UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

FALL 2018

COURSE NUMBER NGR 6560C

COURSE TITLE Advanced Psychiatric Assessment and Diagnostics

CREDITS 3 [2 credits didactic, 1 credit laboratory or 48 laboratory hours]

PLACEMENT DNP Program: Psychiatric-Mental Health Nursing Track

PREREQUISITES NGR 6002C: Advanced Health Assessment and Diagnostic Reasoning

COREQUISITES None

FACULTY Tina D’Alessandro PhD, PHMNCS-BC, FNP-BC

 dalessa@ufl.edu

 Office hours by Appointment

 HPNP Complex 3311

 (cell)1-904-417-3773

#  M. Josephine Snider, Ed.D., R.N.

 Courtesy Associate Professor, Professor Emeritus and Guest Lecturer

 Office: 4222

 Cell: 352-665-9276

COURSE DESCRIPTION This course provides students with a knowledge base in mental health assessment of clients across the life span within the context of the advanced psychiatric mental health nursing role. Emphasis is on the acquisition and analysis of relevant data for the development of a comprehensive and holistic mental health assessment and subsequent diagnoses.Focus is on history taking, analysis, data categories, and specific techniques used to identify mental health problems and differential diagnoses in clients across the life span.

COURSE OBJECTIVES Upon completion of this course, the student will be able to:

1. Describe steps for collecting, analyzing, and documenting data for a comprehensive mental health assessment for clients across the life span.
2. Specify age and developmental variations in mental health examinations and assessments.
3. Identify potential risk factors for mental illness based upon assessment data.
4. Organize mental health assessment data as bases for ascribing differential diagnoses.
5. Differentiate normal mental health alterations from psychopathological findings.
6. Analyze mental health screening tools to support differential diagnoses.
7. Discuss diagnostic reasoning process in ascribing differential diagnoses with mental health clients across the lifespan.

COURSE OR CLINICAL/LABORATORY SCHEDULE

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at <http://elearning.ufl.edu/>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to helpdesk@ufl.edu.

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes.

TOPICAL OUTLINE

1. Overview of professional practice guidelines based on evidence.
2. Introduction to mental health assessment; definitions, background and techniques
3. Variations in techniques for interview and data collection with mental health clients across the life span
4. Organization and communication of comprehensive mental health assessment data
5. Assessment of strengths and vulnerabilities according to behavior, life circumstances, family variations, developmental variations, cultural and other faculty
6. Differentiation of normal, emergent, and variant findings with mental health clients across the life span
7. Screening tools to use in supporting mental health diagnoses in selected situations
8. Overview of the diagnostic and statistical manual of mental disorders; history, usage, characteristics, differential diagnoses, co-occurring diagnoses

TEACHING METHODS

 Lecture, group discussion, simulation exercises, audiovisual exercises, case study. Course will use simulation materials and standardized patients for practice of mental status assessment in the classroom.

LEARNING ACTIVITIES

 Attend and participate in lecture and large group discussion, participate in simulation exercises and standardized patients, analyze cases, view and critique audiovisual materials.

EVALUATION METHODS/COURSE GRADE CALCULATION

1. Written assignments including mental health assessments for children, adolescents, adults and older adults from case and audiovisual examples
2. Participation in weekly simulated exercises
3. Quizzes (3) and written examinations (1)
4. Proficiency in conducting mental health assessments in a 45 minute demonstration.

 Comprehensive mental health assessments (2) 40%

Presentation of assessment (1) 15%

Quizzes (3) and Written Exam (1) 35%

History and examination reports 10%

 Total: 100%

MAKE UP POLICY

There will be no make-up quizzes or exams. If a student misses an exam or quiz, the average of the remaining exam and/or quiz scores will be recorded as the score for the missed exam.

GRADING SCALE/QUALITY POINTS:

 A 95-100 (4.0) C 74-79\* (2.0)

 A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91-92 (3.33) D+ 70-71 (1.33)

 B 84-90 (3.0) D 64-69 (1.0)

 B- 82-83 (2.67) D- 62-63 (0.67)

 C+ 80-81 (2.33) E 61 or below (0.0)

 \* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907#grades

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/process/student-conduct-code/>.  Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies

Please see the College of Nursing website for student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>) and a full explanation of each of the university policies – (<http://students.nursing.ufl.edu/currently-enrolled/course-syllabi/course-policies>)

Attendance

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

DISABILITY STATEMENT

Students who wish to obtain individual accommodations due to special learning needs must register with the University of Florida Disability Resources Center (DRC) **at the beginning of each semester**. Accommodations are not retroactive, therefore, students should contact the DRC at the beginning of each semester in the term for which they are seeking accommodations. The DRC may be contacted at 352-392-8565 so that appropriate accommodations may be made.  **Individual accommodations require time for the Disability Resources Center (DRC) to approve and the faculty to respond to any special learning needs**.  **Each semester**, it is the students’ responsibility to notify all their faculty of any special accommodations **once approval by the DRC for special accommodations has been made**.  <https://drc.dso.ufl.edu/>

REQUIRED TEXTBOOKS

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Kaplan, H. I., & Sadock, B. J. (2015). *Synopsis of psychiatry* (11th ed.). Baltimore, MD: Williams & Wilkins.

Yearwood, E., Pearson,G., & Newland,J. (2012). *Child and adolescent behavioral health: A Resource for Advanced Practice Psychiatric and Primary Care Practitioners in Nursing.* Oxford: Wiley-Blackwell.

REQUIRED ELECTRONIC RESOURCES

Isabel Healthcare – please see Canvas for information regarding subscribing to Isabel ($49.00/year for students) a discount code and directions will be available through Canvas for this diagnostic tool.

WEEKLY CLASS SCHEDULE

There will be three face-to-face meetings during the semester. We will meet in Gainesville at the CON from 10-4 p.m. on August 22nd for orientation and introduction to your specialty, the PMHNP track. We will also meet on September 20th and November 15th from 10-4 p.m. in the CON (rooms are TBA) for simulation with actors/actresses playing the role of patients.

We will meet from 3 p.m.–4:30 p.m. for video conference via Canvas, Big Blue Button every Monday afternoon beginning on August 27th through December 3rd.

Approved: Academic Affairs Committee: 01/13

 Faculty: 01/13

 UF Curriculum: 03/13