

## Promoting Integrated Mental Health Care through an Accelerated Online Post-graduate PMHNP Program

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## Objectives

- By the end of this discussion, the learner will be able to:
  - Describe the need for integrated mental health care.
  - Identify three methods for facilitating the development of psychiatric and mental health care competencies among NPS practicing in distant sites.
  - Consider the pros and cons of an accelerated online learning environment.



## The Burden of Mental Disorders is Great

- 14% of global burden of disease
- 2<sup>nd</sup> greatest contributor to years lived with disability
- Unlike most diseases, continues to increase



Murray et al. (2012). Disability-adjusted life years (DALYS) for 291 diseases and injuries in 21 regions, 1990-2010: a systematic analysis for the Global Burden of Disease Study 2010. *Lancet*, 15(380), 197-223.



## Mental and Physical Health Problems are Interwoven

- Upwards of 20% of primary care visits<sup>1</sup>
- Persons with severe mental health problems are highly likely to have complicated medical problems.<sup>2</sup>
- Having depression or schizophrenia increases the risk of premature death by 40-60%.<sup>2</sup>

[1] World Health Organization (WHO) and World Organization of Family Doctors (Wonca). Integrating mental health into primary care. A global perspective. 2008.

[2] World Health Organization. Mental health action plan 2013-2020. Geneva, Switzerland: WHO Press; 2013.



## The Treatment Gap is Enormous

- Within a given year, fewer than half of adults and youth with diagnosable mental disorders receive treatment.
  - National Survey on Drug Use and Health (SAMHSA, 2013)
  - National Comorbidity Survey-Adolescent (Costello et al., 2014)



WHO (2013)

### Key Objective:

- Provide comprehensive **integrated** mental health and social services in community-based settings.

### Key Action Step:

- Develop human resources, including the development of graduate educational curricula to teach core competencies.



## Mental Health Care Health Professional Shortage Areas (HPSAs)

- Total Mental Health Care HPSA designations: 3,968 (US); 49 (MD)
- Percent of need met: 50.91% (US); 66.27 (MD)
- Practitioners needed to remove HPSA designation: 2,707 (US); 32 (MD)

Bureau of Clinician Recruitment and Service, Health Resources and Services Administration (HRSA), U.S. Department of Health & Human Services, <http://kff.org/other/state-indicator/mental-health-care-health-professional-shortage-areas-hpsas/>.



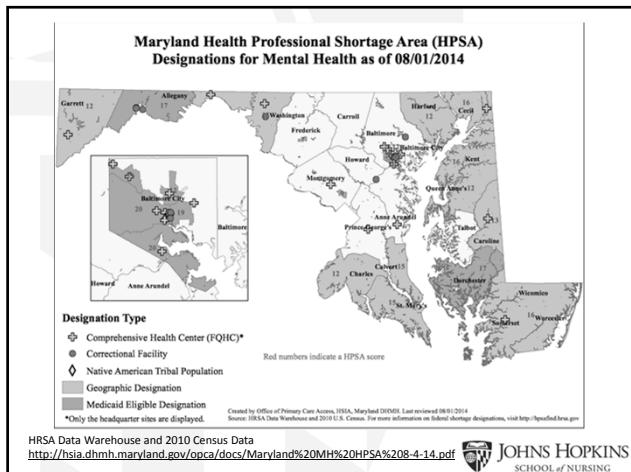
## • Rural Maryland

- Experiences a shortage of health care providers in specialty areas, mental health, and dental care.



- Supports expansion of the scope of practice for nurse practitioners





## Recruitment and Retention

- Lack of incentives to draw providers
- Lack of mental health training
- Professional isolation
- Unfamiliarity with the rural lifestyle

(Hunsberger et al., 2009; Thomas et al., 2012; & Weinhold & Gurtner, 2014)

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- Accelerated
- Online
- Learn in (geographic) place
- Funded by MD's Nurse Support Program II

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## Curriculum

- **Fall**
  - Differential Diagnosis - 1
  - Neurobiology - 1
  - Psychopharmacology - 1
  - Psychotherapy - 2
- **Spring**
  - PMHNP Practicum: Peds/Family - 4
  - \*Peds or Adult Health Assessment (if needed) - 1
- **Summer**
  - PMHNP Practicum: Adult/Gero - 4

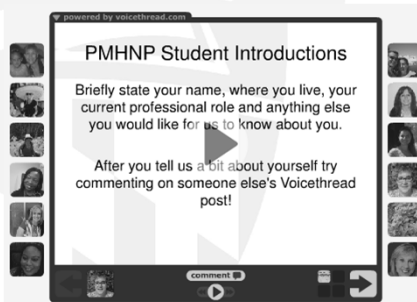
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## Learning in an Accelerated Online Environment

- How do we form a community when we are all in different places?
  - Digital Café
  - VoiceThread discussions
  - Group case studies
  - Synchronous meetings
    - Optional in fall semester
    - Required in spring and summer semester
- All ideas are welcome!



## VoiceThread Introductions



## 1<sup>st</sup> Semester

- Brief lectures
- Collaborative problem-based learning
- Take-aways
- Self-reflection
- VoiceThread discussions of important insights
- Practice quizzes
- Final exam



## Collaborative Problem-based Learning

Week	Case	Neuro	Pharm	Dx	Therapy
1	N/A				
2	N/A				
3	Neurodevelopmental	1	2	3	4
4	Schizophrenia spectrum and other psychotic disorders	2	3	4	1
5	Depressive and bipolar disorders	3	4	1	2
6	Anxiety disorders	4	1	2	3
7	Obsessive compulsive and related disorders	1	2	3	4
8	Trauma and stressor related disorders	2	3	4	1
9	Somatic symptom and related disorders	3	4	1	2
10	Feeding and eating disorders Disruptive, impulsive control and conduct disorders	4	1	2	3
11	Sexual disorders, gender dysphoria, paraphillic disorders	1	2	3	4
12	Substance related disorders	2	3	4	1
13	Neurocognitive disorders	3	4	1	2
14	Personality disorders	4	1	2	3



## VoiceThread Discussions

NR-110.576 FA14 - Module 7: VoiceThread (Slide 2 of 2) KARAN KVERNO

**Please Comment on this Slide**

Describe your experience using a breathing strategy or imagery technique with one of your patients. What was it like for you (e.g., successes, challenges)? What was it like for your patient?

*Please limit your comments to three minutes.*



## Clinical Semesters

- PMHNP practicums: 500 hours
- One-on-one supervisory meetings with faculty
- Online VoiceThread case presentations and discussions
- Health literacy project
- Professional meeting presentation
- Advocacy presentation
- Integrated care application paper
- Self-reflection
- Coding
- Practice quizzes



## VoiceThread Case Presentations and Discussions

**Discussion**

End of presentation  
Question for discussion: Is there anything else you would do for "K"?  
Thanks!



## Evaluating Student Competency

- Observation
- Documentation

Practice Competency Statement	Evidence of achieving the competency statement	Preceptor initials and date
<b>Assessment</b>		
Recognizes clinical signs and symptoms of psychiatric illness.		
Selects and implements brief, evidence-based and developmentally appropriate, screening instruments.		
Performs and interprets a comprehensive and/or interval history and mental status examination. Identifies appropriate laboratory and diagnostic studies if needed.		
Performs and interprets a psychosocial assessment and family psychiatric history.		



## Student Learning Preferences

4 - Considering all of the instructional methods used in this course, please select the methods that you feel have been helpful. (Please

Response Option	Weight	Frequency	Percentage	Percent Response
Problem based case reviews	(1)	3	50%	
VoiceThread discussions of practice issues	(2)	0	0%	
Take-away summary points	(3)	1	16.67%	
One-on-one phone instruction and supervision	(4)	5	83.33%	
VoiceThread case presentations and discussions	(5)	2	33.33%	
Lectures	(6)	4	66.67%	
Readings	(7)	4	66.67%	
Groups discussions	(8)	0	0%	
Peer review of case presentations	(9)	1	16.67%	
Coding and tracking of diagnoses, treatments, and competencies	(10)	3	50%	
Practice questions	(11)	3	50%	

Return Rate 6/9 (66.67%)



## The Pros and Cons of an Accelerated Online NP Program

### Pros

- Program duration
- Immersion into role

### Cons

- No wiggle room
- Time intensive

### Future Challenge

Reporter → Interpreter → Manager → Educator

Pangaro, L. (1999). A new vocabulary and other innovations for improving descriptive in-training evaluations. *Academic Medicine*, 74(11), 1203-1207.



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Questions?  
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