

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 2016													
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 583														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Advanced Field Study: Mental Health Assessment														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Adv Field Study MH Assess														
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.) Development of skills in motivational interviewing and establishment of therapeutic alliance with patients with psychiatric disorders. Performance of components of a comprehensive psychiatric assessment and interpretation of assessment findings.														
9. Why is this course being proposed? This course was developed for students as a co-requisite course to the theory course (NURS 582) to provide the students an opportunity to develop and apply interviewing skills in the clinical setting.														
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" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:33%;">Type of Instruction</th> <th style="width:33%;">Number of Credit Units</th> <th style="width:33%;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td></td> <td></td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td style="text-align: center;">1</td> <td style="text-align: center;">C15</td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture			Activity			Lab	1	C15	
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Lecture														
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Lab	1	C15												
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" 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 580, NURS 584														

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

17. Corequisite(s): Yes No NURS 582

18. Documentation attached: Syllabus Detailed Course Outline

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

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 course will become a required course for the Psychiatric Mental Health Nursing Track in the MSN 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) :

(UNIVERSITY LEVEL)

1. Nancy C. Romig 10-12-15
 1. Originator (please print or type name) Date

2. Denise Wozner 10/12/15
 2. Program Director/Chair Date

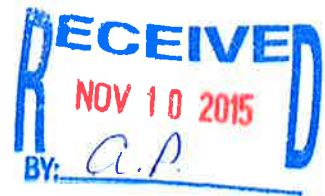
3. [Signature] 11/9/15
 3. College Curriculum Committee Date

4. Denise Garcia 11/9/15
 4. College Dean (or Designee) Date

5. _____ Date
 5. UCC Committee Chair

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

7. _____ Date
 7. President (or Designee)



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

CSUSM School of Nursing
NURS 583: Advanced Field Study: Mental Health Assessment
Course Syllabus

Faculty:

Professor:

Phone:

Email:

Office Hrs: By appointment

Course Units: 1 Unit

Course Day and Time: To be arranged

Course Location: Clinical site to be arranged Weeks 7-13; 6 hours/week for 7 weeks

Course Description:

Development of skills in motivational interviewing and establishment of therapeutic alliance with patients with psychiatric disorders. Performance of components of a comprehensive psychiatric assessment and interpretation of assessment findings.

Corequisites: NUR 582

<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. Demonstrate ability to establish a therapeutic alliance.2. Implement motivational interviewing techniques to facilitate patient's active engagement.3. Conduct selected components of a psychiatric assessment incorporating appropriate screening tools.4. Interpret assessment findings and discuss clinically appropriate disposition with patients across the lifespan.	PSLO: <ol style="list-style-type: none">1) Apply theoretical and empirical knowledge at the advanced level.5) Recognize diversity and provide culturally sensitive care.

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 Cougar Courses and distributed on the first class meeting) 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.

University Writing Requirement:

Written assignments in this course fulfill the 1700 word requirement for a 2 unit course and must follow APA guidelines. Please refer to the required 6th edition of the APA Publication Manual.

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.

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.

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

Course Expectations:

This course is a clinical course with 45 hours of clinical required. Of those, 42 will be completed at the assigned clinical site. The schedule of clinical hours will be discussed with the clinical faculty for the assigned clinical site. Clinical will begin on the 7th week of the semester and conclude on the 14th week. Clinical should be scheduled in 6 hour blocks (one day) each week for 7 weeks on week days. Any changes from the agreed upon schedule must be discussed in advance with the clinical faculty. Students who fail to do so may find that their clinical hours may not be counted. Student interviews of standardized patients will count for 3 hours of the required 45. At the discretion of faculty, or request of student, individual supervision may be provided. Any hours for supervision WILL NOT count toward the 45 required clinical hours. All clinical hours must be entered into NTrak and signed off by preceptor on the Student Clinical Log.

Graduate Preceptor Guidelines Handbook

Students are responsible for reading the Graduate Preceptor Guidelines Handbook found on Graduate Student Central. This handbook outlines the roles and responsibilities for the graduate student, clinical faculty and preceptor and establishes the requirements during your clinical preceptorship.

Confidentiality

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 Insurance Portability and Accountability Act (HIPAA).

Assignment Guidelines:

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.

Class Preparation:

Students are expected to spend a minimum of two hours outside the classroom each week for each unit of credit engaged in learning. Please note this is a MINIMUM expectation and it is unlikely that students who invest this amount of time in their course work will be able to demonstrate outstanding performance.

Responsibilities of Clinical Faculty

1. Meet with the preceptor, student and faculty during the semester for evaluation purposes
2. Provide immediate consultation and/or support of the preceptor when needed or when problems are reported
3. Contact the student's preceptor to assess student progress a minimum of once during the semester. Ideally, these visits are on-site and should include time with the student for self-assessment.
4. Review mid-term and final Preceptor Evaluation of Student Performance with each student.
5. Use clinical objectives as outlined on the syllabus and Faculty Evaluation of Student Performance (Cougar Courses N583) to document the students' progress and specify satisfactory or unsatisfactory completion of clinical competencies.
6. Collaborate with the student to complete the Student Evaluation of Preceptor form at the end of the semester.
7. Provide contact information to preceptor.

Responsibilities of the Preceptor

1. The preceptor will provide a setting in which the student will function in the role of an advanced practice nurse and gain experience in clinical practice
2. The preceptor will function as a role model to provide clinical teaching and supervision for the student in the assessment, diagnosis, and treatment of patients.
3. The preceptor will adhere to institutional policies regarding co-signing of all records and orders written by the nurse practitioner student.
4. The preceptor will agree to meet twice each semester with the clinical faculty to discuss student's progress and learning needs
5. The preceptor will complete the Preceptor Evaluation of Student Performance at mid-term and at the end of the semester.
6. The preceptor will notify the clinical faculty immediately when the student's performance is unsatisfactory or in question.

Responsibilities of the Student

1. The student will provide the preceptor with the packet containing the following documents which are available on Graduate Student Central or Cougar Courses. Consult with Brandis Constantine (bconstant@csusm.edu) if you are having difficulty locating the appropriate forms:
 - a. Graduate Preceptor Guidelines Handbook (Graduate Student Central/Topic 14)
 - b. Graduate Program Preceptor Profile (Graduate Student Central/Topic 14)

- c. Graduate Student Handbook (Graduate Student Central/Topic 5)
 - d. Course Syllabus (Cougar Courses N583)
 - e. Preceptor Evaluation of Student Performance (Cougar Courses N583)
 - f. Student's resume
2. The student will establish a mutually agreeable schedule for clinical time with the preceptor. He/she will come to the clinical experience prepared to perform in accordance with the assigned learning activities in accordance with the course.
 3. The student will follow policies and procedures established in the practicum site and will keep the preceptor informed about cases and learning activities.
 4. The student will function under the Nurse Practice Act statutes and regulations for expanded nursing roles. Students of California State University San Marcos School of Nursing are covered by the Student Blanket Medical Liability Insurance. Students are required to have current RN liability insurance; documentation must be on file with the School of Nursing staff.
 5. The student will participate in regularly scheduled conferences with the preceptor and faculty to discuss progress, problems, and learning needs.
 6. The Student will maintain accurate records of clinical time and experiences using NTrac.
 7. The Student will complete the Student Site Evaluation which is sent out electronically at the end of each semester, and Student Preceptor Evaluation (Cougar Courses N583).

Course Requirements:

The grade for N583 will be assigned on the basis of the assignments described below (see Methods of Evaluation). The student must complete the assignments with a grade of C or better AND successfully meet expectations on the Faculty Evaluation of Student Performance in order to pass this course. A student who fails to meet expectations on the Faculty Evaluation of Student Performance (i.e., patient care activities in the clinical practicum) will not pass the course, regardless of his/her grade on the assignments. The Faculty Evaluation is attached to this syllabus.

Clinical Practicum

The student will complete a minimum of 45 clinical hours and will document the completion of those hours in accordance with course requirements. Students will receive a written mid-term evaluation from both his/her preceptor and clinical faculty. If the student is not making appropriate progress, a learning plan will be developed to assist the student in meeting the objectives by the end of the semester.

Failure to meet the objectives, at the level indicated on the Faculty Evaluation of Student Performance will result in a failing grade for this course, regardless of the grades on the written assignments.

Please note that in order to “meet expectations” for the clinical portion of this course (i.e., pass), students must achieve student expectations in a minimum of 80% of the items on the evaluation by the end of the clinical experience AND demonstrate safe, competent practice throughout the entire clinical experience. Five objectives on the clinical evaluation specifically address safe, competent practice. Students who do not provide safe, competent care will not pass this course

and will receive a grade of “D”, regardless of the grade on the written work. To be considered a safe, competent practitioner a student must:

1. Seek appropriate assistance from preceptor prior to implementing proposed treatment plans.
2. Demonstrate safe practice consistent with clinical agency policies and evidence-based practice guidelines.
3. Maintain accurate and verifiable documentation including clinical hours.
4. Identify the influence of his/her own behaviors, beliefs, and values on the provider/client interaction.
5. Demonstrate awareness of own behaviors, beliefs, and values (countertransference) during interactions with clients.

Methods of Evaluation:

1. Reflective Journals: Over the course of this experience students will respond to three reflective writing prompts. This activity is designed to assess achievement of SLO #1. Each journal is worth 15 points. The scoring rubric for the journal responses is outlined below. See due dates on Class Schedule.

	Above Expectations	Meets Expectations	Below Expectations
	Score: 5	Score: 4	Score: 3
Reflective Thinking	The reflection explains the student’s own thinking and learning processes, and implications for future learning.	The reflection explains the student’s thinking about his/her own learning processes.	The reflection does not address the student’s thinking and/or learning.
Analysis	The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student’s appreciation for the discipline.	The reflection is an analysis of the learning experience and the value of the derived learning to self or others.	The reflection does not move beyond a description of the learning experience.
Making Connections	The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.	The reflection articulates connections between this learning experience and content from other courses, past experiences, and/or future goals.	The reflection does not articulate any connection to other learning or experiences.

Adapted from: <http://www.wcs.edu/curriculum/high/honors/new/Rubric.pdf>

2. Assessment and Write Up of Standardized Patient #1 (10 points):
This activity is designed to assess achievement of SLOs #2, #3,-and #4. During the 6th week of the semester, each student will have the opportunity to conduct a mental health assessment of a standardized patient. Students will submit a write up of the assessment. The required

format for the assessment and write up will be posted on Cougar Courses with the grading rubric. The assessment and write up will be worth 5 points each. See due date on Class Schedule.

3. Assessment and Write Up of Standardized Patient #2 (30 points):

This activity is designed to assess achievement of SLOs #2, #3, and #4. During the 14th week of the semester, each student will have the opportunity to conduct an assessment of a standardized patient. Students will submit a write up of the assessment. The required format for the assessment and write up will be posted on Cougar Courses with the grading rubric. The assessment and write up will each be worth 15 points. See due date on Class Schedule.

4. Evaluation of Assessment of Standardized Patient #2 (15 points):

This activity is designed to assess achievement of SLOs #1, #2, #3, and #4. Each student will have access to a video recording of his/her interaction with the standardized patient. He/she will critically evaluate and appraise the recorded interaction with a focus on therapeutic alliance, use of motivational interviewing techniques, and verbal and non-verbal communication. The goal of this assignment is for the student to identify those parts of the interaction that were done well and those that were done less well (e.g. were therapeutically effective or ineffective), suggesting alternative responses where appropriate. This critical review should reflect an understanding of best practices, with citations used appropriately. See due date on Class Schedule.

Course Grading:

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
Reflective Journal #1-#3 (15 points each)	45 points	45%
Standardized Patient #1 Assessment	5 points	5%
Standardized Patient #1 Write Up	5 points	5%
Standardized Patient #2 Assessment	15 points	15%
Standardized Patient #2 Write Up	15 points	15%
Standardized Patient #2 Critical Evaluation	15 points	15%

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

Clinical Evaluation:

Student's achievement of the student learning objectives will be assessed using the Faculty Student Evaluation (attached) with input from the Preceptor Student Evaluation. A student who fails to meet expectations on the Faculty Evaluation of Student Performance (i.e., patient care activities in the clinical practicum) will not pass the course, regardless of his/her grade on the assignments.

Required Textbooks

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

American Psychological Association (2009). *Publication manual of the American Psychological Association*. (6th Ed.), Washington D.C.: American Psychological Association. ISBN-13-978-1433805615

Morrison, J and Anders T. (2001). Interviewing Children and Adolescents. Skills and strategies for effective DSM-IV diagnosis. New York: Guilford. ISBN 978-1572307179

Rollnick, S, Miller, W, and Butler C. (2008).
Motivational Interviewing in Health Care: Helping Patients Change Behavior Applications of Motivational Interviewing 1st Edition. New York: Guilford. ISBN-13: 978-1593856120

Wheeler, K. (2013). Psychotherapy for the advanced practice psychiatric nurse. (2nd edition) St. Louis: Mosby. ISBN 978-0826110008

Recommended Books:

Morrison, J. (2007). The first interview. New York: Guilford Press. ISBN-13 9781593856366

**COURSE SCHEDULE
NURSING 583**

DATE	ACTIVITY	ASSIGNMENTS
Week 1	Orientation to class	
Week 2-5	No Clinical Practicum Scheduled. Individual sites will require orientation and/or credentialing prior to beginning clinical. Such activities will be scheduled during this time.	Read: Rollnick, S, Miller, W, and Butler C. (All chapters) Wheeler Chapters 1, 2, 4, 19, 20
Week 6	Standardized patient interview scheduled with faculty	Read: Wheeler Chapters 1, 3, 19 Write up due 1 week after completion of standardized patient interview
Week 7	Clinical #1	Read : Wheeler: Students should read selected chapters, based on their clients presenting problems. Morrison, J and Anders T. Students should read selected chapters, based on their clients presenting problems.
Week 8	Clinical #2	Read: See week #7.
Week 9	Clinical #3	Read: See week #7. Journal #1 due 8 am on 3rd clinical day Schedule mid-term meeting with clinical faculty this week or next.
Week 10	Clinical #4	Read: See week #7.
Week 11	Clinical #5	Read: See week #7. Journal #2 due 8 am on 5th clinical day
Week 12	Clinical #6	Read: See week #7.
Week 13	Clinical #7	Read: See week #7. Journal #3 due 8 am on 7th clinical day Final evaluation from preceptor due at end of 7th clinical day
Week 14	Standardized patient interview scheduled with faculty	Read: Wheeler Chapters 1, 3, 19 Write up due 48 hours after completion of standardized patient interview
Week 15	Schedule final clinical evaluation with faculty	Read: Wheeler Chapters 1, 3 Rollnick, S, Miller, W, and Butler C. (All chapters) Evaluation of assessment due

Additional reading assignments will be made throughout the semester as resources are identified by faculty and students.