222Cell Phone: (352) 665-9277Office Hours\*: Mon 2-4:00pmEmail: irvinja@ufl.edu |

\*Faculty are generally available to meet with students (in the office or virtually) as listed above. Due to professional travel and other unavoidable obligations, faculty may not be present every week without notice. It advisable that students confirm availability or make an appointment in advance.

COURSE DESCRIPTION This course provides the student with the advanced knowledge base and clinical skills necessary to use family therapy to intervene with clients experiencing dysfunctional intrafamily patterns. Emphasis is placed on utilization of family theoretical and conceptual models for assessing, planning, and treating dysfunctional patterns and for assessing, promoting, maintaining, and restoring mental health to families and individuals. The impact of political, legal, economic, social, cultural, and technological factors on families, and the mental health care system are also addressed.

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

1. Analyze the past, present, and future patterns and trends in family therapies, including the role of the advanced practice nurse in treatment.
2. Analyze theoretical and conceptual models as bases for advanced nursing practice with families.
3. Propose methods of family therapy to treat dysfunctional interpersonal family patterns and to promote, maintain, and restore system functioning.
4. Collaborate with consumers and health care providers to provide holistic nursing care to families.

COURSE OBJECTIVES (continued):

1. Critique and utilize current research related to family therapy, and identify researchable problems.
2. Analyze the impact of political, legal, ethical, economic, social, cultural, and technological factors related to mental health of families.
3. Apply principles of leadership in collaboration with health care providers to influence change in the mental health care system and to promote family mental health.

# COURSE SCHEDULE

Faculty Section Day Time

Hogan / Irving 102F Web-based

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 [http://elearning.ufl.edu/.](http://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.

# TOPICAL OUTLINE

1. Past, present, and future patterns and trends in family therapy, including the role of the advanced practice psychiatric-mental health nurse.
2. Legal and ethical issues in family therapy.
3. Overview of child & adolescent mental health and growth and development as basis for family therapy.
4. Principles of parent-child interaction.
5. Overview of psychopathology in families.
6. Selected family theories.
7. Family system assessment, including genograms.
8. Conceptual models of family therapy.
9. Process and content in family sessions.
10. The working stage of family therapy.
11. Terminating and evaluating family therapy.
12. The effects of political, economic, social, cultural, and technological factors on families’ mental health.
13. Research issues in family therapy.
14. The leadership role of the advanced practice nurse in psychiatric-mental health in influencing change in the impacts mental health care system as related to family systems.

# TEACHING METHODS

Lecture, group discussion, written assignments, audiovisual materials, case analysis, and selected readings.

# LEARNING ACTIVITIES

Participation in group analysis of case material, written assignments, construction of genograms, readings.

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# EVALUATION METHODS/COURSE GRADE CALCULATION

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| Weekly Canvas Discussions | 30% |
| Bowen Concepts Definition / Example | 12% |
| Written Self-Family History Analysis | 23% |
| Illustrated Self-Family Genogram | 15% |
| Family Theory Model PP/Presentation | 20% |
| Total: | 100% |

CLASS ATTENDANCE AND MAKE UP POLICY

Students are responsible for meeting all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, acceptable reasons for absences from class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.

Students may not attend classes unless they are registered officially or approved to audit with evidence of having paid audit fees. After the end of drop/add, the Office of the University Registrar provides official class rolls/addenda to instructors. Students who do not attend at least one of the first 2 class meetings of a course or laboratory in which they are registered and who have not contacted the academic unit to indicate their intent may be dropped from the course. **Students must not assume that they will automatically be dropped if they fail to attend the first few days of class.** The academic unit will notify students dropped from courses or laboratories by posting a notice in the academic unit office. Students may request reinstatement on a space-available basis if documented evidence is presented. The University recognizes the right of the individual professor to make attendance mandatory. After due warning, professors may prohibit further attendance and then assign a failing grade for excessive absences. Students who have registration changes, at any time during the semester, should verify their registrations before the last day of class of the term. Retroactive drop/add or other registration changes will not be permitted.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/graduate/regulations/#text>

#  GRADING SCALE/QUALITY POINTS

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| --- | --- | --- | --- | --- | --- |
| 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)

\* 84 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: [https://catalog.ufl.edu/graduate/regulations/.](https://catalog.ufl.edu/graduate/regulations/)

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/> ) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

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.

INCLUSIVE LEARNING ENVIRONMENT

We strive to provide an inclusive learning environment as we prepare graduates who care, lead, and inspire. As we share our nursing values and personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels they belong to the College of Nursing community. <https://nursing.ufl.edu/wordpress/files/2022/08/BSN_DNP-Handbook-Jul-28-2022.pdf>

CIVILITY STATEMENT

Civility among all individuals in the CON (faculty, staff and students) is vital for an inclusive environment that fosters personal reflection, growth and a collective harmony. <https://nursing.ufl.edu/wordpress/files/2022/08/BSN_DNP-Handbook-Jul-28-2022.pdf>

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/policies/student-honor-code-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/>)

# REQUIRED TEXBOOKS

Titelman, P. (1998) *Clinical applications of Bowen family systems theory*. New York: Hawthorne Press.

McGoldrick, M., Gerson, R. & Petry, S. (2020). *Genograms: Assessment and interventions. 4th ed.).* New York: Norton.

Titelman, P. (2014). *Differentiation of self: Bowen family systems theory perspective* (ed.). New

WEEKLY CLASS SCHEDULE

NOTE:\* *The weekly class schedule is subject to change based on course needs.*

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| **Week / DATE** | **Module** | **TOPIC/ EVALUATION** | **PROGRAM OUTCOMES** |
| 1Jan 9, 23 | 1 | Welcome Orientation to Family Psychotherapy**History of Family Therapy and Bowen Family Theory and Bowen Theory**View Summary for Module 1**First Definition of Family due Jan 15** | 5 |
| 21/15/23 | 2 | Martin Luther KingHoliday NO supervisionBowen Family Theory: Theoretical Applications**Bowen Concepts****Definition/Example Due****Jan 20** | 5 |
| 31/22/23 | 3 | Overview of Child & Adolescent Mental Health & Growth and Development as Basis for Family Therapy | 1 & 5 |
| 41/29/23 | 4 Part A | Constructing the GenogramPreparing for Self-family History and Genogram | 5 |
| 52/5/23 | 4 Part B | Preparing for Self-Family History and Genogram: **Discussion due Feb 12th****Paper due April 14 (Self-Family History and Genogram)** | 5 |
| 62/12/23 | 5 | History and Overview of Selected Family Theories and Models: **Discussion due February 19th****PowerPoint presentations On-line due March 17th****Discussion Board Post on Family Theory due April 7th** | 5 |
| 72/19/23 | 6 | Behavioral Issues with Children: Family Systems Implications | 1 &5 |
| 82/26/23 | 7 | Bowen Family Theory applied to Individual Client’s Therapy: Introduction to differentiation strategies (Carla) | 5 |

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| 93/5/23 | 8 | Working with the individual client: Managing the emotional self in relationships and the challenge of differentiation of self. (Phil) | 5 |
| 103/12/23 |  | ***SPRING BREAK*** |  |
| 113/19/23 | 9 | Family secrets: Triangle implications | 5 |
| 123/26/23 | 10 Part A | Trauma: Family systems implications | 1 & 5 |
| 134/2/23 | 10 Part B | Childhood trauma: Applying best practices across the therapeutic alliances and the family system | 5 |
| 144/9/23 | 11Part A | Intro to Marriage, Divorce, Remarriage and Committee Partnerships: Implications for the family system**Self-Family/Genogram Paper due April 14th** | 5 |
| 154/16/23 | 11Part B | Marriage, Divorce, Remarriage and Committed Partnerships: Implications for the family system**Second definition of family due April 23rd**  |  |

The purposes of the curriculum leading to the degree Doctor of Nursing Practice are to:

1. Prepare the student to acquire advanced competencies in increasingly complex practice and emerging leadership roles.
2. Provide the student with a significant and comprehensive knowledge base that supports scientific skepticism and the incorporation of new knowledge in advanced nursing practice.
3. Provide the student with enhanced knowledge for the acquisition of leadership skills used to improve nursing practice and patient outcomes.

Upon completion of the doctoral program, the graduate will be able to:

1. Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice.
2. Evaluate decision support systems to solve clinical problems for individuals, aggregates and systems.
3. Develop advanced leadership and collaborative skills to mobilize interdisciplinary teams to solve highly complex clinical problems.
4. Develop expertise to formulate health policy and provide leadership in establishing clinical excellence and creating new models of cost-effective health care delivery.
5. Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates, and systems to provide safe, evidence-based care.
6. Synthesize knowledge of cultural diversity and global perspectives in delivering health care and in critiquing nursing systems.

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| Approved: | Academic Affairs Committee: | 01/08; 01/13 |
|  | Faculty: | 02/08; 01/13 |
|  | UF Curriculum: | 10/08; 03/13 |