

For Academic Affairs and Research Use Only	
Proposal Number	
CIP Code:	
Degree Code:	

## NEW OR MODIFIED COURSE PROPOSAL FORM

Undergraduate Curriculum Council

Graduate Council

New Course,  Experimental Course (1-time offering), or  Modified Course (Check one box)

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Dr. Mark Foster 4/4/2023  
**Department Curriculum Committee Chair**

	ENTER DATE...
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**COPE Chair (if applicable)**

Dr. Mark Foster 4/4/2023  
**Department Chair**

	ENTER DATE...
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**Head of Unit (if applicable)**

Amy Hyman 04/11/2023  
**College Curriculum Committee Chair**

	ENTER DATE...
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**Undergraduate Curriculum Council Chair**

Mary Elizabeth Spence 4/5/2023  
**Office of Accreditation and Assessment (new courses only)**

	ENTER DATE...
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**Graduate Curriculum Committee Chair**

Scott E. Gordon 4-12-23  
**College Dean**

<u>Len Frey</u>	5/1/23
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**Vice Chancellor for Academic Affairs**

	ENTER DATE...
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**General Education Committee Chair (if applicable)**

**1. Contact Person (Name, Email Address, Phone Number)**

Mark Foster  
[smfoster@astate.edu](mailto:smfoster@astate.edu)  
870-972-3612

**2. Proposed starting term and Bulletin year for new course or modification to take effect**

Fall 2024 Bulletin 2024-25

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a "Modification requested?" prompt need not be completed if the answer is "No."*

3.

	Current (Course Modifications Only)	Proposed (New or Modified) <i>(Indicate "N/A" if no modification)</i>
<b>Prefix</b>		NURS
<b>Number*</b>		6063
<b>Title</b> (include a short title that's 30 characters or fewer)		NURS Psychotherapy for Clinical Practice
<b>Description**</b>		This is a course designed to survey popular psychotherapy theories, emphasizing evidence-based practice. Throughout the course, students will learn about framing therapeutic encounters and practice interviewing skills necessary for PMHNP practice. Opportunities to develop advanced practice skills include mock interviews. Prerequisites NURS 6003, NURS 6013, NURS 6023, NURS 6103, NURS 6203, NURS 6303, NURS 6402- Restricted to Graduate Nursing

\* Confirm with the Registrar's Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.* The number was confirmed with the registrar's office.

\*\*Forty words or fewer (excepting prerequisites and other restrictions) as it should appear in the Bulletin.

**4. Proposed prerequisites and major restrictions [Modification requested? No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

- a. **Yes / No** Are there any prerequisites?
- a. If yes, which ones?

NURS 6003, Advanced Clinical Physiology  
NURS 6013, Advanced Clinical Pharmacology  
NURS 6023, Advanced Assessment and Diagnostic Evaluation  
NURS 6103, Research Design and Methodology  
NURS 6203, Theory Development in Nursing  
NURS 6303, Health Care Issues and Policy  
NURS 6402, Professional Role Development in Advanced Nursing

- b. Why or why not?  
These courses prepare nurses with the complex practice skills and theoretical knowledge necessary for roles in advanced nursing and leadership in the contemporary health care system. Graduate study in nursing is the basis for professional growth in advanced practice roles and the foundation for doctoral study.

- b. Yes Is this course restricted to a specific major?  
a. If yes, which major? Graduate Nursing

**5. Proposed course frequency** [Modification requested? No]  
(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, "irregular.") *Not applicable to Graduate courses.*

**6. Proposed course type** [Modification requested? No]  
Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.  
Lecture

**7. Proposed grade type** [Modification requested? No]  
What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])  
Standard letter

**8. No** Is this course dual-listed (undergraduate/graduate)?

**9. No** Is this course cross-listed?  
*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

- a. – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

- b. – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

**10. Yes** Is this course in support of a new program?

- a. If yes, what program?  
Psychiatric Mental Health Nurse Practitioner

**11. No** Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

- a. If yes, which course?

Enter text...

## Course Details

### 12. Proposed outline **[Modification requested? No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week	Topics	Assignments
1	The Frame, Motivational Interviewing and Humanism	Discussion Board Article on EBP, critique Self-reflection Quiz
2	Individual, Family and Group Therapy	Discussion Board Article on EBP, critique Self-reflection Quiz
3	Psychodynamic and Behavioral Therapy	Discussion Board Article on EBP, critique Mock Interview Self-reflection Quiz
4	CBT, MBT, DBT	Discussion Board Article on EBP, critique Self-reflection Exam 1
5	Mindfulness and ACT	Discussion Board Article on EBP, critique Group Project Quiz
6	Children and Adolescents	Discussion Board Article on EBP, critique Self-reflection Quiz
7	Trauma and Culture	Final Case Study Paper Exam 2

### 13. Proposed special features **[Modification requested? No]**

(e.g. labs, exhibits, site visitations, etc.)

Mock Videos

**14. Department staffing and classroom/lab resources**

None

- a. Will this require additional faculty, supplies, etc.?  
No

**15. No** Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

## Justification

### Modification Justification (Course Modifications Only)

#### 16. Justification for Modification(s)

Enter text...

### New Course Justification (New Courses Only)

#### 17. Justification for course. Must include:

- a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

1. Integrate counseling theories and techniques to frame the therapeutic patient interview across the lifespan.
2. Evaluate scientific research supporting psychotherapeutic interventions for individuals, families, and communities with the goal of improving care delivery.
3. Compare evidence-based practices for case presentation and treatment planning to promote effective care for individuals and families affected by mental health challenges.
4. Analyzes system barriers to psychotherapeutic care delivery and coordination.
5. Demonstrates psychotherapeutic interventions to support age-specific psychological stability consistent with goals of care.

- b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

The Psychiatric Mental Health Nurse Practitioner program would be the third nurse practitioner program in the nursing department, including Adult-Gerontology Acute Care and Family Nurse Practitioner programs. As with the other nurse practitioner programs, students who complete this program will be qualified to take the American Nurses' Credentialing Center's (ANCC) certification exam. Eleven percent of the ANCC certification exam is based on psychotherapy knowledge and skills which this course is designed to review. All nurse practitioner programs in the department are accredited by Accreditation Commission for Education in Nursing (ACEN).

- c. Student population served.

Graduate Nursing

- d. Rationale for the level of the course (lower, upper, or graduate).

Graduate. Bachelors required.



## Assessment

### Assessment Plan Modifications (Course Modifications Only)

**18. Yes / No** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

### Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is "Yes")

**19.** What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

- I. Synthesize theories and concepts from nursing the arts, humanities, sciences, and evidence-based practice to guide clinical judgement in nursing practice.
- II. Develop person-centered care while respecting diversity and the unique determinants of individuals and populations.
- III. Assume leadership and collaborative roles in the planning, providing, and managing of services to influence policy for individuals, families, and populations.
- IV. Demonstrate authentic leadership within complex health systems to improve safe, cost effective, and quality health care for diverse populations.
- V. Demonstrate professionalism in nursing practice through accountability to ethical and legal standards.
- VI. Employ critical inquiry to advance the discipline and profession of nursing.

Utilize information systems and technology to evaluate programs of care, outcomes of care and care systems

**20.** Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program's continuous improvement assessment process.

*For further assistance, please see the 'Expanded Instructions' document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

<b>Program-Level Outcome 1</b>	Synthesize theories and concepts from nursing the arts, humanities, sciences, and evidence-based practice to guide clinical judgment in nursing practice.
Assessment Measure	Counseling Theory Paper Discussion Board
Assessment Timetable	Annually
Who is responsible for assessing and reporting on the results?	Program Director  Internal Committee



<b>Program-Level Outcome 2</b>	Develop person-centered care while respecting diversity and the unique determinants of individuals and populations.
Assessment Measure	Mock Interview Treatment Planning
Assessment Timetable	Annually
Who is responsible for assessing and reporting on the results?	Program Director Internal Committee

<b>Program-Level Outcome 3</b>	Assume leadership and collaborative roles in the planning, providing, and managing of services to influence policy for individuals, families, and populations
Assessment Measure	Responsible Prescribing Paper Treatment Planning  Self-Reflection
Assessment Timetable	Annually
Who is responsible for assessing and reporting on the results?	Program Director Internal Committee

<b>Program-Level Outcome 4</b>	Analyze learning needs of patients, families, populations and care providers in establishing educational programs to foster an environment conducive to achieving an optimal level of health.
Assessment Measure	Case Study Psychiatric Assessment and Evaluation
Assessment Timetable	Annually
Who is responsible for assessing and	Program Director

reporting on the results?	Internal Committee
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<b>Program-Level Outcome 5</b>	Demonstrate professionalism in nursing practice through accountability to ethical and legal standards
Assessment Measure	Discussion Board Role Responsibility in Therapeutic Relationships
Assessment Timetable	Annually
Who is responsible for assessing and reporting on the results?	Program Director Internal Committee

<b>Program-Level Outcome 6</b>	Employ critical inquiry to advance the discipline and profession of nursing, and population health outcomes.
Assessment Measure	Discussion Board Group Project
Assessment Timetable	Annually
Who is responsible for assessing and reporting on the results?	Program Director Internal Committee

**Course-Level Outcomes**

21. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

<b>Outcome 1</b>	Integrate counseling theories and techniques to frame the therapeutic patient interview across the lifespan.
Which learning activities are responsible for this outcome?	Learning Materials Theory Paper Discussion Board
Assessment Measure	Theory Paper

<b>Outcome 2</b>	Evaluate scientific research supporting psychotherapeutic interventions for individuals, families, and communities with the goal of improving care delivery.
Which learning activities are responsible for this outcome?	Learning Materials EBP article critique Discussion Board
Assessment Measure	Examination

<b>Outcome 3</b>	Compare evidence-based practices for case presentation and treatment planning to promote effective care for individuals and families affected by mental health challenges.
Which learning activities are responsible for this outcome?	Learning Materials Case Study
Assessment Measure	Examination

<b>Outcome 4</b>	Analyzes system barriers to psychotherapeutic care delivery and coordination.
Which learning activities are responsible for this outcome?	Learning Materials Discussion Board Group Project
Assessment Measure	Presentation

<b>Outcome 5</b>	Demonstrate psychotherapeutic interventions to support age-specific psychological stability consistent with goals of care.
Which learning activities are responsible for this outcome?	Learning Materials Mock Interview
Assessment Measure	Interview Assignment

## Bulletin Changes

### Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.

\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.

<https://catalog.astate.edu/content.php?catoid=4&navoid=113>

Before

NURS 6063

NURS Psychotherapy for Clinical Practice

This is a course designed to survey popular psychotherapy theories, emphasizing evidence-based practice. Throughout the course, students will learn about framing therapeutic encounters and practice interviewing skills necessary for PMHNP practice. Opportunities to develop advanced practice skills include mock interviews. Prerequisites NURS 6003, NURS 6013, NURS 6023, NURS 6103, NURS 6203, NURS 6303, NURS 6402- Restricted to Graduate Nursing

After

NURS 6063

NURS Psychotherapy for Clinical Practice

This is a course designed to survey popular psychotherapy theories, emphasizing evidence-based practice. Throughout the course, students will learn about framing therapeutic encounters and practice interviewing skills necessary for PMHNP practice. Opportunities to develop advanced practice skills include mock interviews. Prerequisites NURS 6003, NURS 6013, NURS 6023, NURS 6103, NURS 6203, NURS 6303, NURS 6402- Restricted to Graduate Nursing

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