UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

FALL 2022

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

James Poole, DNP APRN PMHNP-BC

Clinical Assistant Professor

Office: HPNP 3214

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Office hours\*: Tuesdays 10am – 12pm

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\* Faculty are generally available to meet with students (in the office or virtually) as listed above. Due to professional travel and other unavoidable obligations, faculty may not be present every week without notice. It advisable that students confirm availability or make an appointment in advance.

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

Faculty Section Day/Time

Poole 2E17 Web-based

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.

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, simulation exercises, audiovisual exercises, case studies. Course will use simulation materials and role play for practice of interview and mental status assessment.

LEARNING ACTIVITIES

Review lecture, participate in simulation exercises and role play, 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. Quizzes (4) and written examinations (1)
3. Proficiency in conducting mental health assessments in a demonstration.

Video Demonstration of Interview Skills via role play (3) 15%

Quizzes (4) 20%

Written Exam (1) 15%

Shadow Health Cases (6) 30%

Case Studies (4) …………………………………………….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)

\* 84 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.

INCLUSIVE LEARNING ENVIRONMENT

We strive to provide an inclusive learning environment as we prepare graduates who care, lead, and inspire. As we share our nursing values and personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels they belong to the College of Nursing community. <https://nursing.ufl.edu/wordpress/files/2022/08/BSN_DNP-Handbook-Jul-28-2022.pdf>

CIVILITY STATEMENT

Civility among all individuals in the CON (faculty, staff and students) is vital for an inclusive environment that fosters personal reflection, growth and a collective harmony. <https://nursing.ufl.edu/wordpress/files/2022/08/BSN_DNP-Handbook-Jul-28-2022.pdf>

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/>)

REQUIRED TEXTBOOKS

American Nurses Association, American Psychiatric Nurses Association, & International Society of Psychiatric-Mental Health Nurses. (2022) *Psychiatric-Mental Health Nursing: Scope and Standards of Practice* (3rd Ed.). Silver Springs, MD

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th-TR ed.). Washington, DC: APA.

American Psychological Association. (2020). Publication manual of the American Psychological Association 2020: the official guide to APA style (7th ed.). American Psychological Association.

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

Kaplan, H. I., & Sadock, B. J. (2021). *Synopsis of psychiatry* (12th ed.). Baltimore, MD: Williams & Wilkins.

Wheeler, K. (2022). *Psychotherapy for the advanced practice psychiatric nurse* (3rd ed.). NY, NY: Springer Publishing Company.

REQUIRED ELECTRONIC RESOURCES

Dulcan, M. K. (2021). *Dulcan's textbook of child and adolescent psychiatry*. (3rd Ed.) American Psychiatric Pub. Free online access available here: https://doi.org/10.1176/appi.books.9781615374809

Thakur, M. E. (2015). *The American psychiatric publishing textbook of geriatric psychiatry*. (5th Ed.) American Psychiatric Pub. Free online access available here: <https://doi.org/10.1176/appi.books.9781615370054>

ELECTRONIC LEARNING RESOURCES

Shadow Health High Fidelity Simulation

1) Go to [**http://app.shadowhealth.com/enrollments/new**](http://app.shadowhealth.com/enrollments/new)and enter the PIN for each course

**a) DCE PIN: 8036-7538-7400-2256**

b) If you already have an account, login and click “add a course” and enter the course PIN.

2) Watch the student orientation video if you are new to Shadow Health: <https://vimeo.com/161783954/9869f7c0c1>

3) Use a supported browser: Shadow Health recommends using Chrome to access your work. However, there are many browsers that you can use to access your assignments in Shadow Health.

4) Review the technical specifications to make sure your computer can run the DCE.

5) Login at app.shadowhealth.com to complete your work.

WEEKLY CLASS SCHEDULE

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| --- | --- | --- | --- | --- |
| **DATE/Module** | **TOPIC/EVALUATION** | **READINGS** | **ASSIGNMENTS** | **Program Outcomes** |
| Module 1  Aug. 24-28 | Introduction to Diagnostics and Assessments | Selected readings from Wheeler text  Carlat pp 2-85, 159-166  Review DSM 5-TR Terminology pgs. 817 – 831  Review Case Presentation Guide |  | I, II |
| Module 2  Aug. 29 – Sep 4 | Mental Status Exam | Selected readings from Wheeler text  Kaplan & Sadock, Chapter 1  Carlat p. 86-159 | Role Play 1 Due Sep 11th at 11:59pm | I, II |
| Module 3  Sep. 5 - 11 | Anxiety Disorder Across the Lifespan | Kaplan Chapters 8 and 9 Children: 2.13, 2.14, 2.15  Carlat pp 186 – 198  DSM 5-TR Anxiety section | Quiz 1 Modules 1-3  Open 9/11 at noon  Closes 9/12 at 11:59pm  Shadow Health – Anxiety Sep 18th at 11:59pm | I, II, IV |
| Module 4  Sep. 12 - 18 | Mood Disorder Across the Lifespan | Kaplan & Sadock, Chapters 6 and 7 Children: 2.9, 2.10, 2.11  DSM 5-TR section on Bipolar and Depressive disorders  Carlat pp 167-185 | Shadow Health – Depression due Sep 25th at 11:59pm  Shadow Health Bipolar Disorder due Sep 25th at 11:59pm | I, II, IV |
| Module 5  Sep. 19 - 25 | Schizophrenia and Psychotic Disorders | Kaplan & Sadock. Chapter 5, Children 2.16  Review DSM 5-TR section on schizophrenia and other psychotic disorders  Carlat, pp 228-236 | Shadow Health – Schizophrenia due Oct 2nd at 11:59pm  Role Play 2 due Oct 2nd at 11:59pm | I, II, IV |
| Module 6  Sep. 26 – Oct. 2 | Cognitive Disorders Typically beginning in Adulthood | Kaplan & Sadock, Chapter 3  Review DSM 5-TR section on neurocognitive disorders  Carlat pp 228-236 | Quiz 2 Modules 4-6  Open 10/2 at noon  Closes 10/3 at 11:59pm  Role play 3 due Oct 9th at 11:59pm | I, II, IV |
| Module 7  Oct. 3 - 9 | Substance-Related Disorder Across the Lifespan | Kaplan & Sadock, Chapter 4, Children 2.17  Review DSM 5-TR section on substance-related and addictive disorders,  Carlat p 199-207 | Shadow Health – Alcohol Use Disorder due Oct 16th at 11:59pm | I, II, IV |
| Module 8  Oct. 10 - 16 | Trauma and Dissociative Disorders Across the Lifespan | Kaplan & Sadock, Chapter 10 and 11, Children 2.8  Review DSM 5-TR sections on trauma  Carlat pp. 195-198 | Shadow Health – PTSD due Oct 23th at 11:59pm | I, II, IV |
| Module 9  Oct. 17 - 23 | Violence, Sexual Assault, and Abuse Across the Lifespan | Review previous week's text. | Case Study 1 due Oct 30st at 11:59pm | I, II, IV |
| Module 10  Oct. 24 - 30 | Personality Disorders and Somatic Disorders | Kaplan & Sadock, Chapter 12 and 19  Review DSM 5-TR Personality Disorders and Somatic Symptom and Related Disorders  Carlat pp. 249-261 and p. 240 | Quiz 3 Modules 7-10  Open 10/30 at noon  Closes 10/31 at 11:59m | I, II, IV |
| Module 11  Oct. 31 – Nov 6 | Eating and Sleeping Disorders | Kaplan & Sadock, Chapters 13 and 15, Children: 2.7  Review information on affective and psychotic disorders.  Review DSM 5-TR Eating and Sleeping Disorders  Carlat pp. 237-242 | Case Study 2 due Nov 13th at 11:59pm | I, II, IV |
| Module 12  Nov. 7 - 13 | Child and Adolescent Neurocognitive and Elimination Disorders | Kaplan & Sadock, Chapter 2.1, 2.2, 2.3, 2.5,2.6  Review DSM 5-TR Neurodevelopmental Disorders and Elimination disorders |  | I, II, IV |
| Module 13  Nov 14 – 20 | Externalizing Disorders typically beginning in Childhood | Kaplan & Sadock, Chapters, 2.4, 2.12, Chapter 18  Review DSM 5-TR sections on Externalizing Disorders  Carlat 243-248 | Case Study 3 due Nov 27th at 11:59pm | I, II, IV |
| Module 14  Nov 21 – 27 | Internalizing Disorders beginning during Childhood | Kaplan & Sadock, Chapter 2.8, 2.9,2.10,2.11 | Quiz 4 Modules 11-14  Open 11/27 at noon  Closes 11/28 at 11:59pm | I, II, IV |
| Module 15  Nov 28 – Dec 7 | Psychiatric Emergencies and Ethics of Psychiatric Care | Kaplan & Sadock, Chapter 27 and 28 | Case Study 4 due Dec 7th at 11:59pm | I, II, IV |
| Final Exam |  |  | Opens Dec 11th at noon  Closes Dec 12th at 11:59pm |  |

The purposes of the curriculum leading to the degree Doctor of Nursing Practice are to:

1. Prepare the student to acquire advanced competencies in increasingly complex practice and emerging leadership roles.
2. Provide the student with a significant and comprehensive knowledge base that supports scientific skepticism and the incorporation of new knowledge in advanced nursing practice.
3. Provide the student with enhanced knowledge for the acquisition of leadership skills used to improve nursing practice and patient outcomes.

Upon completion of the doctoral program, the graduate will be able to:

1. Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice.
2. Evaluate decision support systems to solve clinical problems for individuals, aggregates and systems.
3. Develop advanced leadership and collaborative skills to mobilize interdisciplinary teams to solve highly complex clinical problems.
4. Develop expertise to formulate health policy and provide leadership in establishing clinical excellence and creating new models of cost-effective health care delivery.
5. Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates and systems to provide safe, evidence-based care.
6. Synthesize knowledge of cultural diversity and global perspectives in delivering health care and in critiquing nursing systems

Approved: Academic Affairs Committee: 01/13

Faculty: 01/13

UF Curriculum: 03/13