UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

FALL 2020

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

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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

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded.  If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded.  If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

When we have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

* You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
* This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
* Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
* Follow your instructor’s guidance on how to enter and exit the classroom.  Practice physical distancing to the extent possible when entering and exiting the classroom.
* If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/).
  + - * Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).

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](mailto: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.

There will be two opportunities to conduct interviews and submit your psychiatric evaluation based upon using standardized patients. Please plan on leaving October 5th and November 16th free for this exercise which will be conducted via zoom.

We will also meet synchronously via zoom to discuss modules and work in small groups on case studies from 4-6 p.m. on the following Mondays: 9/14 and 21; 10/12 and 26; and 11/9 and 30

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 studies. Course will use simulation materials and standardized patients for practice of mental status assessment.

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 30%

Quizzes (4) 20%

Written Exam (1) 20%

Participation, Discussion Board and Kanopy Assignments 10%

Case Studies………………………………………………….20%

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: <https://catalog.ufl.edu/graduate/regulations/>

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/> ) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

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/policies/student-honor-code-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>)

UF Grading Policy

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

REQUIRED TEXTBOOKS

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

Carlat, D.J. (2017). *The Psychiatric Interview* (4th ed.). Philadelphia: Wolters Kluwer.

Dulcan, M.K. (2016). *Dulcan’s textbook of child and adolescent psychiatry* (2nd ed.). Arlington, VA: American Psychiatric Association Publishing.

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

Wheeler, K. (2014). *Psychotherapy for the advanced practice psychiatric nurse* (2nd ed.). NY, NY: Springer Publishing Company.

WEEKLY CLASS SCHEDULE

Set aside October 5th and November 16th for psychiatric interviews with standardized patients. This will be completed via Zoom so that students do not have to travel to Gainesville. We will also meet on the following Monday evenings from 4:00 p.m.– 6:00 p.m. for video conference via Zoom: September 14, September 21, October 12, October 26, November 9 and November 23rd

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| DATE | | TOPIC/EVALUATION | | ASSIGNMENTS/READINGS (In addition to below, check Canvas re other Module resources as well as a weekly lecture/powerpoint) |
| Module 1:  Aug. 31 – Sept 5 | | Introduction to diagnostics and assessment; Ensuring patient/client safety | | Wheeler’s text, p. Chapter 3, Assessment and Diagnosis  Review practice guidelines in Wheeler, pp. 700-702  Kaplan & Sadock p. 192-214m 763-773  Carlat p. 2-85, 159-166 |
| Module 2:  Sept. 6-12 | | Mental status examination: behavioral and cognitive aspects | | Kaplan & Sadock,p. 212-234  Wheeler, p. 195-223  Carlat p. 86-159  Review Florida Mental Health Act |
| Module 3:  Sept 13-19  Sept 14 | | Assessment and diagnoses of anxiety disorders across the lifespan  4-6 pm | | Kaplan & Sadock, p.387-436  Carlat p: 186-198  Review DSM 5 section on Anxiety, p. 189-264  Zoom Seminar (complete case study #1) |
| Quiz #1  9/20-12 noon until 9/21-12 noon | | Modules 1-3 | | Review lectures and readings for quiz |
| Module 4:  Sept 20-26  Sept 21 | | Assessment and diagnoses of mood disorders across the lifespan  4-6 pm | | Kaplan & Sadock, p.347-386  Review DSM 5 section on Bipolar and depressive disorders p: 123-188  Carlat p. 167-185  Zoom Seminar |
| Module 5:  Sept. 27-Oct. 3 | | Assessment and diagnoses of schizophrenia and other psychotic disorders across the lifespan | | Kaplan & Sadock, p.300-346  Review DSM 5 pages 87-122  Carlat p. 208-227 |
| Module 6:  Oct. 4-10 | | Assessment and diagnoses of neuro- cognitive disorders | | Kaplan & Sadock, p.694-741, Chapter 5.4  DSM 5 pages 591-643  Carlat p. 228-236 |
| October 5th | | 8-5 pm Standardized Patients | | Zoom (students will work in pairs and complete 1 interview in the morning, 1 interview in the afternoon – see assignments re writing up one of your interviews) |
| Quiz #2  10/11-12 noon  10/12-12 noon | Modules 4-6 | | Review lectures, information discussed during seminars and readings | |
| Module 7:  Oct. 11-17  October 12 | Assessment and diagnoses of substance-related and addictive disorders  4-6 pm | | Kaplan & Sadock, p.616-693, 1273-1278 (\*)  Dulcan 219-240 (\*)  Wheeler, pp.565-574  DSM 5 p. 483-584  Carlat p. 199-207  Zoom Seminar (complete case study #2) | |
| Module 8:  Oct. 18-24 | Assessment and diagnoses of trauma and dissociative disorders | | Kaplan & Sadock, Chap.11, 12, 1221-1225 (\*)  Dulcan 345-364 (\*)  DSM 5 Stress Disorders, p. 265-307  Carlat p.195-198 | |
| Module 9:  Oct. 25-31  October 26 | Assessment of violence, sexual assault, and abuse  4-6 pm | | Kaplan & Sadock, Chap.23, 1314-1324 (\*)  Review DSM 5 p.717-722, 685-705  Dulcan 603-620 (\*)  Review Carlat p. 195-198  Zoom Seminar (complete case study #3) | |
| Module 10:  Nov. 1-7 | Assessment and diagnoses of personality disorders and somatic disorders | | Kaplan & Sadock, Chap. 13, 22  DMS 5 Personality/ Somatic Disorders, p.645-684  Carlat p.249-261 | |
| Quiz #3  11/8-12noon until 11/9-12 noon | Modules 7-10 | | Review lectures, information discussed during seminars and readings | |
| Module 11: Nov. 8-14  Nov. 9 | Assessment and diagnoses of eating disorders and sleeping disorders  4-6 pm | | Kaplan & Sadock, p. 233, 295-296, 272, 418, 430, 512, 557, 1205-1211(\*)  Dulcan 435-455, 495-515 (\*)  DSM 5 p. 323-422  Carlat p. 237-242  Zoom Seminar (Complete Case Study #4) | |
| Module 12:  Nov.15-21 | Assessment and Diagnosis of Children and Adolescents  Part 2: Developmental Neurodevelopmental Disorders and Elimination Disorders | | Kaplan & Sadock, Chap.1107-1169 (\*), 1211-1216(\*)  Dulcan p. 105-172(\*), 461-475(\*), 479-491(\*)  DSM 5 pages 31-86, 355-360 | |
| Nov 16 | 8-5 pm | | One hour time slot per student to interview a Standardized Patient via Zoom, see assignments re write up. | |
| Module 13  Nov. 22-28 | Childhood and Adolescent Externalizing Disorders: Disruptive, Impulse Control, and Conduct Disorders | | Kaplan and Sadock, 31.12 c, d & e, 31.6  Dulcan, p. 173-195 (\*), 266-270  DSM 5 pages 461-480 | |
| Module 14: Nov.29-Dec. 5  Nov 30 | Internalizing Disorders of Childhood and Adolescence  4-6 pm | | Kaplan & Sadock, Chap. 31.12a & b, 31.13  Dulcan, P. 245-344(\*)  Review DSM 5 Childhood Mood/Anxiety Disorders  Zoom Seminar | |
| Quiz #4  12/6-12 noon until 12/7- 12 noon | Covers Modules 10-14 | | Review lectures, information discussed during seminars and readings | |
| Module 15  Dec. 6-9 | Psychiatric Emergencies and Ethics of Psychiatric Care | | Kaplan & Sadock, p.774-790; 1392-1399  Dulcan, p. 571-584(\*), 653-668(\*) | |
| Dec. 10-11 READING DAYS | | | | |
| Dec.13-12noon  Through Dec. 14-12noon | FINAL EXAM | | Essay format | |

Approved: Academic Affairs Committee: 01/13

Faculty: 01/13

UF Curriculum: 03/13