## Overview

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>4 Semester Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 semester hours, didactic</td>
</tr>
<tr>
<td></td>
<td>2 semester hours, clinical</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Responsible for Course</th>
<th>Justin R. White, DNP, CNP, PMHNP-BC, LCSW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>TBA</td>
</tr>
<tr>
<td>Office Hours</td>
<td>By appointment</td>
</tr>
<tr>
<td>Phone</td>
<td>TBA</td>
</tr>
<tr>
<td>Email</td>
<td>Blackboard Learn Course Email tool (Responses to email will be provided within 48 hours during weekdays.)</td>
</tr>
</tbody>
</table>
Prerequisites

Prerequisite(s): NUR 585 and NUR 586
Prerequisite(s) with concurrency: NUR 588.

Prerequisites: NUR 501, 505, 520, 522, 580, 521, 502, 585, 586, BSC 529, CHS 520

Corequisites: NUR 588

Resource Persons

CCN faculty, selected community experts

Course Description

Provides the student with an understanding of the treatment of psychopathology. In addition, the role of the advanced psychiatric mental health nurse in the assessment, diagnosis, and treatment of patients and families in rural settings will be explored.

Provides the student with an understanding of the treatment of psychopathology. The role of the advanced psychiatric mental health nurse in the assessment, diagnosis, and treatment of patients and families in rural settings will also be explored. This course will also examine treatment modalities for advanced practice psychiatric nursing, specifically with children and adolescents. In addition, this course will provide advanced knowledge of psychobiological information in conjunction with the use of psychopharmacological interventions with patients. Students must complete 150 clinical rotation hours working with children and families within the semester in which the course is taken.

Relationship to Other Courses

This course builds on the knowledge and skills from prior and concurrent courses, and is the second course in a series of mental health courses.

Student Learning Outcomes
Upon completion of the course, the student will be able to:

- Critically appraise theoretical approaches for psychotherapeutic interventions with children and adolescent patients and families in rural areas. (I, II)*
- Develop and justify complete DSM-IV-TR diagnoses on children and adolescent patients. (II, VI)*
- Assess the child and adolescent individual and family functional status consistent with DSM-IV-TR criteria. (IV)*
- Determine psychopharmacologic treatments and management of behavioral health issues in primary care, with an emphasis on child and adolescent patients, guided by the preceptor, research, and evidence-based practice. (I, VII, VIII)*
- Develop treatment plans for child and adolescent patients experiencing mental health conditions to maximize the adult patient’s potential. (I, II, III, VI, IX)*
- Recommend systematic follow-up and evaluation to further determine the effectiveness of the treatment and plan of care. (I, II)*
- Collaborate with or refer to other health care professionals appropriately. (III, VI)*
- Articulate the role of the Psychiatric Mental Health Nurse Practitioner and continue assimilation of this role into clinical practice. (I)*
- Demonstrate the highest level of accountability for ethical professional practice. (I, III, VII, IX)*
- Provide high quality, safe, and cost-effective patient centered care, recognizing cultural diversity and the patient or designee as a full partner in decision making. (II, III, IV, VI, IX)*
- Provide health promotion and disease prevention education to individuals, families, and communities, specifically children and adolescents. (II, VI)*
- Document achievement of course objectives in a professional portfolio. (IX)*

*Roman Numerals indicate related program objectives listed with each course objective.

Types of Learning Facilities

Internet-based course, clinical agencies and CCN laboratory facilities. Student activities may occur in a variety of approved settings.

Teaching and Learning Strategies

Online teaching-learning strategies including but not limited to chat rooms, discussion boards, case-studies, grand rounds, and modular presentation of content and assignments. Clinical activities include actual and simulated practice settings.

Permalinks

**Course Articles:** Permalinks to article(s) from the UA Libraries’ database may be provided to students in order to access the article(s) assigned in this course.

- If you are on campus or on the UA network, you will have access to the article(s) using the permalink. If the full article does not automatically appear on the screen, review the web page for a link to the Full Text version (PDF, HTML, or
Download links to download the article(s).

- If you are not on campus or on the UA network, you will be prompted to enter your myBama ID and myBama password to access the article(s).

## Blackboard IM

**Blackboard IM**, an instant collaboration system designed for education, enables students and faculty to collaborate and learn in an informal "virtual venue." Replicating the exchange of ideas and communication that happens naturally in the traditional classroom, Blackboard IM has other features of a collaborative messaging client including:

- Application sharing
- Blended audio and video
- State-of-the-art whiteboard
- Virtual office hours

The faculty member may hold virtual office hours using Blackboard IM, and the student may also use it to collaborate with other faculty and/or with peers. See the tutorials below for information on using Blackboard IM.

- **Blackboard IM - Getting Started**
- **Blackboard IM Interface and Overview**
- **Starting a New Audio (or Video) Call**
- **Text Chat Window Overview**
- **Using Screen Sharing**
- **Whiteboard Overview**

## Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Percentage</th>
</tr>
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<tbody>
<tr>
<td>Competency Checklist</td>
<td>10%</td>
</tr>
<tr>
<td>Psychiatric Evaluation</td>
<td>25%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Discussions</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

### Graduate Grade Description

90-100% = A
80-89% = B
70-79% = C
60-69% = D
59% and below = F

Students must achieve success in both the clinical and didactic portions of the course (as outlined below) to progress to NUR 590.

All components of the evaluation must be submitted before a final grade for the course will be calculated. Assignments must be submitted to the faculty on the date specified on the course schedule.

**The student must achieve a final course grade of B (80) or better to be eligible to pass this course.** If the student does not earn a final course grade of 80 or better, they are not eligible to progress in the Nurse Practitioner Concentration. Students may be allowed to enroll in this course no more than two times, and must meet all eligibility requirements.

### Clinical Evaluation

Students must receive satisfactory clinical evaluations, complete all required clinical rotation hours and submit a complete clinical rotation log within the semester the course is taken to be eligible to progress to the next course and through the nurse practitioner concentration plan of study.

*In the event that a student achieves a final didactic course grade of a B or better, but does not meet the clinical requirements, the student will receive a final course grade of a C or less and will not be eligible to progress to the next course or through the nurse practitioner program of study. The course coordinator assigns final course and clinical grades.*

### Clinical Expectations

Specific expectations are described in the preceptor’s evaluation form for each course. General expectations in the clinical area are provided below:

1. Demonstrates evidence of preparation as an advanced practice nurse related to the clinical experience.
2. Employs evidenced-based practice to provide care and to improve practice processes and outcomes.
3. Integrates appropriate technologies for assessment and knowledge management.
4. Demonstrates information literacy skills in decision making.
5. Adheres to Capstone College of Nursing and agency guidelines, including immediate notification of clinical instructor and/or the course coordinator of problems, issues, or concerns arising in the clinical area.
6. Demonstrates behaviors consistent with advanced nursing roles, including, but not limited to: motivation, communication, leadership, organizational skills, and ability to work under stress, appearance, punctuality, and attendance.
7. Seeks active learning experiences guided by the preceptor.
8. Establishes therapeutic relationships when providing patient-centered care.
9. Demonstrates advanced practice professional behavior to elicit appropriate health history and perform comprehensive physical exam.
10. Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal, and seeks results of other diagnostic data to develop differential and final diagnosis for mental health problems and psychiatric disorders.
11. Integrates knowledge of Axis III conditions that affect treatment planning.
12. Develops age-appropriate treatment plan for mental health problems and psychiatric disorders.
13. Verifies and discusses findings, potential diagnoses, recommended treatments, possible pharmacologic agents, and plans of care for patients with mental health problems and psychiatric disorders with preceptor prior to implementation.
14. Collaborates with preceptor to identify and employ appropriate individualized outcome measures for the evaluation of psychiatric care.
15. Communicates effectively with preceptor, faculty, and members of the health care team.
17. Follows agency guidelines to document findings in a concise, organized, and accurate manner using correct medical terminology.
18. Demonstrates respect for the rights, dignity, culture and individuality of all persons, within the context of social justice including but not limited to: maintaining confidentiality consistent with HIPAA regulations, providing privacy, and avoiding stereotyping.
19. Assesses patient and caregiver educational needs to provide effective, personalized disease specific health care.
20. Provides health promotion and disease prevention education to individuals, families, and communities.
21. Recognizes limitations in scope of practice; identifies the need for referral to physician or health care facility for definitive management or a higher level of care.
22. Recognizes emergency situations and initiates effective emergency care when needed.
23. Discusses the appropriate uses of possible seclusion, and/or chemical and physical restraints with preceptor.
24. Demonstrates developing ability to address sexual/physical abuse, substance abuse, sexuality, and spiritual conflict across the lifespan.

Evaluation: Supplemental

Students are required to complete each assignment and assessment listed above in order to pass this course. All components of the evaluation must be submitted before a final grade for the course will be calculated.

Course Schedule

Refer to the Course Schedule, located on the Course Tools menu, for a list of module topics, assignments, and due dates. Also refer to the UA Academic Calendar for other important deadline dates.

Required Texts

UA Supply Store Textbook Information
YEARWOOD / CHILD & ADOLESCENT BEHAVIORAL HEALTH (Required)
YALOM / THEORY & PRACTICE OF GROUP PSYCHOTHERAPY (Required)
WHEELER / PSYCHOTHERAPY FOR THE ADVANCED PRACTICE PSYCHIATRIC NURSE (Required)
AMER PSYCH ASS / DIAGNOSTIC & STAT MAN MENTAL DIS DSM-5 (Required)
STAHL / STAHL'S ESSENTIAL PSYCHOPHARMACOLOGY: PRESCRIBER'S GDE (Required)
STAHL / STAHL'S ESSENTIAL PSYCHOPHARMACOLOGY (Required)
SADOCK / KAPLAN & SADOCK'S SYNOPSIS OF PSYCHIATRY (Required)
YALOM (RENTAL) / (RENTAL) THEORY & PRACTICE OF GROUP PSYCHOTHERAPY (RENTAL)
WHEELER (RENTAL) / (RENTAL) PSYCHOTHERAPY FOR THE ADVANCED PRACTICE PSYCHIATRIC NURSE (RENTAL)
STAHL (RENTAL) / (RENTAL) STAHL'S ESSENTIAL PSYCHOPHARMACOLOGY (RENTAL)

  - ISBN-10: 0890420254
  - ISBN-10: 0840028547
  - ISBN-10: 078177327X
  - ISBN-10: 0521173647
  - ISBN-10: 1107686466
  - ISBN-10: 0323045227
  - ISBN-10: 0465092845
  - ISBN-10: 0813807867
Access to up-to-date computer equipment (hardware and software) and Internet service is required for satisfactory completion of this course.

**Required Software**


Medatrax NP Student Tracking System: Available: [https://www.medatrax.com](https://www.medatrax.com)

Access to up-to-date computer equipment (hardware and software) and internet service is required for satisfactory completion of this course.

**Email**

Unless otherwise noted, you should only contact your faculty member using the *Mail* feature in Blackboard Learn. Common procedural or curricular questions that arise each semester are answered on the *Syllabus*. If you are unable to find the answers you need, you may contact the faculty member via the Course Email tool, linked on the Course Tools menu. If needed, view the *Blackboard Learn Mail Tutorial* for assistance using the *Mail* tool. Be sure to follow the course netiquette rules when composing emails.

**Graduate Attendance Policy**

Students are expected to participate in online activities and attend all required on-campus and scheduled clinical experiences. It is an expectation that graduate students enrolled in online, blended, or onsite courses will check both Crimson and course email daily. Should absences from clinical learning experiences be necessary, students are expected to notify the designated agency contact person as well as course faculty.

**Make Up Policy**

Students enrolled in graduate courses are expected to complete course activities and requirements as specified in course materials. All assignments are expected to be submitted on time. If a student is unable to complete an assignment on time, the student must contact the course faculty *prior* to the due date and time of the assignment to request an extension. Late submissions and make-up work may only be granted in extreme and extenuating circumstances. Course faculty members have the discretion to approve or deny requests for late submissions; and if granted, will outline the terms and conditions for the acceptance of late assignments.

**HIPAA Compliance and Patient Confidentiality**

Client information must be kept in strictest confidence. Students may never use a patient’s real name in oral or written assignments and/or course communication in any Capstone College of Nursing (CCN) course. Instead, students are to use initials only, and these initials should not be consistent with the patient’s real identity. In addition, all identifiable patient
information used for the completion of assignments must be shredded or disposed of in a safe and confidential manner. Failure to comply with these confidentiality obligations may result in disciplinary action towards the student and/or the termination of educational affiliation between the student and CCN.

Course Netiquette

Netiquette enables students to be professional while communicating with faculty and with other students. To comply with course expectations, it is important to consider the following values during online discussions and when emailing faculty and fellow students:

- **Timeliness**: Monitor course activity and respond to communications from your classmates and faculty in a timely manner.
- **Confidentiality**: When discussing topics, be sure to be discreet on how you discuss children, teachers, patients, and aides in the classroom. Do not use names of people or names of facilities.
- **Formatting**: As a general rule, please do not use all caps in your emails or discussions, as it is considered unprofessional and is hard to read. Also, please use standard capitalization and punctuation in all course communications, and sign your name on all emails.
- **Value**: Recognize and value the experiences, abilities, and knowledge each person brings to class. Value the diversity of the class.
- **Language tone**: The absence of face-to-face interaction increases the likelihood of misinterpretation. Avoid using offensive language, excessive exclamation points, all caps, humor and sarcasm, acronyms, emoticons, and slang.
- **Respect**: Each student's viewpoint is valued as an opinion. When responding to a person during online discussions, be sure to state an opposing opinion in a diplomatic way. Disagree with ideas, but do not make personal attacks. Be careful what you write because you cannot use body language or tone of voice when trying to convey ideas, intent, or thoughts.
- **Brevity**: Be concise when contributing to a discussion. Online courses require a lot of reading; therefore, your points may be missed if hidden in a flood of text.
- **Read and proofread**: Read all discussions before you post a comment, so you do not repeat information. Proofread and spell check all messages before you send them.

System Requirements

This course requires a high-speed Internet connection and may require any of the following free multimedia plug-ins:

- Adobe Reader
- Flash Player
- PowerPoint Viewer
- QuickTime, RealPlayer, or Windows Media Player
- Silverlight

You must have speakers installed and working properly on your computer before beginning the course.

For the Graduate nursing program, you will need to verify that your computer and other technology equipment and/or services meet the requirements outlined on the Computer and Technology Requirements document. You will need...
access to Microsoft Word, PowerPoint, and/or Excel to complete assignments. If you do not have access to the Microsoft Office applications, you may download the Open Office Freeware, an open productivity suite. You will be able to complete your assignments using this freeware, and save your files with Microsoft Office file extensions.

Minimum Student Technical Skills

Participation in an online course requires some basic knowledge of computer technology. You should be able to:

- Navigate and use Blackboard Learn (see Blackboard Learn Tutorials if you need assistance).
- Understand basic computer usage, including keyboard, mouse, CD drive, USB port, and printer.
- Access the Internet via DSL, cable modem, Wifi, or a network interface.
- Use the computer operating system (Windows/Mac OS) to:
  1. Create folders.
  2. Find, copy, move, rename, and delete files.
  3. Launch, run, and switch between software applications.
- Consult with Microsoft Office to:
  1. Create, format, edit, spell check, save, print, and retrieve a document.
  2. Cut, copy, and paste information within and between documents.
  3. Save a word processing document in text (.doc, .docx, or rtf format).
  4. Receive assistance, if needed, by visiting: Microsoft Office for Windows Support or Microsoft Office for Mac support web sites if you need assistance.
- Use a web browser to:
  1. Open, print, and/or save web pages to a local or removable storage drive.
  2. Open and save PDF files.
  3. Create, maintain, and manage a list of web pages (Favorites/Bookmarks).
  4. Use a search engine's basic features to find information on the web.
- Download and install programs from remote servers.
- Use email to:
  1. Send, receive, store, and retrieve messages.
  2. Send, receive, and open file attachments.

Technical Support

To obtain assistance with technical issues (removing pop-up blockers, opening pages or quizzes, etc.) or if you are unable to see the course content or have other questions regarding the course itself, please visit the College of Continuing Studies Online Course Technical Support Site to submit a request, or call 205-348-9157 (Toll Free: 1-866-205-1011) during their regular business hours.

Capstone College of Nursing Policies

All CCN students are required to follow the policies and procedures presented in the CCN Graduate Student Handbook. Faculty reserve the right to make course changes during the active semester, including facilities, teaching strategies, texts,
and topical outline. Any other changes must be approved by the Assistant Dean, Undergraduate Programs, Senior Associate Dean or Dean. Students will be notified in writing or via email when such changes are necessitated.

Severe Weather Guidelines

The guiding principle at The University of Alabama is to promote the personal safety of our students, faculty and staff during severe weather events. It is impossible to develop policies which anticipate every weather-related emergency. These guidelines are intended to provide additional assistance for responding to severe weather on campus.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

The Office of University Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through UA Alerts to faculty, staff and students
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA-TV/WUOA-TV, and on the website at http://wvuatv.com/content/weather.
  WVUA-TV Home Team Weather provides a free service you can subscribe to which allows you to receive weather warnings for Tuscaloosa via e-mail or cell phone. Check http://wvuatv.com/content/free-email-weather-alerts for more details and to sign up for weather alerts.

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

Disability Statement

If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary.

If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285 (Voice) or (205)
348-3081 (TTY) or visit 133-B Martha Parham Hall East to register for services. Students who may need course adaptations because of a disability are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with the Office of Disability Services, 133-B Martha Parham Hall East, before receiving academic adjustments.

**Policy on Academic Misconduct**

All students in attendance at The University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on examinations and projects, the professor, department, or division may require that each student sign the following Academic Honor Pledge: “I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedure resulting from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University.”

See the [Code of Student Conduct](#) for more information.

**History of the Capstone Creed**

The creed was created by the Student Leaders Council. In the spring of 2000, a discussion of campus culture among student leaders led to an effort to identify the core values that sustain us as members of the University community. The Student Leaders Council recognized that the Capstone experience is not limited to our formal affiliation with the University during enrollment and that the University community does not end at the geographic boundaries of campus. As members of the Capstone community, there is a common thread throughout us all, and the Student Leaders Council has endeavored to make those core values manifest through the implementation of a campus-wide creed with which all Capstone stakeholders can identify.