Course Syllabus

Chaminade University Honolulu
3140 Waialae Avenue, Honolulu, HI 96816
www.chaminade.edu

Course Number:	NUR 836
Course Title:	Complex and Chronic Problems in Psychiatric and Mental Healthcare
Department Name:	School of Nursing and Health Professions
College/School/Division:	School of Nursing and Health Professions
Term:	Summer 2023 (5/8/23-7/15/23)
Course Credits:	2
Class Meeting Days/Hours:	Online, asynchronous
Class Location:	Online

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Other days may be accommodated based on faculty's availability.

University Course Catalog Description
This course builds on the fundamental knowledge and concepts obtained in NUR 831,832, with continued focus on socio-cultural, environment, economic, family, and spiritual factors. The role of the Psychiatric Mental Health Nurse Practitioner in primary mental healthcare provider for patients, families and groups with chronic, complex psychiatric illness and substance use problems including those with severe mental illness (SMI) are examined. Emphasis will be on integrating evidence-based approaches, and therapeutic management across the lifespan.

https://catalog.chaminade.edu/course/nursing

Marianist Values
This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:
1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice, and peace
5. Educate for adaptation and change

Native Hawaiian Values
Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs)

and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela Ihor la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school.

DNP Program Learning Outcomes (PLO)

Upon completion of the DNP program:

PLO Concepts	The DNP Graduate Will:
1. Knowledge for Nursing Practice	*Integrate* nursing science with knowledge from biophysical, psychosocial, analytical, ethics, and organizational sciences as the basis for advanced practice nursing using new approaches to care delivery.
2. Systems-Based Practice, Quality, and Safety	*Create and lead* high-quality and safe nursing care in a complex global health care environment
3. Scholarship for Nursing Practice	*Create and disseminate* knowledge in evidence-informed practice.
4. Information Systems and Patient Healthcare Technologies	*Evaluate* emerging technologies for their ability to improve health care outcomes.
5. Person-Centered Care	*Evaluate* health policy and advocate for social justice and access to health care, especially for Hawai'ian and Pacific Islanders and other unique populations.
6. Interprofessional Partnerships	*Create* collaborative interprofessional relationships to improve patient and population health outcomes with an emphasis on select populations, including Hawai'ian and Pacific Islanders.
7. Population Health	*Evaluate* the social, cultural, and environmental dimensions of population health in practice patterns/systems.
8. Advanced Practice Nursing Professionalism; Personal, Professional, and Leadership Development	Independently *assess, diagnose, treat, and manage* culturally diverse populations.

Course Learning Outcomes (CLO) and Alignment

Upon completion of NUR 836, the student will:

CLOs	CLO Link to PLOs	Method of Measurement

1. Distinguish the role of the PMH advanced practice nurse in the management of chronic and complex mental health needs of clients and their families in evaluating and achieving quality cost-effective outcomes.	1,7,8	Discussion Boards: Case presentations of clients with chronic and complex mental health needs to include treatment outcomes, citing of rationale, underlying evidence and evaluation of the biopsychosocial components of the treatment plan outcomes
2. Evaluate theory, research, and evidence-based practices in the treatment of individuals and families and groups experiencing chronic and complex severe mental illness including the co-occurring disorder of substance abuse across the lifespan.	1,3,7,8	Paper: Comprehensive treatment plan for a chronic severe mental health condition includes a psychiatric and co-occurring Substance Use disorder. Select one evidence-based practice approach for the treatment of co-occurring disorders.
3. Analyze the socio-cultural, economic, environmental factors and disparities impacting the delivery of mental health treatment and services to an identified age and cultural group.	5,6,7	Discussion Boards: Identify a clinical case involving a specific age group and cultural group. Analyze the case for the potential socio-cultural, economic, environmental factors and disparities to consider in developing or modifying the treatment plan
4. Compare and contrast health policies affecting access and delivery of mental health services and the role of the PMH nurse as advocate for social equity.	4,5,	Discussion Board: Critically analyze and select one local, state, federal policy/law or legislation impacting access to care, treatment resources, health insurance or reimbursement for treatment of psychiatric conditions and the role of the PMH- APRN as advocate for social equity.
5. Critique the scopes and standards of practice for professional Telehealth Nursing and the potential for improving access and mental health outcomes across the lifespan.	3,4,	Discussion Board: Critically analyze and compare/contrast current clinical experience in Telehealth in the mental health setting to the scope and standards for Profession Telehealth Nursing. Discussion Board: Discuss the current evidence on Telehealth and the impact on mental health outcomes and access to treatment.

Required Learning Materials

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders DSM-5-TR*. (5th ed.) Arlington VA: American Psychiatric Association. ISBN-13: 978-0890425763

American Psychiatric Nurses' Association – Professional or Student Membership for required webinars https://www.apna.org/membership/join-or-renew/#Student

Boland, R, Verdiun M., & Ruiz, P. (2021). *Kaplan and Sadock's synopsis of clinical psychiatry*. (12th ed.). Lippincott Williams & Wilkens. ISBN-13: 978-1975145569

Compton, J. T. & Shim, R.S. (Eds.). (2015). *The social determinants of mental health.* American Psychiatric Publishing. ISBN – 978-158562-477-5

Glick, R.L., Zeller, S.L., Berlin, J.S. (2020). *Emergency psychiatry: principles and practice.* Lippincott, Williams & Wilkins. ISBN-13: 978-1975113681

Sue, D.W., Sue, D., Neville, H.A., Smith, L. (2022). *Counseling the culturally diverse: theory and practice* (9th ed.) Wiley. ISBN-13: 978-1119861904

Weaver, M. (2017). *The carlat guide to addiction treatment: Ridiculously practical advice.* Carlat Publishing, LLC. ISBN-13: 978-0997510638

Wheeler, K. (2022*). Psychotherapy for the advanced practice psychiatric nurse: A how-to guide for evidence-based practice* (3rd ed). Springer Publishing. IBSN-13: 978-0826193797

Teaching / Learning Strategies:
This course is online. Online learning resources, discussion forums, individual and small group work, case studies, application assignments, evidence-based paper and independent study are teaching-learning strategies that may be utilized in this course. Students are expected to take an active role in their learning process through reading, research, online discussions, and sharing enriching experiences.

Attendance and Participation

Regular online attendance and participation/engagement is expected for student success. Therefore, students are expected to attend every class, arrive on time for any scheduled synchronous activities, complete all assigned readings, actively participate in class discussions, complete all class assignments, and always behave appropriately and professionally. Online participation is evident through posting to a discussion board, wiki, virtual office, or classroom meeting, drop box submissions, attending virtual seminars, completing real-time activities or quizzes, and/or other course-related activities (synchronous or asynchronous). Failure to meet attendance and participation expectations may result in grade reduction, remediation requirements, or administrative withdrawal from the course

Assignments
Students must complete all assignments to achieve a passing grade in this course. See below a brief description for each assignment and the grading rubric.

Discussion Board General Guidelines:
Read through the entire discussion board question or prompt before making your initial thread post. Many topics are broken down into multiple components, each of which must be addressed in your initial reply.
Be constructive and substantive in your posts and peer feedback. Use an example from the original post to build on, use examples from your current workplace or work experience, stimulate further discourse by asking questions when responding to your peers.
Use good netiquette. Although there is a minimum of three substantive posts to discussion boards, each student should consider replying to any and all questions posed to them by peers or faculty; just as you would in a live conversation.
Support your work. You must have a citation for every post. Citations may include your course textbook, peer-reviewed journal articles, or other high-level evidence. Citations should follow APA 7th edition formatting.
Be sure to post on time (see posting requirements below). Late postings limit the depth of the discussions and make it difficult for peers to provide timely feedback to you. ***Late posts will have a 5-point deduction per day up to 48 hours after the due date. Posts more than 48 hours late will receive 0 credit for the assignment.***

Discussion Board Requirements		
Initial Response to DB Question(s)	DUE by **2359** on **day 2** of the week **TUESDAYs**	This post must be a minimum of 250 words and address all components of the DB question(s).
Response Post #1	DUE by **2359** on **day 4** of the week **THURSDAYs**	These posts can incorporate responses to any initial thread post from one of your peers or in reply to a

Response Post #2	DUE by **2359** on **day 6** of the week **SATURDAYs**	question or comment from one of your peers or course faculty. They must be a minimum of 150 words.

Evaluation Methods and Grading Scale

Students must achieve a final grade of B or higher to pass this course. As per the Chaminade University Graduate Catalog, students who fail a course (i.e., receive a grade of C, F, or NC) must repeat the course within 12 months and receive a CR or a grade of B or higher.

Evaluation Method	% of Total Grade		Grading Scale*
Discussion Boards	30%		**A** = 90-100 %
Assignments	10%		
Mental Health Promotion Presentation	25%		C = Below 80%
Evidence-based Case Paper of a chronic and persistent mental disorder and Co-Occurring Diagnosis of Substance use	35%		and a failing course grade.
TOTAL	**100%**		

*The College of Nursing and Health Professions does not round grades. For example, a score of 89.7 will be recorded as 89% and a B grade.

Late Work Policy

It is expected that assignments will be submitted on time. Late assignments will be subject to a deduction of 5% per day. No late assignments will be accepted after 48 hours. Extensions on writing assignments are not provided unless prior arrangements have been made with faculty at least a week prior to the assignment due date or unless there are extenuating circumstances. Requests made within the week prior to the due date will not be granted unless there is an emergency.

Grades of "Incomplete"

An *Incomplete* grade is granted at the discretion of the faculty of record and must be aligned with the University policies. Receiving an "Incomplete" for a nursing course that is a prerequisite for a forthcoming nursing course must be completed prior to the start of the new course.

Writing Policy

All written assignments should be formatted to APA 7th edition standards and must be submitted as MS word documents. No google docs, pdf, pages, or other formats will be accepted. Use the following format for naming your assignments: lastname(s).assignmentname

Instructor and Student Communication

Questions for this course can be emailed to the instructor and must be sent using your Chaminade email. Online and phone conferences can also be   arranged. Response time is usually within 24 hours, but weekends and University holidays may extend response time.

Online Course Guidelines

Chaminade uses Canvas as the online learning management system (LMS) platform. Please review the Student Tutorial located on the Canvas course dashboard regarding instructions on accessing and submitting materials and assignments. If you are unable to find answers using the student tutorial, you may also contact the assigned faculty with questions regarding course navigation.

Students should follow standard Netiquette guidelines, including but not limited to using the same common courtesy, politeness, and appropriate online behaviors as would be used in a face-to-face environment.

Disability Access

If a student needs individual accommodations to meet course outcomes because of a documented disability, please speak with the course instructor to discuss individual needs as soon as possible so that you may have the opportunity for full participation in class and a fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Failure to provide written documentation through the Counseling Center will prevent instructor(s) from making the necessary accommodations, as instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once a student has received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with all instructors so that they can better support student needs. If a student has specific questions regarding individualized accommodations, the student may speak directly with the instructor and/or contact the Counseling Center.

Title IX Compliance
Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will not be tolerated at CUH. If a student has been the victim of sexual misconduct, physical and/or psychological abuse, they are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Compliance information:
The Compliance website serves as a resource for compliance matters, including Title IX/Nondiscrimination, the Hawaii Post-Secondary Education Authorization Program, and human resource and employment policies. The Executive Director for Compliance and Personnel Services oversees university-wide efforts to meet compliance standards set forth by University policies and Federal and State regulations.
Grievances, violations or suspected violations of these policies may be submitted by the complainant or may be submitted anonymously to the Executive Director of Compliance and Personnel Services. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation. Mechanisms in which to file a grievance can be found at the following website link:
https://compliance.chaminade.edu/resources

Attendance Policy
Students are expected to regularly attend all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevent them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify the deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade. Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences, or two absences in a row, in a 15-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid.

When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy
Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Chaminade University of Honolulu Student Handbook and the DNP Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Chaminade University of Honolulu Student Handbook and DNP Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7*[th] *Edition* format. The faculty of the School of Nursing and Health Professions at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Students may be asked to submit course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Technology
A computer with the following technology is required in order to complete courses in the DNP Program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Installation of proctoring software may be required.

Technical Assistance for Canvas Users:
- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Library: The Sullivan Family Library link is available on the CUH website: http://www.chaminade.edu/library Phone: (808) 735-4725. Krystal Kakimoto, dedicated SONHP librarian: krystal.kakimoto@chaminade.edu

Tutoring and Writing Services
Chaminade offers one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ʻIke: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ʻIke's website (https://chaminade.edu/advising/kokua-ike/) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. TutorMe can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ʻIke at tutoring@chaminade.edu or 808-739-8305.

Credit Hour Policy
The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of

student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Course Schedule
Course content may vary from this outline at the discretion of the instructor to meet the needs of each class.

Week 1	Population Health in Mental Health	See readings and other learning activities in Module Discussion Board: Critically analyze a study from the literature on a common psychiatric condition to a specific population in the lifespan. Provide a summary of your analysis and the mental health promotion and prevention implications for practice.
	Mental Health Promotion/ Prevention	See readings and other learning activities in module Review the following links from SAMHSA for Evidence-based guidelines on a range of prevention topics for your Mental Health Presentation. Discussion Board: After completing the readings in the module, retrieve a study of an identified mental health population across the lifespan and post a summary. https://www.samhsa.gov/resource-search/ebp https://www.nimh.nih.gov/ https://www.cdc.gov/mentalhealth/index.htm SAMSHA website for **Asian American, Native Hawaiian, and Pacific Islander Behavioral Health Center of Excellence (AANHPI-CoE)** https://www.samhsa.gov/aanhpi-coe
Week 2	Behavioral Health policies on mental health treatment resources, laws governing involuntary hospitalization and mental health disparities	Hawaii Behavioral Health Dashboard http://hawaii.edu/aging/hbhd/ on Substance Abuse, mental health and homelessness. Also includes statistical reports for (2022) in a range of mental health and other disorders. Emergency examination and Hospitalization: https://www.capitol.hawaii.gov/hrscurrent/Vol06_Ch0321-0344/HRS0334/HRS_0334-0059.htm Eliminating Barriers to the Treatment of Mental Illness https://www.treatmentadvocacycenter.org/browse-by-state/hawaii Discussion Board: Conduct a critical analysis by selecting two of the following: local, state, federal policy/law or legislation regarding access to care, treatment resources, patient rights, health insurance or reimbursement impacting the treatment of psychiatric conditions and the potential role of the PMH-APRN as advocate for social equity in the delivery of mental health care.
Week 3	Violence Prevention – A public health	**Complete the following online modules and upload your certificate of completion for each.** **First View**: Protective and Risk Factors for Different Forms of Violence at the Community Level https://vetoviolence.cdc.gov/apps/connecting-the-dots/node/7

	approach using the social ecological model Seclusion and Restraints	**Complete** Online module from CDC- 1.0 CE. Upload your certificate upon completion. Go to the "ACE's Overview and Public Health for Preventing Adverse Childhood Experiences" It will take 60 minutes to complete the "Mental Health Provider" module. https://vetoviolence.cdc.gov/apps/aces-training/#/#top **Second View:** **Seclusion and Restraint Module** https://www.apna.org/resources/apna-seclusion-restraint-position-paper/ **Complete:** APNA **2018 Competency Based Training for Conducting the One Hour Face-to-Face Assessment for Patients in Restraints or Seclusion** https://e-learning.apna.org/products/2018-competency-based-training-for-conducting-the-one-hour-face-to-face-assessment-for-patients-in-restraints-or-seclusion
Week 4	Trauma Informed Care-Sexual Assault Trauma Informed Care-Intimate Partner Violence	See readings and other learning activities in Module Domestic Violence – PBS Hawaii https://www.youtube.com/watch?v=ymNLk-0wkJc Website: Asian Pacific Institute Gender-based Violence https://api-gbv.org / Discussion Boards: Website: https://www.nsvrc.org/ Part A: National Sexual Violence Resource Center – Podcasts. Select one article and podcast which relates directly to sexual violence applicable to a select client population. Provide a summary by posting on the discussion board. Identify one local community resource for sexual assault survivors. https://www.nsvrc.org/podcasts Part B: Analyze and summarize one socio-cultural, economic, environmental factors and mental health disparities among a group of Asian Pacific women from the API website and readings. Discuss the importance of screening for IPV for one select population from a study in the module readings. Incorporate the latest research findings on essential considerations in formulating a "safety plan".
Week 5	Integrative Treatment Modalities	Readings: Wheeler: Chapter 16 National Center for Complementary and Integrative Health https://www.nccih.nih.gov/health/providers Cochrane Library: Click on topic – "Mental Health" https://www.cochranelibrary.com/cdsr/reviews Discussion Board: Website search for evidence on Integrative and Complementary treatments for Psychiatric Disorders for Providers and Consumers
Week 6	LGBTQ+ Mental Health Care	See readings and other learning activities in module National LGBTQIA+ Health Education Center. https://www.lgbtqiahealtheducation.org/ See module for Webinars to be completed ANA Position Paper: https://ojin.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol-24-2019/No1-Jan-2019/ANA-Position-Statement-Advocacy-for-LGBTQ.html

		Discussion Board: After completing the module and readings, Discuss the essential clinical and therapeutic strategies to incorporate into your practice to be more inclusive of the LGBTQI+ client in establishing a therapeutic alliance as a PMHNP.
Week 7	Substance Use and co-occurring disorders	See readings and other learning activities in module **Understanding Comorbid Substance Use Disorders and Serious Mental Illness** https://education.smiadviser.org/diweb/catalog/item?id=5914691 **Telehealth for the treatment of serious mental illness and substance use. Evidence-based resource guide - SAMHSA** https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/PEP21-06-02-001.pdf Discussion Board: Post a brief summary of a selected client with Substance Use Disorder and co-occurring psychiatric disorder using the SOAP format. Critically analyze and cite rationale for the treatment plan based on the readings.
Week 8	Child/Adolescent Mental Health Prevention	See readings and other learning activities module Adolescent Development Explained – Office of Population Affairs Research on the impact on mental health in Videogaming, social media, bullying and substance use Children's Mental Health Report - Social Media, Gaming and Mental Health (2019) Adolescent Alcohol Use: https://opa.hhs.gov/adolescent-health/substance-use-adolescence Impact of COVID-19: https://www.cdc.gov/media/releases/2022/p0331-youth-mental-health-covid-19.html Discussion Board A: Select one of the priority topics in the Children's Mental Health Report in the learning module. Retrieve the highest level of evidence or latest research and provide a summary. Include resources for clinical practice and patient/family education and prevention. https://www.hawaiicjc.org/mandated-reporter-info Discussion Board B: Discuss the physical and psychological assessment findings of suspected child abuse (physical & sexual) including indicators of child sex trafficking in a select age group and the role of the PMHNP as a mandatory reporter, patient advocate and the importance of the interdisciplinary approach.
Week 9	Veteran's Mental Health	See readings and other learning activities in the module Website: VA Mental Health Support for Healthcare Providers https://www.mentalhealth.va.gov/healthcare-providers/index.asp Booklet "Common Psychiatric Co-occurring Disorders among Veterans". There are a number of links for provider resources. SAMSHA website for "Service Members, Veterans, and Their Families" https://www.samhsa.gov/smvf-ta-center/special-populations Discussion Board: Go to the SAMSHA website for Veterans Special Populations, select a population and frequent psychiatric condition among veteran's and provide a summary of the unique challenges they face and list two resources for a potential veteran client. Assignment: Complete VA webinar: Posttraumatic Stress and Substance Use Disorder Comorbidity (1 CE) **Evidence-based DNP Clinical Paper Due**

Week 10	Autism Spectrum Disorders	See readings and other learning activities in module Autism Disorder: https://europepmc.org/article/NBK/nbk568713 Screening: https://www.cdc.gov/ncbddd/autism/hcp-screening.html Identification, Evaluation, and management of Children with Autism Spectrum Disorder -AAP identification-evaluation-and-management-of-children-with-autism-spectrum-disorder-american-academy-of-pediatrics-1451/ Discussion Board: After reviewing the learning materials and activities in the module, outline the screening, identification, and treatment planning from an interdisciplinary approach and the role of the PMHNP.
Week 11	Psychiatry Treatment Approaches with Older Adults Elder Abuse	See readings and other learning activities in the module Wheeler: Chapter 22 and Chapter on Elder Abuse in Module Psychosocial Interventions for Older Adults with Serious Mental Illness – SAMHSA evidence-based resource guide https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/PEP21-06-05-001.pdf **Diversity Among Persons Living With SMI: A Focus On Older Adults (Webinar 1.0)** https://education.smiadviser.org/diweb/catalog/item?id=8225443 Discussion Board A: Select a nonpharmacological treatment for older adults with a select psychiatric disorder in conjunction with medication management. Include a case study of a patient seen in your clinical practicum using the SOAP note format. Present your treatment plan with a selection on the non-pharmacological modalities of individual, group and/or family. Integrate the sociocultural, economic, and disparities factors present in the case. Discussion Board B: Compare and contrast physical and psychological assessment findings of suspected elder abuse in your past or current clinical practice. Discuss your role as a PMHNP mandatory reporter, patient advocate, and the importance of the interdisciplinary approach.
Week 12	Telehealth	See readings and other learning activities in module APNA Webinars: See learning modules. This will require you to join APNA as a student member. See syllabus for further information. **Using Telepsychiatry for Serious Mental Illness: An Introduction (1 CE)** https://education.smiadviser.org/diweb/catalog/item?id=5914835 **Mental Health Promotion Presentation Due**

PLEASE NOTE: While every attempt has been made to prepare this syllabus and class schedule in final form, it may be necessary for the course leader to make changes as may be deemed essential to meet the learning outcomes of the course. Students will be notified in writing via Chaminade email of any changes. It is recommended that you check your email and the course Canvas site frequently for announcements. All students will be held responsible to read, understand, and clarify the content within this document.

Grading Rubric: Discussion Board

Note: Scholarly resources are defined as evidence-based practice, peer-reviewed journals; textbook (not only   source permitted) and National Standard Guidelines

Student Participation	Exceeds Expectations	Meets Expectations	Below Expectations	Total Points

Quality of Post	Provides clear examples supported by course content and references; takes the initiative to post before the due date Cites three or more references, using at least one scholarly resource that was not provided in the course materials **10 points**	Components are accurate and thoroughly represented with explanations and application of knowledge to include evidence-based practice, ethics, theory, and/or role development. Synthesizes course content using course materials and scholarly resources to support important points. Meets minimum word count per discussion board directions (not including reference section). **7 points**	Components are accurate and mostly represented with primarily definitions and summarizations. Ideas may be overstated with minimal contribution to the subject matter. Minimal or absent evidence-based practice, ethics, theory, and/or role development. Synthesis of course content present but missing depth and/or development. Cites one reference or references do not clearly support content. **3 points**	Demonstrates incomplete understanding of content and or inadequate preparation. No references cited. Submits post late. **0 points**	**10**
Peer Response	Offers both supportive and alternative viewpoints to the discussion using two or more scholarly references per peer post. Post provides additional	Evidence of further synthesis of course content. Provides clarification and new information or insight related to the content of	Lacks clarification or new information. Scholarly reference supports the content in the peer post without adding new information or insight. Missing reference from one peer post. **3 points**	Post is primarily a summation of peer's post without further synthesis of course content. Missing references	**10**

	value to the conversation. **10 points**	the peer's post. Response is supported by course content and a minimum of one scholarly reference per peer post. **7 points**		from both peer posts. No peer posts or submits post late. **0 points**	
Frequency of Distribution	Initial posting and 2 peer posts made on two separate days. **5 points**	Initial posting and 1 peer post made on separate days. **3 points**	All posting made on same day. **1 point**	No postings **0 points**	**5**
Organization	Well organized content with a clear purposed statement and content argument. Writing is concise with a logical flow of ideas. **10 points**	Organized content with introductory statement, supportive content, and summary statement. Argument content is developed with minimal issues in content flow. **8 points**	Poor organization and flow of ideas distract from content. Narrative is difficult to follow and frequently causes reader to reread work. **6 points**	Illogical flow of ideas. Missing significant content. Prose rambles. **0 points**	**10**
APA Referencing	Correct APA formatting with no errors. **10 points**	Correct and consistent APA formatting of references and cites all references used. No more than two unique APA errors. **8 points**	Three to four unique APA formatting errors. **6 points**	Five or more unique formatting errors. **0 points**	**10**
Grammar/Spelling	The writer correctly identifies	The writer demonstrates correct usage	The writer occasionally uses awkward sentence construction or	The writer struggles with limited	**5**

	reading audience, as demonstrated by appropriate language (avoids jargon and simplifies complex concepts appropriately). Writing is concise, in active voice, and avoids awkward transitions and overuse of conjunctions. There are no spelling, punctuation, or word usage errors. **5 points**	of format in English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are minimal to no grammar, punctuation, or word usage errors. **3 points**	overuses/inappropriately uses complex sentence structure. Problems with word usage (evidence of incorrect thesaurus) and punctuation persist, often causing some difficulties with grammar. Some words, transitional phrases conjunctions are overused. Multiple grammar, punctuation, or word usage errors. **1 point**	discipline vocabulary and difficulty conveying meaning. Grammar and punctuation are consistently incorrect. Spelling errors are numerous. **0 points**	
				Total Points	**50**

Mental Health Promotion Presentation

Each student will give a presentation on mental health promotion topic. Your topic must be approved by faculty prior to the 4ᵗʰ week of the semester. The presentation should include: the learning objectives or outcomes after attending the presentation by the audience, reflecting the content presented. The presentation should include a description of the life span population, prevalence of the psychiatric condition from a primary prevention perspective for a targeted group, which can be parents, child, adolescent, adult older, adult etc. Topics may include early screening for depression in adolescents, older adults or perinatal period, suicide prevention among certain populations across the lifespan, ADHD children or adults, eating disorders etc. as examples. Consult with your faculty and obtain approval for the topic and audience PRIOR to commencing work on the presentation. This is meant to be an educational presentation for healthcare providers or for the lay public. Treatments can be included in the way of resources. As part of this assignment students will administer an evaluation form to assess participants' learning by including the learning objectives. The evaluation template can be found in the CANVAS course.

Students will submit their presentation, including the PowerPoint, reference list for additional resources for the audience, notes, and a 1-2 page, double-spaced summary of the effectiveness of their presentation based on pre/post-test results and learner comments.

Here are some links to websites as resources for your topic:

To find interventions/programs, please check these sources before searching the literature. These registries are designed to assist with finding evidence-based interventions easily, so start with these:

a. SAMSHA's National Registry of Evidence-based Programs and Practices
https://www.samhsa.gov/nrepp
b. The Community Preventive Services Task Force's Community Guide
https://www.thecommunityguide.org/
c. Healthy People 2030:
https://health.gov/our-work/national-health-initiatives/healthy-people/healthy-people-2030/promoting-healthy-people-2030
d. CDC Mental Health https://www.cdc.gov/mentalhealth/index.htm
e. National Institute of Mental Health https://www.nimh.nih.gov/

Mental Health Promotion Presentation

Grading Rubric	Points
Presentation Content	
1. Overview of psychiatric condition, incidence, national statistics, population focus (lifespan), and rationale and significance for the selected mental health promotion topic	20
2. Description of the intended audience and rationale for selection	5
3. Evidence or research findings of one evidence-based prevention strategy for early screening/identification of the psychiatric conditions in the selected population	10
4. Reference List (6-8 references, last 5-8 years)	5
Format	
Power point presentation suitable for professional or lay audience (10-15 slides)	5
Learning objectives are linked to content of presentation	5
Pre/post-test assessment of the learning objectives for participants, include comments. May include a quiz, case study, video scenario etc. as part of the presentation.	10
Citations in APA format on slides as appropriate	5
List of resources provided to participants to include websites and reference list as appropriate to the audience	5
Summary of effectiveness of presentation (limit 1-2 pages, double spaced), participant feedback, and future recommendations in presenting the topic	5
Total Points Possible	**75**

Title of Presentation:
Speaker Name:
Date:
Participants:

Program Learning Objectives - (List Program Objectives for Presentation)
1. Describe the differences ……….
2. List the 3 primary components of …………………..
3. Identify …………………………………………………

This presentation met the stated learning objectives	Strongly Disagree		Agree		Strongly Agree
1. Objectives were presented clearly and easily understood	1	2	3	4	5
2. Objectives were achieved	1	2	3	4	5
3. Satisfied with the course materials and content added to my knowledge	1	2	3	4	5
4. The presentation was well prepared and organized	1	2	3	4	5
5. Course content was consistent with learning objectives	1	2	3	4	5

Presenter Evaluation:	Strongly Disagree		Agree		Strongly Agree
1. Presents the material in an organized way	1	2	3	4	5
2. Speaks clearly and distinctly	1	2	3	4	5
3. Demonstrates enthusiasm in presentation of material	1	2	3	4	5
4. Encourages questions and comments	1	2	3	4	5
5. Powerpoint presentation is clear and understandable	1	2	3	4	5
6. Effective use of experiential or active learning methods	1	2	3	4	5

Comments:

Evidence-Based Practice Clinical Paper
100 points

This clinical paper is a comprehensive treatment plan for a chronic severe mental health condition and co-occurring Substance Use disorder. Select one evidence-based practice approach for the treatment of co-occurring disorders. For this assignment, each student will select a patient with a psychiatric condition met during the semester's clinical hours. The student will present the patient's background, chief complaint, and other assessment data, followed by an analysis of how these data compare to what is known from the literature about the psychiatric condition's definition, diagnostic criteria, etiology, epidemiology, risk factors, and primary and secondary prevention strategies. In other words, the student will analyze how well the assessment data gleaned from a comprehensive psychiatric evaluation during clinical hours matches what is known in the literature about the psychiatric condition.

The clinical paper must include a discussion of available instruments used to assist in screening, diagnosing, and monitoring of symptoms of the disorder. This clinical paper should be between 2000-2500 words in length and conform to APA format. A minimum of 10 peer-reviewed publications (primary sources) should be used; with the exception of the DSM-TR-5 for diagnostic criteria and do not use textbooks. Please be sure that you summarize in your own words; paraphrasing is permitted and no direct quotations. Be sure that you understand the definition of plagiarism of published authors. Plagiarism will result in a grade of zero for this assignment.

NUR 836: Evidence-Based Practice
DNP Clinical Paper Rubric
100 points

Criteria	Ratings			Pts
A comprehensive psychiatric evaluation for one patient is presented. The DSM-TR-5 condition, and substance use is selected and appropriately described . Definition of the conditions, including diagnostic criteria and co-morbidities are discussed. Differentiate the biological, genetic, developmental, mental disparities and environmental of psychiatric disorders. Current epidemiology of the condition in the US, and estimated costs to society and other pertinent data are presented. All information gleaned from the literature is analyzed in the context of the chosen clinical patient. (20 pts)	**20 – 16** **All areas addressed**	**15 - 6** **Missing parts of the assignment**	**5 - 0** **Minimal to did not address the assignment**	/20 pts
Current understanding of the etiology of the condition including risk factors is discussed and compared to the case presentation. The case's membership in of special/vulnerable populations is identified and how that membership	**15 – 10** **All areas addressed**	**9 - 4** **Missing parts of the assignment**	**3 - 0** **Minimal to did not address the assignment**	/15 pts

NUR 836: Evidence-Based Practice
DNP Clinical Paper Rubric
100 points

Criteria	Ratings			Pts
influences prognosis, treatment, etc. is addressed. (15 pts) .				
The use and results of appropriate standardized instruments for screening, diagnosing, and monitoring the condition based on latest evidence are discussed and attached as appendices (15 pts)	**15 – 10** **All areas addressed**	**9 - 4** **Missing parts of the assignment**	**3 - 0** **Minimal to did not address the assignment**	/15 pts
Critical review of effective evidence-based treatment is addressed. These data are compared to the information gathered in the case assessment as to whether the case was engaged in recommended EBP treatment. (10 pts)	**10 – 8** **All areas addressed**	**7 - 3** **Missing parts of the assignment**	**2 - 0** **Minimal to did not address the assignment**	/10 pts
Nursing diagnoses relevant to the case are identified. An evidence based non-prescriptive treatment plan (within the scope of RN practice) is created and discussed. (20 pts)	**20 – 10** **All areas addressed**	**9 - 4** **Missing parts of the assignment**	**3 - 0** **Minimal to did not address the assignment**	/20 pts
Scholarly sources utilized throughout sections of paper and within the specialty (10 pts)	**10 – 7.5** **Evidence is from Scholarly sources in the past 5-8 years and majority of components discussed** **(10 scholarly primary**	**7.5 –3.5** **Evidence addresses assignment requirement but are outdated and/or components missing with fair discussion**	**3.5 - 0** **Use of many non-scholarly sources and minimal discussion or missing component**	/10 pts

Criteria	Ratings			Pts
	sources)	**(6 scholarly primary sources)**	**(<5 scholarly primary sources)**	
Organization and Coherence Uses a logical progression of ideas and presents a clear articulation of main argument. Professional quality. Almost entirely free of spelling, punctuation, and grammatical errors. Written in scholarly language, using APA format (if required). (10 pts)	**10 – 7.5** **Clear, logical, scholarly, use of APA format**	**7.5-3.5** **Some organizational, writing, or APA problems**	**3.5 - 0** **Many organizational, writing, or APA problems**	/10 pts

Maximum Total Points:	/100