Innovative Educational Strategies for Keeping the 4th “P” Relevant: Psychotherapy Skills in PMHNP Graduate Programs

Susie Adams, PhD, PMHNP/CNS, FAANP
Dawn Vanderhoef, PhD, DNP, PMHNP/CNS
Tari Dilks, DNP, PMHNP, FNP, FAANP

Objectives

1. Discuss the relevance of psychotherapy skills for PMHNP in treating patients across the lifespan within contemporary practice settings.
2. Evaluate a variety of educational strategies from different PMHNP programs that develop counseling and psychotherapy skills from low-tech, low-cost to more resource intensive approaches.
3. Discuss applications to competency based evaluations of psychotherapy and counseling skills in PMHNP programs.

The speakers have no conflicts of interest to disclose.
Role of Psychotherapy in PMHNP Education

- ANA Scope and Standards
- ANCC Certification
- NONPF PMHNP Competencies
- QSEN Graduate Level Competencies

Current PMHNP Practice Trends

- Emphasis on diagnostic assessments and medication management
- Emphasis on productivity units rather than patient outcomes for performance evaluation
- Community Mental Health Centers hiring majority of new PMHNP graduates

Challenges to Teaching Psychotherapy

- Shift to NP role focused on diagnostic and medication management skills
- Obtaining practicum sites and psychotherapy opportunities
- Need for lifespan clinical experiences
- Individualize clinical learning experiences based on student needs
“Low-Tech, Low-Cost” Simulations: Diagnostic Interviewing

- Case Based Interview Analysis
  - Individual or as group
- Online Unfolding Case Study
- Student Role Play
  - Students prepare and role play
  - Role play video taped
  - Evaluated by student and faculty as low fidelity simulation

“Low-Tech, Low-Cost” Simulations: Counseling and Psychotherapy Skills

- Analysis of Video Vignette
  - Evaluation of communication and therapy techniques
- Student role play with focus on communication skills and evidence based therapy techniques
  - Motivational Interviewing
  - Dialectical Behavioral Therapy Techniques
  - Cognitive Behavioral Therapy Techniques
  - Interpersonal Therapy Techniques

“Resource Intensive” Simulations: Diagnostic Interviewing

- Use of Simulation Center
  - Standardized Case Vignettes
  - Use of Standardized Patients
  - Recording of Session
  - Debriefing
“Resource Intensive” Simulations: Counseling and Psychotherapy Skills

- Use of Simulation Center
  - Standardized Case Vignettes
  - Use of Standardized Patient
  - Recording of Session
  - Debriefing

Limited Resource Considerations

- Integration of simulation into programs who do not have access to standardized patients
- Use of “no-cost” or “low-cost” audio/visual recording options
- Partnering with other colleges/departments
  - Interprofessional Education (IPE)
- Using reflective practice with “self help books” that promote a particular approach

Clinical Supervision

- Education on process of / roles in supervision
- Individual or group supervision
- Format of Supervision
  - Face to Face
  - Telephone
  - FaceTime
  - Skype or Web Conferencing Software (single or multipoint)
- Reflective practice exercises
- Lifelong learning process
Formative Competency Based Evaluations

- Role Play Feedback
  - Debriefing
- Feedback on Clinical Assignments
  - Written assignments
  - Audio recordings

Summative Competency Based Evaluations

- Use of Check List
  - Developed using competencies
- Faculty Education
  - Standardization of grading rubrics
  - Inter-rater reliability concerns
- Multiple Faculty Grading Assignments
  - Consistency
- Faculty Debriefing
  - Quality control

References


References


