

LSC Use Only Proposal No:  
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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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 432 Psychiatric / Mental Health

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)	<i>Theresa Gropelli</i>	2/23/12
Department Chairperson(s)	<i>Elizabeth Palmer</i>	10/3/12
College Curriculum Committee Chair	<i>Jan K. Wachtel</i>	11/12/12
College Dean	<i>Mary E. Sunde</i>	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	<i>Gail S Sechrist</i>	2/12/13

Please Number All Pages

Received

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JAN 28 2013

NOV 15 2012

Liberal Studies Liberal Studies

## Part II. Description of Curriculum Change

### 1. New syllabus of record:

#### I. CATALOG DESCRIPTION

NURS 432 Psychiatric/Mental Health

2 class hours  
0 lab hours  
2 credits  
(2c-0l-2cr)

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

COREQUISITE: NURS 433

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

#### II. COURSE OUTCOMES

Students will be able to:

1. Differentiate the roles and functions of the psychiatric nurse generalist and advanced practice psychiatric nurse.
2. Select appropriate patient and family centered interventions utilizing therapeutic communication to nurse/client interaction in various psychiatric settings.
3. Assimilate evidence-base practice through critical reasoning for optimal psychiatric nursing care.
4. Engage in self assessment regarding attitudes, values, and beliefs about clients with psychiatric problems.
5. Select appropriate nursing interventions that include family role in the health of clients with psychiatric problems
6. Examine the impact of culture, societal values and economics on the mental health care delivery system.

#### III. COURSE OUTLINE

- |  |      |
|--|------|
| <p>A. Introduction to Psychiatric Nursing</p> <ol style="list-style-type: none"> <li>1. Roles of the psychiatric nurse</li> <li>2. Mental health promotion across life span</li> <li>3. Legal issues: psychiatric nursing and the law</li> </ol> | 1 hr |
| <p>B. Mental Health Delivery</p> <ol style="list-style-type: none"> <li>1. Access to service</li> <li>2. Reimbursement</li> <li>3. Cultural issues/Self awareness</li> </ol>   | 1 hr |

- C. Therapeutic Communication in the Psychiatric Setting 2 hr
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
- D. Conceptual Models of Treatment 2 hr
1. Overview of psychiatric nursing interventions
  2. Health promotion/health teaching
  3. Crisis intervention
  4. Case management
  5. Group therapy
  6. Family therapy
  7. Cognitive behavioral therapy
- E. Anxiety and Anxiety Disorders 2 hr  
(Generalized anxiety disorders, panic disorder with and without agoraphobia phobias, obsessive compulsive disorder, and post traumatic stress disorder)
1. Etiology/pathophysiology
  2. Effects of aging
  3. Clinical manifestations
  4. Interdisciplinary care and communication
  5. Independent nursing care including interventions, patient teaching, quality and safety considerations, cultural considerations, social concerns, and individual stressors
  6. Discharge planning/home care
  7. Evidence-based practice considerations
  - 8.
- Exam #1** 1 hr
- F. Personality Disorders – Clusters A, B, C 1 hr
1. Etiology/pathophysiology
  2. Effects of aging
  3. Clinical manifestations
  4. Interdisciplinary care and communication
  5. Independent nursing care including interventions, patient teaching, quality and safety considerations, cultural considerations, social concerns, and individual stressors
  6. Discharge planning/home care
  7. Evidence-based practice considerations
- G. Mood Disorders 2 hr  
(Major depression, Bipolar disorder, and special population considerations)
1. Etiology/pathophysiology
  2. Effects of aging
  3. Clinical manifestations
  4. Interdisciplinary care and communication
  5. Independent nursing care including interventions, patient teaching, quality and safety considerations, cultural considerations, social concerns, and individual stressors
  6. Discharge planning/home care
  7. Evidence-based practice considerations

- H. Suicide and Aggressive Behavior 2 hr  
 (Incidence in special populations: Gay Adolescent, Older Adult, Domestic violence, & Elder abuse)
1. Etiology/pathophysiology
  2. Effects of aging
  3. Clinical manifestations
  4. Interdisciplinary care and communication
  5. Independent nursing care including interventions, patient teaching, quality and safety considerations, cultural considerations, social concerns, and individual stressors
  6. Discharge planning/home care
  7. Evidence-based practice considerations
- I. Schizophrenia and Other Psychotic Disorders 2 hr
1. Etiology/pathophysiology
  2. Effects of aging
  3. Clinical manifestations
  4. Interdisciplinary care and communication
  5. Independent nursing care including interventions, patient teaching, quality and safety considerations, cultural considerations, social concerns, and individual stressors
  6. Discharge planning/home care
  7. Evidence-based practice considerations
- J. Delusional Disorders .5 hr
1. Etiology/pathophysiology
  2. Effects of aging
  3. Clinical manifestations
  4. Interdisciplinary care and communication
  5. Independent nursing care including interventions, patient teaching, quality and safety considerations, cultural considerations, social concerns, and individual stressors
  6. Discharge planning/home care
  7. Evidence-based practice considerations
- K. Mental Illness Due to a General Medical Condition 1 hr  
 (Psychological responses to physical illness)
1. Cardiovascular
  2. Neurological
  3. Chronic pain
  4. Co-occurring disorders
- Exam #2** 1 hr
- L. Somatoform Disorders/Dissociative Disorders 1 hr
1. Etiology/pathophysiology
  2. Effects of aging
  3. Clinical manifestations
  4. Interdisciplinary care and communication
  5. Independent nursing care including interventions, patient teaching, quality and safety considerations, cultural considerations, social concerns, and individual stressors

6. Discharge planning/home care
  7. Evidence-based practice considerations
- M. Eating Disorders 2 hr  
 (Anorexia, Bulimia, and Compulsive overeating)
1. Etiology/pathophysiology
  2. Effects of aging
  3. Clinical manifestations
  4. Interdisciplinary care and communication
  5. Independent nursing care including interventions, patient teaching, quality and safety considerations, cultural considerations, social concerns, and individual stressors
  6. Discharge planning/home care
  7. Evidence-based practice considerations
- N. Sexual and Gender Disorders 1.5 hr  
 (Disorders of sexual functioning, sexual identity issues, gender identity issues and paraphilias)
1. Etiology/pathophysiology
  2. Effects of aging
  3. Clinical manifestations
  4. Interdisciplinary care and communication
  5. Independent nursing care including interventions, patient teaching, quality and safety considerations, cultural considerations, social concerns, and individual stressors
  6. Discharge planning/home care
  7. Evidence-based practice considerations
- O. Substance Abuse Disorders 2 hr
1. Etiology/pathophysiology
  2. Effects of aging
  3. Clinical manifestations
  4. Interdisciplinary care and communication
  5. Independent nursing care including interventions, patient teaching, quality and safety considerations, cultural considerations, social concerns, and individual stressors
  6. Discharge planning/home care
  7. Evidence-based practice considerations
- P. Disorders of Childhood 2 hr  
 (Depression, Autistic disorder, Adjustment disorder, Disorders of conduct, and Attention deficit disorder)
1. Etiology/pathophysiology
  2. Effects of aging
  3. Clinical manifestations
  4. Interdisciplinary care and communication
  5. Independent nursing care including interventions, patient teaching, quality and safety considerations, cultural considerations, social concerns, and individual stressors
  6. Discharge planning/home care
  7. Evidence-based practice considerations

- Q. Delirium/Dementia 1 hr
1. Etiology/Pathophysiology
  2. Effects of aging
  3. Clinical manifestations
  4. Interdisciplinary care and communication
  5. Independent nursing care including interventions, patient teaching, quality and safety considerations, cultural considerations, social concerns, and individual stressors
  6. Discharge planning/Home care
  7. Evidence-based practice considerations

**Final Exam** 2 hr

#### IV. EVALUATION METHODS

An example evaluation method is as follows:

- Exam 1 - 30%
- Exam 2 - 30%
- Final Exam - 40%

#### VIII. EXAMPLE GRADING SCALE

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

NOTE: for a student whose average 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.

#### IX. UNDERGRADUATE COURSE ATTENDANCE POLICY

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

#### X. REQUIRED TEXTS

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

Elsevier Mosby

#### XI. SPECIAL RESOURCE REQUIREMENTS

None.

## **XII. BIBLIOGRAPHY**

- Apostolo, J. A., & Kolcaba, K. (2009). The effects of guided imagery on comfort, depression, anxiety and stress of psychiatric in patients with depressive disorders. *Archives of Psychiatric Nursing*, 23(26), 403-411.
- Bonner, G., Wellman, N. (2010). Post incident review of aggression and violence in mental health settings. *Journal of Psychosocial Nursing and Mental Health Services*, 48(7), 35-40.
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- Collins-Hunt, D., (2011). Young-onset dementia: A review of the literature and what it means to clinicians. *Journal of Psychosocial Nursing and Mental Health Services*, 46(4), 29-33.
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- Liehr, P., & Diaz, N. (2010). A pilot study examining the effect of mindfulness on depression and anxiety for minority children. *Archives of Psychiatric Nursing* 24(1), 69-71.
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- McGuinness, T. M., & Lewis, S. (2010). Update on vaccines and autism. *Journal of Psychosocial Nursing and Mental Health Services*, 48(6), 15-18.
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- Nayback, A. M. (2009). Posttraumatic stress: A concept analysis. *Archives of Psychiatric Nursing*, 23(3), 210-219.
- Rice, M. (2008). Evidence-based practice in psychiatric care: Defining levels of evidence. *Journal of the American Psychiatric Nurses Association*, 14(3), 181-187.
- Sorrell, J. M. (2011). Caring for older adults with bipolar disease. *Journal of Psychosocial Nursing and Mental Health Services*, 49(6), 38-43.
- 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.
- Wieseke, A., Bantz, D., & May, D. (2011). What you need to know about bipolar disorder. *American Nurse Today*, 6(7), 8-12.



**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. 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. Bulimia	
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:

#### 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.

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- 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.
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- 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.
- 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.

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

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

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