

# APNA *Transitions* in *Practice*

## Energizing RNs with Knowledge, Tools, & Best Practices to Create a Solid Foundation in Psychiatric Mental Health



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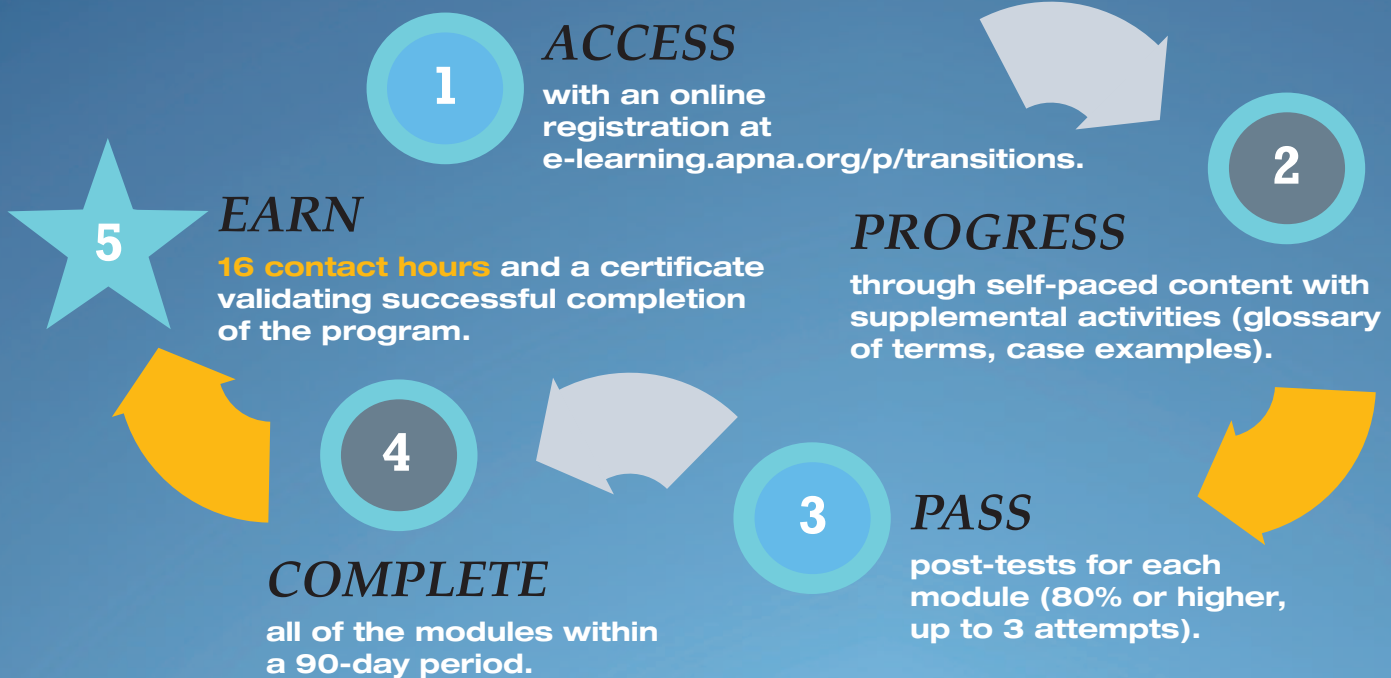
he APNA Transitions in Practice Certificate Program (ATP) is an online curriculum that will improve the retention, job satisfaction, and basic psychiatric-mental health nursing knowledge of RNs. This continuing education is intended especially for new RN graduates and RNs transitioning to inpatient psychiatric practice settings. It consists of four self-paced modules (16 hours of content) covering foundational aspects of psychiatric-mental health nursing practice presented by recognized experts in the field. Focusing on the most up-to-date best practices and evidence-based nursing knowledge, it will optimize success in nursing practice and improve healthcare outcomes for persons with mental health disorders.

### *Program Outcomes*

1. Describe at least one foundational evidence-based strategy for providing safe and effective nursing care that will improve person-centered planning for persons with psychiatric mental health disorders.
2. Identify at least one best practice approach to optimize your success in psychiatric mental health nursing.



# How the ATP Certificate Program Works



The ATP Certificate Program online platform tracks where learners are in the program and remembers where they left off after their last log in. Its user-friendly graphics visually tell learners what they have completed, what they're in the process of completing, and what is left to complete in order to earn their certificates. In addition to the faculty presentations, case studies, evaluations, and post-tests that make up each module, participants also have access to handouts, glossaries, and extensive references.

## Real life scenarios from nurses

(previously recorded audio)



## Case Study Videos



What patient manifestations/symptoms might influence the decision to use different serotonergic medications?

## Assessments

## Glossaries

### 3.2 Cultural Awareness

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Glossary of Mental Health Illness Terminology

The following definitions come from a variety of resources, including Medline Plus, the Substance Abuse and Mental Health Services Administration within the U.S. Department of Health and Human Services and the National Institute of Mental Health. Our goal is not to invent new definitions where they already exist, but to compile these definitions into a resource that can be used by participants in this ATP program. The definitions are not in alphabetical order but are listed in the order they are used in each individual module.

### Module 3

#### 3.2 Cultural Awareness




**Needs**- a motivational theory in psychology based on a five-tier that depicted as hierarchical levels within a pyramid. Retrieved [www.simplypsychology.org/maslow.html](http://www.simplypsychology.org/maslow.html)

the ability to identify and manage your emotions and the uses on 3 primary skills: emotional awareness, the ability to such as problem solving, and the ability to manage emotions, cheering up or calming down others. Retrieved 4/12/20 from [today.com/basics/emotional-intelligence](http://today.com/basics/emotional-intelligence)





recognizing that attributing certain traits or attitudes to individuals group is an act of generalization that may or may not be accurate for an individual patient. This includes an attitude that includes and the knowledge that the clinician's world view is not an attitude that acknowledges that a patient's culture can only be understood from the patient. Retrieved 4/12/20 from [www.youtube.com/watch?v=BZWICbD3wqU](http://www.youtube.com/watch?v=BZWICbD3wqU)

# The *ATP* Certificate Program Content





## *Program Components*

-  • Kickoff Survey, Goals & Expectations, Self Assessment
-  • Program Foreword
-  • Evaluation: Program Foreword

## *Module 1*

-  • 1.1 Anxiety, Depressive, and Bipolar Disorders
-  • 1.2 Psychotic Disorders
-  • 1.3 Medication Management in Psychiatric Settings
-  • Module 1 Evaluation

## *Module 2*

-  • 2.1 Mental Status Exam and Risk Assessments
-  • 2.2 Substance Use Disorders
-  • 2.3 Medical Co-morbidities in Patients with Mental Illness
-  • Module 2 Evaluation

## *Program Foreword: The Importance of Therapeutic Engagement*

### **Objective:**

- Identify therapeutic use of self, including presence and engagement, and how it affects patient's perceptions of their care and patient outcomes.

### **Learning Outcomes:**

At a novice level, participants should be able to:

- Apply the principles of presence and engagement in the clinical setting.

## *Module 1: Psychiatric-Mental Health Disorders and Psychopharmacology*

### **Objectives:**

- Identify current best practices of care for persons with psychiatric-mental health disorders.
- Identify current best practices for safe medication management, which involve monitoring for common side effects, drug interactions, and desired versus adverse effects.

### **Learning Outcomes:**

Participants should be able to:

- Identify common signs and symptoms of selected mental health disorders across the lifespan.
- Identify and monitor for common side effects, drug interactions, and desired versus adverse effects of psychopharmaceuticals in individual patients.

## *Module 2: Risk Assessments, Addictions, and Co-morbid Disorders*

### **Objective:**

Identify appropriate screening tools and interventions for persons at risk for self-harm, suicide, and/or harm to others, substance-related disorders, and medical comorbid illness.

### **Learning Outcomes:**

Participants should be able to:

- Perform a risk assessment for suicide with individuals in clinical settings using best practice assessment tools and communicate the risk and interventions to the treatment team.
- Develop a safety plan with persons at risk for suicide or self-harm.
- Identify patients at risk for substance use and apply SBIRT appropriately in clinical setting (SBIRT: Screening, Brief Intervention, Referral to Treatment for Alcohol/Drug Use).
- Educate patients on topics related to self-management of comorbid/co-occurring illness for individuals with mental illness and chronic disease.

### Module 3: Recovery

#### Objective:

Apply the principles of recovery-oriented nursing care to selected PMH scenarios.

#### Learning Outcomes:

Participants should be able to:

- Use de-stigmatizing language when working with individual patients.
- Identify and begin to develop a trauma-informed, strengths-based, person-centered plan of care.
- Discuss best practices related to the use of peer specialists in PMH settings.

### Module 4: Therapeutic Environment

#### Objective:






Identify at least three strategies that incorporate the principles of safety, de-escalation, and/or boundaries that assist in developing/maintaining a therapeutic environment.

#### Learning Outcomes:





Participants should be able to promote a therapeutic environment by:

- Implementing strategies to improve safety in the PMH workplace.
- Recognizing when to set boundaries with patients and being aware of situations of potential boundary crossing.
- Applying basic de-escalation techniques and concepts of cultural awareness when engaging with individuals.





### Module 3

-  • 3.1 Integrating Recovery Oriented Interventions in Practice
-  • 3.2 Cultural Awareness
-  • 3.3 Trauma and Recovery
-  • 3.4 Post Traumatic Stress Disorder and Trauma Informed Care
-  • Module 3 Evaluation

### Module 4

-  • 4.1 Walking the Boundaries Tightrope: Professional Boundaries and Social Media
-  • 4.2 Therapeutic Engagement in De-Escalation
-  • 4.3 Key Elements of a Safe Environment
-  • Module 4 Evaluation

### Program Conclusion

-  • Post Course Self Assessment
-  • Overall Program Evaluation
-  • Reflection
-  • APNA Transitions in Practice Certificate

## What learners say about the ATP Certificate Program

"All of the sections were very engaging and provided very practical, useful information that can serve to improve my practice as a mental health nurse and it has certainly built my confidence in returning to the inpatient setting."

"This program has reminded me how important the use of self is in psychiatric nursing."

"This was an excellent course and provided a breadth of knowledge that increased my confidence and ability to successfully transition into my new position as a psychiatric nurse."

# Why the *ATP* Certificate Program?

There is a need for best practices training to ensure consistent quality of care and reduce the turnover rates of new nurses.<sup>1</sup>

**25%**

of new nurses leave a position within their first year of clinical practice<sup>1</sup>

**>40%**

of new nurses report making medication errors<sup>1</sup>

**>500 K**

expected shortfall of RNs by 2030<sup>2</sup>

*Institutions with transition programs see a drop in attrition and improved patient outcomes.<sup>1</sup>*

Psychiatric-mental health nursing requires the development of specialized skills and knowledge, yet many nurses lack the foundational knowledge needed to provide mental health care to a diverse population across the lifespan.

THE  
**NEED**

The ATP Certificate Program will:

- **Cover foundational topics** like therapeutic engagement, psychiatric-mental health disorders, psychopharmacology, risk assessments, addictions, co-morbid disorders, recovery, and the therapeutic environment.
- **Deliver 16 contact hours** of psychiatric-mental health content towards meeting the continuing education requirement for American Nurses Credentialing Center certification (PMH-RN-C).
- **Support nurses** as they transition from the classroom to clinical practice or from another specialty into psychiatric-mental health settings with safe, evidence-based knowledge, tools, and best practices.
- **Promote effective communication** to meet The Joint Commission (TJC) safety standards.
- **Highlight the importance** of mental health care provided by RNs in a way that is highly visible to institutions, consumers, health care professionals, and the public.

THE  
**ANSWER**

THE  
**EVIDENCE**

After completing the APNA Transitions in Practice Certificate Program:

**99%**

of participants agree that the program increased their knowledge and/or skills related to their practice of psychiatric-mental health nursing.

**99%**

of participants agree that the program content will influence them to change their psychiatric-mental health nursing practice.

**99%**

of participants say that the APNA Transitions in Practice Certificate Program is effective as a learning resource.



### *How to Register*

Individual registrations can be completed online at [e-learning.apna.org/p/transitions](http://e-learning.apna.org/p/transitions).

- \$200 for APNA Members
- \$250 for Nonmembers

Bulk purchase pricing and monthly reporting is available to institutions interested in purchasing the program in blocks of 10 or more. Please email [atp@apna.org](mailto:atp@apna.org) for more information.

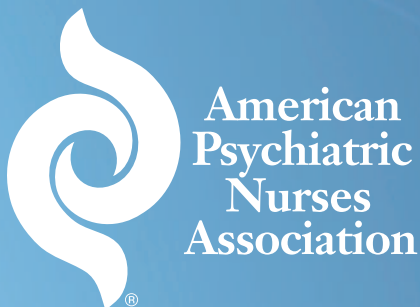
Learn more and register at [e-learning.apna.org/p/transitions](http://e-learning.apna.org/p/transitions).

### *Nursing Continuing Professional Development:*

**16.0 contact hours.** Participants will earn 16.0 nursing continuing professional development contact hours after successful completion of the program. \*To earn contact hours, participants must: Complete the pre-course self assessment, view the program in its entirety (foreword, modules 1-4), earn a passing score of at least 80% on the post-test for each module during the allotted access period, and complete the end-of-module evaluations. Participants will have 3 tries to correctly answer the questions on the post-test. Once the post-course self assessment and evaluation have been completed, the certificate will be generated online, available for print immediately. Partial credit will not be awarded. Credit cannot be earned unless all steps are completed.

*The American Psychiatric Nurses Association is accredited as a provider of nursing continuing professional development by the American Nurses Credentialing Center's Commission on Accreditation.*

*"This is the bread and butter of what we do."*



[e-learning.apna.org/p/transitions](http://e-learning.apna.org/p/transitions)