



Course Information

Course Description

This course focuses on the development of advanced practice nursing skills in mental health. Specifically, the application of evidence-based knowledge and critical thinking skills in providing clinical management of individuals with common psychiatric-mental health problems across all age groups. Development assessment, crisis intervention, pharmacological management, and therapies are discussed as well as consultation and referral to other mental health professionals

Course Credits

Three Semester Credit Hours (3-0-0)

Prerequisite and Co-requisite Courses

Prerequisite: Graduate status. NUR 6318, NUR 6324 and NUR 6331.

Corequisites: None

Prerequisite Skills

Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of on-line course delivery. Computer access requirements are further delineated in the Graduate Handbook, but this course requires **document scanning and pdf abilities**. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Graduate Nursing Handbook should be reviewed before taking this course https://www.angelo.edu/dept/nursing/student_resources/grad_info.php

MSN Program Outcomes

Upon completion of the program of study for the Generic BSN, the graduate will be prepared to:

1. Integrate nursing and related theories into the planning and/or delivery of safe nursing care.
2. Engage leadership concepts, skills and decision-making in the planning and/or implementation of patient safety and quality improvement initiatives.

3. Identify and appraise best research evidence to improve and promote quality patient outcomes.
4. Utilize technology to access information, evaluate patient data and/or document care.
5. Participate in political/legislative processes to influence healthcare policy.
6. Engage in effective collaboration and communication within interdisciplinary teams.
7. Design and/or implement health promotion & disease prevention strategies for culturally competent care.
8. Demonstrate standards of professional, ethical, and legal conduct.
9. Practice and/or coordinate, at the level of the baccalaureate prepared nurse, to plan and/or implement patient centered care.

Student Learning Outcomes

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

Student Learning Outcomes By the end of this program the student should be able to	Assessment(s) or activities validating outcome achievement:	Mapping to MSN Program Outcomes	Mapping to AACN Essential	Mapping to NONPF Competencies
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1. Screen, diagnose and manage commonly occurring stress and psychiatric disorders using the DSM-5 2. Effectively demonstrate satisfactory psychiatric evaluations.	Psychiatric interviews, Reading assignments, genogram, PowerPoint, articles, handouts, screening tools, Db, CDM, videos, reflective journaling	1, 5, 7	1, 5, 7	Independent Practice 1 Scientific Foundations 1, 3, 4
3. Use evidence-based psychopharmacological and non-pharmacological interventions in the management of commonly occurring stress and psychiatric illnesses.	Reading assignments, PowerPoint, articles, handouts and screening tools, treatment and medication management, and referral exercises, Db, CDM, reflective journaling	2, 4, 5, 9	2, 4, 5, 9	Independent Practice 2
4. Advocate for mentally ill patients, through system level policy development	Db, literature search, case studies, letter to the editor/legislature, policy development, reflective journaling	3, 6, 8	3, 6, 8	Practice Inquiry 5. Policy 4

Course Delivery

This is a clinical practicum nursing course that involves direct delivery of patient care services.

Required Texts and Materials

Required (you can use hard copies or digital editions)

American Psychological Association (May 27, 2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th ed. (DSM-5)*. American Psychiatric Publishing; **ISBN-10:** 0890425558; **ISBN-13:** 978-0890425558

American Psychological Association (2010). *Publication Manual of the American Psychological Association 6th ed.* American Psychological Association Washington, DC: Author. ISBN-10 1433805626

Carvalho, A. F. and McIntyre, R. S. (2017). *Mental Disorders in Primary Care: A Guide to Their Evaluation and Management, 1st Ed.* Oxford University Press. ISBN-13: 978-0198746638

Finney, K. (2018). *Basic Psychopharmacological Principles.* Cognella Academic Publishing. ISBN-13: 978-1516516643

Clabby, J. F. (2011). *Two Minute Talks to Improve Psychological and Behavioural Health.* CRC Press. ISBN: 9781846193699

Highly Recommended

Anasari, A., and Osser, D. (2015). *Psychopharmacology: A concise overview for students and clinicians, 2nd ed.* CreateSpace. ISBN: 9781503171114

Stahl's essential psychopharmacology: Neuroscientific Basis and Practical applications, 4th ed. Cambridge University Press; **ISBN-10:** 1107686466 **ISBN-13:** 978-1107686465

OTHER REQUIRED MATERIALS

- Computer with Windows Operating System or Mac
- **Mozilla Firefox is the recommended browser for Bb.**
- High Speed Internet Access
- Webcam (Logitech highly recommended)
- Audio recording device such as computer MP3 capability
- Logitech USB microphone headset
- Genogram software
- **Document Scanner or ability to pdf documents**

Refer to Angelo State University's Distance Education website for further technology requirements: http://www.angelo.edu/distance_education/

Technology Requirements

It is the student's responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU's Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the "**Technology Support**" tab from the Blackboard homepage (<http://www.blackboard.angelo.edu>) Select "**Browser Test**" option.

Refer to Angelo State University's Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

Topic Outline

Is located at the end of the syllabus in the course calendar.

Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: **All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.**

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.

Use Good "Netiquette":

Use Good "Netiquette": The online setting of our course promotes the advancement of knowledge through positive and constructive discussion. Professional netiquette should be used when communicating with students and faculty online, including discussions and emails. Basic academic rules of good behavior and proper "Netiquette" are required and must prevail. Students should be timely in their online communication and should ensure to post discussion responses and replies on time. **Students should not discuss confidential information in discussion responses and replies.** The absence of face-to-face interaction increases the likelihood of misinterpretation. Avoid using offensive language, excessive exclamation points, all caps, humor and sarcasm, acronyms, emojis, and slang. Watch your "tone"- it can be very easy to misinterpret someone's meaning online. Never write anything that you would not want posted on the wall of a face- to-face classroom. Recognize and value the experiences, abilities, and knowledge each person brings to class. Remember that there is a real live person to be treated with respect at the other end reading your posts and emails. If you disagree with ideas, state opposing argument in a diplomatic and respectful manner. Think about what you have written before you submit it. Be concise, use appropriate formatting, proofread and spell check your message.

Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

COURSE RUBRIC

EVALUATION and GRADING	%
Orientation exam	05%
Psychiatric Interview videos (2) with genogram.	13%
Advocacy Paper or Legislative Day Attendance	10%
Reflective journaling (2 @ 5 % each)	10%
Midterm Survey	02%
IDEA Survey	05%
Psychopharmacology Management AND Evaluation (includes pre/post evaluations)	15%
Clinical Decision Making (CDMs) Exams (2@7.5 % each)	15%
Group work assignments (3 total)	15%
Discussion Boards (DB) (5 total)	15%
Total	105%

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

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The following grading scale is in use for didactic courses:

A = 90-100 percent

B = 80-89 percent

C = 70-79 percent

F = <70 percent

Teaching Strategies and Methods

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

***Please note: Rubrics for all assignments and activities are located in Blackboard**

Discussion Board Activities:

Discussion Boards provide an avenue for synthesis of material / information. A Discussion Board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others’ opinions and ideas in a healthy and productive learning environment.

Students are expected to respond to all discussion board assessments using the “**Discussion Board Rubric**” to support individual answers to the assigned questions throughout this course.

Please remember that I am your **best source** of help and information. If you are struggling with a topic, do not get behind. I am available to you by email at all times, within the parameters discussed under “attendance.” When you email me, I will do my very best to provide you with a response as quickly as possible. During exam times, I check my email frequently in case a problem has come up. Call IT and obtain a case number, if you are having technology issues. Although a phone call is the preferred method of contact in these instances, I will respond as soon as I have read the email. Phone calls during instances of exam difficulty will be answered if made between the hours of 8 a.m. and 10 p.m.

PROCESS

- This course must be completed in order via Learning Modules.
- Each learning module contains the same type of materials, in the same order: overview, reading assignments, PowerPoint’s, web resources/videos, articles, etc.
- Week I begins with student introductions, an initial survey of the course and course requirements (all under orientation), and an introduction to the DSM-5 manual and more. You will have an opportunity to post any questions you have about the course, requirements, content, etc. during this week. Other questions can be posted as the semester progresses.
- There are one clinical decision making (CDM) assignment. This assignment is designed to evaluate your ability to formulate appropriate questions for acquisition of pertinent clinical information; cluster the information you receive into probable diagnosis, develop rule outs and differential diagnoses, and utilize diagnostic data as part of your decision making, and offer rationales as to your thought process during this clinical

reasoning exercise. Information regarding the purpose, structure, due dates, instructions for completion, and grading rubric is available under the “COURSE ASSIGNMENTS” link within the course.

- The discussion board, module assignments, group work will be utilized to hone skills needed to incorporate knowledge acquired from other courses (pathophysiology, pharmacology, theory/research/ethics), and individual readings into your overall assessment of a patient for a more holistic approach to patient management. Information regarding the purpose, structure, due dates, instructions for completion, and grading rubric is available under the “COURSE ASSIGNMENTS” link within the course.
- Two simulated psychiatric patient video interviews will evaluate your ability to establish rapport, produce a genogram, elicit relevant information, and guide an interview, as well as develop rule outs and differentials for the complaint given. Information regarding the purpose, structure, due dates, instructions for completion, and grading rubric is available under the “ASSIGNMENT & RUBRIC” link within the course.
- Psychopharmacology management exercises and group work will introduce the student commonly used psychiatric medications prescribed in primary care. Evaluations include safe management of these drugs via case scenarios and prescribing exercises/evaluations
- The letter to the editor/legislature will provide the student with the opportunity to advocate for a systems level change in healthcare policy **or** the student may choose to participate in policy development by attending “legislative” day at the capital.
- Healthcare is team oriented; everyone has a role in the group process. Group work builds teams and assists the student in learning various roles when developing and managing assignments. In the group settings ideas and collaboration should flow freely.

PLAN IN ADVANCE FOR THE POSTED DUE DATES

The best process for success is that you complete each of the following for every topic:

- Review each PowerPoint lecture as soon as it becomes available and use your reading, weblinks, and video links to add the details to the outlines provided in those lectures.
- Post questions about your readings to the “I have a question” discussion board.
- Review all additional material provided for each topic and post any questions or comments you may have to the “I have a question” discussion board.

Memorize the common signs/symptoms/timeframes associated with mental health disorders specific to the weekly topic and practice formulating rule outs and differentials based on age, gender, and risk.

Assignment Submission

In this class, some assignments may need to be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Other assignments will be submitted to your instructor in the clinical setting. Please review the individual assignment rubrics for submission guidelines. Issues with technology arise from time to time. If a technology issue does occur regarding an assignment submission, email me at

drich@angelo.edu and attach a copy of what you are trying to submit. **Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue.**

This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

Communication with the instructor is essential to prevent loss of points. Life happens regardless of what you are doing. Please let the instructor know if you are having issues, so that an extension may be given if needed.

Failure to submit your assessments/assignments on the assigned date will result in a **two-point deduction for each day** after the posted deadline. No papers or postings will be accepted more than one week past the assigned due date (**without prior faculty approval**) and a grade of zero (0) will be given.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)¹
- [Angelo State University Catalog](#)²
- [Undergraduate Nursing Student Handbook](#)³

Student Responsibility and Attendance

This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assessments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times.

The expectation is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average. Collaborate sessions may be conducted on a regular basis or as deemed necessary by faculty. Student participation is expected.

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day⁴](#) for more information.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity⁵](#).

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy⁶](#) in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the [ASU Writing Center⁷](#).

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as

provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#).⁸ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#)⁹ for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

Nursing Weblink

- [Board of Nursing for the State of Texas](#)¹⁰

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171). For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Grading Rubrics are located in Blackboard

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

End of Syllabus

- ¹ <https://www.angelo.edu/student-handbook/>
- ² <https://www.angelo.edu/catalogs/>
- ³ <https://www.angelo.edu/dept/nursing/handbook/index.php>
- ⁴ <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>
- ⁵ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>
- ⁶ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>
- ⁷ https://www.angelo.edu/dept/writing_center/academic_honesty.php
- ⁸ <https://www.angelo.edu/services/disability-services/>
- ⁹ <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>
- ¹⁰ <https://www.bon.texas.gov/>