

<b>ORIGINATOR'S SECTION:</b>	
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016
2. Current Course abbreviation and Number: NURS 534B	

**TYPE OF CHANGE(S).** Check  all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input checked="" type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input checked="" type="checkbox"/>	Add Corequisite	<input checked="" type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input checked="" type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input checked="" type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input checked="" type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section– both current and new – is required only for items checked () above.

**NEW INFORMATION:**

**CURRENT INFORMATION:**

<b>3. Title:</b>	Course abbreviation and Number:
Advanced Practice Management of Mental Health Clients and Families Across the Life Span II	Title: <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i>  Advanced Mental Health Management of Groups and Families Across the Life Span
<b>4. Abbreviated Title for Banner</b> <i>(no more than 25 characters):</i>	Abbreviated Title for PeopleSoft: <i>(no more than 25 characters, including spaces)</i> <b>Adv MH Mgmt of Groups Fams</b>
<b>5. Number of Units:</b>	Number of Units:
<b>6. Catalog Description:</b>  This course is the advanced study of the management of clients with complex mental health needs by Advanced practice nurses in primary and specialty clinics, schools, faith communities and public health, home health and hospice agencies The role of the APN in health promotion, assessment, diagnosis, and management of client problems including the prescription of pharmacological agents in the community/home setting will be examined. The emphasis will be on the development of sound clinical decision making and diagnostic reasoning skills. Theory, research and best practices for the care of individuals, families and aggregates across the lifespan are examined with an emphasis on collaboration with the multidisciplinary team to provide quality, cost-effective care in the community/home setting.	<b>Catalog Description:</b> <i>(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)</i>  An in-depth exploration of the psychotherapeutic treatment modalities for groups and families experiencing acute and chronic mental health needs. Theory, research, and best practices are examined with an emphasis on collaboration with the multidisciplinary team to provide quality, cost-effective care. <i>Prerequisite NURS 532B Corequisite NURS 535C</i>

\*If Originator is uncertain of this entry, please consult with Program Director/Chair.

**CURRENT INFORMATION:**

**NEW INFORMATION:**

7. Mode of Instruction\* (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture			Lecture		
Activity			Activity		
Lab			Lab		

8. Grading Method:\*  
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)  
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)  
 Credit/No Credit Only (C)  
 Credit/No Credit or Report-in-Progress Only (CP)

Grading Method:\*  
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)  
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)  
 Credit/No Credit Only (C)  
 Credit/No Credit or Report-in-Progress Only (CP)

9. If the NP or CP grading system was selected, please explain the need for this grade option.

10. Course Requires Consent for Enrollment?  
 Yes  No  
 Faculty  Credential Analyst  Dean  
 Program/Department/Director/Chair

Course Requires Consent for Enrollment?  
 Yes  No  
 Faculty  Credential Analyst  Dean  
 Program/Department/Director/Chair

11. Course Can be Taken for Credit More than Once?  
 Yes  No  
 If yes, how many times (including first offering)

Course Can be Taken for Credit More than Once?  
 Yes  No  
 If yes, how many times (including first offering)

12. Is Course Cross Listed:  Yes  No  
 If yes, indicate which course

Is Course Cross-listed?  Yes  No  
 If yes, indicate which course and check "yes" in item #17 below.

13. Prerequisite(s):  
 NURS 502, 503A, 504, 506

Prerequisite(s):  
 NURS 532B

14. Corequisite(s): NURS 535B

Corequisite(s): NURS 535C

15. Documentation attached:  
 Syllabus  Detailed Course Outline

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
 (Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)?  Yes  No  
 If yes, please specify:

This is a required course in the MSN program concentration for Advanced Practice Nursing in the Psychiatric Mental Health Nurse Practitioner Track and Post Certificate Program.

17. Does this course change impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Check "yes" if the course is cross-listed.  Yes  No  
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Support \_\_\_\_\_ Oppose \_\_\_\_\_

Discipline \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Support \_\_\_\_\_ Oppose \_\_\_\_\_

18. Reason(s) for changing this course:  
 The course was updated to be in alignment with the new curricular standards from the National Organization of Nurse Practitioner Faculties (2013) and the ANCC National credentialing exam.

SIGNATURES : (COLLEGE LEVEL) :

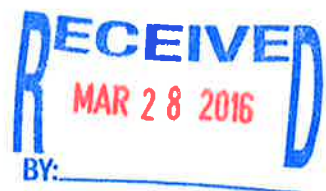
(UNIVERSITY LEVEL)

CURRENT INFORMATION

- 1. Originator (Please Print) Lydia Greener / McHenry 3-16-16  
Date
- 2. Program Director/Chair Jenise Moore 3/16/16  
Date
- 3. College Curriculum Committee Jim Nava 3/16/16  
Date
- 4. College Dean (or Designee) Denise Guis 3/17/16  
Date

NEW INFORMATION:

- 5. UCC Committee Chair \_\_\_\_\_ Date
- 6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date
- 7. President (or Designee) \_\_\_\_\_ Date



**CSUSM School of Nursing**  
**NUR 534B: Advanced Mental Health Management of Groups and Families Across the Life Span**  
**Course Syllabus**

**Faculty:**

Professor:  
 Phone:  
 Email:  
 Office Hours:

Course Units: 2 Units  
 Course Day and Time:  
 Course Location: TBA

**Course Description:**

An in-depth exploration of the psychotherapeutic treatment modalities for groups and families experiencing acute and chronic mental health needs. Theory, research, and best practices are examined with an emphasis on collaboration with the multidisciplinary team to provide quality, cost-effective care.

Prerequisite: NURS 532B Co-requisite: NURS 535C

<b><u>Student Learning Outcomes:</u></b>	<b><u>Graduate PSLOs:</u></b>
<p>Upon successful completion of this course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Collaborate with the interdisciplinary team to implement selected culturally-appropriate group and family treatment modalities with clients who have a range of psychiatric diagnoses across the lifespan.</li> <li>2. Evaluate the evidence for selected group and family treatment modalities.</li> <li>3. Discuss the role of theory, research, and evidence-based practices in the care of groups and families with psychiatric symptoms and/or disorders.</li> <li>4. Describe the quality and cost implications of selected group and family treatment modalities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply theoretical and empirical knowledge at the advanced level.</li> <li>2. Conduct and critically analyze research to apply sound clinical decision-making.</li> <li>3. Recognize team dynamics and develop care management plans.</li> <li>4. Evaluate health care professional collaboration to improve and formulate health care delivery systems.</li> <li>5. Recognize diversity and provide culturally sensitive care.</li> </ol>

**University and Program Policies (those marked with an \* are required elements of the syllabus)**

**Please note this syllabus is subject to change by faculty.**

**\*University Credit Hour:**

Students are expected to spend a minimum of two hours outside of the classroom for each unit of credit engaged in learning. This course is a 2 unit course requiring 4 hours per week of student learning outside of class.

**\*Special Assistance:**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, and by email sent to [dss@csusm.edu](mailto:dss@csusm.edu). Students authorized by DSS to receive reasonable accommodations should meet with faculty during office hours in order to ensure confidentiality.

**\*Social Media:**

The CSUSM SON Social Media Policy (available in the Student Handbook and posted in the Cougar Course) and will be followed by all students.

**\*Attendance Policy:**

All students are expected to attend each scheduled class meeting. If you will be absent for any reason you must contact the instructor via cell phone and e-mail with as much advance notice as possible. The format of this course is interactive and the absence of any student will impact the experience for all.

**\*Late Work:**

Work that is submitted after the posted due-date will not be accepted unless otherwise stipulated below.

**\*Civility and CSUSM Community Values:**

CSUSM strives to be a community where students demonstrate respect, for oneself, and for others. Treatment of others with dignity, and behaviors which promote a physically and psychologically safe, secure, and supportive climate is expected of all students. Enabling all community members to engage as full and active participants where the free flow of ideas is encouraged and affirmed.

**\*University Writing Requirement:**

Written assignments in this course fulfill the 2500 word requirement and must follow APA guidelines. Please refer to the required 6<sup>th</sup> edition of the APA Publication Manual.

**\*Student Academic Honesty Policy:**

Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University. For more information, refer to the full Academic Honesty Policy at

[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

**\*Confidentiality:**

Students will maintain confidentiality on all personal and sensitive information obtained in this course. This includes, but is not limited to, avoiding discussions that would allow others to identify the subject of the information and removing names from course papers/class assignments. To discuss patient information in a student forum you may use initials or a name that is not the patient's. Failure to protect the privacy of others is a violation of the Health Information Protection and Privacy Act (HIPPA).

**\*Core Competencies:**

The National Organization of Nurse Practitioner Faculties (NONPF) and the American Association of Colleges of Nursing (AACN) developed the nine core competencies for all nurse practitioners and population focused competencies for psychiatric mental health nurse practitioners and other nurse practitioners. The Competencies can be found in the CSUSM Graduate Student Handbook. Appendices are incorporated in the specific objectives and expected learning outcomes in all courses and in the program. Students are responsible for reviewing the competencies at the beginning of each semester as part of their ongoing self evaluation during their course of study.

**Course Expectations:**

1. This course will provide experiences in a variety of participatory activities including group work, discussion and lecture. Students are expected to prepare for and participate actively in class and during discussions.
2. Class participation includes respectful and receptive attitudes toward classmates and the professor. **All cellular phones, pagers, beepers, and other such electronic equipment used to communicate text messages to others are to be turned off during class periods.**
3. All written assignments are to be submitted typed in 12-point font (Ariel or New Times Roman) and double spaced. Students are required to follow the writing and citation directions found in the most recent edition of the American Psychological Association Publication Manual. All papers are due by midnight on the day the assignment is due unless by other prior arrangement with the instructor. If illness or an emergency situation should occur, please contact the instructor to arrange for an alternate date to submit the assignment that is due.

**Course Requirements:**

1. **Class Participation:** Over the course of the semester the students will participate by completing readings and other learning activities **prior** to class so as to be ready for class discussion, guest speaker, case studies etc. This will provide opportunities for the application of course content, research, clinical experiences, and theoretical concepts to clinical practicum.
2. **Group Observation and Analysis:** Each student will attend a community group session that focuses on some aspect of mental health. Types of groups may include twelve step, support, or psychoeducational. Please contact the group leader prior to your attendance to be sure the group is "open." The student will then write a 1700 word APA formatted paper with a minimum of three references that includes the type, history, and purpose of this group, the observed roles of the leader and participants, stated or observed group norms, and discussion of five curative

factors that were operant. Please define each curative factor and provide examples from the group interaction.

<b>Grading Criteria</b>	<b>Points</b>
Description of group: History, purpose, location, attendees	3
Discussion of group roles and identification of these roles in group participants and leader (if a leader was identified)	7
Group norms either stated or observed	5
Discussion of curative factors with examples	10
Implications for PHMNP practice	2
APA formatting, grammar, references	3
<b>Total Possible Points</b>	<b>30</b>

**4. Case Study Presentation** Each student will select a clinical case from his/her practicum. The presentation will focus on the client's mental health in the context of his/her family. Each student will select a family theorist of his/her choice. Presentation must include client's psychiatric history, history of present illness, and family/social history including a genogram of 3 generations, and diagnosis. Discuss the client's mental health from the theoretical perspective of the family theorist selected and how this perspective would inform treatment. Allow 20 minutes for presentation with 5 minutes for discussion.

<b>Grading Criteria FIX</b>	<b>Points</b>
Case study presentation to include psychiatric history, history of present illness, and diagnosis	5
Brief summary of biopsychosocial history	5
Spiritual and cultural assessment findings	5
Family genogram of 3 generations	5
Overview of family theory using primary resources	5
Understanding of client's mental health from theoretical perspective	10
Treatment plan reflecting theoretical perspective	10
Minimum of five references from primary sources published in peer-reviewed journals. (No more than one book can be counted toward the 5.) Citations and references in APA format including proper spelling and grammar.	5
<b>Total Points Possible</b>	<b>50</b>

**\*\*All assignments turned in after the due date will have 5% deducted for each day turned in late.\*\***

**5. Quizzes:** This course contains two scheduled quizzes, each worth 10 points that ask the student to apply the content of reading materials and class discussions to the practice setting.

**Methods of Evaluation:**

<b>Requirement</b>	<b>Percentage of Grade</b>	<b>Possible Points</b>
Group Observation	30%	30

Family Case presentation	50%	50
Quizzes ( 2 )	20%	20
Total: Percentage/Points	100%	100

**Standard Grading Scale:**

Letter Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	<60

**Required Textbooks:**

American Nurses' Association. (2014). *Psychiatric-Mental health nursing: Scope and standards of practice*. (2<sup>nd</sup> ed.). ISBN-13: 978-1558105553

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> Ed.). Arlington VA: American Psychiatric Association. ISBN - 978-0890425558

Bieling, P., & McCabe, R. (2009). *Cognitive-behavioral therapy in groups*. New York: Guilford Press. ISBN-13: 978-1606234044

Nichols, M. (2012). *Family therapy concepts and methods*. (10<sup>th</sup> edition). Massachusetts: Pearson. ISBN-13: 978-0205827190

Trotzer, J. (2006). *The counselor and the group: Integrating theory, training and practice*. (4<sup>th</sup> edition). Taylor Francis. ISBN-13 9780415951975

Wheeler, K. (2013). *Psychotherapy for the advanced practice psychiatric nurse*. (2<sup>nd</sup> edition) St. Louis: Mosby. ISBN 978-0323045223

Yalom, I. (2005). *The theory and practice of group psychotherapy*. (5<sup>th</sup> edition) New York: Basic Books. ISBN-13: 978-0465092840



<b>DATE</b>	<b>TOPIC</b>	<b>READING ASSIGNMENT</b>
<b>Week 1</b>	Introduction to Course and syllabus Principles of group work: Definitions and distinctions Rationale and process	<b><u>Reading and Learning Activities:</u></b> Wheeler: Chapter 11 Trotzer: Chapter 1-4
<b>Week 2</b>	Curative factors	<b><u>Reading and Learning Activities:</u></b> Yalom: Chapters 1-3
	Developmental tasks of groups Group members and leaders	<b><u>Reading and Learning Activities:</u></b> Trotzer: Chapter 5-7
<b>Week 3:</b>	The role of the therapist	<b><u>Reading and Learning Activities:</u></b> Yalom: Chapter 5, 6, 7
<b>Week 4:</b>	Principles of CBT group therapy: An Overview	<b><u>Reading and Learning Activities:</u></b> Bieling & McCabe: Chapters 1-6
<b>Week 5:</b>	Principles of CBT group therapy: Clients with anxiety disorders	<b><u>Reading and Learning Activities:</u></b> Bieling & McCabe: Chapters 7-9 <b>Group Observation Paper Due</b>
<b>Week 6:</b>	Principles of CBT group therapy: Clients with mood disorders	<b><u>Reading and Learning Activities:</u></b> Bieling & McCabe: Chapters 10-11
<b>Week 7:</b>	Principles of CBT group therapy: Clients with schizophrenia	<b><u>Reading and Learning Activities:</u></b> Bieling & McCabe: Chapter 15
<b>Week 8:</b>	The context of family therapy	<b><u>Reading and Learning Activities:</u></b> Wheeler: Chapter 12 Nichols & Schwartz: Chapters 1-3 <b>QUIZ #1 Group Process and Therapy</b>
<b>Week 9:</b>	Family Systems Therapy	<b><u>Reading and Learning Activities:</u></b> Nichols & Schwartz: Chapter 4
<b>Week 10:</b>	Family Systems Therapy	<b><u>Reading and Learning Activities:</u></b> Nichols & Schwartz: Chapter 4

<b>Week 11:</b>	Solution-Focused Family Therapy	<b><u>Reading and Learning Activities:</u></b> Nichols & Schwartz: Chapter 11
<b>Week 12:</b>	Solution-Focused Family Therapy	<b><u>Reading and Learning Activities:</u></b> Nichols & Schwartz: Chapter 11
<b>Week 13:</b>	<p>“Case Study” for family: Autism Spectrum Disorders</p> <ol style="list-style-type: none"> <li>a. Types and Causes</li> <li>b. Treatment Autism Spectrum Exams, Tests, and Diagnosis</li> <li>c. Behavioral Questionnaires</li> </ol> <p>Guest Speaker: Russ Neuhart, PsyD, Regional Center</p>	<b><u>Reading and Learning Activities:</u></b> Read Articles: Nadel – Early Detection of Autism Rodier – Origins of Autism <b>QUIZ #2 – Family Systems Theory</b>
<b>Week 14:</b>	Family Case Presentations	<b><u>Reading and Learning Activities:</u></b> To be assigned: Chapters in Nichols & Schwartz to correspond to student presentations
<b>Week 15:</b>	Family Case Presentations and Course Evaluations	<b><u>Reading and Learning Activities:</u></b> To be assigned: Chapters in Nichols & Schwartz to correspond to student presentations