UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SPRING/2015

COURSE NUMBER NGR 6503

COURSE TITLE Psychiatric -Mental Health Nurse Practitioner: Individual

Psychotherapy

CREDITS 03

PLACEMENT DNP Program

# PREREQUISITES NGR 6101 Theory and Research for Nursing

NGR 6140 Physiology and Pathophysiology for  
 Advanced Nursing Practice

NGR 6636 Health Promotion and Role Development  
 in Advanced Practice Nursing

# CO-REQUISITES NGR 6503L Psychiatric-Mental Health Nurse Practitioner: Individual Psychotherapy Clinical

# NGR 6560C Advanced Psychiatric Assessment and Diagnostics

# FACULTY Maureen Curley, PhD, ARNP, PMHNP-BC, PMHCNS-BC

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COURSE DESCRIPTION This course provides the requisite knowledge base for Advanced Psychiatric Mental Health Nurse Practitioners to intervene therapeutically with clients experiencing psychiatric and mental health disorders across the lifespan. The theoretical and conceptual bases for mental health psychiatric treatment planning, intervention, and evaluation of major psychiatric disorders are emphasized. Focus is placed on the professional dimensions of the role of the Advanced Practice Psychiatric Nurse Practitioner. The impact of the political, legal, economic, social, cultural, and technological factors on mental health services is addressed.

COURSE OBJECTIVES Upon completion of this course, the student will be able to:

1. Analyze the historical and future development of the advanced practice psychiatric nursing roles.
2. Describe principles of reflective practice and self-knowledge related to the role of an advanced practice psychiatric-mental health nurse.
3. Examine selected theories relevant to promote therapeutic communication.
4. Critique models of individual psychotherapies used in contemporary mental health practice.
5. Describe inter-professional collaboration in the delivery of mental health services.
6. Critique current research and evidence based standards of practice to propose future research needs and directions.
7. Describe political, legal, economic, social, cultural, and technological factors in delivering mental health care to clients across the lifespan.
8. Describe a variety of non-pharmaco-therapeutic interventions to manage emergent, acute and chronic mental health disorders.
9. Evaluate the implications of ethical and legal principles that apply to the advanced Psychiatric Mental Health Nursing role.

COURSE SCHEDULE

Section Day

1C50 Web

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at <https://lss.at.ufl.edu/>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes.

TOPICAL OUTLINE

1. Overview, scope and APNA standards of practice for Advanced Practice Psychiatric Nurse including but not limited to educator, advocate, consultation-liason, therapist
2. Past, present, and future patterns and trends in the treatment of psychiatric-mental health clients
3. Phases of and techniques in the therapeutic alliance
4. Theoretical and conceptual models for psychiatric-mental health nursing, including but not limited to nursing, psychological, physiological, genetic, sociological, and feminist
5. Evidence-based psychotherapies, for example, Humanistic-Existential, Psychoanalytic, Cognitive Behavioral, Interpersonal, Trauma Stabilization, Solution-Focused, Behavioral, Play Therapies, Reminiscent as well as Complementary and Somatic Therapies
6. Patient-Centered Care including the Recovery Model, Individual Resiliency, Trauma Informed Care
7. Impact of political, legal, economic, social, cultural, and technological factors on clients across the lifespan, and mental health care system

TEACHING METHODS

Lecture, audiovisual materials, written materials, and presentation of case studies.

LEARNING ACTIVITIES

Readings, participation in discussion, case study analysis, and study questions.

EVALUATION METHODS/COURSE GRADE CALCULATION

Quiz # 1 20%

Case Analysis Paper of Cognitive Behavioral Therapy 20%

Quiz #2 20%

Case Analysis Paper of Selected Individual Therapy 20%

Final Case Project (Video-taped Session

applying Selected Individual Therapy) 20%

*Assignments/Papers will be returned within 2 weeks.*

MAKE UP POLICY

Course Assignments will be made up according to permission of the instructor and on a case by case basis.

GRADING SCALE/QUALITY POINTS

A 95-100 (4.0) C 74-79\* (2.0)

A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91- 92 (3.33) D+ 70-71 (1.33)

B 84-90 (3.0) D 64-69 (1.0)

B- 82-83 (2.67) D- 62-63 (0.67)

C+ 80-81 (2.33) E 61 or below (0.0)

\* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

REQUIRED TEXTBOOKS

American Nurses Association, American Psychiatric Nurses Association, & International

Psychiatric Nurses (2007). *Scope and standards of psychiatric-mental health nursing practice.* Washington, DC: ANA

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author

Gurman, A. S. & Messer, S. B. (2011). *Essential psychotherapies: Theory and practice* (3rd ed.). New York: The Guilford Press

Kazdin, A. E., Weisz, J. R., eds. (2010). *Evidence-based psychotherapies for children and adolescents.* New York, NY: The Guilford Press

Wheeler, K. (2013). *Psychotherapy for the Advanced Practice Psychiatric Nurse. Second Edition: A how-to guide for evidence- based practice* St. Louis: Mosby

RECOMMENDED TEXTBOOK

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Barlow, D. H., (2008). *Clinical hand book of psychological disorders: A step by step manual.* (4th ed.). New York, NY: The Guilford Press.

WEEKLY CLASS SCHEDULE

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| DATE | TOPIC/EVALUATION | ASSIGNMENTS/READINGS | FACULTY |
| CLASS 1  1/9/15 | INTRODUCTION TO PSYCHOTHERAPY | GURMAN text Chpt. 1,  Wheeler text Chpt. 2,  APNA page 1-28 | Curley |
| CLASS 2  1/16/15 | PSYCHOTHERAPY FOR PMHNP PRACTICE | Wheeler text Chpt. 1, 3, 15,  APNA pages 20-44 |  |
| CLASS 3  1/23/15 | THERAPEUTIC  COMMUNICATION | Wheeler text Chpt. 4, 19 |  |
| CLASS 4  1/30/15 | PSYSCHODYNAMIC  PSYCHOTHERAPY | GURMAN text Chpt. 2,3  Wheeler text Chpt. 5 |  |
| CLASS 5  2/6/15 | COGNITIVE BEHAVIORAL THERAPY | GURMAN Chpt. 4,5,6  Wheeler Chpt. 8, 14 |  |
| CLASS 6  2/13/15 | MOTIVATIONAL INTERVIEWING | Wheeler Chpt. 7, 16 |  |
| CLASS 7  2/20/15 | INTERPERSONAL  THERAPY | Wheeler Chpt 9 |  |
| CLASS 8  2/27/15 | TRAUMA TREATMENT | Wheeler Chpt. 6, 13 |  |
| CLASS 9  3/13/15 | HUMANISTIC/EXISTENTIAL  THERAPY | GURMAN Chpt. 7,8  Wheeler Chpt. 10 |  |
| CLASS 10  3/20/15 | BRIEF THERAPIES | GURMAN Chpt. 11,12 |  |
| CLASS 11  3/27/15 | THERAPY FOR EXTERNALIZING DISORDERS | WEISZ Chpt 11- 15 |  |
| CLASS 12  4/3/15 | THERAPY FOR INTERNALIZING DISORDERS | WEISZ Chpt. 4-10  Wheeler Chpt 17 |  |
| CLASS 13  4/10/15 | PSYCHOTHERAPY FOR OLDER ADULTS | Wheeler Chpt, 18 |  |
| CLASS 14  4/17/15 | COMPLEMENTARY /SOMATIC THERAPY | ASSIGNED READINGS |  |
| CLASS 15  4/22/15 | PRINCIPLES OF TERMINATING THERAPY | Wheeler Chpt. 20 |  |

University and College of Nursing Policies:

Please see the College of Nursing website for a full explanation of each of the following policies - <http://nursing.ufl.edu/students/student-policies-and-handbooks/course-policies/>.

Attendance

Academic Honesty

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

Approved: Academic Affairs Committee: 6/92, 10/01

Faculty: 7/92; 11/01

UF Curriculum: 1/02