New Graduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): NRSG 633
Example: PHI 361 RH

Course Title: Advanced Clinical IV, Family Mental Health Nursing IV
Abbreviated Course Title (≤ 30 chars): Adv Clin IV Psych/MH
First Semester to be Offered: Summer 2015
Submitted by: Kate Hallowell
Submitter’s Contact Info: Phone, Email: 994-3500 khallowell@montana.edu
Instructor: Hillary Corson and Kelli Begley
Department: Nursing
College: Nursing

New Graduate Course Review Process

Instructor completes the New Course Packet.
Department Head’s signature indicates that course has been approved by the process used within the Department.
The Chair of the College Curriculum Committee signs to indicate College academic approval (if required).
The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean’s Statement) is typically required.
The New Course Packet (as PDF) is submitted to the Graduate School for approval by the Dean.
Provost’s Office reviews the new course request.

APPROVALS

Kate Hallowell * 9/22/14
Date
Donna A Williams 9/22/14
Date
Donna A Williams 9/22/14
Date
Kudlae A Lu 10/22/14
Date

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x91) do not require review by the College Curriculum Committee, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

   www.mus.edu/Qtools/CCN/ccn_default.asp

   - If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   - If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):

Course Title: NRSG 633
Abbrev. Course Title (≤ 30 char): Advanced Clinical III, Family Mental Health Nursing III
Credits: 6
Department Offering Course: Nursing
College: Nursing

Is this course “equivalent” to a course in the MUS System?: ☑️ Yes □ No

Learning Outcomes for the Course:

1. Analyze the advanced nursing practice role in providing care and treatment for families and couples with acute mental health needs.
2. Assess and interpret the acute mental health treatment needs of families based on an understanding of psychosocial and developmental theories.
3. Formulate advanced nursing strategies for the treatment of families with acute mental health needs.
4. Expand knowledge gained from previous pharmacology courses into current semester clinical hours, regarding the selection, use, and safety of psychotherapeutic agents.
5. Implement advanced nursing strategies for the promotion of mental health and intervention in response to the acute mental health needs of families.
6. Evaluate the effectiveness of nursing strategies used to provide acute mental health care for families.
7. Incorporate knowledge about culture and ethnicity into the development, implementation, and evaluation of advanced...
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6. Evaluate the effectiveness of nursing strategies used to provide acute mental health care for families.
7. Incorporate knowledge about culture and ethnicity into the development, implementation, and evaluation of advanced nursing strategies.
8. Apply legal and ethical principles to the development, implementation, and evaluation of advanced nursing strategies.
9. Use research evidence in the development, implementation, and evaluation of nursing strategies.
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed): NRSG 633
Course Title (for Catalog): Advanced Clinical III, Family Mental Health Nursing III
Course Title (for Schedule of Classes, 30 characters, max.): Adv Clinical III Psych/MH
First Semester to be Offered: Summer 2015
Restricted Entry/Consent of Instructor Required: Yes
Instructor’s GID (last 4 digits only): 5595
Department Offering Course: Nursing
College: Nursing

Is the requested course number available? (x4155 to check): Yes
Frequency of course offering: Annually
Semester(s) offered (check all that apply): Summer
Summer Options (check all that apply): First 6 weeks
Credits by mode of instruction: Lecture: 3
Seminar:
Independent Study:
Lab/Studio: 3
Recitation/Discussion:
TOTAL CREDITS: 6
Primary Mode(s) of Delivery: Face-to-face
Web-Enhanced (small on-line comp.)
On-Line Only
Blended (significant on-line portion)

Time and Location — Call the Registrar’s Office at x4155 to find a time and location for the course.
Assigned Day(s): M Tu W Th F Sa Su
Assigned Time(s):
Assigned Building:
Assigned Room:
Capacity (room capacity, or enrollment “cap”): 10

Co- and Pre-Requisites — Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.
Prerequisite(s):
Co-Requisite(s):

Course Description — Provide a course description of 40 words or less for the MSU Catalog.

In this course, students will explore the conceptual and theoretical foundations for providing psychotherapy with families and couples. Continuation of psychopharmacology concepts presented in Advanced Clinical I and II will be provided, with an emphasis on
NRSG 633
Course Description

In this course, students will explore the conceptual and theoretical foundations for providing psychotherapy with families and couples. Continuation of psychopharmacology concepts presented in Advanced Clinical I and II will be provided, with an emphasis on expanded pharmacology concepts.
DEAN'S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean's Statement is the place to document how the costs of the proposed new course will be covered.

This is a required course in the new DNP curriculum that was approved by the Board of Regents. Additional funding was approved to support this program through the MSU Investment Proposal process in AY 12-13.

Helen Melland, Dean, College of Nursing
MONTANA STATE UNIVERSITY
COLLEGE OF NURSING
Master Resource Outline
NRSG 633 Advanced Clinical III (NP, Psych/Mental Health)
Advanced Care of Individuals and Families with Acute and Chronic
Mental Health Conditions

Credits: 6 (3 lecture; 3 clinical)
Semester Offered: Summer
Prerequisite: Advanced Clinical II
Degree: DNP

Course Description: This graduate nursing course builds upon content and skills attained in Advanced Clinical I and II. Conceptual and theoretical foundations for psychotherapy, including selected therapeutic modalities for couples and families, are examined. A focus on educating and guiding individuals and families with mental health problems or psychiatric disorders who have acute and/or chronic mental health needs through complex health and situational transitions is emphasized. Planning care to minimize the development of complications and promote function and quality of life using psychopharmacology while incorporating appropriate prescriptive considerations is explored. The application of relevant evidence-based findings to develop practice guidelines and improve practice and the practice environment is stressed.

Course Objectives:

1. Analyze the advanced nursing practice role in the use of psychotherapeutic modalities for individuals and families with mental health problems across the lifespan.

2. Select and apply assessment strategies to determine the mental health treatment needs of individuals and families across the lifespan based on an understanding of biological, psychosocial, and developmental theories.

3. Select and apply relevant psychotherapeutic strategies for the treatment needs of individuals and families across the life span based on biopsychosocial theories, evidence-based standards of care, and practice guidelines.

4. Implement and evaluate psychopharmacologic interventions based on current knowledge of pharmacology and physiology, evidence-based standards of care, and practice guidelines.

5. Develop, apply, and evaluate advance nursing strategies using selected psychotherapeutic modalities to treat the mental health problems and psychiatric disorders of individuals and families across the lifespan.

6. Demonstrate the effective use of therapeutic communication strategies and sustain therapeutic relationships and partnerships with patients and other professionals to facilitate optimal care and patient outcomes.

7. Analyze and apply legal and ethical principles to the development, implementation, and evaluation of advanced nursing strategies.
8. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

**Practice experience in the curriculum**
Practice immersion experiences afford the opportunity to integrate and synthesize the essentials and specialty requirements necessary to demonstrate competency in an area of specialized nursing practice.

**Approved by GAAC:** 2/6/12; modified 10/29/12; amended 11/19/12
**Approved by Faculty:** 4/9/12; modified 1/7/2013

**DNP Essential #8:** Advanced nursing practice
NRSG 633: Advanced Clinical III, Family Mental Health Nursing III
Summer 2015

Course Coordinator: Hillary Corson, MSN, APRN, PMHNP-BC
Office Billings Campus: Cell: 406-671-8501
E-mail: hillary.corson@montana.edu

Clinical Faculty: Hillary Corson, MSN, APRN, PHMNP-BC
Kelli Begley, MSN, APRN, PHMNP-BC, PMNCNS-BC
Assistant Teaching Professor
Office Billings Campus: 406-657-1732
Cell: 406-839-0183
E-mail: kelli.begley@montana.edu

Course Description (3 CR Lecture/3CR Clinical)

In this course, students will explore the conceptual and theoretical foundations for providing psychotherapy with families and couples. Continuation of psychopharmacology concepts presented in Advanced Clinical I and II will be provided, with an emphasis on expanded pharmacology concepts. Students will work with persons with mental health problems or psychiatric disorders who have acute and/or chronic mental health needs. Emphasis will be placed on working with persons across the lifespan within culturally diverse environments.

Course Objectives
1. Analyze the advanced nursing practice role in providing care and treatment for families and couples with acute mental health needs.
2. Assess and interpret the acute mental health treatment needs of families based on an understanding of psychosocial and developmental theories.
3. Formulate advanced nursing strategies for the treatment of families with acute mental health needs.
4. Expand knowledge gained from previous pharmacology courses into current semester clinical hours, regarding the selection, use, and safety of psychotherapeutic agents.
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7. Incorporate knowledge about culture and ethnicity into the development, implementation, and evaluation of advanced nursing strategies.
8. Apply legal and ethical principles to the development, implementation, and evaluation of advanced nursing strategies.

9. Use research evidence in the development, implementation, and evaluation of nursing strategies

Course Requirements:
A. Course Expectations
1. Effective verbal and written communication consistent with graduate level performance standards. Contact the course coordinator immediately in the event of computer difficulties.
2. Accountable to MSU’s code of conduct as defined in the student catalog and MSU Student Code of Conduct.
3. Critical thinking ability—the use of analysis and synthesis skills.
4. Students are responsible for their own learning. Faculty act as mentors and facilitators in the learning process. The level of learning which the student achieves is dependent on the complex relationship between the student, faculty, clinical supervisor, and preceptors. The student must be an active participant in the learning process in order for learning to occur.
5. Travel to clinical sites and in person synchronous course offerings is expected at Montana State University. Clinical experiences can take place in rural settings, as well as the settings near the campus. The student is responsible for travel expenses associated with this experience.
6. Graduate education requires extensive reading of current literature. These may be assigned as readings for courses, may be research for course assignments or projects, or may be work necessary for thesis/professional projects. The student is responsible for completion of these expectations and the time and cost associated with any needed reproduction of these materials. Students are bound by the appropriate copyright laws and proper citation of materials used. Each campus has a specified location for any required course materials.
7. Compliance with HIPAA regulations.
8. Before being admitted to their clinical sites, students must first identify appropriate clinical sites and qualified clinical preceptors, with the help of the FPMHNP clinical faculty of record. The student is responsible to make certain that the approved clinical preceptor’s curriculum vita and the completed MSU-agency agreement are in the Clinical Coordinator’s office prior to any direct practice on site. The PMHNP Clinical Coordinator directs this process and approves proposed clinical sites.

Course Delivery Methods: The course is primarily delivered online in an asynchronous format using Desire to Learn (D2L). This means that materials related to the course are posted to the D2L platform and submission of all coursework and communication about the course occurs online. Online discussion of unit learning activities constitutes a considerable portion of the coursework. In addition to online work, synchronous meetings (e.g. Graduate Intensives) are held periodically during the semester (see Graduate Intensive Schedule and Interactive Video and Teleconference Schedule). Intensives are class meetings held over interactive video (IAV) or teleconference. It is expected that students actively contribute and sometimes lead the online and class-based discussions. While online courses allow students to decide when and where to complete the coursework, this must be done within prescribed timeframes (see assignment due dates below).
IAV Intensives: It is expected that students living in College of Nursing Campus communities (Bozeman, Billings, Great Falls, Kalispell, and Missoula) attend the IAV intensives from the campus. Students living at a distance from campus can connect to the IAV intensives via personal webcam or telephone. If planning to connect via webcam from your computer, students need to contact Fred Pettis, IT Coordinator one week prior to the first intensive to receive connection instructions (fpettis@montana.edu or 406-994-6846). If connecting to the IAV intensive by phone, it is not necessary to contact Fred.

Teleconference Intensives: For intensives delivered using the teleconference line only, students can connect from any location.

Expectations of Students: Faculty members in the graduate program, expect students to direct their own learning while the faculty serves as facilitators of learning. Therefore, students are expected to identify their learning needs, actively seek information to meet those needs, and communicate their needs to the faculty when appropriate. While many readings will be made available by the faculty via MSU library electronic reserves, it is expected that students will identify and access additional readings to complete coursework, and share these references with class members. Please review additional university expectations at the end of the syllabus.

Email Policy: Please use email within D2L to communicate with me about the course (linda.kovolisky@ecat.montana.edu). I expect that you will check your university (D2L) email at least 2 times per week.

Required Books

Family Portion

Theory Portion

Couple Portion

Pharmacology
Grading Scale
A: 90 to 100 %
B: 80 to 89+ %
C: 70 to 79+ %
F: 0% to 69+%  

Percent
Theory quizzes 30%
Pharm. assignments 20%
Theory discussions 30%
Final Exam 20%

Didactic Section

A. Active Participation in weekly discussions and teleconferences
Students are expected to engage in higher-level thinking with regard to the assigned reading material and demonstrate this through active participation in-group discussions. Students will receive points by making relevant self-disclosures, providing feedback to peers, supporting others in examining concepts and critiquing positions considered, summarizing key points, and making comments and asking questions of the group and instructor that exhibit the capacity for comparison and reflection at an advanced nursing practice level. It is important to be an active member creating a learning environment. The weekly discussion questions on D2L will be asynchronous. Each student is responsible for being prepared to respond to the discussion questions. There should be ongoing dialogue in which students read and comment on other students’ posts. The student should incorporate one recent research article into each discussion area (article should be from within the last 5 years). The article should be posted using APA format and with an electronic link so fellow students may access it. Once discussion questions are posted, the students should respond to the initial question(s) within one week. The following week each student should provide a meaningful response to their fellow students’ posts.

Table 1: Participation Grading Rubric

| A Level Participation | 1. Responses are consistently substantive (e.g. thoughtful, accurate, supported, seek clarification, offer a different perspective, expand on the discussion, challenge assumptions, etc.).
| | 2. Examples and supporting data are consistently provided, of high quality, and referenced with information from readings other than those assigned for the course and from Internet sites.
| | 3. Responses are succinct and clearly stated. If disagreeing with another student’s ideas, the participant stated his or her disagreement or objections clearly, yet politely.
| | 4. Responses to required learning activities are posted by the due |

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<p>| | 4. Responses to required learning activities are posted by the due |</p>
<table>
<thead>
<tr>
<th>B Level participation</th>
<th>1. The participant was notably lacking in one or two of the items listed for A-level participation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C Level participation</td>
<td>1. The participant was consistently lacking in two or more of the items listed for A-level participation</td>
</tr>
<tr>
<td>D Level participation 1.</td>
<td>The participant’s post or comments were off-topic, even if the participation otherwise conforms to a higher level on the rubric.</td>
</tr>
<tr>
<td>F Level participation</td>
<td>1. The participant was rude or abusive to other course participants even</td>
</tr>
</tbody>
</table>

*Adapted from the University of Illinois*

A. Psychopharmacology Assignments
   Each student will be required to respond to weekly pharmacology assignments. These assignments will present topics above and beyond that learned during the previous psychopharmacology course.

B. Weekly Theory Quiz
   There are weekly quizzes that cover material from the readings for each lesson. These quizzes are designed to reinforce material and test the students’ comprehension of the material.

C. Final Exam
   A final exam of 50 questions (each question worth 2 points) will be delivered at the end of the semester during finals week. This exam will encompass material from the theory readings and pharmacology lessons provided throughout the semester.

Clinical Section

1. Clinical Sites = You will be responsible for securing access to a facility or agency in which you can complete the clinical requirements of this course (see below).
2. Clinical Requirements
   a. Students must complete a total of 135 clinical hours. Grading is pass/fail for the clinical portion of the course.
   b. 80 hours = medication management, assessing, and diagnosing. You are to move from an observing to an active role. Once you build rapport and trust with your preceptor, we expect that you move from observing evaluations, to doing part of the evaluations, to doing full evaluations. The idea is to build upon what you learned in didactic coursework; we want you to progress
   c. 45 hours = family psychotherapy. You are expected to conduct couples psychotherapy; you are to move from an observing to an active role. Once you
build rapport and trust with your preceptor, we expect that you move from observing psychotherapy, to doing part of a client’s psychotherapy, to performing individual psychotherapy on your own.

d. Conduct short-term therapy with families. Client diagnoses may vary greatly; however, the focus of therapy must be the same: planned short-term interventions.

c. **10 hours = couples psychotherapy.** You are expected to conduct couples psychotherapy; you are to move from an observing to an active role. Once you build rapport and trust with your preceptor, we expect that you move from observing psychotherapy, to doing part of a client’s psychotherapy, to performing individual psychotherapy on your own.

   1. Conduct short-term therapy with adult couples. Client diagnoses may vary greatly; however, the focus of therapy must be the same: planned short-term interventions.

   *NOTE: Clinical hours recorded are only the time spent engaged at clinical settings. No time will be awarded for logs, preparing materials, conferences, etc.*

3. Preceptors
   a. You are required to have a clinical preceptor who is employed at the agency in which you will be completing your clinical assignments. Before clinical work can begin, a contract must be secured between the sponsoring institution where the preceptor practices and MSU’s CON. The College may already have contracts with some agencies. Please contact Deanna Babb to check if a contract is already in place or to establish a contact.
   b. Education and Experience: Advanced degree, licensure, and certification in nursing or other appropriate clinical specialty area (e.g., psychiatry, social work, psychology) and experience in clinical specialty
   c. Commitment: Commitment to higher education and nursing education compatible with the students’ course of study and the MSU College of Nursing philosophy, policies, purposes, and foci.
   d. Teaching and Supervisory Criteria: Experienced role model, knowledge of specialty area and familiarity with current literature, effective interpersonal skills, positive attitude toward presence of students in agency, ability to foster self-discovery, self-reliance, and self-initiated inquiry in student
   e. Evaluation Skills: A willingness to be jointly responsible with the faculty member for ongoing evaluation of the student.
   f. Preceptors must be: Employed by the clinical agency, onsite while you are seeing clients, willing to oversee your work and familiarize themselves with the clients you are seeing, willing to meet with you on a weekly basis to discuss your cases.

B. Procedure for Establishing Clinical Site and Preceptor
   a. Make initial contact with potential preceptor and explains course objectives, requirements, and preceptor’s responsibilities. (The student should review the Preceptor Evaluation Form with all prospective preceptors so that they are clear about their responsibilities. You can print this document from the CON website.
   b. Complete the required paperwork listed on the CON website (links are listed on the D2L course under Unit 1).

4. Bi Weekly Clinical Journals

   **RECEIVED**
   OCT 10 2014
   GRAD SCHOOL
   MSU
a. Are due to clinical faculty on a Bi-Weekly basis to be placed in Drop Box.  First submission to be determined by Clinical Faculty
b. Clinical journal late submissions will only be accepted if it is due to the inability to engage with your client/family at your assigned clinic. (Example: Client/Couple or Family No shows). You are responsible for contacting your clinical instructor and making arrangements to complete the assignment. You are responsible for indicating this in the Drop Box as well.

c. The Clinical Journal will include:

* Age and diagnosis of the Client(s) seen at session: Individual, Couple or Family
* Narrative documentation of skill development in areas (i.e. mental status exams, psychiatric evaluations)
* Narrative notes to describe learning activities encountered during that clinical session—for example, the note might include thoughts and feelings about a new client/couple/family seen or a diagnosis/symptoms, interface or interesting collaboration with the preceptor, observation about a particularly challenging situation.
* A general narrative at the end of each clinical session summing up thoughts and feelings for the day, including personal reflection on progress toward assuming the advanced practice role with an analysis of how the experience and knowledge gained will be incorporated into one’s practice. Identify areas of strengths as well as areas needing further development and ideas for fostering that growth.
* * NOTE: that the journal should not be copies of dictation or other chart documentation.

Example Clinical Logs

<table>
<thead>
<tr>
<th>Family</th>
<th>Couple</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weekly Clinical Log Form</strong></td>
<td><strong>Weekly Clinical Log Form</strong></td>
</tr>
<tr>
<td>Student Name:</td>
<td>Student Name:</td>
</tr>
<tr>
<td>Date:</td>
<td>Date:</td>
</tr>
<tr>
<td>Direct clinical hours this session =</td>
<td>Clinical Hours this session =</td>
</tr>
<tr>
<td>Non-direct clinical hours this session =</td>
<td>Non-direct clinical hours this session =</td>
</tr>
<tr>
<td>Total Clinical hours so far =</td>
<td>Total Clinical hours so far =</td>
</tr>
<tr>
<td>Clients initials:</td>
<td>Clients initials:</td>
</tr>
<tr>
<td>Clients diagnoses:</td>
<td>Clients diagnoses:</td>
</tr>
<tr>
<td>Clinical goals of this session:</td>
<td>Clinical goals of this session:</td>
</tr>
<tr>
<td>Summary of this session:</td>
<td>Summary of this session:</td>
</tr>
<tr>
<td>Analysis summary of this session:</td>
<td>Analysis summary of this session:</td>
</tr>
<tr>
<td>1. What is your reaction to this session as a whole?</td>
<td>1. What is your reaction to this session as a whole?</td>
</tr>
<tr>
<td>2. What contributed to the session’s success or difficulties?</td>
<td>2. What contributed to the session’s success or difficulties?</td>
</tr>
<tr>
<td>3. What was your preparation for this session?</td>
<td>3. What was your preparation for this session?</td>
</tr>
<tr>
<td>4. What could you have done to improve this session?</td>
<td>4. What could you have done to improve this session?</td>
</tr>
</tbody>
</table>

Frequently Asked Questions:

What if I don’t finish all of my clinical hours this semester?

There is no separate recorded grade for clinical lab. The grade/completion of clinical lab gets
rolled into the final grade for the clinical course - so it would be an incomplete grade for the entire course (which is fine). However, clinical course work can only occur during the times that the university is in session - so the student will need to complete clinical work once spring semester begins. Completing NRSG 633 is a pre-requisite for starting NRSG 634 - so if the student earns an incomplete in 633, the student will be unable to enroll in 634. If the student earns an incomplete there is a form that must be filled out, by the course instructor, stating the expectations/requirements that are necessary to complete the grade.

What if I don’t turn in my discussions or I don’t participate by responding to my class-mates posts?

Discussions are worth 10 points each week. The 10 points considers the timeliness, quality of the post, and “discussion” interaction with classmates. If one or all are missing, the score will be deducted, per the instructor’s discretion; however, general scoring guidelines are as follows:

- late submission = 2 points deducted
- failure to give classmates feedback = 2 points deducted
- poor quality of post = 2-4 points deducted
- no post submission = automatic zero score

Will you let me submit my discussions or quizzes late?

I will NOT allow for late discussion posts or late quizzes. Exceptions are made on a case-by-case basis, but are dependent upon extreme circumstances.
## Course Layout Calendar

**Tentative Course Layout Calendar (May be Subject to Change as the Semester Proceeds)**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Pharmacology</th>
<th>Family</th>
<th>Theory</th>
<th>Couple</th>
<th>Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introduction to Family Therapy (Taibbi – chpts 1-4) - Discussion</td>
<td>Challenges &amp; First Interview (Patterson chpts 1, 2, 3) - Quiz</td>
<td>The Initial Telephone Call (Bobes chpt 4) - Discussion</td>
<td>Bi weekly logs</td>
</tr>
<tr>
<td>2</td>
<td>Psychotropic Drug Trials</td>
<td>Complimentary Alternative Meds</td>
<td>Effective Therapeutic Interventions (Patterson chpt 6) - Quiz</td>
<td>Theoretical Frameworks for Couple Work (Bobes chpts 1 &amp; 2) - Discussion</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Natural Supplements for depression, anxiety, and insomnia</td>
<td>Treatment Strategies in the Middle Stages of Therapy (Taibbi – chpt 7) - Quiz</td>
<td>Psychodynamic &amp; Object Relations (Goldenberg chpt 7) - Quiz</td>
<td>Indications, Contraindications, &amp; Therapeutic Issues (Bobes chpts 3 &amp; 18) - Discussion</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Review - antidepressants</td>
<td>Alzheimer's Disease</td>
<td>Tranlogenational Model (Goldenberg chpt 8) - Quiz</td>
<td>Applying Murray Bowen's Family Systems Concepts (Bobes chpts 5 &amp; 6) - Discussion</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Review - antipsychotics</td>
<td>Problems with Children (Taibbi chpts 9 - 10) - Discussion</td>
<td>Experiential Model (Goldenberg chpt 9) - Quiz</td>
<td>Impact of Tranlogenational Patterns (Bobes chpt 7) **No Posted Discussion, Bring your Discussion to Teleconference</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Therapeutic Questions and Skills (Bobes chpts 8 &amp; 15) - Quiz and Discussion</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Antipsychotic use in Elderly</td>
<td>Child/adolescent, Divorce, and Step-family Issues (Patterson chpt 7) - Discussion</td>
<td>Structural Model (Goldenberg chpt 10) - Quiz</td>
<td>Client-therapist relationship &amp; Nonverbal tools (Bobes chpts 9 &amp; 10) - Discussion</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Parkinson's Disease</td>
<td>Strategic Model (Goldenberg chpt 11) - Quiz</td>
<td>Termination Phase &amp; Relationships (Bobes chpts 11 &amp; 12) - Quiz</td>
<td>Mixed Marriages &amp; Loss/Grief Work (Bobes chpts 13 &amp; 14) **No Posted Discussion Due; Bring your discussion to Video Cast</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Review - bipolar</td>
<td>Behavioral &amp; CBT (Goldenberg chpt 12) - Quiz</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Substance Abuse</td>
<td>Couples &amp; Difficult Circumstances w/ Families (Patterson chpt 8) - Discussion</td>
<td>Solution Focused (Goldenberg chpt 13) - Quiz</td>
<td>Remarried Couples &amp; the Grieving Process (Bodes chpts 16 &amp; 17) - Discussion</td>
<td>Submit Clinical Eval. Docs</td>
</tr>
<tr>
<td>----</td>
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<td>-------------------------------------------------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td><strong>Final's Week</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final exam due Monday 8/7/15 - 12:00 midnight</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Graduate Intensives ARE MANADATORY:** (connection information will be posted on the NEWS page on D2L)

Teleconference:
Video Cast
Teleconference:

**Group Assignments for Intensive:**
Students will work in their assigned groups and pick a topic relevant to the course content, post a scholarly article on the topic 1 week prior to the intensive, and facilitate a 20 minute discussion of this topic during the intensive.

Bring your Discussion comments to intensive. We will discuss as a collective group on one of the intensive days. You will not post discussion comments on D2L this week.

**Group Assignment for Intensive:**
Students will work in their assigned groups and facilitate a 20 minute discussion of an issue that arose during clinical, e.g. countertransference, confidentiality, etc. Post an article 1 week prior to the intensive on this topic.

Bring your Discussion comments to intensive. We will discuss as a collective group on one of the intensive days. You will not post discussion comments on D2L this week.

**Intensive December:**
TBD

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**MSU Academic Calendar – Summer 2015**

May 18 ...............Classes Begin
May 25 ...............Memorial Day Holiday; No Classes; Offices Closed
July 3 .................Independence Day Holiday; No Classes; Offices Closed
August 7 ..............Classes End; Summer Semester ends

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RECEIVED
OCT 10 2014
GRAD SCHOOL MSU
Name: Hillary L. Corson
Title: Adjunct Professor/Advisor

Address: 3113 Copper Ridge Place, Billings, MT 59106
Date of Appointment to MSU: August 14, 2014

MT RN Licensure No.: 29038
Date of Current Rank:

Clinical Nursing Specialty: Psychiatry
National Certifications: ANCC-PMHNP

Professional Education:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Year</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN</td>
<td>Gonzaga University</td>
<td>2009</td>
<td>Psychiatric Nurse Practitioner</td>
</tr>
<tr>
<td>BSN</td>
<td>Montana State University</td>
<td>2002</td>
<td>Nursing</td>
</tr>
<tr>
<td>BA</td>
<td>University of Montana</td>
<td>1997</td>
<td>Social Work</td>
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</table>

Previous Teaching Experience:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Organization</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2010</td>
<td>Montana State University</td>
<td>Adjunct Instructor/Advisor</td>
</tr>
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</table>

Professional Experience:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Organization</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2014-Present</td>
<td>Bighorn Valley Health Center</td>
<td>Psychiatric Nurse Practitioner</td>
</tr>
<tr>
<td>November 2005-present</td>
<td>St Vincent Healthcare</td>
<td>Registered Nurse</td>
</tr>
<tr>
<td>October 2010-August 2014</td>
<td>Indian Health Service</td>
<td>Behavioral Health Consultant</td>
</tr>
<tr>
<td>August 2005-May 2010</td>
<td>Montana State University</td>
<td>Adjunct Instructor/Advisor</td>
</tr>
<tr>
<td>November 2003-July 2005</td>
<td>Indian Health Service</td>
<td>Registered Nurse</td>
</tr>
<tr>
<td>March 2003-November 2005</td>
<td>Billings Clinic</td>
<td>Registered Nurse</td>
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Courses Taught (past 10 years only):

<table>
<thead>
<tr>
<th>Sem./Year</th>
<th>Course No.</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>2005-2010</td>
<td>N437 (lab)</td>
<td>Psychiatric Nursing</td>
</tr>
<tr>
<td>2005-2009</td>
<td>N341 (lab)</td>
<td>Psychosocial Nursing Concepts</td>
</tr>
<tr>
<td>2009-2010</td>
<td>N341 (lecture/lab)</td>
<td>Psychosocial Nursing Concepts</td>
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</table>

Graduate Student Thesis/Project Committees:

<table>
<thead>
<tr>
<th>Sem./Year</th>
<th>Course No.</th>
<th>Title/Student/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2010</td>
<td>Thesis</td>
<td>Nicole Merchant/ Committee member</td>
</tr>
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</table>

Professional Memberships:

<table>
<thead>
<tr>
<th>Year</th>
<th>Organization</th>
<th>Position</th>
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</thead>
</table>
### College of Nursing Committees (past 10 years only):

<table>
<thead>
<tr>
<th>Year</th>
<th>Committee</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-present</td>
<td>Montana Nurses Association</td>
<td>Member</td>
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<tr>
<td>2003-present</td>
<td>Sigma Theta Tau</td>
<td>Member</td>
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</table>

### University Committees (past 10 years only):

<table>
<thead>
<tr>
<th>Year</th>
<th>Committee</th>
<th>Position</th>
</tr>
</thead>
</table>

### Public Service:

<table>
<thead>
<tr>
<th>Year</th>
<th>Organization</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>St Patrick Co-Cathedral Church</td>
<td>Parish Nurse</td>
</tr>
</tbody>
</table>

### Consultation:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Organization</th>
<th>Total No.</th>
</tr>
</thead>
</table>

### Continuing Education - Attended:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Title</th>
<th>Organization/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2005</td>
<td>Mother Baby Symposium</td>
<td>Billings Clinic/Billings, Mt</td>
</tr>
<tr>
<td>August 2007</td>
<td>Unconscious Behavior in Health Care Setting</td>
<td>Mansfield Center/Billings, Mt</td>
</tr>
<tr>
<td>September 2007</td>
<td>Caring for Native American Elders: The Family Care Conference</td>
<td>Mansfield Center/Billings, Mt</td>
</tr>
<tr>
<td>February 2008</td>
<td>Psychiatric Issues in the Hospitalized Patient Series: &quot;Diagnosis of Bipolar Illness&quot;</td>
<td>Mansfield Center/Billings, Mt</td>
</tr>
<tr>
<td>March 2008</td>
<td>Sleeping and Napping Across the Lifespan</td>
<td>Mansfield Center/Billings, Mt</td>
</tr>
<tr>
<td>April 2008</td>
<td>Strategies to Improve a Group’s Attainment of Goals within a Healthcare Organization</td>
<td>Mansfield Center/Billings, Mt</td>
</tr>
<tr>
<td>April 2008</td>
<td>Psychiatric Medication Conference</td>
<td>Mansfield Center/Billings, Mt</td>
</tr>
<tr>
<td>May 2008</td>
<td>Introduction to Incident Command System</td>
<td>St Vincent Healthcare/Billings, Mt</td>
</tr>
<tr>
<td>May 2008</td>
<td>National Incident Management System</td>
<td>St Vincent Healthcare/Billings, Mt</td>
</tr>
<tr>
<td>October 2008</td>
<td>Psychiatry on the Frontier</td>
<td>Mansfield Center/Billings, Mt</td>
</tr>
<tr>
<td>January 2009</td>
<td>Psychiatric Nurse Practitioner Reiew</td>
<td>Gonzaga University/Spokane, Wa</td>
</tr>
<tr>
<td>April 2009</td>
<td>Psychiatric Medication Conference</td>
<td>Mansfield Center/Billings, Mt</td>
</tr>
<tr>
<td>January 2010</td>
<td>Rimrock Foundation Conference</td>
<td>Mansfield Center/Billings, Mt</td>
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</table>

### Non-refereed Presentations (past 10 years only):

<table>
<thead>
<tr>
<th>Dates</th>
<th>Title</th>
<th>Organization/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>Cultural Diversity in Nursing</td>
<td>Riverstone Health Clinic/Billings, Mt</td>
</tr>
<tr>
<td>2003</td>
<td>Caring For Our Own: Student Views</td>
<td>Western Institute of Nursing/Scottsdale, AZ</td>
</tr>
<tr>
<td>2002</td>
<td>Diabetes Overview</td>
<td>National Tribal College Librarian Association ' Conference/Bozeman, MT</td>
</tr>
</tbody>
</table>

### Refereed Presentations:

| Dates       | Title                                           | Organization/Location                      |

### Publications:

**Chapters or Books**

**Refereed Manuscripts**

**Non-referred Manuscripts**

**Professional Reports**

**Reviews**

**Research/Creative Activities:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Title/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2008</td>
<td>AHRQ CHF Telemonitoring Study /Clinical Research Nurse</td>
</tr>
<tr>
<td>2002-2003</td>
<td>Research Assistant/ NIH: Native American Youth Weight Management Practices</td>
</tr>
</tbody>
</table>

**Honors, Awards, Scholarships, and Fellowships:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>George &amp; Laurine Harris Scholar</td>
</tr>
<tr>
<td>2002</td>
<td>Glen Kirkaldie Award for Scholastic Achievement</td>
</tr>
<tr>
<td>2000</td>
<td>Indian Health Service Health Professions Scholarship</td>
</tr>
<tr>
<td>1997</td>
<td>Minority Achievement Award from President’s Diversity Council</td>
</tr>
</tbody>
</table>
NEW GRADUATE COURSE NARRATIVE – NRSG 633
Updated: 12/31/2013

REQUIRED DOCUMENTATION FOR REVIEW OF NEW GRADUATE COURSES

1. Course Description:
   a. What are the special goals or purposes of the course that support a “graduate” level of the course?
      ○ Analyze the advanced nursing practice role in providing care and treatment for families and couples with acute mental health needs.
      ○ Assess and interpret the acute mental health treatment needs of families based on an understanding of psychosocial and developmental theories.
      ○ Formulate advanced nursing strategies for the treatment of families with acute mental health needs.
      ○ Expand knowledge gained from previous pharmacology courses into current semester clinical hours, regarding the selection, use, and safety of psychotherapeutic agents.
      ○ Implement advanced nursing strategies for the promotion of mental health and intervention in response to the acute mental health needs of families.
      ○ Evaluate the effectiveness of nursing strategies used to provide acute mental health care for families.
      ○ Incorporate knowledge about culture and ethnicity into the development, implementation, and evaluation of advanced nursing strategies.
      ○ Apply legal and ethical principles to the development, implementation, and evaluation of advanced nursing strategies.
      ○ Use research evidence in the development, implementation, and evaluation of nursing strategies.
   b. Is this course intended to be a required part of a new degree curriculum option, major, or minor? Yes, this required course is part of the new DNP curriculum.
   c. Provide a course syllabus containing all major topics to be covered. Syllabus attached.
   d. List required texts or other required references.

Family Portion


Theory Portion

Couple Portion

Pharmacology

2. Level of Offering:
   a. Has the course been offered previously as a 591? No
      i. If so, when?
      ii. What was the enrollment?
      iii. What level of students took the course?
      iv. What were the evaluations?
   b. Does the course represent an upgraded version of an undergraduate level course? No
      i. If so, how has the course been changed to justify offering it at the graduate level? (Be specific)
   c. What are the prerequisites for this graduate course? (List exact MSU courses - e.g. ESCI XXX or equivalent) NRSG 632
   d. What performance requirements are placed on students which make this a graduate course?
      - Effective verbal and written communication consistent with graduate level performance standards. Contact the course coordinator immediately in the event of computer difficulties.
      - Accountable to MSU’s code of conduct as defined in the student catalog and MSU Student Code of Conduct.
      - Critical thinking ability—the use of analysis and synthesis skills.
      - Students are responsible for their own learning. Faculty act as mentors and facilitators in the learning process. The level of learning which the student achieves is dependent on the complex relationship between the student, faculty, clinical supervisor, and preceptors. The student must be an active participant in the learning process in order for learning to occur.
      - Travel to clinical sites and in person synchronous course offerings is expected at Montana State University. Clinical experiences can take place in rural settings, as well as the settings near the campus. The student is responsible for travel expenses associated with this experience.
      - Graduate education requires extensive reading of current literature. These may be assigned as readings for courses, may be research for course assignments or projects, or may be work necessary for thesis/professional projects. The student is responsible for completion of these expectations and the time and cost associated with any needed reproduction of these materials. Students are bound by the
appropriate copyright laws and proper citation of materials used. Each campus has a specified location for any required course materials.

- Compliance with HIPAA regulations.
- Before being admitted to their clinical sites, students must first identify appropriate clinical sites and qualified clinical preceptors, with the help of the FPMHNP clinical faculty of record. The student is responsible to make certain that the approved clinical preceptor's curriculum vita and the completed MSU-agency agreement are in the Clinical Coordinator's office prior to any direct practice on site. The PMHNP Clinical Coordinator directs this process and approves proposed clinical sites.

i. Specifically state the written requirements or products of this course.

Clinical logs, postings – Please see syllabus under didactic and clinical sections.

ii. How will the student's learning be assessed and graded?

Table 1: Participation Grading Rubric

<table>
<thead>
<tr>
<th>A Level Participation</th>
<th>1. Responses are consistently substantive (e.g. thoughtful, accurate, supported, seek clarification, offer a different perspective, expand on the discussion, challenge assumptions, etc.).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Examples and supporting data are consistently provided, of high quality, and referenced with information from readings other than those assigned for the course and from Internet sites.</td>
</tr>
<tr>
<td></td>
<td>3. Responses are succinct and clearly stated. If disagreeing with another student's ideas, the participant stated his or her disagreement or objections clearly, yet politely.</td>
</tr>
<tr>
<td></td>
<td>4. Responses to required learning activities are posted by the due date.</td>
</tr>
<tr>
<td>B Level participation</td>
<td>1. The participant was notably lacking in one or two of the items listed for A-level participation.</td>
</tr>
</tbody>
</table>
C Level participation | 1. The participant was consistently lacking in two or more of the items listed for A-level participation
---|---
D Level participation | 1. The participant’s post or comments were off-topic, even if the participation otherwise conforms to a higher level on the rubric.
F Level participation | 1. The participant was rude or abusive to other course participants even

*Adapted from the University of Illinois

A. Psychopharmacology Assignments
   Each student will be required to respond to weekly pharmacology assignments. These assignments will present topics above and beyond that learned during the previous psychopharmacology course.

B. Weekly Theory Quiz
   There are weekly quizzes that cover material from the readings for each lesson. These quizzes are designed to reinforce material and test the students’ comprehension of the material.

C. Final Exam
   A final exam of 50 questions (each question worth 2 points) will be delivered at the end of the semester during finals week. This exam will encompass material from the theory readings and pharmacology lessons provided throughout the semester.

3. Relationship to other courses, curricula, and Departments:
   a. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which one(s)? **This DNP course builds on prior DNP coursework as required in the DNP Psych/Mental Health curriculum.**
   b. Does this course replace one or more courses that will not be offered? If so, which one(s)? **No**
   c. Will this course be co-convened with an undergraduate course? If so, what additional requirements will students enrolled in the graduate course be expected to fulfill? **N/A**
   d. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverages and education experiences differ, and how are these duplications or reiterations justified? **N/A**
   e. When the course is to be co-sponsored, taught by faculty from more than one department, or when content overlaps areas of common concern, the concurrence of all...
department heads and deans involved must be indicated. What liaison has been conducted with other departments? State reactions, both favorable and unfavorable.

4. Students Served:
   a. Does the proposed course serve:
      i. Majors only? Yes
      ii. Non-majors only? State area(s) or discipline(s) to be served. No
      iii. Both majors and non-majors? Indicate what specific efforts will be made to make the course materials relevant to all disciplines served. How are faculty and students in the other areas to be served being made aware of this course?

5. What is the anticipated course enrollment? 10

6. Resources (including instructor):
   a. Are department financial resources sufficient for offering this course? Yes
   b. Does the instructor have the requisite academic training to offer this course? Yes
      i. Describe these qualifications briefly and include a vita (if the instructor is non-tenured). Hillary Corson is a certified Psych/Mental Health Nurse Practitioner.
   c. Are the library holdings adequate to support this course? Yes

7. Course Evaluation:
   a. How will the students evaluate the course and instructor? Online professor evaluations and new course evaluation forms for students and instructor.
   b. How will the department evaluate the course and instructor? Same as above.

8. Other Supporting Material: Include any additional information you feel is needed to support this request.

Note: When using the December 2013 New Graduate Course form, it is not necessary to also submit a Graduate Course Change form, as required in the past.

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OCT 10 2014
GRAD SCHOOL/MSU