



## Integrated Mental Health Care II

NURS 5373

Fall 2022

**Scheduled Class Days and Times: Online**

### **NURS 5373 Integrated Mental Health Care II**

**Instructor's Name:** Dr. Sandra Petersen, DNP, APRN, FNP-BC, GNP-BC, PMHNP-BE, FAANP (Section(s) 060, 061) Dr. Barbara Chapman, DNP, APRN, FNP-C, EBP-C, NHDP-BE, PMHNP-BC (Section(s) 060, 061)

**Office:** Virtual office hours (Required)

**Phone:** Dr. Petersen (214) 213-4726 Dr. Chapman (214) 259-5917

**Email:**

[Spetersen@uttyler.edu\\*](mailto:Spetersen@uttyler.edu)

[Bchapman@uttyler.edu\\*](mailto:Bchapman@uttyler.edu)

**Office Hours:** Virtual Office Hours (Required): Wednesday 6-7PM (CST). Wednesday 7-9PM by appointment, email faculty for appointment.

\*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)

### **Prerequisite**

NURS 5365, NURS 5367

**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, 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

### **APEA PMHNP Package**

#### **PLEASE WAIT FOR INSTRUCTIONS ON APEA PURCHASE**

1. Go to: <https://apea.com/products/collection/ut-tyler-88/>

#### **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 (20<sup>th</sup>). 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**

A = 90 to 100%

B = 80 to 89%      B is Passing

C = 70 to 79%

D = 60 to 69%



F = Below 60%

<b><u>GRADING ELEMENTS:</u></b>	<b><u>POINTS</u></b>
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%

Grades will not be rounded when calculating the average (79.5 is not rounded to 80, and 89.5 is not rounded to 90). The simple average of all unit grades, including a final must be at or above 80% to pass the course. Once the student has achieved a simple unit exam average of 80% or higher, course grades will be determined based on the weighted calculation of exams and other required course work. Students are required to achieve an average of 80% (B) to complete the course successfully

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.

	Zoom number and link all Meetings are on Wednesday 6pm-8pm.		Topic: Zoom Meeting Room Time: This is a recurring meeting  Weekly: Wednesday 6pm-8pm Mandatory Meetings
08/31/22	Intro to course requirements Zoom Meeting 08/31/22		Course expectations and Syllabus review – <b>Zoom</b> attendance is REQUIRED Syllabi Quiz topics will be reviewed.
Weekly APEA Domain assignments	Weekly	50%	Minimum submission grade is an 80%
09/05/22	Full Clinical schedule due	10%	You may not start your clinical rotations until you have submitted your Full Clinical schedule
10/26/22	Mid-term CPE by preceptor due	5%	Use course template
11/07/22	LAST DAY TO WITHDRAW		
	OSCE's	15%	TBD/ SUBJECT TO CHANGE
11/30/22	Summary of Clinical Hours/Preceptor Signature page	10%	
11/30/22	Final Preceptor CPE	5%	
11/30/22	Site Evaluation/Preceptor evaluation	5%	Use course template
12/10/22	End of 14 Week Session Hours		
			 

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.

**Attendance and Make-up Policy:** Attendance/participation is expected. Make-up for exams, quizzes, assignments, and missed clinical time is at the instructor's discretion.

### **Graded Course Requirements Information:**

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. Your full schedule is required to start your clinical rotation! You may not start your rotations until this schedule is submitted, it is 10% of your overall course grade.

**All students are required to have an active InPlace subscription.**

### **School of Nursing Policies and Additional Information:**

[https://www.utt Tyler.edu/nursing/college/student\\_guide\\_and\\_policies.php](https://www.utt Tyler.edu/nursing/college/student_guide_and_policies.php)

### **Student Resources to assist you in this course:**

[UT Tyler Student Accessibility and Resource \(SAR\) Office](#) (provides needed accommodations to students with document needs related to access and learning)

[UT Tyler Writing Center](#)

[The Mathematics Learning Center](#)

[UT Tyler PASS Tutoring Center](#)

[UT Tyler Supplemental Instruction](#)

[Robert Muntz Library](#) and [Library Liaison](#)

[Canvas 101](#) (learn to use Canvas, proctoring, Unicheck, and other software)

Digital Support Toolkit (for supported courses only. Students are automatically enrolled in the toolkit for supported courses)

LIB 422 -- Computer Lab where students can take a proctored exam

[The Career Success Center](#)

[UT Tyler Testing Center](#)

[Office of Research & Scholarship Design and Data Analysis Lab](#)

### **Resources available to UT Tyler Students**

[UT Tyler Counseling Center](#) (available to all students)

[TAO Online Support Center](#) (online self-help modules related to mental & emotional health)

[Military and Veterans Success Center](#) (support for all of our military-affiliated students)

[UT Tyler Patriot Food Pantry](#)



[UT Tyler Financial Aid and Scholarships](#)

[UT Tyler Registrar's Office](#)

[Office of International Programs](#)

[Title IX Reporting](#)

[Patriots Engage](#) (available to all students. Get engaged at UT Tyler.)

### **University Policies and Information-**

**Withdrawing from Class:** Students, you are allowed to [withdraw](#) (drop) from this course through the University's Withdrawal Portal. Texas law prohibits students 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 other 2-year or 4-year Texas public colleges and universities. Make sure to consider the impact withdrawing from this class has on your academic progress as well as the financial implications. We encourage you to consult your advisor(s) and financial aid for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). CAUTION #2: All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms.

**Final Exam Policy:** Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members are required to maintain student final examination papers for a minimum of three months following the examination date.

**Incomplete Grade Policy:** If a student, because of extenuating circumstances, is unable to complete all the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in lieu of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons prior to the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to complete all the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and

assign the appropriate grade. If a grade has not been assigned within one year, then the Incomplete will be changed to an F or NC if the course was originally taken under the CR/NC grading basis.

**Grade Appeal Policy:** UT Tyler's Grade Appeal policy requires the completion of a Grade Appeal form for this action to take place. The grade appeal begins with the instructor of your course. If you do not agree with the decision of the instructor, you may then move your appeal to the department chair/school director for that course. If you are still dissatisfied with the decision of the chair/director, you may move the appeal to the dean of the college offering that course, who has the final decision. Grade appeals must be initiated within sixty (60) days from the date of receiving the final course grade. The grade Appeal form is found on the [Registrar's Form Library](#).

**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:** The student's academic advisor and director of the respective nursing program are notified of the initiation of the success plan.

1. 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.
2. 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
3. The faculty member meets with the student in a private space or over the phone and/or via web-based 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.
4. 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.
5. 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.
6. Faculty and student plan to meet regularly throughout the remainder of the semester to go over student progress.

7. 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.
8. 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>

**Disability/Accessibility Services:** The University of Texas at Tyler has a continuing commitment to providing reasonable accommodations for students with documented disabilities. Students with disabilities who may need accommodation(s) in order to fully participate in this class are urged to contact the Student Accessibility and Resources Office (SAR) as soon as possible to explore what arrangements need to be made to ensure access. If you have a disability, you are encouraged to visit the SAR Portal (<https://hood.accessiblelearning.com/UTTyler/>) and complete the New Student Application. For more information, please visit the [SAR webpage](#) or call 903.566.7079.

**Military Affiliated Students:** UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with me if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make me aware of any complications as far in advance as possible. I am willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. Campus resources for military-affiliated students are in the [Military and Veterans Success Center \(MVSC\)](#). The MVSC can be reached at [MVSC@uttyler.edu](mailto:MVSC@uttyler.edu) or via phone at 903.565.5972.

**Academic Honesty and Academic Misconduct:** The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

**FERPA:** UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements in protecting your confidential information.

**COVID Guidance:** The UT Tyler community of Patriots respects the rights of others to wear a mask if they desire to do so. COVID guidelines may change as the situation warrants, and students should follow the instructions warranted by the situation.

**Absence for Official University Events or Activities:** This course follows the practices related to approved absences as noted by the Student Manual of Operating Procedures ([Sec. 1 -501](#)).

**Absence for Religious Holidays:** Students who anticipate being absent from class due to a religious holiday are requested to inform the instructor by the second class meeting of the semester.

**Campus Carry:** We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.