Embracing Change: Using the Theory of Structural Empowerment to Develop a Family PMHNP Curriculum

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Presenters

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• The speakers have no conflicts of interest to disclose.

Objectives

At the end of this presentation, attendees will be able to:

• describe the influence of the 2008 Consensus Model for APRN Regulation on considerations for PMHNP education
• identify the constructs of the Theory of Structural Empowerment, including opportunity, structure of power, access to resources, information and support, as well as formal/informal power
• apply theory constructs as one way to guide PMH faculty efforts in curriculum development and to enhance faculty/program success
Consensus Model

APNA/ISPN Response

- Joint task force draft summary (Nov. 2010)
- APNA position statement (Feb. 2011)
  - 9 recommendations for implementation
  - Most directly related to education of PMHNPs


Prompts for URSON Response

Recommendation #1:
- One entry educational focus; preparation across the lifespan

Recommendation #7:
- Graduates eligible for certification; able to provide PMH services across the lifespan

URSON PMH Program Structure

- Adult PMHNP (47 cr., 616 hrs.)
  - Traditional (MS & PMC)
  - 3 core faculty members (+ 4 part-time*)
- Child & Adolescent PMHNP (51 cr., 616 hrs.)
  - Hybrid/online (MS & PMC)
  - 2 core faculty members (+ 2; all part-time*)
  - *1 PT faculty member taught in both programs
- Core professional courses
  - 3 Ps, Adv. Assess., Research/EBP, Ethics/PP
  - Hybrid/online

Embracing Change…

- Theory of Structural Empowerment
  - Kanter (1977, 1979, 1993)
- Applied to organizational behavior
  - Linked to job satisfaction, performance, burnout
  - Leschinger et al. (1996, applied to nursing
- Major constructs applicable

Theory of Structural Empowerment

- Opportunity
- Structure of power
- Access to resources
- Information
- Support
- Formal/informal power
### Application

**Opportunity:**
- growth, mobility, chance to increase knowledge and skills
- Equal ability to participate in curriculum development; exposure to new content (lifespan) and technologies (online); “cutting edge”
- Not always exciting to “grow” so much

### Application

**Structure of power:**
- Ability to access/mobilize resources, information, & support from one’s position in order to do job successfully
- Collective structure allows continuous faculty input (content & process); faculty established identity & values to be maintained; supportive administration
- Faculty didn’t have “choice” to move forward; uncertainty r/t teaching assignments

### Application

**Access to resources:**
- Ability to acquire necessary time, materials, supplies, money, & personnel to meet goals
- Retreats & specialty meetings devoted to curriculum; consultants for planning & instructional design
- Never “enough” time; shared teaching assignments helpful, may not fully address workload demands; small faculty
Application

Information:
– Data, technical knowledge, expertise & awareness of organizational goals
🗂️ Openly shared information to support decision making; clear goals; expert faculty
🗂️ Technical knowledge & expertise still evolving

Application

Support:
– Guidance & feedback from superiors, subordinates, peers to enhance effectiveness
🗂️ Specialty meetings to compare syllabi; team course development/teaching; consultation
🗂️ Compromise required; lacking student input

Application

Formal power:
– Flexibility, visibility, creativity; job valued by organization
🗂️ Freedom to design curriculum to meet ideals (approved by NYS w/o revision); exemplar within URSON
🗂️ External constraints ever present/shifting
Application

Informal power:
- Relationships & networks with peers, subordinates, superiors in/out of organization
- Collegial faculty; connected to URSON, community & professional organizations
- Diverse work appointments & competing demands

Theory in Action
Current MS Program  
(launched Sept. 2012)

**Professional Core Courses:**
- NUR 400 Research Principles for Evidence Based Practice (5 credits)
- NUR 401 The Writing Workshop (1 credit)
- NUR 403 Ethics and Public Policy in the Health Care System (3 credits)
- NUR 407 Advanced Physiology and Pathophysiology (4 credit hours)
- NUR 410 Advanced Health Assessment-Lifespan (6 credits)
- NUR 419 Advanced Pharmacology (3 credits)

**Clinical Specialty Courses:**
- NUR 450 Psychopathology, Psych Diagnosis and Assessment Across the Lifespan (5 credits)
- NUR 451 Individual Psychotherapies Across the Lifespan (4 credits)
- NUR 452 Pathophysiology of MI and Psychopharmacology Across the Lifespan I (3 credits)
- NUR 453 Pathophysiology of MI and Psychopharmacology Across the Lifespan II (3 credits)
- NUR 454 Group & Family Psychotherapy (3 credits)
- NUR 455 Theoretical Frameworks of Advanced PMH Nursing Practice (3 credits)
- NUR 456 Practicum Psych/Mental Health Nurse Practitioner Role I (3 credits, 168 clinical hours)
- NUR 457 Practicum Psych/Mental Health Nurse Practitioner Role II (4 credits, 224 clinical hours)
- NUR 458 Practicum Adv Psych/Mental Health Nurse Practitioner Role III (4 credits, 224 clinical hours)
- NUR 493 Comprehensive Examination (0 credit hours)

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Current PMC Program  

**Professional Core Courses:**
- NUR 407 Advanced Physiology and Pathophysiology (4 credit hours)
- NUR 410 Advanced Health Assessment-Lifespan (6 credits)
- NUR 419 Advanced Pharmacology (3 credits)

**Clinical Specialty Courses:**
- NUR 450 Psychopathology, Psych Diagnosis and Assessment Across the Lifespan (5 credits)
- NUR 451 Individual Psychotherapies Across the Lifespan (4 credits)
- NUR 452 Pathophysiology of MI and Psychopharmacology Across the Lifespan I (3 credits)
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Additional References


Thank you!!

• Thoughts?
• Questions?

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