



NURS 5368/5373: Integrated Mental Health Care I/II

Your faculty:

Dr. Sandra Petersen, DNP, APRN, FNP-BC, GNP-BC, PMHNP-BE, FAANP

Dr. Barbara Chapman, DNP, APRN, FNP-C, EBP-C, NHDP-BE, PMHNP-BC

Phone:

Dr. Petersen (214) 213-4726

Dr. Chapman (214) 259-5917

Email:

Spetersen@uttyler.edu

Bchapman@uttyler.edu

Office Hours:

- Mondays and by appointment
- Virtual Office Hours: Wednesday 6pm-8pm (CST), weekly, and subject to change.
- Best way to contact me is personal email.

COURSE DESCRIPTION

Duration: 14 weeks | Credit Hours: 3:

This course integrates theory and research in clinical application of the care of Pedi/Adolescent & Family clients by nurse practitioners. Students will provide care to Pedi/Adolescent/Family clients in the clinical setting under the guidance of a clinical preceptor. Emphasis is on applying theory and research to children, adolescents & families experiencing complex health problems. Related professional issues will be explored in this clinical course (125 clinical hours)

Prerequisites:

Pathophysiology, Pharmacology, Advanced Health Assessment, Psychopharmacology, Neurobiology, Differential Diagnosis of Mental Disorders, Counseling Theory

STUDENT LEARNING OUTCOMES:

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

1. Demonstrate ability to apply theory and research to children, adolescents and families experiencing complex health problems.
2. Develop an age-appropriate treatment plan for mental health problems and psychiatric disorders based on biopsychosocial theories, evidence-based standards of care, and practice guidelines.
3. Apply and integrate appropriate mental health theory and research in clinical application of the care of adults/geriatrics.
4. Demonstrate provision of ethical, evidence-based mental health care to Pedi/Adolescent/Family populations.
5. Generate appropriate differential diagnosis for mental health problems and psychiatric disorders.
6. Assess impact of acute and chronic medical problems on psychiatric treatment.
7. Demonstrate ability to conduct individual and group psychotherapy.
8. Apply supportive, psychodynamic principles, cognitive-behavioral and other evidence-based psychotherapy/-ies to both brief and long-term individual practice.
9. Plan care to minimize the development of complications and promote function and quality of life.
10. Demonstrate ability to develop treatment plans for acute and chronic psychiatric disorders and mental health problems.
11. Demonstrate understanding of the importance of providing consultation to health care providers and others to enhance quality and cost-effective services.
12. Facilitate the transition of patients across levels of care, as appropriate.
13. Demonstrate understanding of the importance of attending to the patient- nurse practitioner relationship as a vehicle for therapeutic change.
14. Demonstrate ability to therapeutically conclude the nurse-patient relationship when transitioning the patient to other levels of care.
15. Demonstrate ability to address sexual/physical abuse, substance abuse, sexuality, and spiritual conflict across the lifespan.
16. Apply principles of self-efficacy/empowerment and other self-management theories in promoting relationship development and behavior change.
17. Identify and maintain ethical and professional boundaries to preserve the integrity of the therapeutic process.

18. Teach patients, families, and groups about treatment options with respect to developmental, physiological, cognitive, cultural ability and readiness.
19. Demonstration of the provision of psychoeducation to individuals, families, and groups regarding mental health problems and psychiatric disorders.
20. Modify treatment approaches based on the patient's ability and readiness to learn.
21. Consider motivation and readiness to improve self-care and healthy behavior when teaching individuals, families, and groups of patients.

Overview: Integrated Mental Health Care II – Pedi/Adolescent/Family

This course integrates theory and research in clinical application of the mental health care of Pedi/Adolescent/Family clients by nurse practitioners. Students will provide care to Pedi/Adolescent/Family clients in the clinical setting under the guidance of a clinical preceptor. Emphasis is on applying mental health theory and research to families, pediatrics, and adolescents, experiencing complex health problems. Related professional issues will be explored in this clinical course. (125 clinical hours)

The content of this course is web-based and may be subject to change at the discretion of the faculty according to current learning needs. Therefore, it is wise to review assigned readings and assignments on Canvas at the beginning of each week for possible updates. Notify the faculty immediately if there are issues that would delay submission of assignments.

Please refer to the online Course Calendar and online Course Schedule for weekly assignments and Due Dates.

You are expected to be self-directed in your learning and to approach every learning opportunity with a clear understanding of the learning objectives.

INSTRUCTIONAL METHODS

This course is taught in a web-enhanced format with online readings as well as scheduled on-campus labs throughout the semester. The following learning venues are included:

- Online learning activities and website media will be used. Students will access posted online coursework related to the required course textbook. Pertinent YouTube videos lectures will enhance the modules.
- There will be several required assignments to be turned in under the Assignments tab on Canvas.
- Optional readings and videos may be offered to enhance your learning.

Should you miss an exam for an excusable reason, the make-up exam may consist of essay and fill-in-the-blank type questions or a clinical challenge assignment. Be aware that an excuse for make-up exams primarily consist of emergency situations only and not requests for personal vacations or scheduling conveniences.

Work excuses or failure to adequately connect to the internet during exams are not necessarily considered reason enough to permit scheduling a make-up exam and may be evaluated on a case-by-case basis.

If you have difficulties with internet connection, contact *Proctor U*, the online proctored testing platform, and then contact your faculty right away, so as to limit the delay time in starting an exam. Students should always notify instructor prior to a foreseeable absence.

Required Materials and Textbooks:

1. American Nurses Association (2010). Nursing: Scope and standards of practice, 2nd Ed. Silver Springs, MD: Nursingbooks.org. ISBN: 9781558102828
2. American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders Fifth Edition Paperback (DSM-5). American Psychiatric Association. ISBN 978-0-89042-555-8
3. E.H.R. GO access

APEA PMHNP Package

1. Go to: <https://apea.com/products/collection/ut-tyler-88/>
2. Select UT Tyler PMHNP Bundle and Add to Cart
3. Click on your shopping bag at the top of the page.
4. Enter Promo Code: UTTbundle
5. Your discounted total is \$394.95
6. Log in or create an account using your university email address. Enter your account information, billing information, and payment information. The total for the package required by your university is \$394.95. This total reflects your discounts.

You must purchase the required materials to receive access. Purchases made after normal business hours (8 am-4:30 pm CST), on weekends or on holidays are processed on the next business day. Materials purchased through our store, (www.apea.com) do not satisfy university requirements. Promo code applies to this university purchase only. You only need to purchase this once in your year three at UT Tyler. If you purchased this last semester then talk to your faculty before purchasing.

SUGGESTED MATERIALS:

4. Sadock, B. J., & Sadock, V. A. (2007). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/Clinical psychiatry, 10th Ed. Philadelphia: Lippincott Williams & Wilkins. ISBN: 978-0-7817-7327-0
5. Stahl, S. (2011). The Prescriber's guide, 4th Edition. New York, Cambridge University Press. ISBN: 978-0521173643_

6. Wheeler, K. (2013). Psychotherapy for the advanced practice psychiatric nurse: A how to guide for evidence-based practice 2nd Edition Springer Publishing. ISBN: 9780826110008_

Reference (optional):

1. Jameson, J. L., Fauci, A. S., Kasper, D. L., Hauser, S. L., Longo, D. L., Loscalzo, J. (2018). Harrison's principles of internal medicine (20th). New York, NY: McGraw-Hill

REQUIRED COURSE EQUIPMENT

- Lab coat
- UT Tyler student name badge (\$15.00)
- UT Tyler patch – purchased locally at CR Scrubs
 - Cell phone with internet access
 - Web Cam for your computer

REQUIRED COURSE TECHNOLOGY

Please see the Canvas Page that discusses this specifically.

- *ProctorU*

Estimated Time Commitment Required for Assignments:

Reading of professional materials (books, journals, etc.) is an integral aspect of role development as a nurse practitioner. It is recommended that students spend a minimum of 2-hours daily for materials related to assigned readings, clinical topics, and professional issues associated with the NP role and competencies. As a rough guide, you should plan to spend six to eight hours per week on this course, and more hours may likely be necessary, depending on the individual. This estimate includes the time you will spend reading, researching items for more information, and completing assignments. Note that considerably more additional hours may be necessary to fully comprehend the didactic content as well as the clinical skills.

Every student is responsible for completing the recommended reading, completing the course module components, assignments, quizzes, and exams according to due dates in the course calendar. Reading assignments consist of associated materials in the course textbooks and this list may be viewed on the course calendar and in each module. All assignments are made with the assumption that required reading assignments will be completed prior to completion of the assignments

COURSE EVALUATION

Course Grading Scale: **Grades will not be rounded when calculating the average (79.5 is not rounded to 80 and 89.5 is not rounded to 90).**

A = 90 to 100%

B = 80 to 89% B is Passing

C = 70 to 79%

D = 60 to 69%

F = Below 60%

<u>GRADING ELEMENTS:</u>	<u>POINTS</u>
Midterm CPE	5%
Final CPE	5%
Clinical Schedule	10%
Clinical Hours Documentation with preceptor signature	5%
Case Presentation (Debrief)	20%
Clinical Hours - 125 hours must be completed satisfactorily	P/F
Domain Quizzes - (Must have 80% or higher on quizzes)	50%
<u>OSCE Clinical Evaluation</u>	<u>15%</u>
	100%

Domain quizzes will account for 50% of your grade. *You must make an 80 or above on the Q banks quizzes to submit the results into the class. The Domains quizzes will be open for the entire week or longer. You will access the Domain quizzes through APEA website. You will submit your highest Domain score weekly.



CLINICAL PARTICIPATION: Each student must log 125 hours of precepted clinical time in this class. Observation is NOT ACCEPTABLE in the clinical setting. You must be actively assessing patients and planning care for them. Clinical time will be awarded for OSCE's and for selected other experiences offered by the instructor throughout the semester. You must attend clinical debrief meetings via zoom as scheduled.

All hours must be logged into InPlace and all CPE's completed in order to fulfill the clinical requirements of this course.

You must submit a Preceptor Signature Document in the assignment link along with CPE's (Clinical Performance Evaluations) and Summary of Clinical hours.

Spring 2022 COURSE CALENDAR

	Zoom number and link all Meetings are on Wednesday 6pm-8pm.		Topic: Zoom Meeting Room Time: This is a recurring meeting Weekly:
01/10/22	Intro to course requirements Zoom Meeting 1/12		Course expectations and Syllabus review – Zoom attendance STRONGLY recommended. Syllabi Quiz topics will be reviewed.
Weekly APEA Domain assignments	Weekly	50%	Minimum submission grade is an 80%
01/30/22	Full Clinical schedule due	10%	
03/01/22	Final Filing Deadline for Spring 2022 Graduation		
03/07-03/12/22	Spring Break		
03/16/22	Mid-term CPE by preceptor due	5%	Use course template
03/21/22	LAST DAY TO WITHDRAW		
04/10/22	OSCE's	15%	
4/13/22	Clinical Schedule Hours Signature page	10%	

04/15/22	Final Preceptor CPE	5%	
04/1/22	Site Evaluation/Preceptor evaluation	5%	Use course template
04/23/22	End of 14 Week Session Hours		
05/07/22	Spring Commencement		
			 

All students are required to have an active InPlace subscription.

School of Nursing Policies and Additional Information

https://www.uttyler.edu/nursing/college/documents/son_student_guide.pdf

University Policies and Additional Information

The following course policies may be found at the website listed below: absence for religious observance, absence for university-supported trips, services to students with disabilities, grade replacement, statemandated course drop policy, and Social Security and privacy.

<http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf>

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.ph>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler.

This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, guide +3lines, and group support. For more information on cessation programs please visit

<http://www.uttyler.edu/tobacco-free>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>.

Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade

Replacement Contract. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date).
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being re-instated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid.

Student Success Plan

A Student Success Plan is issued for any nursing student who is doing less than satisfactory work in a School of Nursing (theory and/or clinical) course. Examples of unsatisfactory behaviors may include but are not limited to the following: tardiness, late assignments, absenteeism, violation of safety rules, incivility, leaving early, failure to meet student learning outcomes, unprofessional conduct, and violation of school/program/university/clinical agency policies, and academic integrity violations. This plan may be issued at any point in the semester per faculty discretion.

Process for Issuing a Student Success Plan Notice.

1. The student's academic advisor and director of the respective nursing program are notified of the initiation of the success plan.
2. Faculty complete all elements of the Success Plan form except for the student plan of correction. Documentation must include the specific infraction warranting the success plan along with reference to the corresponding policy, objective, or standard that has been violated. Copies of the specific policy, objective, or standard may be included.
3. The expected behavior and consequence section is collaboratively developed by the faculty involved and the respective program director. The program director approves the corrective action plan before it is discussed with the student. Page 7 of 9
4. The faculty member meets with the student in a private space or over the phone and/or via webbased conferencing for online students to discuss the student's lack of progress in the course and go over objectives not met. At the faculty's discretion, a witness may be present.
5. The faculty member presents the success plan document to the student and discusses rationale for the plan, expected behavior, timeframe for re-evaluation, and consequences if not met. The student completes the student's plan section.
6. After discussion, the student signs the plan and is provided a copy of the plan. The student's signature documents that the student has had a chance to read and review the information; the signature does not indicate agreement.
7. Faculty and student plan to meet regularly throughout the remainder of the semester to go over student progress.
8. Copies will be shared with the program director, advisor, dissertation chair, and/or DNP mentor as appropriate. It is recommended the faculty member retain a copy of the plan until the student graduates or leaves the nursing program.
9. The Student Success Plan is maintained in the student's academic file. Patterns of behaviors will be monitored and reported throughout the student's tenure in the SON.

Behaviors involving sexual harassment, sexual misconduct, scholastic dishonesty, or other concerning behaviors will be reported to the Office of Judicial Affairs at <http://www.uttyler.edu/judicialaffairs/index.php>

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career.

This includes courses dropped at another 2- year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities.

If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second-class meeting of the semester

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

"Cheating" includes, but is not limited to:

- copying from another student's test paper.
- using, during a test, materials not authorized by the person giving the test.
- failure to comply with instructions given by the person administering the test.
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks

constitutes a violation if they have been specifically prohibited by the person administering the test.

- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program.
- collaborating with or seeking aid from another student during a test or other assignment without authority.
- discussing the contents of an examination with another student who will take the examination; Page 9 of 9
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors have designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student.
- substituting for another person or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment.
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program.
- falsifying research data, laboratory reports, and/or other academic work offered for credit.
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software

Regarding Assignments for Students Repeating the Course

Students repeating this course may not use previously submitted assignments nor utilize the same patients for an assignment. Submitting the same or slightly modified assignments from previous semesters is considered self-plagiarism and is subject to academic discipline, including failing the assignment or the course.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses
- UT Tyler Counseling Center (903.566.7254)
- UT Tyler Muntz Library (903 566-7343), Library Liaison for Nursing, Suzanne Abbey (903.566.7165) email: sabbey@uttyler.edu