10-24f.

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-77f.	AP-9/21/10	App 11/2/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person	Email Address
Theresa Gropelli	tgropell@iup.edu
Proposing Department/Unit	Phone
Department of Nursing and Allied Health Professions	724-357-2557

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)
_____ New Course   _____ Course Prefix Change   _____ Course Deletion

_X_ Course Revision   _____ Course Number and/or Title   _____ Catalog Description
Change   Change

NURS 432 Psychiatric Mental Health

Current Course prefix, number and full title | *Proposed* course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate
_____ This course is also proposed as a Liberal Studies Course.   _____ Other: (e.g., Women's Studies, Pan-African)

_____ This course is also proposed as an Honors College Course.

3. Program Proposals
_____ Catalog Description Change   _____ Program Revision

_____ New Degree Program   _____ Program Title Change   _____ Other

_____ New Minor Program   _____ New Track

Current program name | *Proposed* program name, if changing

4. Approvals

		Date
Department Curriculum Committee Chair(s)	*Theresa Gropelli*	1/9/10
Department Chair(s)	*Elizabeth Palmer*	3/2/10
College Curriculum Committee Chair	*Richard Kotheck*	4/5/10
College Dean	*Parleen Q. Zoni*	4-7-10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	*Gail Sechrist*	9-22-10

* where applicable

1. Syllabus of record

I. COURSE DESCRIPTION

NURS 432 Psychiatric/Mental Health

2 lecture hours
0 lab hours
2 credit hours
(2c-0l-2cr)

PRE-REQUISITES: NURS 330, 331, 332, 333, 336, 337 or permission

PRE OR
CO-REQUISITES: NURS 412 and 433 or permission

Focuses on the principles and concepts that guide nursing practice in a variety of psychiatric/mental health settings. The role of the nurse in primary, secondary, and tertiary prevention/intervention is addressed as it relates to individuals, families, and aggregates.

II. COURSE OUTCOMES:

At the conclusion of the course the student will be able to:

1. Describe the roles and functions of the psychiatric nurse generalist and advanced practice psychiatric nurse.
2. Relate the principles of therapeutic communication to nurse/client interaction in various psychiatric settings.
3. Examine appropriate theoretical framework for specific psychiatric disorders.
4. Utilize critical thinking to apply the nursing process in caring for clients with psychiatric problems.
5. Examine personal attitudes, values, and beliefs about clients with psychiatric problems.
6. Explain the family's role in the health of clients with psychiatric problems.
7. Discuss the impact of societal values and economics on the mental health care delivery system.
8. Utilize the nursing process to plan nursing care for the psychiatric client in the community.
9. Discuss primary, secondary and tertiary prevention/intervention for individuals, families, and groups in the hospital and the community.

III. COURSE OUTLINE:

Weeks 1-2 A. Introduction to Psychiatric Nursing (1 hr.)
    1. Roles of the psychiatric nurse
    2. Mental health promotion
    3. Legal issues: psychiatric nursing and the law

B. Therapeutic Communication in the Psychiatric Setting (2 hrs.)
    1. Principles of therapeutic communication in the psychiatric setting
    2. Therapeutic communication skills in the psychiatric setting
    3. Barriers to therapeutic communication in the psychiatric setting

C. Etiology of Mental Illness (1 hr.)
    1. Psychological theories
    2. Biological theories (Psychobiology)

Week 3 D. Psychiatric Nursing and Nursing Process (2 hrs.)
    1. Conceptual models of treatment
    2. Overview of psychiatric nursing interventions
        a. Health promotion/Health teaching

      b. Crisis intervention
      c. Case management
      d. Group therapy
      e. Family therapy
      f. Cognitive behavioral therapy
     3. Psychopharmacology

Week 4   E. Anxiety and Anxiety Disorders   **(2 hrs.)**
     1. Generalized anxiety disorders
     2. Panic disorder with and without agoraphobia
     3. Phobias
     4. Obsessive compulsive disorder
     5. Post traumatic stress disorder
     6. Nursing care

Week 5   F. Personality Disorders   **(2 hrs.)**
     1. Clusters A, B, C
     2. Nursing care

Week 6   G. Mood Disorders   **(2 hrs.)**
     1. Major depression
     2. Bipolar disorder
     3. Nursing care

Week 7   H. Suicide and Aggressive Behavior   **(2 hrs.)**
     1. Nursing care

Weeks 8-9 **Mid-term Exam**   **(1 hr.)**

    I. Schizophrenia and Other Psychotic Disorders (2 hrs.)
     1. Subtypes
     2. Nursing care

    J. Delusional Disorders   (.5 hr.)
     1. Subtypes
     2. Nursing care

    K. Mental Illness Due to a General Medical Condition (.5 hr.)
     1. Psychological responses to physical illness
      a. Cardiovascular
      b. Neurological
      c. Chronic pain
      d. Dual diagnosis

Weeks 10-11 L. Somatoform Disorders/Dissociative Disorders (.5 hr.)
     1. Subtypes
     2. Nursing care

    M. Eating Disorders   (2 hrs.)
     1. Anorexia
     2. Bulemia
     3. Compulsive overeating

    N. Sexual and Gender Disorders   (1.5 hrs.)
     1. Disorders of sexual functioning
     2. Sexual identity issues
     3. Gender identity issues
     4. Paraphilias
     5. Nursing care

| *Week 12* | O. Substance Abuse Disorders | (2 hrs.) |
| | 1. Nursing care | |

Week 13	P. Disorders of Childhood	(2 hrs.)
	1. Depression	
	2. Autistic disorder	
	3. Adjustment disorder	
	4. Disorders of conduct	
	5. Attention deficit disorder	

Week 14	Q. Delirium/Dementia	(2 hrs.)
	1. Subtypes	
	2. Nursing care	

| *Finals Week* | **Final Exam** | **(2 hrs)** |

IV. EVALUATION METHODS*

40%	Mid-term exam (multiple choice)
40%	Final exam (multiple choice)
20%	Periodic in class unannounced quizzes on required reading assignments

V. GRADING SCALE:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Less than 60%

*To progress in the Nursing Program, the student must achieve at least a 70% average grade on the exams AND at least a 70% average grade on all other assignments.

VI. ATTENDANCE POLICY:

Although there is no formal attendance policy for this class, student learning is enhanced by regular attendance and participation in class discussions.

VII. REQUIRED TEXTS:

Stuart, G. W. (2009). *Principles and practice of psychiatric nursing.* (9th ed.). St. Louis, MO: Elsevier Mosby.

VIII. SPECIAL RESOURCE REQUIREMENTS:
None

IX. BIBLIOGRAPHY

Anthony, K. H. (2008). Helping partnerships that facilitate recovery from severe mental illness. *Journal of*

    Psychosocial Nursing and Mental Health Services, 46(7), 25-33.

Arnault, D. S., & Kim, O. (2008). Is there an Asian idiom of distress? Somatic symptoms in female Japanese

    and Korean students. *Archives of Psychiatric Nursing, 22*(91), 27-38.

Bonner, G., Wellman, N. (2010). Postincident review of aggression and violence in mental health settings. *Journal of Psychosocial Nursing and Mental Health Services, 48*(7), 35-40.

Cangelosi, P. R. (2007). Geropsychiatric nursing: An underrecognized specialty. *Journal of Psychosocial Nursing and Mental Health Services , 45*(9), 21-28.

Chiverton, P., Lindley, P., Tortoretti, D. M., & Plum, K. C. (2007). Well-balanced: 8 steps to wellness for adults with mental illness and diabetes. *Journal of Psychosocial Nursing and Mental Health Services, 45*(11), 46-56.

Cummings, K. S., Grandfield, S. A., & Coldwell, C. M. (2010). Caring with comfort rooms: Reducing seclusion and restraints use in psychiatric facilities. *Journal of Psychosocial Nursing and Mental Health Services, 48*(6), 26-30.

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Hahe, D. C., Hamern, E., & Rempfer, M. (2007). Self-report of cognitive functioning and learning in schizophrenia. *Journal of American Psychiatric Nurses Association, 13*(2), 93-100.

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Hutchinson, M. K., & Wood, E. B. (2007). Reconceptualizing adolescent sexual risk in a parent-based expansion of the theory of planned behavior. *Journal of Nursing Scholarship, 39*(2), 141-146.

Magoteaux, A. L., & Bonnivier, J. F. (2009). Distinguishing between personality disorders, stereotypes, and eccentricities in older adults. *Journal of Psychosocial Nursing, 47*(7), 19-24.

Mayer, K. H., Bradford, J. B., Makadon, H. J., Stall, R., Goldhammer, H., & Landers, S. (2008). Sexual and gender minority health: What we know and what needs to be done. *American Journal of Public Health, 98*(6), 989-995.

McGuinness, T. M., & Lewis, S. (2010). Update on vaccines and autusm. *Journal of Psychosocial Nursing and Mental Health Services, 48*(6), 15-18.

McGuinness, T. M., & Hardeman, S. M. (2007). Update on autistic spectrum disorders. *Journal of Psychosocial Nursing and Mental Health Nursing, 45*(4), 27-31.

McGuinness, T. M. (2006). Update on conduct disorder. *Journal of Psychosocial Nursing and Mental Health Nursing, 44*(12), 21-24.

Park, S., & Bernstein, K. S. (2008). Depression and Korean American immigrants. *Archives of Psychiatric Nursing, 22*(1), 12-19.

Rice, M. (2008). Evidenced-based practice in psychiatric care: Defining levels of evidence. *Journal of the American Psychiatric Nurses Association, 14*(3), 181-187.

Smith, A. T., & Wolfe, B. E. (2008). Amenorrhea as a diagnostic criterion for anorexia nervosa: A review of the evidence and implications for practice. *Journal of the American Psychiatric Nurses Association, 14*(3), 209-215.

Warren, B. J. (2007). Cultural aspects of bipolar disorder: Interpersonal meaning for clients and psychiatric nurses. *Journal of Psychosocial Nursing and Mental Health Services, 45*(12), 32-37.

Waszynski, C. M. (2007). Detecting delirium. *American Journal of Nursing, 107*(12), 50-59.

Weber, M., Colon, M. &Nelson, M. (2008). Pilot study of a cognitive-behavioral group intervention to prevent weight gain in Hispanic individuals with schizophrenia. *Journal of the American Psychiatric Nurses Association, 13*(6), 353-359.

2. A summary of the proposed revisions- to add new or changed pre- or co- requisites.

Change Prerequisites from NURS 338 and 339 to NURS 330, 331, 332, 333. Change co-requisites from NURS 435 to NURS 433.

3. Justification or rationale- to ensure appropriate progress through the program.

Courses NURS 338 was split into two courses, NURS 330 and 332. NURS 339 was split into two courses, NURS 331 and 333. This allows the student to be evaluated on Maternal-Neonatal care and care of the child separately. NURS 435 was split into two courses, NURS 431 and NURS 433. This allows the student to be evaluated on psychiatric and community nursing separately. This change would ensure appropriate progression thru the program.

4. The old syllabus of record

I. Course Description

NURS 432 Psychiatric/Mental Health

2 lecture hours
0 lab hours
2 credit hours
(2c-0l-2cr)

Prerequisites: NURS 336, 337, 338, 339, or permission

Pre or corequisite: NURS 412, 434, 435

Focuses on the principles and concepts that guide nursing practice in a variety of psychiatric/mental health settings. The role of the nurse in primary, secondary, and tertiary prevention/intervention is addressed as it relates to individuals, families, and aggregates.

II. Course Objectives

At the conclusion of the course the student will be able to:

1. Describe the roles and functions of the psychiatric nurse generalist and advanced practice psychiatric nurse
2. Relate the principles of therapeutic communication to nurse/client interaction in various psychiatric settings
3. Examine appropriate theoretical framework for specific psychiatric disorders
4. Utilize critical thinking to apply the nursing process in caring for clients with psychiatric problems
5. Examine personal attitudes, values, and beliefs about clients with psychiatric problems
6. Explain the family's role in the health of clients with psychiatric problems
7. Discuss the impact of societal values and economics on the mental health care delivery system
8. Utilize the nursing process to plan nursing care for the psychiatric client in the community
9. Discuss primary, secondary and tertiary prevention/intervention for individuals, families and groups in the hospital and the community

III. Course Outline

Weeks 1-2   A. Introduction to Psychiatric Nursing   1 hr.
                       1. Roles of the psychiatric nurse
                       2. Mental health promotion
                       3. Legal issues: psychiatric nursing and the law

                    B. Therapeutic Communication in the Psychiatric Setting   2 hrs.
                       1. Principles of therapeutic communication in the psychiatric setting
                               2. Therapeutic communication skills in the psychiatric setting
                               3. Barriers to therapeutic communication in the psychiatric setting

                    C. Etiology of Mental Illness   1 hr.
                       1. Psychological theories
                       2. Biological theories (Psychobiology)

Week 3   D. Psychiatric Nursing and Nursing Process   2 hrs.
                       1. Conceptual models of treatment
                       2. Overview of psychiatric nursing interventions

      a. Health promotion/Health teaching
      b. Crisis intervention
      c. Case management
      d. Group therapy
      e. Family therapy
      f. Cognitive behavioral therapy
   3. Psychopharmacology

Week 4	E. Anxiety and Anxiety Disorders 　1. Generalized anxiety disorders 　2. Panic disorder with and without agoraphobia 　3. Phobias 　4. Obsessive compulsive disorder 　5. Post traumatic stress disorder 　6. Nursing care	2 hrs.
Week 5	F. Personality Disorders 　1. Clusters A, B, C 　2. Nursing care	2 hrs.
Week 6	G. Mood Disorders 　1. Major depression 　2. Bipolar disorder 　3. Nursing care	2 hrs.
Week 7	H. Suicide and Aggressive Behavior 　1. Nursing care	2 hrs.
Weeks 8-9	**Mid-term Exam**	**1 hr.**
	I. Schizophrenia and Other Psychotic Disorders 　1. Subtypes 　2. Nursing care	2 hrs.
	J. Delusional Disorders 　1. Subtypes 　　Nursing care	.5 hr.
	K. Mental Illness Due to a General Medical Condition 　1. Psychological responses to physical illness 　　a. Cardiovascular 　　b. Neurological 　　c. Chronic pain 　　d. Dual diagnosis	.5 hr.
Weeks 10-11	L. Somatoform Disorders/Dissociative Disorders 　1. Subtypes 　2. Nursing care	.5 hr.
	M. Eating Disorders 　1. Anorexia 　2. Bulemia 　3. Compulsive overeating	2 hrs.
	N. Sexual and Gender Disorders 　1. Disorders of sexual functioning 　2. Sexual identity issues	1.5 hrs.

3. Gender identity issues
4. Paraphilias
5. Nursing care

| Week 12 | O. Substance Abuse Disorders | 2 hrs. |
| | 1. Nursing care | |

Week 13	P. Disorders of Childhood	2 hrs.
	1. Depression	
	2. Autistic disorder	
	3. Adjustment disorder	
	4. Disorders of conduct	
	5. Attention deficit disorder	

Week 14	Q. Delirium/Dementia	2 hrs.
	1. Subtypes	
	2. Nursing care	

Finals Week   **Final Exam**

IV. Evaluation Methods*

	40%	Mid-term exam (multiple choice)
40%		Final exam (multiple choice)
20%		Periodic in class unannounced quizzes on required reading assignments

Grading scale:
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Less than 60%

*To progress in the Nursing Program, the student must achieve at least a 70% average grade on the exams AND at least a 70% average grade on all other assignments.

V. Required Texts:

Townsend, M.C. (2000). <u>Psychiatric mental health nursing: Concepts of care</u> (3rd ed.). Philadelphia: F.A. Davis.

VI. Special Resource Requirements
None

VII. Bibliography

Adams, S.M., Dolfie, E.K., Feren, S.S., Love, R.A., & Taylor, S.W. (1999). Mental health disaster response: Nursing interventions across the life span. <u>Journal of Psychosocial Nursing and Mental Health Services, 37</u>(11), 11-19.

Amara, A. & Cerrato, P.L. (1996). Eating disorders: Still a threat. <u>RN, 59</u>(6), 30-34.

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Brand, B. (1997). RNs and schizophrenic patients..."Beyond medication." Journal of Psychosocial Nursing and Mental Health Services, 35(12), 7-8.

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Cleeland, E.A. & Davis, L.L. (1997). Depression in elders with dementia: Implications for home health care practice. Home Healthcare Nurse, 15(11), 780-787.

Cloutier, G. (1997). Going sane: One man's battle with schizoaffective disorder. Journal of California Alliance for the Mentally Ill, 8(2), 65-66.

Cutler, N.R. & Sramik, J.J. (1996). Understanding Alzheimer's disease. Jackson: University of Mississippi.

Day, N., Musallam, K., & Wells, M. (1999). Observed behaviors of patients with probable Alzheimer's disease who are hospitalized for diagnostic tests. Journal of Gerontological Nursing, 25(11), 35-39.

Eakes, C.G. (1995). Chronic sorrow: The lived experience of parents of chronically mentally ill individuals. Archives of Psychiatric Nursing, 9(2), 77-84.

Edmands, M.S., Hoff, L.A., Kaylor, L., Mower, L., & Sorrell, S. (1999). Bridging gaps between mind, body, spirit: Healing the whole person. Journal of Psychosocial Nursing and Mental Health Services, 37(10), 35-42.

Egan, M.P., Rivera, S.G., Robillard, R.R. & Hanson, A. (1997). The "No Suicide Contract": Helpful or harmful? Journal of Psychosocial Nursing and Mental Health Services, 35(3), 31-33.

Farnam, C.R., Zipple, A.M., Tyrrell, W., & Chittinanda, P. (1999). Health status and risk factors of people with severe and persistent mental illness. Journal of Psychosocial Nursing and Mental Health Services, 37(6), 16-21.

Finfgeld, D.L. (1999). Use of brief interventions to treat individuals with drinking problems. Journal of Psychosocial Nursing and Mental Health Services, 37(4), 23-30.

Fishel, A.H. (1998). Nursing management of anxiety and panic. Nursing Clinics of North America, 33(1), 135-151.

Frisch, N. & Kelley, J. (1986). Healing life's crises: A guide for nurses. Albany: Delmar. (Classic)

Gallop, R., McCay, E., Austin, W., Bayer, M., & Peternelj-Taylor, C. (1998). A survey of psychiatric nurses regarding working with clients who have a history of sexual abuse. Journal of the American Psychiatric Nurses Association, 4(1), 9-17.

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Isaacs, A. (1998). Depression and your patient. American Journal of Nursing, 98(7), 26-32.

Johnson, M.E. (1998). Being mentally ill: A phenomenological inquiry. Archives of Psychiatric Nursing, 12(4), 195-201.

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O'Brien, L. & Flote, J. (1997). Providing nursing care for a patient with borderline personality disorder on an acute inpatient unit: A phenomenological study. Australian New Zealand Journal of Mental Health Nursing, 6(4), 137-147.

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Pollack, L.E. & Stuebben, G. (1998). Addiction education groups for inpatients with dual diagnoses. Journal of the American Psychiatric Nurses Association, 4(4), 121-127.

Schizophrenia: Professional issues. (1996). Nursing Times, 92(32), 9-14.

Schizophrenia: The role of the nurse. (1996). Nursing Times, 92(32), 5-8.

Schurmans, K. & McCrank, E. (1997). Benefits of nurse-psychiatrist collaborative practice in anxiety disorders unit. Journal of Psychosocial Nursing and Mental Health Services, 35(11), 26-31.

Strong, S. (1998). Sentenced to care?...The role of nurses in the care of people with personality disorders has been neglected. Nursing Times, 94(2), 26-29.

Trimpey, M. & Davidson S. (1998). Nursing care of personality disorders in the medical surgical setting. Nursing Clinics of North America, 33(1), 173-186.

Vallone, D.C. (1997). Antidepressants and antixiolytics. RN, 60(7), 27-32.

Wakefield, M. & Pallister, R. (1997). New hope for a disabling condition: Cognitive-behavioral approaches to panic disorder. Journal of Psychosocial Nursing and Mental Health Services, 35(3), 12-20.

Yarcheski, A., Mahon, N.E., & Yarcheski, T.J. (1999). An empirical test of alternative theories of anger in early adolescents. Nursing Research, 48(6), 317-323.

COURSE ANALYSIS QUESTIONNAIRE
NURS 432 Psychiatric/Mental Health

Section A: Details of the Course

A1   This course will fit into the senior year of the Bachelor of Science degree in the Nursing program. It is a required course for students in the major.

A2   This course is part of the curriculum revision in the Nursing program.

A3   This course has never been offered at IUP.

A4   This course is not intended to be offered as a dual-level course.

A5   This course is not intended to be taken for variable credit.

A6   This material on psychiatric/mental health nursing would be included in other baccalaureate nursing programs.

A7   The content in this course is necessary to practice nursing in a mental health setting (Commission on Collegiate Nursing Education, State Board of Nursing Professional and Vocational Standards.) The information taught in this course is consistent with the test plan for the licensing exam for nursing (NCLEX-RN.)

Section B: Interdisciplinary Implications

B1   This course will be taught by one faculty member at a time within the Nursing Department.

B2   This course does not overlap with any other courses at the University.

B3   No seats in the course will be reserved for students in Continuing Education.

Section C: Implementation

C1   No new faculty are needed to teach this course.

C2   Other Resources

    a. Current space allocations are adequate to offer this course

    b. Currently Stapleton Library subscribes to a number of specialty nursing journals that would be helpful for students in this course. These journals include: <u>Journal of Geriatric Nursing</u>, <u>Journal of Psychosocial Nursing and Mental Health</u>, and <u>Psychosomatics</u>. In addition, the Department of Nursing and Allied Health Professions receives subscriptions to other journals which might be useful to students in this course. These journals include: <u>Research in Nursing and Health</u>, <u>Journal of Professional Nursing</u>, and <u>Journal of Nursing Scholarship</u>. Stapleton Library has a holding of references related to psychiatric/mental health nursing, and the department currently has a mechanism in place for identifying and recommending future purchases for the library holdings.

C3   No grant funds are associated with this course

C4   This course will be offered in both the Fall and Spring semesters.

C5   One section of the course will be offered at a time.

C6   Forty students will be accommodated in this course.

C7   No professional society limits enrollment in a course of this nature.

5. Liberal Studies course approval form and checklist (if appropriate)

Non-applicable