

LSC Use Only Proposal No:
LSC Action-Date:

UWUCC Use Only Proposal No: 12-698
UWUCC Action-Date: App-2/12/13 Senate Action Date: App-2/26/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Theresa Gropelli	Email Address tgropell@iup.edu
Proposing Department/Unit Nursing and Allied Health	Phone 724-357-3264

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

1. Course Proposals (check all that apply)

- | | | |
|---|--|--|
| ☐ New Course | ☐ Course Prefix Change | ☐ Course Deletion |
| ☒ Course Revision | ☐ Course Number and/or Title Change | ☒ Catalog Description Change |

Current course prefix, number and full title: NURS 433 Psychiatric/Mental Health Clinical

Proposed course prefix, number and full title, if changing: _____

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- | | | | |
|--|---|---|---|
| ☐ Learning Skills | ☐ Knowledge Area | ☐ Global and Multicultural Awareness | ☐ Writing Across the Curriculum (W Course) |
| ☐ Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one) | | | |
| ☐ Global Citizenship | ☐ Information Literacy | ☐ Oral Communication | |
| ☐ Quantitative Reasoning | ☐ Scientific Literacy | | |

3. Other Designations, as appropriate

- | | |
|--|---|
| ☐ Honors College Course | ☐ Other: (e.g. Women's Studies, Pan African) |
|--|---|

4. Program Proposals

- | | | | |
|---|---|---|--------------------------------|
| ☐ New Degree Program | ☐ Catalog Description Change | ☐ New Track | ☐ Other |
| ☐ New Minor Program | ☐ Program Title Change | ☐ Liberal Studies Requirement Changes in Program | |

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	Theresa Gropelli	2/28/12
Department Chairperson(s)	Elizabeth Palmer	10/16/12
College Curriculum Committee Chair	Donna Wachter	11/12/12
College Dean	Mary E. Sunda	10/14/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signatures (with title) as appropriate:		
UWUCC Co-Chairs	Gail Sechrist	2/12/13

Please Number All Pages

Received

Received

JAN 28 2013

NOV 15 2012

Liberal Studies Liberal Studies

Part II. Description of Curriculum Change

1. New syllabus of record:

I. COURSE DESCRIPTION

NURS 433 Psychiatric/Mental Health Clinical

0 class hours
7.5 lab hours
2.5 credits
(0c-7.5l-2.5cr)

PREREQUISITES: NURS 312, 316, 330, 331, 332, 333, 336, 337 or permission

COREQUISITE: NURS 432

Focuses opportunities for students to provide mental health promotion, risk reduction, and disease prevention in a variety of settings and diverse populations. Increases students' ability to perform as a member of inter-professional teams in acute and community based psychiatric care facilities and to identify personal beliefs and how it impacts the therapeutic relationship. Assimilate evidence-based practice through critical reasoning to apply nursing strategies to assist individuals, families, and groups.

II. COURSE OUTCOMES

Students will be able to:

1. Determine how one's personal attitudes, values, and beliefs may impact the therapeutic relationship.
2. Apply principles of communication theory to interventions with psychiatric clients.
3. Describe the multiple roles and functions of the psychiatric nurse at various levels of practice.
4. Collaborate with interprofessional team to provide and coordinate psychiatric mental-health care for individuals, families, and groups in acute and community mental-health settings.
5. Assimilate evidence-based practice through critical reasoning in the delivery of optimal psychiatric nursing care.
6. Demonstrate communication and behaviors consistent with professional standards.
7. Demonstrate skills in using patient care technologies, information systems and communication devices that support safe nursing care.

III. COURSE OUTLINE

Unit I Psychiatric/Mental Health Nursing

A. Care of the Psychiatric Mental Patients	94 hr
1. Care of the Patient with Anxiety a. Assessment and diagnosis b. Collaborative care with the interdisciplinary team c. Provide evidence-based nursing care d. Provide patient education e. Quality and safety issues 1. Care of the Patient with Personality Disorders a. Assessment and diagnosis b. Collaborative care with the interdisciplinary team c. Provide evidence-based nursing care d. Provide patient education e. Quality and safety issues 2. Care of the Patient with Mood Disorders a. Assessment and diagnosis b. Collaborative care with the interdisciplinary team c. Provide evidence-based nursing care d. Provide patient education e. Quality and safety issues 3. Care of the Patient with Schizophrenia a. Assessment and diagnosis b. Collaborative care with the interdisciplinary team c. Provide evidence-based nursing care d. Provide patient education e. Quality and safety issues 4. Care of the Addicted Patient a. Assessment and diagnosis b. Collaborative care with the interdisciplinary team c. Provide evidence-based nursing care d. Provide patient education e. Quality and safety issues 5. Care of the Cognitively Impaired Patient a. Assessment and diagnosis b. Collaborative care with the interdisciplinary team c. Provide evidence-based nursing care d. Provide patient education e. Quality and safety issues	
Midterm Exam (50%)	1 hr
B. Additional Post-conference/Role Play Experiences	10 hr
1. Clinical competency practice and testing 2. Computerized documentation / electronic medical record	

Final Exam

2 hr

Possible Clinical Sites

- Outpatient clinics with adults and older adults
- In-patient hospital units with adults and older adults

IV. EVALUATION METHODS

An example evaluation method is as follows:

A pass/fail grade in clinical performance, including:

- Assignments
- Clinical competencies
- Appropriate professional behavior
- Clinical evaluation with a pass for all behaviors

Mid-term exam -50%

Final exam – 50%

V. EXAMPLE GRADING SCALE

- A 90-100% + Pass in clinical performance
- B 80-89 % + Pass in clinical performance
- C 70-79 % + Pass in clinical performance
- D 60-69 % or an average on course exams of 60-69% + Pass in clinical performance
- F Less than 60% or an average on course exams less than 60% or F in clinical performance

NOTE: for a student whose exam grade is less than a 70% average, a grade of D/F will be assigned regardless of performance on written assignments or class projects. To progress in the Nursing Program, the student must achieve a 70% average grade (C) or higher on the course exams and satisfactorily complete all assignments. Please see the Department Academic Progression and Graduation Policy.

VI. UNDERGRADUATE COURSE ATTENDANCE POLICY

The undergraduate course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

VII. REQUIRED TEXTBOOK(S), SUPPLEMENTAL BOOKS AND READINGS

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

Mosby

VIII. SPECIAL RESOURCE REQUIREMENTS

All nursing students are responsible for and required to have the following:*

1. Current CPR certification
2. Professional liability insurance
3. Health requirements
4. Student uniforms and physical assessment equipment
5. Clearance papers (Criminal Record Check and Child Abuse; Act 34 and 151 Clearance forms)
6. Clinical agencies requirements
7. Urine Drug Screening

*Please refer to the Department of Nursing and Allied Health Professions Student Information Handbook for details regarding these items.

Students will not be permitted to attend clinical without meeting these requirements.

IX. BIBLIOGRAPHY

Bradshaw, T., Lovell, K., & Harris, N. (2005). Healthy living interventions and schizophrenia: A systematic review. *Journal of Advanced Nursing*, 49(6), 634-54. (Although greater than 5 years in print, content offers excellent basic knowledge to support everyday functioning in this population.)

Cardell, R., Bratcher, & Quinnett, P. (2009). Revisiting "Suicide Proofing" an inpatient unit through environmental safeguards: A review. *Perspectives in Psychiatric Nursing*, 45, 36-44.

Cowdell, F. (2010). Care of older people with dementia in an acute hospital setting. *Nursing Standard*, 24(23), 42-48.

Favrod, J., Guilani, F., Ernst, F., & Bonsack, C. (2010) Anticipatory pleasure skills training: A

- new intervention to reduce anhedonia in schizophrenia. *Perspectives in Psychiatric Care*, 46(3). 171-181
- Hayashi, N., Igarashi, Y., Suda, K., & Nakagawa, S. (2007). Auditory hallucination coping techniques and their relationship to psychotic symptomology. *Psychiatry and Clinical Neurosciences*, 61. 640-645.
- Henskens, R., Garretsen, H. Bongers, I., Van Dijk, & Sturmans, F. (2008). Effectiveness of an outreach treatment program for inner city crack abusers: Compliance, outcome, and client satisfaction. *Substance Use and Misuse*, 43, 1464-2491.
- Hush, F. R. (2009), Brief psychodynamic and cognitive therapy regarding acute treatment. *Journal of Psychotherapy Integration*, 19, 158-172.
- Lynch, M. A., Howard, P. B., El-Mallakh, P., & Mathews, J. M. (2008). Assessment and management of hospitalized suicidal patients. *Journal of Psychosocial Nursing*, 46(7), 45-52.
- Miklowitz, D. J., & Taylor, D. O. (2006). The family focused treatment of the suicidal bipolar patient. *Bipolar Disorders* (Supplement) 8, 640-651.
- Plante, D. T., & Winkelman, J. W. (2008). Sleep disturbance in bipolar disorder: Therapeutic implications. *American Journal of Psychiatry*, 165, 830-843.
- Rausch, A. M. & Gutierrez, P. M. (2009). The role of body image and disordered eating as risk factors and suicidal ideation in adolescents. *Suicide and Life Threatening Behavior*, 39, 58-66.
- Snow, D., Smith, T., & Branham, S. (2008). Women with bipolar disorder who use alcohol and other drugs. *Journal of Addictions Nursing*, 19, 55-60.

2. A summary of the proposed revisions:

The course description, outcomes, and outline were changed and updated to reflect current nursing standards. The course bibliography has also been updated. The total credit hours remain the same.

3. Justification/rationale for the revision:

This course was revised to meet current nursing practice standards. Changes were also made to the course following the American Association of Colleges of Nursing (AACN) revision to the Essentials of Baccalaureate Education for Professional Nursing Practice (2008). This document is the guiding document of the National Accreditation Agency, Commission of Collegiate Nursing Education (CCNE). CCNE accredits the IUP nursing program. The revision was also based on the department's systematic program assessment process which includes data from students, faculty, alumni, and employers in the community.

4. The old syllabus of record:**I. CATALOG DESCRIPTION**

NURS 433	Psychiatric/Mental Health Clinical	0 class hours
		7.5 lab hours
		2.5 credit hours
		(0c-7.5l-2.5cr)

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

PRE OR

CO-REQUISITES: NURS 412, 432

Focuses on experiences within psychiatric-based facilities, and working as members of a multidisciplinary team to provide primary, secondary and tertiary prevention/intervention. Emphases are also on nursing management and development of nursing strategies to assist at-risk families and client groups, while considering health care on a continuum throughout the life span.

II. COURSE OUTCOMES

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

1. Determine how personal beliefs and values may affect the therapeutic relationship.
2. Collaborate with other health care professionals to participate in a multidisciplinary approach to client care.
3. Apply the principles of communication theory in interventions with clients and groups.
4. Utilize the nursing process to provide mental health promotion, risk reduction and prevention for individuals, families and groups in the psychiatric setting.
5. Identify researchable clinical problems applicable to psychiatric nursing.
6. Demonstrate behaviors consistent with professional nursing standards.

7. Explore mental health concepts across the life span.

III. COURSE OUTLINE

Psychiatric/Mental Health Nursing 105 hours

Week 1

Orientation (15 hrs)

Weeks 2-4

A. Provide care in a variety of psychiatric/mental health settings (45 hrs)

B. Perform simulations on therapeutic communication

Weeks 5-7

A. Organize, manage, and evaluate strategies to meet the needs of psychiatric patients (45 hrs)

B. Collaborate with multidisciplinary health team in providing care in the psychiatric setting

C. Clinical competency evaluation

Exam

IV. EVALUATION METHODS*

Grading and Progression

The grade for this course will be calculated based on:

1. The pass/fail grade in clinical performance, including:
 - a. Written assignments including some activities under clinical competencies ie: care plans
 - b. Clinical competencies
 - c. Appropriate professional behavior
 - d. Clinical evaluation with a score of 4 or better for all behaviors
 - e. Successful completion of standardized testing
2. 30% Exam 1 (multiple choice evaluating nursing process)
3. 70% Exam 2 (multiple choice evaluating psychiatric mental health nursing practice)

V. GRADING SCALE:

- | | |
|---|--|
| A | 90-100% + Pass in clinical performance |
| B | 80-89% + Pass in clinical performance |
| C | 70-79% + Pass in clinical performance |
| D | 60-69% + Pass in clinical performance |

F Less than 60% or F in clinical performance

*To progress in the Nursing Program, the student must achieve at least a 70% average grade on the exams and satisfactorily complete all 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 TEXTBOOKS:

Stuart, G. W. & Laraia, M. T. (2005). Principles and practice of psychiatric nursing (8th ed) St. Louis, MO: Elsevier Mosby

VIII. SPECIAL RESOURCE REQUIREMENTS:

A. All nursing students are responsible for and required to have the following:*

1. Current CPR certification
2. Professional liability insurance
3. Health requirements
4. Student uniforms and physical assessment equipment
5. Clearance papers as per departmental policy
(Examples: Criminal Record Check and Child Abuse; Act 34 and 151 Clearance forms, FBI check, etc.)
6. Clinical agencies requirements

*Please refer to the Department of Nursing and Allied Health Professions Student Information Handbook for details. Students will not be permitted to attend clinical without meeting these requirements.

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.

Artinian, N.T. (2003). The psychosocial aspects of heart failure. *American Journal of Nursing*, 103 (12), 32-40.

Bailey, K. P. (2004). Pharmacological treatment for substance abuse disorders. *Journal of Psychosocial Nursing and Mental Health Services*, 42 (8), 14-19.

- Cangelosi, P.R. (2007). Geropsychiatric nursing: An underrecognized speciality. *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.
- Davis, L.W., Strasburger, M.A., & Brown, L.F. (2007) .Mindfulness: An intervention for anxiety in schizophrenia. *Journal of Psychosocial Nursing and Mental Health Services*, 45 (11), 22-29.
- 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.
- Hamrin, V., & Pachler, M.C. (2004). Depression in children and adolescents: The latest evidence-based psychopharmacological treatments. *Journal of Psychosocial Nursing and Mental Health Services*, 42 (4), 10-15.
- Hamson, S. (2004). The passive/active divide: What the village is teaching our children about gender. *Seicus Report*, 32 (3), 14-16.
- 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.
- Kaas, M.J. & Beattie, E. (2006). Geropsychiatric nursing practice in the United States: Present trends and future directions. *Journal of the American Psychiatric Nurses Association*, 12 (3), 142-155.
- 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. (2006). Update on conduct disorder. *Journal of Psychosocial Nursing and Mental Health Nursing*, 44 (12), 21-24.
- McGuinness, T.M. & Hardeman, S.M. (2007). Update on autistic spectrum disorders. *Journal of Psychosocial Nursing and Mental Health Nursing*, 45 (4), 27-31.
- Park, S. & Bernstein, K. S. (2008). Depression and Korean American immigrants. *Archives of Psychiatric Nursing*, 22 (1), 12-19.
- Rice, M. (2008). Evidence-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.
- Talerico, K.A. (2005). Depression in later life. *Journal of Psychosocial Nursing and Mental Health Services*, 43 (1), 16-19.
- 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 (7), 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.
- Williams, K., Kemper, S., & Hummert, M.L. (2005). Enhancing communication with older adults: Overcoming elderspeak. *Journal of Psychosocial Nursing and Mental Health Nursing*, 43 (4), 12-16.
- Willang, I. & Hanna, K.M. (2005). Nurse counseling of patients with an over-consumption of alcohol. *Journal of Nursing Scholarship*, 37 (1), 30-35.

5. Liberal Studies course approval form: – N/A

Part III. Letters of Support or Acknowledgment – N/A