

ORIGINATOR'S SECTION:														
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): Spring 2017													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* NURS 538														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Advanced Mental Health Management of Vulnerable Groups and Populations Across the Life Span														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Adv Pct Mng Vul Com														
7. Number of Units: 1														
8. Catalog Description: (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 <u>not</u> count toward the 80-word limit.) Focus on the advanced practice nurse's role in addressing mental health needs of vulnerable groups and populations. Emphasis on contribution of health disparities to mental health outcomes. Explore health promotion strategies in care of vulnerable populations and groups.														
9. Why is this course being proposed? Recent changes to the national core competencies, national credentialing exam and accreditation standards required curricular revisions be undertaken to bring the Psychiatric Mental Health Nurse Practitioner program into closer alignment with the new requirements. The course provides additional knowledge regarding the contribution of health disparities to mental health outcomes and the application of evidence-based interventions in the assessment and management of psychiatric disorders in vulnerable populations. Mental health promotion strategies in care of vulnerable populations and groups will be explored.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
	<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>1</td> <td>C-2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	1	C-2	Activity			Lab			
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	1	C-2												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option. N/A														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course and check "yes" in item #22 below.														
16. Prerequisite(s): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No NURS 535C														
17. Corequisite(s): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No NURS 539C														

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

18. Documentation attached: Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*

20. How often will this course be offered once established? * Once a year

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

21. 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 concentration – Advanced Practice Nurse- Psychiatric Mental Health Nurse Practitioner Track and Post-Certificate program

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* 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

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (please print or type name) Lydia Greiner McHenry Date 3-16-16

2. Program Director/Chair Denise Moore Date 3/16/16

3. College Curriculum Committee Jim Zander Date 3/17/16

4. College Dean (or Designee) Denise Garcia Date 3/17/16

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date _____

6. Vice President for Academic Affairs (or Designee) _____ Date _____

7. President (or Designee) _____ Date _____



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

CSUSM School of Nursing
NUR 538: Advanced Mental Health Management of Vulnerable Groups and Populations
Across the Life Span
Anticipated: Spring 2017

Faculty:

Professor:
 Phone:
 Email:
 Office Hours:

Course Units: 1 Units
 Course Day and Time:
 Course Location:

Course Description:

Focus on the advanced practice nurse’s role in addressing mental health needs of vulnerable groups and populations. Emphasis on contribution of health disparities to mental health outcomes. Explore health promotion strategies in care of vulnerable populations and groups.

<u>Student Learning Outcomes:</u>	<u>Graduate PSLOs:</u>
Upon successful completion of this course the student will be able to: <ol style="list-style-type: none"> 1. Describe mental health disparities observed in vulnerable populations. 2. Evaluate effectiveness of mental health promotion strategies. 3. Identify principles and application of evidence-based interventions in the assessment and management of psychiatric disorders in vulnerable populations. 	<ol style="list-style-type: none"> 1. Apply theoretical and empirical knowledge at the advanced level. 2. Conduct and critically analyze research to apply sound clinical decision-making. 4. Evaluate health care professional collaboration to improve and formulate health care delivery systems. 5. Recognize diversity and provide culturally sensitive care.

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

Please note this syllabus is subject to change by faculty.

***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. 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 6th 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

***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 activities. 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.
2. 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 date and time posted in the syllabus. If an emergency situation should occur, contact the instructor to arrange for an alternate date to submit the assignment that is due.

Course Requirements:

1. **Mental Health Promotion Presentation (50 points)** Each student will give a presentation on mental health promotion related to a Healthy People 2020 Mental Health objective. Please see <http://www.healthypeople.gov/2020/topics-objectives/topic/mental-health-and-mental-disorders> to select your topic. The presentation should include: a description of the objective, including the magnitude of the problem the objective addresses; a critical appraisal of one evidence-based intervention that addresses the objective; the role of the PMHNP in implementation of this intervention in a community. Students will give their presentation to an audience of behavioral health providers (e.g., at their clinical site, place of employment, or school of nursing). As part of this assignment students will develop and administer an evaluation form to assess participants' learning.

Grading Criteria	Points
Background and rationale of the selected mental health promotion/prevention topic and link to a Healthy People 2020 Mental Health objective	5
Description of target audience/population	5
Evidence or research findings evidence based prevention strategies for addressing either screening/assessment of the at risk or psychiatric conditions in the selected population in a community setting and the role of the Psychiatric MH NP	15
In-depth description of one evidence based prevention strategy at the level of the Advanced Practice Nurse	10
Power point presentation (10-15 slides)	5
Reference List (10 references, last 5-8 years)	5
APA format (citing of references in presentation, etc.)	5
Total Points Possible	50

2. **Research Brief (50 points):** Each student will select a vulnerable population (e.g., older adults, veterans) as the focus of this research brief. The research brief will include:
- (1) A discussion of the mental health disparities documented in current literature for this populations, including both differences in prevalence of disorders and differences in outcomes.
 - (2) A discussion of at least three social determinants of mental health specific to this population.
 - (3) A critical review of two evidence-based interventions that have been developed for use with this population.

A minimum of 5 peer-reviewed sources in addition to textbooks must be used for this research brief. This paper should be approximately 1500 words in length and conform to APA format. Please be sure that you understand the definition of plagiarism of published authors or yourself. Plagiarism will result in a grade of zero for this assignment.

Research Brief Rubric

Area of Evaluation	Possible Points
Content	
Brief description of the vulnerable population	5
Health disparities as evidenced by differences in prevalence, severity, etc. of disorders	5
Health disparities as evidenced by differences in outcomes	5
Description of three social determinants of mental health that affect this population	10
Concise description of two evidence-based interventions developed/used with this vulnerable population	10
Critical comparison of the two evidence-based interventions.	10
Format	
Paper of professional quality: organized, grammatically correct, citations and references used correctly, minimum of 5 references, APA format	5
TOTAL	50

Methods of Evaluation: A total of 100 points can be earned for the course. The relative contribution of each assignment is outlined below. Letter grades will be assigned using a standard grading scale.

Requirement	Possible Points	% of Course Grade
Mental Health Promotion Presentation	50 points	50%
Research Brief	50 points	50%
Total	100 points	100%

Standard Grading Scale:

Total Points	Letter Grade	Percentage (%)
90-100	A	90-100
80-89	B	80-89
70-79	C	70-79
60-69	D	60-70

59 and below	F	59 and below
--------------	---	--------------

Required Textbooks Nursing 538

American Nurses' Association. (2007). *Psychiatric Mental Health Nursing: Scope and Standards of Practice*.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders DSM-5*. (5th ed.) Arlington VA: American Psychiatric Association. ISBN 9780890425558

Canino, I.A. & Spurlok, J. (2000). *Culturally diverse children and adolescents: Assessment, diagnosis and treatment*. New York: Guilford Press. ISBN-13 9781572305830

Sue, D.W. & Sue D. (2013). *Counseling the culturally diverse: theory and practice*. (7th edition) New Jersey: Wiley & Sons. ISBN-13: 978-1119084303

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

COURSE SCHEDULE NURSING 538—1 unit 15 hours 6 times 1.5

DATE	TOPIC	READING ASSIGNMENTS*
Class #1 5-7 pm	Course overview Vulnerable populations— definition and social determinants of mental health	Readings and Activities: Sue and Sue: Chapters: 4, 5, 6 World Health Organization. (2014). Social determinants of mental health. Link: http://www.who.int/mental_health/publications/gulbenki_an_paper_social_determinants_of_mental_health/en/
Class #2 5-7 pm	Age: children and older adults	Readings and Activities: Wheeler: Chapters 17, 18 Canino and Spurlock: Chapters 1 and 5 Sue and Sue: Chapter 24
Class #3 5-7 pm	Gender: Women, LGBT	Readings and Activities: Sue and Sue: Chapters 23, 26 Biaggi, A., Conroy, S., Pawlby, S. & Pariante, C. (2016). Identifying the women at risk of antenatal anxiety and depression: A systematic review. <i>Jrnl Affective Dis</i> , 191:62-77 Strat, Y., Dubertret, C. & Le Foll, B. (2011). Prevalence and correlates of major depressive episode in pregnant and postpartum women in the United States. <i>Jrnl Affective Dis</i> , 135:128-138.

		Russell, S. & Fish, J. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. <i>Ann Rev Clin Psych, 12</i> : 15.1-15.23
Class #4 5-7 pm	Trauma: veterans, mass disaster	Readings and Activities: Sue and Sue: Chapter 25 Olenick, M., Flowers, M. & Diaz, V.J. (2015). US veterans and their unique issues: Enhancing health care professional awareness. (2015). <i>Adv Med Educ Pract, 6</i> :635-9.
Class #5 5-7 pm	Environment: forensic	Readings and Activities: Guest Speaker: To be assigned
Class #6 5-7 pm	Treatment options: EMDR, DBT	Readings and Activities: Wheeler: Chapters 6, 14
Class #7 7-10 pm	Mental Health Promotion PLEASE NOTE TIME CHANGE FOR THIS CLASS	Readings and Activities: Student mental health promotion presentations, including results of the assessment of their presentation of this content to a community audience.