

**MONTANA STATE UNIVERSITY
COLLEGE OF NURSING
Master Resource Outline**

N525 Family Mental Health Nursing I

Credits: 6 (3 lecture; 3 clinical lab)

Semester Offered: Spring

Prerequisite: N517, N521, N550, N560

Co-Requisite: N555

Course Description: In this course, students will explore the role and scope of advanced psychiatric nursing practice, the foundational legal/ethical issues, and the nurse practitioner/patient relationship. Emphasis will be placed on advanced mental health nursing assessment and diagnosis for health promotion and managing mental health problems and psychiatric disorders for individuals and families across the lifespan within culturally diverse environments.

Course Objectives:

1. Analyze the advanced nursing practice role in the utilization of psychotherapeutic modalities for family members with mental health problems across the life span.
2. Assess and interpret the mental health treatment needs of individuals and families across the lifespan based on an understanding of biological, psychosocial, and developmental theories.
3. Formulate advanced nursing strategies for the treatment of individuals and families across the life span based on biopsychosocial theories, evidence-based standards of care, and practice guidelines.
4. Implement advanced nursing strategies for the promotion of mental health and intervention in response to the mental health needs of individuals and families across the lifespan.
5. Evaluate the effectiveness of nursing strategies used to provide mental health care for individuals and families across the life span.
6. Incorporate knowledge about culture and ethnicity into the development, implementation, and evaluation of nursing strategies.
7. Apply legal and ethical principles to the development, implementation, and evaluation of nursing strategies.
8. Use research evidence in the development, implementation, and evaluation of nursing strategies

Recommended Content and Concepts:

1. Foundations of psychiatric nurse practitioner practice
 - a. Role definition
 - b. Transitioning into advanced practice
 - c. Standards of Practice for the PNP
 - d. Describing PNP practice boundaries
 - e. Interdependent and independent practice
 - f. Conflict resolution with patients
 - g. Conflict resolution with other providers
 - h. Introduction to referral and consultation issues

2. Introductory role development
 - a. Prescriptive authority
 - b. The FPMHNP / patient relationship
 - c. Communicating with the mentally-ill
 - d. Advocating for the mentally-ill
 - e. Promotion of mental health care for individuals and families
 - f. Prevention services for individuals and families vulnerable to mental illness
 - g. Addressing the needs of families with mental illness
 - h. Addressing the needs of the rural mentally-ill
 - i. Addressing the needs of culturally-diverse populations with mental illness
 - j. The role of the PNP in Healthy People 2010
 - k. The role of the PNP in the inpatient setting
 - l. The role of the PNP in the community setting
3. Legal / ethical issues
 - a. Competency
 - b. Confidentiality
 - c. Privacy
 - d. Commitment proceedings
 - e. Malpractice
4. Across the lifespan
 - a. Biological theories of development
 - b. Psychosocial theories of development
 - c. Developmental theories
 - d. Nursing theories
5. Advanced PNP assessment and diagnosis
 - a. Schizophrenia and other psychotic disorders
 - b. Mood disorders
 - c. Anxiety disorders
 - d. Sleep disorders
 - e. Somatoform disorders
 - f. Eating disorders
 - g. Substance abuse disorders
 - h. Personality disorders
 - i. Sexual disorders
 - j. Neuro-cognitive disorders
6. Special populations
 - a. Psychiatric disorders emerging in the pediatric population
 - i. Attention deficit disorders
 - ii. Oppositional defiant disorder
 - iii. Reactive attachment disorder
 - iv. Autism spectrum disorders
 - b. Psychiatric disorders common to the aging population
 - i. Depression
 - ii. Delirium
 - iii. Dementia
7. Research utilization
 - a. Standards of care
 - b. Evidence-based practice

- c. Practice Guidelines
- d. Current trends in research
- e. Future directions

Examples of learning activities:

- Clinical work with preceptors
- Lecture
- Readings
- Discussion
- Written exams
- Written, self -reflective activities
- Clinical logs
- Case studies
- Case presentations and analysis
- Group seminars with clinical faculty
- Role playing

Approved by GAAC: April, 2008
Approved by Faculty: August, 2008