MEMORANDUM

DATE: January 29, 2004

TO: David S. Watt, Ph.D.
    Associate Provost for Academic Affairs
    Chair, Academic Council for the Medical Center
    Deans, Department Chairs, Members of the University Senate

FROM: Dr. Carolyn A. Williams
    Dean, College of Nursing

SUBJECT: Application for curriculum modifications, Psychiatric Nursing Specialty Track, Master’s of Science in Nursing degree program and Post-MSN Clinical Scholars option for Psychiatric Nursing

The faculty of the College of Nursing have approved and submit for your approval a request for three changes in the required curriculum for the Psychiatric Nursing Specialty Track within the Master’s of Science in Nursing degree program with corresponding changes in the Post-MSN option for this specialty. A revised MSN curriculum was put in place for that track in Fall, 2003 in which an adult psychiatric nurse practitioner option was added to the curriculum and the clinical nurse specialist options for psychiatric nursing were eliminated. Based on subsequent analysis in Fall, 2003 faculty concluded that several modifications were needed. Current and revised curricula are attached reflecting each of the changes requested below.

First, faculty would like to delete NUR 726 and NUR 727 from the curriculum and replace those courses with a three credit hour elective. A new statement on competencies of psychiatric nurse practitioners and standards for educational programs by the National Organization on Nurse Practitioner Faculties indicates the content in these two courses is not essential for this specialization. Further, deleting these two courses from the Psychiatric Nurse Practitioner curriculum will make it possible for these students to take a 3 credit hour elective, consistent with the other specialty tracks in the MSN program. The total credit hours required for graduation will not change and will remain 44 credits for the nurse practitioner students.
Second, they would like to add the Psychiatric Mental Health Family Nurse Practitioner option.

Third, faculty would like to restore the Adult and Child/Adolescent Clinical Nurse Specialist options.

Adding the Psychiatric Mental Health Family Nurse Practitioner option and the Adult and Child/Adolescent Clinical Nurse Specialist options can be accomplished within the new curriculum plan without any major or minor course changes. Instead, modifications will be made in student assignments within the currently required specialty course sequence of NUR 722, NUR 723 and NUR 724. The syllabi for those courses are attached. Modifications in course assignments are highlighted in bold.

Fourth, faculty would like to revise the Post-MSN specialty curricula for Psychiatric-Mental Health Nursing accordingly. The current and revised curricula are attached.

Effective Date:

Fall, 2004

Rationale for proposed changes:

These modifications will provide for a full range of subspecialty options within the Psychiatric-Mental Health Nursing track in the Master’s of Science in Nursing degree program. This will facilitate student recruitment into psychiatric-mental health nursing and yield more graduates to provide advanced practice nursing care for people with psychiatric and mental health problems. The modifications do not change the total number of required credit hours for graduation.

Thank you for your consideration of this proposal.
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<th>YEAR 1</th>
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<td>NUR 631, Applications of Advanced Health Assessment (2 cr.)</td>
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<td>NUR 652, Pharmacology (3 cr.)</td>
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<td><strong>TOTAL CREDIT HOURS REQUIRED</strong></td>
<td><strong>44 CR.</strong></td>
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# Proposed MSN Curriculum, Fall 2004

Psychiatric/Mental Health Nursing Track  
(Adult Psychiatric Nurse Practitioner, Family Psychiatric Nurse Practitioner, Adult and Child/Adolescent Clinical Nurse Specialist)

## Full Time Plan of Study

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<td>XXX Elective course (3 cr.)</td>
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**TOTAL CREDIT HOURS REQUIRED**  
40 CR. (CNS specialties)  
44 CR. (NP specialities)
ADMISSION CRITERIA AND PLAN OF STUDY FOR POST-MSN STUDENTS

Adult and Child/Adolescent Psychiatric/Mental Health Clinical Nurse Specialist Tracks

Fall, 2004

Admission Criteria

1. Master of Science Degree in Nursing.
2. Pre or co-requisites as defined by each track.
3. Pre or co-requisites as needed for the plan of study.
4. Two references: one must be from current immediate supervisor; one must be from the Master's program major advisor or appropriate faculty member.
5. Satisfactory interview.
6. Admission to the University of Kentucky Graduate School.

Plan of Study for the Post Master's Certificate:

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TOTAL HOURS 16
ADMISSION CRITERIA AND PLAN OF STUDY FOR POST-MSN STUDENTS
Psychiatric/Mental Health Adult and Family Nurse Practitioner Tracks
Fall, 2004

**Admission Criteria**

7. Master of Science Degree in Nursing.
8. Pre or co-requisites as defined by each track.
9. Pre or co-requisites as needed for the plan of study.
10. Two references: one must be from current immediate supervisor; one must be from the Master's program major advisor or appropriate faculty member.
11. Satisfactory interview.
12. Admission to the University of Kentucky Graduate School.

**Plan of Study for the Post Master's Certificate:**

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<td>NUR 722 - Clinical Topics in Advanced Practice Psychiatric Mental Health Nursing</td>
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**TOTAL HOURS** 20
UNIVERSITY OF KENTUCKY
COLLEGE OF NURSING

TITLE: NUR 722 CLINICAL TOPICS IN ADVANCED PRACTICE PSYCHIATRIC MENTAL HEALTH NURSING

PLACEMENT: Fall 2002

CREDITS: 3 semester hours

TIME: Tuesday 3:00-6:00 p.m.

PLACE: 501A College of Nursing

PREREQUISITES: NUR 601

COURSE DESCRIPTION:
The focus of this course is on concepts, theories and research underlying advanced practice psychiatric nursing (APPN). The scope and standards of psychiatric-mental health nursing practice frame study of APPN functions – psychotherapy, psychopharmacology interventions, community interventions, case management activities and consultation-liaison activities. Epidemiology, definitions, and classification models for mental health and mental illness are explored as a base for ethical, clinical decision making in advanced psychiatric nursing practice. Psychological, biological, social, and cultural influences on coping responses of individuals and families across the lifespan for groups and communities of people/populations at risk are explored. Intervention models including prevention are introduced.

COURSE OBJECTIVES:
1. Compare and contrast the roles and functions of the APPN in health care, social, and political systems.
2. Evaluate theories related to the neuro/bio/behavioral aspects of mental illness.
3. Analyze and compare conceptual bases of commonly used definitions and classifications of mental illness used for clinical decision making in advanced practice psychiatric nursing.
4. Apply developmental, psychotherapeutic and psychobiological theories and models to guide advanced practice psychiatric nursing with individuals and families.
5. Identify risk factors and co-morbidities associated with psychiatric-mental health problems.

FACULTY: Dr. Patricia Howard
Room 563 CON Bldg.
859-323-6332
pbhowa00@pop.uky.edu

TEACHING/LEARNING METHODS:
Lecture Computer and web work
Discussion Electronic communications
Small group work Networking with local and regional APPN experts
Library research
EVALUATION:
Evaluation of personal goals = 20%
Networking report presentation = 15%
Written paper = 40%
Web assignment = 15%
Active class participation = 10%

GRADING SCALE:
90-100% = A
80-89% = B
70-79% = C
Below 69% = E

This course will provide you with the opportunity to explore and analyze in-depth a number of developments directly or indirectly related to advanced practice psychiatric mental-health nursing. Leadership is critical for shaping advanced and basic practice in the specialty, influencing the overall discipline, and advocating for consumers of psychiatric nursing. Coursework will involve significant individual and small group work, directed reading, computer methods, participation in networking opportunities, and in-class leadership and discussions.

Cheating and Plagiarism: Academic integrity is a core value at the University of Kentucky and strongly supported by faculty, staff, and students within the College of Nursing. Neither cheating nor plagiarism are acceptable in any form. Please refer to the Student Rights and Responsibilities Handbook for a detailed description of the University policies related to what constitutes cheating and plagiarism and how both are handled at the University. The College of Nursing adheres to these policies.

Assignments and Guidelines for Assignment Development

1. **Evaluation of Personal Goals: Due: September 17**
   Review the goal statement that you submitted with your application to one of the Psychiatric Mental Health curriculum options in the graduate program at the College of Nursing - Adult or Child and Adolescent Clinical Nurse Specialist (CNS) or Adult or Family Psychiatric and Mental Health Nurse Practitioner (PMHNP). Analyze your goals within the context of the American Nurses Association. (2000). Scope and standards of psychiatric-mental health nursing practice. (PMH-20.5M). Washington, DC: American Nurses Publishing. Restate your program goals using the functions of the APPN as a basis for your program objectives. For each of the APPN functions, support your objectives with a minimum of two (2) evidence-based articles about the CNS or PMHNP option that you are studying. (20% - 4-page overview; attach a copy of your original goal statement).

2. **Networking Report: Class Presentations, October 1**
   Explore ways that expert APPNs are functioning in practice. Interview a Psychiatric Mental Health CNS and Psychiatric Mental Health NP who are in practice roles. In the class presentation, (a.) compare and contrast similarities and differences in the roles; (b.) identify areas of concern that they identify; (c.) describe their impact on nursing and healthcare; and (d) explain how their contributions and areas of concern compare with research and expert opinion articles required in course references. (15%)

3. **Written Paper: Due November 26 (Presentations on November 26 and December 3)**
   Select a program topic or psychiatric condition that you want to study. Explore the literature about your choice focusing on advanced psychiatric nursing as it relates to the CNS or NP practice option that you are studying. Compare and contrast ways that you would apply functions of two of the APPN roles described in the ANA scope and standards for Psychiatric-Mental Health practice. Based on the topic that you are exploring, identify either (a) the conceptual framework or model that you would use for program development or (b) two types of interventions that you would use in working with the population and condition of interest. In your discussion, include an overview of research findings that you would use to (a) support evidence-based practice and (b) evaluation or outcome measurement strategies. For paper development, use the 5th edition of the Publication Manual of the American Psychological Association, 2001 (40% - not to exceed 16-18 pages excluding title page, abstract, references, and appendix).
Suggested Outline for Written Paper:

- Title Page
- Abstract
- Content of Paper
  - Background information (1-1.5 pages)
    - Problem
    - Paper purpose
  - Literature review
    - The program or psychiatric condition of interest (6.5 - 7 pages)
    - The APPN: Roles (6.5 - 7 pages)
    - Discussion of APPN roles
    - Framework for Practice
    - Interventions
      - Evidence-based research
      - Measuring outcomes of evidence-based interventions
  - Summary (2-2.5 pages)
    - Recommendations
    - Conclusions
    - References
    - Appendix
    - Abstracts on web sites

4. Web Assignment Due November 26 with paper; (Overview of findings with paper presentation on November 26 and December 3)

Use information technology to explore national, regional, and local mental health issues related to the topic of your written paper. Show how APPNs could use information technology in CNS or PMHNP practice. Develop an abstract for the web sites that you explored and attach your document in an appendix to your major paper (15%).

REQUIRED TEXTS:


White, J.M., & Klein, D.M. (2002). Family Theories (2nd ed.).

RECOMMENDED TEXTS:


I. Frameworks for Practice
   A. The social context of nursing
   B. Scope of Advanced Registered Nursing
   C. Code of Ethics
      • Ethical Decision Making

II. Scope of practice for Psychiatric-Mental Health Nursing Practice
   A. Levels of clinical nursing practice
   B. Advanced level Psychiatric-Mental Health Nursing Practice
      • Psychopharmacology interventions
      • Psychotherapy interventions
      • Community interventions
      • Case management activities
      • Consultation-liaison activities
      • Clinical supervisory activities
   C. Roles in advanced practice
      • Clinical Nurse Specialist (CNS)
         o Adult
         o Child and Adolescent
      • Psychiatric-Mental Health Nurse Practitioner (PMH-NP)
         o Adult
         o Family

D. Competencies
   • ANA Standards of Professional Performance
   • Psychiatric-Mental Health NP competencies

E. Certification
   • Adult CNS
   • Child and adolescent CNS
   • Adult PMH-NP
   • Family PMH-NP

III. Theories and Models for Advanced Psychiatric-Mental Health Nursing Practice
   A. The family across the lifespan
   B. Culturally competent care
   C. Psychosocial therapies
   D. Psychobiologic models
      • Psychopharmacology practice
   E. Complementary therapies
   F. Advocacy

IV. Clinical Decision Making
   A. Evidence-based practice
   C. Practice guidelines
   C. Managed behavioral healthcare
   D. Outcome evaluation
   E. Technology and information systems

V. Common Mental Health Conditions Across the Lifespan
   A. Children and adolescents
   B. Young and middleaged adults
   C. Older adults
   D. Select diagnostic categories of the DSM-IV
      • Disorders of Infancy, Childhood, or Adolescence
      • Delirium, Dementia, and Amnestic and other Cognitive Disorders
- Substance-related Disorders
- Schizophrenia and other Psychotic Disorders
- Mood Disorders
- Anxiety Disorders
- Somatoform Disorders
- Dissociative Disorders
- Personality Disorders
- Mental Disorders due to a Medical Condition
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<td>September 3</td>
<td>- Introduction: Course overview</td>
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<td>- The Social Context of Nursing</td>
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<td>- Scope of Practice</td>
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<td>• Advanced Registered Nursing</td>
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<td>• Psychiatric-Mental Health Nursing Practice – CNS &amp; NP options</td>
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<td>- Scope of Psychiatric-Mental Health Nursing Practice cont.</td>
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<td>- NETWORKING REPORTS</td>
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<td>October 15</td>
<td>- Exploring the Web: Programs for Mental Health Conditions</td>
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<td>- Theories and Models</td>
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<td>• Culturally Competent Care</td>
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<td>- Theories and Models</td>
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<td>• Psychosocial</td>
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<td>• Practice Guidelines</td>
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<td>• Managed Behavioral Healthcare</td>
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<td>• Program Development &amp; Evaluation</td>
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<td>• Consultation and staff education</td>
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<td>• Outcome Evaluation</td>
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<td>- Common Mental Health Conditions Across the Lifespan: Co-existing</td>
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<td>- Presentations: Program development and case studies</td>
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<td>- Paper and Web Assignment Due</td>
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<td>December 3</td>
<td>- Presentations: Program development and case studies</td>
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<td>December 10</td>
<td>- Summary</td>
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<td>- Course Evaluation</td>
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**Important Dates:**
- September 2: Labor Day, Academic holiday
- October 4: Fall Break, Academic holiday
- October 21: Midterm
- November 28-30: Thanksgiving, Academic holidays
- December 13: Last day of class
- December 16-20: Final examinations
- December 20: End of Fall semester
Suggested Web sites:

- www.aanp.org - nurse practitioners
- www.aapa.org - physician assistants
- www.allhealth.com - information on mental health including test center
- www.ispn-psych.org - professional organization
- www.mentalhealth.com - Canadian site, general information on mental health
- www.mentalwellness.com - mental health in general
- www.mindbody.harvard.edu - non-profit scientific, educational organization to promote worldwide health and well-being
- www.myhealthcarescore.com - patient information on cost
- www.nami.org/lexington - National Organization of NP Faculties
- www.nonpf.com - reference resource for health
- www.ouc.bc.ca/libr/connect96/search.htm - pharmaceutical company
- www.surgeongeneral.gov - surgeon general
- www.wellesley.edu/JBMTI/ - Wellesley Centers for Women, including Stone Center and Center for Research on Women

REFERENCES

Suggested Outside Readings:


UNIVERSITY OF KENTUCKY  
COLLEGE OF NURSING  

NUR 723 Advanced Practice Psychiatric Nursing I  

TITLE: Advanced Practice Psychiatric Nursing I  

CREDITS: 6 (2 didactic, 4 clinical)  

COURSE DESCRIPTION:  
This course provides the opportunity for study of conceptual frameworks, theories, and research findings in clinical practice. The focus is on the psychotherapy and supervision functions of the Advanced Practice Psychiatric nurse. Expansion of practice, the scope of primary prevention, biological and pharmacological theories, and psychotherapy model for interventions with clients, families, and the community are emphasized. Clinical experiences and sites will reflect multicultural concerns and emerging trends in the delivery of psychiatric care. During clinical experiences, comprehensive psychiatric assessments, diagnosis of common psychiatric illnesses and interventions will be practiced. Supervision as a function of the Advanced Practice Psychiatric Nurse is incorporated in clinical work.  

COURSE OBJECTIVES:  

Didactic  
- Study psychotherapeutic theories and models of care, including but not limited to psychoanalysis, behavior therapy, reality therapy, and cognitive therapy.  
- Describe issues related to confidentiality, informed consent and their limitations.  
- Identify common basic outcome measurement tools for use in Psychiatric/Mental Health care.  

Clinical  
- Identify ethnic and cultural aspects of accessing and collaborating with specific populations for mental health care.  
- Study diagnostic categories and characteristics of specific psychiatric illnesses.  
- Conduct comprehensive psychiatric histories as a foundation for formulating treatment plans that include psychotherapeutic treatment modalities.  
- Identify boundary issues related to direct and indirect advanced practice.  

FACULTY:  

Didactic and Clinical  
Dr. Ann R. Peden  
Room 535 CON Building  
859-323-6292  
arpede01@pop.uky.edu  

Clinical  
Dr. Patricia B. Howard  
Room 563 CON Building  
859-323-6332  
pbhowa00@pop.uky.edu  

BRIEF CONTENT OUTLINE:  

I. Didactic  
   1. Orientation to Clinical Practice  
      A. Scope and Standards of Psychiatric-Mental Health Nursing practice  
      B. A biopsychosocial-spiritual approach
C. Confidentiality, Informed Consent and their limitations
   (1) Abuse, Duty to Warn, Commitments
2. Conducting a Clinical Interview
   A. Diagnostic Interviewing
   B. Structure of the Interview
   C. Classification and Diagnosis
      (1) DSM-IV
      (2) Differential Diagnoses
   D. Documenting the interview

3. Person-Centered Therapy
   A. Development of Person-centered therapy
   B. Basic Principles
   C. Therapist attributes
   D. Indications for use
   E. Techniques
   F. Research supporting model

4. Brief Solution-Focused Therapies
   A. Principles of Brief Solution Focused Therapy
   B. Therapist attributes
   C. Indications for use
   D. Benefits of this model
   E. Commonly used techniques
   F. Current Research

5. Cognitive-Behavioral Therapies
   A. Principles of Cognitive-Behavioral Therapy
   B. Therapist attributes
   C. Indications for use
   D. Benefits of this model
   E. Commonly used techniques
   F. Research supporting this model

6. Psychosocial Rehabilitation Models
   A. Principles of Psychosocial Rehabilitation Models
      (1) Recovery/Wellness
      (2) Relapse
      (3) Community Support
   B. Research supporting this model

7. Complementary and Expressive Therapies
   A. Common complementary therapies
      (1) Herbals
      (2) Meditation
      (3) Relaxation and Exercise
      (4) Therapeutic touch
   B. Common expressive therapies
      (1) Art, music, journaling, movement
   C. Indications for use
   D. Research supporting complementary and expressive therapies
TEACHING/LEARNING METHODS:

Lecture  Clinical Experience
Discussion  Clinical Supervision
Group Work  Guided Preceptorships
Self-Study  Clinical Conferences
Individual Conferences  Computer Information Systems

GRADING SCALE:

A = 90-100
B = 80-89
C = 70-79
E = 69 or below

EVALUATION:

1. Paper  40%
   Select a population that you have worked with during this course. Discuss characteristics of the population including ethnic and cultural factors. Describe two nursing interventions useful in Advanced Practice nursing with this population along with APN functional roles related to the intervention. Describe your approach to measuring clinical outcomes of the intervention. For students in the Adult or Family Psychiatric Nurse Practitioner, one of the interventions must be the pharmacological management of these clients. Paper due last class day.

2. Clinical Portfolio  40%
   Students are expected to develop a clinical portfolio that reflects weekly progress and clinical experience. The portfolio will be reviewed during supervision. Clinical experiences for case studies will be based on the student’s practice option as follows:

   Adult Clinical Nurse Specialists: Placements for students who study the Adult CNS role and practice will be in settings where adults and elders are treated for psychiatric mental health problems. Practicum experiences will include patient care management with clients with co-existing conditions, staff development, and quality assurance programs. Facilitating patient care, staff development, and programs involving group therapy are emphasized.

   Child & Adolescent Clinical Nurse Specialist: Placements for students who study the Child and Adolescent CNS role and practice will be in inpatient and community settings including schools. The impact of co-existing condition on the client and family, group therapy for children and adolescents, and family therapy are emphasized.

   Adult Nurse Practitioner: Placements for students who study the Adult NP option will continue to be in either inpatient or outpatient settings where direct patient management is the focus of service. Group therapy is studies in term of adjunct to treatment since the primary focus of the practicum is case management of adult clients with co-existing conditions.

   Family Nurse Practitioner: Placement for students who study the Family NP role and practice will be in community mental health comprehensive care settings who serve clients of all age groups. Supplemental experiences will take place in age specific settings like children or adult personal care homes and long-term care settings. Case management of clients with co-existing conditions and family therapy are emphasized.

The clinical portfolio will consist of two parts: a case study to be completed by the end of the semester and work that reflects weekly accomplishments. For the case study, students will select one client and develop a comprehensive case study. Assessment data, including physical health assessment and
available lab data, a complete psychosocial history, diagnosis, plan of care, medication management, therapeutic interventions, and outcome evaluation are to be included in the case study. Based on the clinical placement of students in the Clinical Specialists tracks, the case study may focus more broadly on patient care management and quality assurance. However, all advanced practice psychiatric nurses must be knowledgeable of therapeutic interventions (individual, family, group, and psychobiological). Weekly entries may include audiotaped interviews with clients, journal articles, examples of clinical writings (assessment, progress notes, etc.), drug information, and personal writings of your thoughts and feelings related to the client. To maintain client confidentiality, delete any identifying information (for example, client name). It is expected that by the end of the semester, each student will have compiled a portfolio of clinical information reflecting their clinical experiences.

(1) Clinical Experiences
Credit hour/clock hour ratio for this 4 credit hour clinical course is 1:4 to include clinical supervision time. These experiences and clinical supervision hours are designed to meet part of the eligibility requirements for ANCC certification examination as a nurse practitioner or clinical specialist in Psychiatric and Mental Health Nursing.

Clinical sites are selected on the basis of individual student needs, availability of preceptors, programs and appropriate client populations. Clinical experiences are guided and framed by the functions at the advanced level of psychiatric-mental health nursing practice. Therefore, sites may be inpatient, community based, or a combination of both. A successful clinical experience includes working with staff and developing an understanding of the system, as well as working directly with individual clients and client groups.

The focus of advanced level functions and roles are psychotherapy and psychobiological interventions. Individual psychotherapies are the focus of this practicum. Students may also gain initial skills in group therapy. Involvement in the study of program development and evaluation of client outcomes is also expected. In addition, case management activities are emphasized and community interventions and the consultation-liaison role are studied.

(2) Clinical Supervision
Effective clinical supervision is the key to enhancing and developing advanced clinical skills. It requires preparation, thought, and willingness to examine one's own interpersonal communication style, behaviors and feelings. The model for clinical supervision is based on ANCC guidelines:

To provide the opportunity for serious client case review that considers nursing assessment, diagnosis, intervention and evaluation in a practical and theoretical context. The goals of supervision are expansion of clinician's proficiency and assurance of quality client care (ANCC Catalogue, 1996, p. 29).

The standards of care outlined in the Scope and Standards of Psychiatric-Mental Health Nursing Practice (ANA, 2000) are the guiding framework for clinical work and clinical supervision. Supervisory contact will consist of individual or group format set at regular intervals and may include interim process recordings, audio or video tape, case note analysis, electronic communication, or other methods determined by the faculty conducting the clinical supervision.

3. Participation and Attendance
(See Student Rights and Responsibilities Handbook for Attendance Policies)

REQUIRED TEXTS:


**RECOMMENDED TEXTS:**

Class Schedule and Assignments

January 16  
Course Overview; Conducting a Clinical Interview (handout)  
View Clinical Vignette – writing an assessment  
HOMEWORK: Overview of DSM-IV – videos on reserve in 6th Floor Library

January 23  
Conducting Clinical Interview; Discussion of selected vignettes  
Guest Speaker: Myra Poore ARNP-CS, MSN  *Psychiatric Evaluation of children and adolescents*  
Shea, Appendix III; Chapter 2

January 30  
Psychiatric Assessment continues; Clinical picture and differential diagnoses; Physical illnesses that resemble psychiatric illness; Clinical rating scales  
Shea, Chapter 9


February 6  
Becoming a Therapist  
Shea, Chapter 1; Corsini & Wedding, Chapter 1  
Shea, Pelletier, Poster, Stuart, & Verhey, pp.185-190

February 13  
Person-Centered Therapies  
Corsini & Wedding, Chapter 5

February 20  
Brief Solution Focused Therapies  
Shea, Pelletier, Poster, Stuart, & Verhey, pp. 208-210


February 27  
Cognitive-Behavioral Therapies  
Corsini & Wedding, Chapters 6, 7 & 8  
Shea, Pelletier, Poster, Stuart, & Verhey, pp. 190-202
March 6  Psychosocial Rehabilitation


March 13  Complementary and Expressive Therapies

Guest Speaker: Kathy Love ARNP-CS, MSN. *The Use of Music with Psychiatric Clients*

Shea, Pelletier, Poster, Stuart & Verhey, Chapter 11

Keltner & Folks Chapter 18

March 20  SPRING BREAK

March 27  Application of Therapeutic Interventions/Anxiety and Depression

Guest Speaker: Lori Molenaar, ARNP-CS, MSN  *Defying the odds: Multifaceted Treatment Issues of an African-American Female College Student with Bipolar Disorder and PTSD (a case study)*

April 3  Psychopharmacology for anxiety and depression

Guest Speaker: Evelyn Parrish ARNP-CS, MSN *Guidelines for Prescribing*

Shea, Pelletier, Poster, Stuart, & Verhey, Chapter 13

Keltner & Folks, Chapters 6 and 7


April 10  Psychopharmacology for Schizophrenia

Guest Speaker: Lynne Weddle ARNP-CS, MSN *Guidelines for Prescribing*

Keltner & Folks, Chapters 5 and 17

April 17  Application of Therapeutic Interventions/Addictions

A Case Presentation

Keltner & Folks, Chapters 12 and 15

Shea, pp. 655-658

April 24  Abuse and Violence

A Case Presentation (Adult and Child/Adol)

Shea, pp. 495-511; 181-187

**FINAL PAPER DUE**
REFERENCES

ASSESSMENT


BRIEF SOLUTION FOCUSED THERAPIES


**COGNITIVE BEHAVIORAL**


**DIALECTICAL BEHAVIOR THERAPY**


**EXPRESSIVE THERAPIES**


**INTERPERSONAL THERAPY**


**PSYCHOSOCIAL REHABILITATION**


For More Clinical Information, the following resources are suggested.

ANXIETY AND PHOBIC DISORDERS

View Vignettes 1-2 Joan, 1-4 Marcella; 1-7 John; 2-3 Pat; (DSM-IV Videotaped Clinical Vignettes – On Reserve, 6th Floor Library)

WEB Sites: Cochrane Depression Anxiety and Neurosis Group
http://hiru.mcmaster.ca/cochrane/cochrane/revabstr/g240index.htm

Psychological Disorders http://www.tulsa.oklahoma.net/~jnichols/disorders.html

Psychopharmacology http://cp.gsm.com/ (this requires registering but is FREE)

Childhood Anxiety Disorders – from Medscape Mental Health
http://www.medscape.com/Medscape/ps...n05/mh1016.alli/mh1016.alli—01.html

Review appropriate sections in the DSM-IV


For Fun: View As Good as it Gets; Nurse Betty – the characters in these popular movies have anxiety disorders.

PERSONALITY DISORDERS


WEB sites: Psychological Disorders http://www.tulsa.oklahoma.net/~jnichols/disorders.html

Osborne, Lafuze & Perkins Chapter 7 and 14

Review appropriate sections in the DSM-IV
SEVERE MENTAL ILLNESS


View Clinical Vignettes: 1-1 Mike; 2-1 Jerry; Osborne, Lafuze & Perkins Chapter 5

Review appropriate sections in the DSM-IV

WEB sites: Psychological Disorders  http://www.tulsa.oklahoma.net/~jnichols/disorders.html
Cochrane Schizophrenia Group
http://hiru.mcmaster.ca/cochrane/cochrane/revabstr/g060index.htm

DEPRESSION AND MOOD DISORDERS


Osborne, Lafuze & Perkins Chapters 5 and 6


View Vignettes 1-3 Mel;1-5 Max; 2-6 Susan

Review appropriate sections in the DSM-IV

WEB Sites: Cochrane Depression Anxiety and Neurosis Group
http://hiru.mcmaster.ca/cochrane/cochrane/revabstr/g240index.htm
Psychological Disorders  http://www.tulsa.oklahoma.net/~jnichols/disorders.html
Psychopharmacology  http://gsm.com/ (this requires registering but is FREE)
Guide to Antidepressant Selection  http://lib-sh.lsumc.edu/fammed/intern/antidepr.html

For Fun – View Ordinary People, ‘night Mother, or Dead Poet’s Society

SUBSTANCE ABUSE AND DUAL DIAGNOSIS

View Vignette 1-6 Eddie

Osborne, Lafuze & Perkins Chapter12

Psychological Disorders  http://www.tulsa.oklahoma.net/~jnichols/disorders.html

For Fun: View 28 Days

EATING DISORDERS AND OTHER PROBLEMS OF ADOLESCENTS

View Vignette 2-7 Karen


Osborne, Lafuze & Perkins Chapter10
AUTISM AND OTHER PROBLEMS OF CHILDHOOD

Osborne, Lafuze & Perkins Chapter 9

NUR 724 - Advanced Practice Psychiatric Nursing II

**PLACEMENT:** Fall

**CREDITS:** 4 (2 didactic; 2 clinical)

**TIME:**
- Tuesday, 3:00-5:50 p.m.
- Clinical Conference, 3:00-3:50 p.m.
- Course Lecture, 4-5:50 p.m.

**PLACE:** 501A CON

**PRE- OR CO-REQUISITES:** NUR 723; NUR 652; or Consent of Instructor

**COURSE DESCRIPTION:**
This course builds on knowledge and skills acquired in NUR 723 (Practicum I) and provides the student with the opportunity to integrate and apply knowledge acquired in other course work. Theory of group therapy structure and process, practice models, and collaboration with mental health consumer/advocacy groups are introduced and emphasized to fit with emerging health care delivery systems. Mental health policy and practice implications are reviewed as well as the fiscal consequences of public policy on mental health service delivery. Diagnosis of common physical illnesses that mimic psychiatric illness and common psychiatric symptoms that occur in physical illness are studied. Ethical dilemmas in practice are studied.

**OBJECTIVES:**
- Discuss the history, research, structure, and process of group therapy.
- Identify legal and ethical issues in Advanced Practice Psychiatric Nursing.
- Study underlying principles, developmental stages, methodologies, and ethical principles for group therapy and group leaders.
- Evaluate common physical illnesses that mimic psychiatric illness and treatment of psychiatric illnesses that may have an impact on physical health.
- Demonstrate performance of differential diagnosis of dual disorders including physical/mental illness.
- Make referrals for physical symptoms/illness and provide follow-up care.
- Demonstrate principles of individual and group therapies.

**FACULTY:**

**Didactic and Clinic**
Dr. Patricia B. Howard
Room 563 CON Building
859-323-6332
pbhowa00@uky.edu

**Clinical**
Dr. Ann R. Peden
Room 535 CON Building
859-323-6292
arpede01@uky.edu
BRIEF CONTENT OUTLINE:

I. Advanced Practice Psychiatric Nursing in Contemporary Society
   A. Standards of Practice
   B. Legal and Ethical Issues
   C. Families in the 21st Century
   D. Differentiate among and between the CNS and NP roles.
      a. Adult CNS
      b. Child & Adolescent CNS
      c. Adult NP
      d. Family NP

II. Group Therapy
   A. History, background, and research
   B. Ethical considerations
   C. Principles of group therapy
   D. Therapeutic factors
   E. Special techniques in group therapy
   F. Group psychotherapy process issues

III. Family Therapy
   A. History and background
   B. Classic Models
      (1) Satir: Growth-oriented Experiential Approach
      (2) Bowen: The Family Emotional System
      (3) Minuchin: Structural Model

IV. Special populations
   A. The suicidal patient
   B. Co-existing conditions
      (1) Chemical dependency and mental illness
      (2) Medical conditions and mental illness
   C. Victims of violence and abuse
   D. Mental illness and the family

V. Advanced Practice Psychiatric Nursing in Primary Mental Health Care case studies.
   A. Anxiety Disorders
   B. Personality Disorders
   C. Schizophrenia and other Psychotic Disorders
   D. Mood Disorders
   E. Substance Related Disorders
   F. Delirium, Dementia, and Amnestic and other Cognitive Disorders
   G. Mental Disorders due to a General Medical Condition
      a. Other DSM-IV Disorders

Program development
   • Staff Development
   • Quality Assurance
   • Patient Programs
METHODS OF TEACHING/LEARNING:

- Lecture
- Self-study
- Audio-Visual Aids
- Presentations
- Individual Conferences
- Group Conferences
- Internet/Computer Self-study
- Clinical Practice
- Clinical Supervision
- Case Studies and Presentations

1. Clinical Experiences

Clinical sites are selected on the basis of individual students needs, availability of preceptors, programs and appropriate client populations. Sites may be inpatient, community based, or a combination of both. A successful clinical experience includes working with staff and developing an understanding of the system, as well as working directly with individual clients and client groups. Students will continue to develop individual counseling skills while gaining additional skills as a group leader with selected groups. Case management activities with clients who have psychiatric disorders and co-existing conditions are emphasized in clinical work and supervision. Increased involvement in program development and evaluation is expected.

2. Clinical Supervision*

The model for clinical supervision is consistent with the American Nurses Credentialing Center model for Advanced Practice Psychiatric Nursing.

Purpose: to provide the opportunity for serious client case review that considers nursing assessment, diagnosis, intervention, evaluation and referral, if indicated, in a practical way based on a theoretical concept. The goals of supervision are expansion of clinicians’ proficiency and assurance of quality client care. The student will evaluate proficiency and quality of care according to guidelines of the Scope and Standards of Psychiatric-Mental Health Nursing Practice (ANA, 2000, p. 28-50).

Facets of supervision:

- clinicians professional development
- client confidentiality
- integration of theory, therapeutic skill, and differential diagnoses
- individual, couple, family or system as client
- autonomy in clinical practice
- collaboration, consultation, and referral

- Type of supervision contact
  - face-to-face (may include closed circuit television)*
  - teleconference
  - electronic communication

*Because this course is part of an academic program, face-to-face supervision is conducted except in unusual situations. Excused absences are to be negotiated with faculty.
GRADING SCALE:

A = 90-100
B = 80-89
C = 70-79
E = 69 or below

EVALUATION:

1. Case Studies in Clinical Practicum
   30%

   Comprehensive case studies from clinical experience of clients with co-existing conditions will be used across the semester in clinical supervision; evaluation will be based on techniques and skills used in case management. Clinical experiences for case studies will be based on the students’ practice option as follows:

   • Adult Clinical Nurse Specialists: Placements for students who study the Adult CNS role and practice will be in settings where adults and elders are treated for psychiatric mental health problems. Practicum experiences will include patient care management with clients with co-existing conditions, staff development, and quality assurance programs. Facilitating patient care, staff development, and programs involving group therapy are emphasized.

   • Child & Adolescent Clinical Nurse Specialist: Placements for students who study the Child and Adolescent CNS role and practice will be in inpatient and community settings including schools. The impact of co-existing condition on the client and family, group therapy for children and adolescents, and family therapy are emphasized.

   • Adult Nurse Practitioner: Placements for students who study the Adult NP option will continue to be in either inpatient or outpatient settings where direct patient management is the focus of service. Group therapy is studied in terms of adjunct to treatment since the primary focus of the practicum is case management of adult clients with co-existing conditions.

   • Family Nurse Practitioner: Placement for students who study the Family NP role and practice will be in community mental health comprehensive care settings who serve clients of all age groups. Supplemental experiences will take place in age specific settings like children or adult personal care homes and long-term care settings. Case management of clients with co-existing conditions and family therapy are emphasized.

   Grades for the assignment will be awarded by the student’s College of Nursing clinical faculty in the course.

2. Program Development or Case Study Presentations
   20%

   The CNS has the option of selecting a Program Development or Case Study presentation. NP students must develop a case study of a client with a co-existing condition.
The Program Development option is to be based on a staff development or quality assurance project that is conducted across the semester during the clinical practicum. Preceptors with expertise in the area of interest are encouraged to participate in the seminar presentation. Criteria for the topic are:

- Work with a CNS preceptor on a project that involves (a) clients who have co-existing conditions OR (b) development of a specific staff development program on co-existing conditions, OR (C) development of a group therapy intervention, or (d) a quality assurance program for monitoring programs involving co-existing conditions or group therapy.
- Lead seminar about the Program Development Project at the designated class time
- Identify relevant readings a minimum of one week before the presentation; use of required texts is encouraged.

The case study presentation is to be based on a client the student works with in the clinical practicum. Seminar presentation dates will be made early in the semester. Preceptors or individuals with special knowledge and skill are encouraged to participate in the seminar preparation and delivery. Criteria for topic:

a. Select a client with a condition listed in the syllabus content outline, item V, who has a dual diagnosis.

b. Lead the designated class on the case study of the client with a co-existing mental illness and medical or chemical abuse condition.

c. Identify relevant readings a minimum of one week before the presentation; use of required texts for the course is encouraged.

d. Distribute relevant discussion questions for class members a minimum of one week prior to presentation.

e. Facilitate discussion in class.

3. Clinical Paper: Due Tuesday, December 16

The clinical paper offers the student an opportunity to explore and analyze a particular concept or issue of concern in advanced practice psychiatric nursing. Preferably, the concept or issue will be related to the case study. The paper will include a description of the concept or issue, critical review of the literature, framework for decision-making, proposed interventions emphasized for evidence-based practice if indicated, and a discussion of implications and recommendations for practice, education, policy, and research.

Criteria for grading:

- Instructor approved topic
  - Typewritten, according to APA 5th edition, not to exceed 14 pages excluding abstract, references, tables or figures
- Reference list

4. Active participation during seminars

15%
REQUIRED TEXTS:


RECOMMENDED TEXTS:


SELECT REFERENCES:


*Required Reading


**CLASS SCHEDULE AND IMPORTANT DATES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>September 2</td>
<td>Course overview: Didactic and Clinical Foundations for Ethical Decision-making in Advanced Practice Psychiatric Nursing (APPN) Practice: Legal and ethical issues</td>
</tr>
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<td>September 9</td>
<td>Suicidal patients: Standards of practice and legal issues</td>
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<td>September 16</td>
<td>Families in the 21st Century: The impact of mental illness and co-existing conditions</td>
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<tr>
<td>September 23</td>
<td>Families in the 21st Century: The impact of mental illness and co-existing conditions</td>
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<td>September 30</td>
<td>Co-existing conditions: APPN practice issues</td>
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<td>October 7</td>
<td>Independent Study: Group Therapy Film (no class meeting)</td>
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<td>October 14</td>
<td>Group Therapy: Process issues and psychotherapy techniques</td>
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<tr>
<td>October 21</td>
<td>Group Therapy: Process issues and psychotherapy techniques</td>
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<tr>
<td>October 28</td>
<td>Models of Family Therapy</td>
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<td>November 4</td>
<td>Summary</td>
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<tr>
<td>November 11</td>
<td><strong>Program Development or</strong> APPN case studies: #1 and #2</td>
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<tr>
<td>November 18</td>
<td><strong>Program Development or</strong> APPN case studies: #3 and #4</td>
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<tr>
<td>November 25</td>
<td><strong>Program Development or</strong> APPN case studies: #5 and #6</td>
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<tr>
<td>December 2</td>
<td><strong>Program Development or</strong> APPN case studies: #7 and #8</td>
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<tr>
<td>December 9</td>
<td>Summary and course evaluation</td>
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**Important Dates**

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 27</td>
<td>First day of class</td>
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<tr>
<td>September 1</td>
<td>Labor Day, Academic Holiday</td>
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<tr>
<td>September 25</td>
<td>Last day for filing an application for a December degree in the College Dean’s office</td>
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<tr>
<td>October 3</td>
<td>Fall Break, Academic Holiday</td>
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<td>October 20</td>
<td>Midterm</td>
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<tr>
<td>November 3-26</td>
<td>Priority Registration for 2004 Spring Semester</td>
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<tr>
<td>November 20</td>
<td>Last day for candidates for a December graduate degree to schedule a final examination in the Graduate School</td>
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<tr>
<td>November 27-29</td>
<td>Thanksgiving, Academic Holidays</td>
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<tr>
<td>December 12</td>
<td>Last day of class</td>
</tr>
<tr>
<td>December 15-19</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>December 19</td>
<td>End of 2003 Fall Semester</td>
</tr>
</tbody>
</table>
December 22 Grades due in Registrar’s Office

PH/jb 34.20 10/28/98
Revised: PH/jb 8/28/03