

**University of Nevada, Las Vegas
School of Nursing
Fall 2020**

COURSE NUMBER: NURS 799

COURSE TITLE: Psychiatric Mental Health Nurse Practitioner III
Psychotherapy and Non-pharmacologic Management Across the Lifespan

CREDIT HOURS: 6 credits
2 didactic credit hours and 4 clinical credit hours
45 clinical hours per clinical credit hour. Student is expected to complete 180 clinical hours

PREREQUISITES: NURS 796

COREQUISITES: None

PLACEMENT IN CURRICULUM: Fall

COURSE DESCRIPTION: Present non-pharmacological methodologies and interventions including individual therapies, group therapies, reminescent therapy, play therapy, family therapies, and complementary and alternative approaches. Exploration of appropriate clinical application of each therapeutic approach. The use of self, the therapist-patient relationship, phases of the therapeutic relationship, and teaching-coaching functions are included.

COURSE DELIVERY METHOD: On-line

COURSE LEARNING OUTCOMES	MSN PROGRAM LEARNING OUTCOMES	POST-MASTER'S CERTIFICATE LEARNING OUTCOMES	DNP PROGRAM LEARNING OUTCOMES
1. Synthesize knowledge of nonpharmacological modalities integrating theory, research and evidence-based clinical practice guidelines.	Integrate scientific findings from health and educational fields to include but not limited to nursing, social sciences and humanities	Competently assess, diagnose, prescribe, evaluate and create a holistic treatment plan	Provide evidence-based practice through the application of analytic methods, information system technology and clinical research
2. Design individual and family	Incorporate health related	Competently assess, diagnose, prescribe,	Provide evidence-based practice through

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psychotherapeutic management plans to provide safe, quality care to individuals and families	technologies to deliver coordinated care and analyze data to improve outcomes	evaluate and create a holistic treatment plan	the application of analytic methods, information system technology and clinical research
3. Apply selected strategies to provide counseling and health education across the lifespan to enable patients to maintain maximum level of wellness and minimize exacerbation of psychiatric mental health disorder	Utilize a systematic, scholarly approach to translate, apply and disseminate evidence-based research in clinical or educational settings	Develop and monitor a comprehensive holistic plan of care that address the health promotion and disease prevention needs of a diverse client population	Provide advanced nursing care to improve patient and population health care outcomes in various direct settings.
4. Apply selected strategies appropriate to individual and family approaches in acute and chronic mental health problems and psychiatric disorders across the lifespan.	Employ culturally appropriate skills in communicating and collaborating with interdisciplinary teams to achieve positive outcomes in clinical or educational settings.	Assess and monitor teaching/ learning needs in a diverse client population. Practice ethically in the conduct of research, management and clinical professional practice	Collaborate with inter-professional teams to meet health care needs of culturally and ethnically diverse individuals and populations
5. Display the professional behaviors required for and expected of the advanced practice registered nurse.	Model the professional role of an advanced practice nurse or nurse educator in daily practice.	Articulate the professional role, which includes the ethical code of conduct and scope of advanced practice.	Collaborate with inter-professional teams to meet the healthcare needs of culturally and ethnically diverse individuals and populations.

REQUIRED TEXTBOOKS

Wheeler, Kathleen.(2014) *Psychotherapy for the advanced practice psychiatric nurse* (2nd ed.). Springer Publishing, New York.

Tusaie, K. Fitzpatrick, J. eds (2017) *Advanced practice psychiatric nursing :integrating psychotherapy, psychopharmacology, and complementary and alternative approaches across the life span*. New York , Springer Publishing

Required Videos

(2015). Integrating Mindfulness into Counseling and Psychotherapy [Video file].

Psychotherapy.net. Retrieved November 14, 2018, from Kanopy.

<iframe width='640' height='390' src='https://unlv.kanopy.com/embed/186774' frameborder='0' allowfullscreen webkitallowfullscreen mozallowfullscreen></iframe>

(2006). Mixed Anxiety and Depression [Video file]. Psychotherapy.net. Retrieved November 14, 2018, from Kanopy.

<iframe width='640' height='390' src='https://unlv.kanopy.com/embed/95019' frameborder='0' allowfullscreen webkitallowfullscreen mozallowfullscreen></iframe>

(2007). Couples Therapy for Addictions [Video file]. Psychotherapy.net. Retrieved November 14, 2018, from Kanopy.

<iframe width='640' height='390' src='https://unlv.kanopy.com/embed/94893' frameborder='0' allowfullscreen webkitallowfullscreen mozallowfullscreen></iframe>

(2006). Outpatient Group Therapy [Video file]. Psychotherapy.net. Retrieved November 14, 2018, from Kanopy.

<iframe width='700' height='580' src='https://unlv.kanopy.com/embed/95191' frameborder='0' allowfullscreen webkitallowfullscreen mozallowfullscreen></iframe>

(2014). How Kids Manage Anger - Positive Discipline [Video file]. The Great Courses. Retrieved November 14, 2018, from Kanopy.

RECOMMENDED TEXTBOOK:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

TEACHING/LEARNING METHODS: Online theory instruction will utilize video, and interactive learning tools to deliver content. Precepted clinical experiences and associated clinical activities facilitate application of theory content.

EVALUATION METHODS:

The clinical portion will be graded as Pass/Fail. Students must pass the theory portion of this course with a grade of 83% or above and receive a PASS grade in this clinical in order to pass the course. Failure of the clinical component will result in failure of the entire course regardless of numerical average.

Students will be evaluated and graded through the following methods:	PERCENT OF FINAL GRADE
Discussion Board	25%
Counseling Video with SP	25%

Efficacy Paper	25%
Evidence-based Discussion	25%
Clinical Requirements (180 hours, in addition to clinical requirements 1-8)	PASS/FAIL
Syllabus Contract	PASS/FAIL
	100%

Clinical Requirements	Grading
E*Value Weekly Logs	PASS/FAIL
Student Accountability Logs (3)	PASS/FAIL
SOAP Notes	PASS/FAIL
Reflective Journals (2)	PASS/FAIL
Clinical Evaluations (Preceptor[s] and Instructor): Midterms and Finals	PASS/FAIL
Other Required Clinical Paperwork: Student Information Worksheet(s), Attestation for Delivery of Syllabus and Cover Letter to Preceptor(s), Student Evaluation of Preceptor(s) and Clinical Site(s),	PASS/FAIL

GRADING SCALE:

Grades will not be increased to the next highest number, for example 82.99% will not be rounded off to become 83%.

100 – 93 = A	87 – 83 = B	77 – 75 = C	67 – 63 = D
92 – 90 = A-	82 – 80 = B-	74 – 70 = C-	62 – 60 = D-
89 – 88 = B+	79 – 78 = C+	69 – 68 = D+	< 60 = F

PASSING GRADE:

A "B" or 83% is the minimum grade necessary to pass all graduate courses.

UNIVERSITY POLICIES

Please see the [Student Syllabus Policies Handout](https://www.unlv.edu/sites/default/files/page_files/27/SyllabiContent-MinimumCriteria-2018-2019.pdf) for select, useful information for students. This document can be found at: https://www.unlv.edu/sites/default/files/page_files/27/SyllabiContent-MinimumCriteria-2018-2019.pdf

SCHOOL OF NURSING POLICIES

Civility -- The University of Nevada, Las Vegas School of Nursing defines civility by respecting others and honoring differences to provide a safe and supportive learning and work environment. Civility encompasses behaviors expected by the profession of nursing, which includes students, faculty, and staff members. The UNLV SON expects students to demonstrate civil behavior at all times.

Teaching Evaluations – In order to evaluate the effectiveness of teaching at UNLV, it requires course evaluations to be administered at the end of each course. Teaching evaluations are a very

important piece of assessment data and it is important that the reliability, validity, and legitimacy of these instruments be maintained.

Your evaluation of instruction is a vital part of maintaining and improving the nursing program's quality and a professional responsibility as well. Your instructors give great weight to your assessments and suggestions for course improvement. Each semester, we modify the courses based on these evaluations so that the courses are improved for the incoming class of students, a type of continuous quality improvement. Finally, the Commission on Collegiate Nursing Education bases part of its accreditation of our program on whether we make course improvements responsive to student evaluations. We appreciate your assistance with this important part of your student career.

UNLV School of Nursing
Evaluation of Instruction Questions
Delivered on-line by the UNLV Evaluation & Assessment Center

1. *This course increased my knowledge.*
2. *The course provided sufficient opportunity for me to learn.*
3. *The course challenged me intellectually.*
4. *The instructor made a significant impact on my understanding of course content.*
5. THE COURSE OBJECTIVES WERE CLEAR.
6. MY GRADES ADEQUATELY REFLECTED THE QUALITY OF MY PERFORMANCE IN THIS COURSE.
7. THE INSTRUCTOR'S EXPECTATIONS FOR ASSIGNMENTS WERE CLEAR.
8. THE INSTRUCTOR'S ASSESSMENTS REFLECTED WHAT WAS COVERED IN THE COURSE.
9. The instructor was well prepared for each session.
10. The instructor's explanations were clear.
11. The instructor was concerned with whether or not the students learned the material.
12. The instructor was available for consultation with students.

Key-- color or font: *Learning Ratings* ASSESSMENT RATINGS Instruction Ratings

MSN and/or DNP Student Handbook: You are responsible for reviewing the current student handbook for your specific program(s) for the School of Nursing as well as the UNLV Graduate Catalog. Throughout your program, you must follow all policies within these publications.

Confidentiality: An important part of nursing ethics is maintaining the client's confidentiality. Therefore, written work submitted to the instructor must never contain his/her full name. Clients' problems must not be discussed with family or friends. If the School ascertains that a client's confidentiality has been violated, the student violating the confidence will be subject to disciplinary action.

Instructor Response Time: For e-mails sent Monday through Friday (8 a.m. to 4 p.m.), instructors will respond within 24 hours. For e-mails sent on weekends and holidays, expect a response within 48 hours.