UNIVERSITY OF FLORIDA

 COLLEGE OF NURSING

 COURSE SYLLABUS

 SPRING 2015

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 Maureen Curley, PhD, PMHNP-BC

 maureencurley@ufl.edu (352) 273-6417

 Office hours: By appointment

 Anna Schwait, MSN, PMHNP-BC

 aschwait@ufl.edu (352) 273-6315 - HPNP 4202

 Office hours: Wednesday 11:00AM - 1:00 PM

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.

COURSE OBJECTIVES (continued):

1. Organize mental health assessment data as bases for ascribing differential diagnoses.
2. Differentiate normal mental health alterations from psychopathological findings.
3. Analyze mental health screening tools to support differential diagnoses.
4. Discuss diagnostic reasoning process in ascribing differential diagnoses with mental health clients across the lifespan.

COURSE OR CLINICAL/LABORATORY SCHEDULE

 Section Day

 1C56 Web

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://lss.at.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, audiovisual materials, written materials, and presentation of case studies.

LEARNING ACTIVITIES

 Readings, participation in discussion, case study analysis, and study questions.

EVALUATION METHODS/COURSE GRADE CALCULATION

1. Written assignments including mental health assessments for children, adolescents, adults and older adults from cases, case studies, and audiovisual examples
2. Participation in weekly simulated exercises or unfolding case vignettes
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 (case formulations) 10%

*Assignments/Papers will be returned within 2 weeks.*

MAKE UP POLICY

A grade penalty may be assigned for late assignments, including exams.

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/ugrad/current/regulations/info/grades.aspx>

REQUIRED TEXTBOOKS

American Psychiatric Association. (2013). *Desk reference to the diagnostic criteria from DSM-5.*  Arlington, VA: APA

REQUIRED TEXTBOOKS (continued):

Sadock, B. J., Sadock, V.A., & Ruiz, P. (2014). *Kaplan & Sadock* *Synopsis of psychiatry: behavioral sciences/clinical psychiatry.* (11th ed.). Baltimore, MD: Williams & Wilkins.

Wheeler, K. (2014). *Psychotherapy for the advanced practice psychiatric nurse: a how-to*

 *guide for evidence-based practice.* (2nd ed.) New York: Springer Publishing Company.

Yearwood, E., Pearson, G. & Newland, J.(2012). *Child and adolescent behavioral health.* Oxford: Wiley-Blackwell

RECOMMENDED TEXTBOOK

Carlat, D. J. (2011). *The psychiatric interview (practical guides in psychiatry).* (3rd ed.).

 Baltimore, MD: Williams & Wilkins.

**WEEKLY CLASS SCHEDULE SPRING 2015**

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| --- | --- | --- | --- |
| DATE | TOPIC/EVALUATION | ASSIGNMENTS/READINGS | FACULTY |
| January 6  | Introduction to diagnostics and assessments | Wheeler’s text, pp. 1-32Review practice guidelines in Wheeler’s text, pp. 700-702 | Professor Schwait |
| January 12 | Mental status examination: behavioral and cognitive aspects | Kaplan & Sadock’s text,pp. 192-246Wheeler’s text, pp. 195-223 | Professor Schwait |
| January 19 | Assessment and diagnoses of anxiety disorders | Kaplan & Sadock’s text,Pages 387-413Review DSM 5 section on Anxiety, pp. 115-153  | Professor Schwait |
| January 26 | Assessment and diagnoses of mood disorders | Kaplan & Sadock’s text,pp. 347-380Review DSM 5 section on Bipolar and depressive disorders, pp. 65-114 | Professor Schwait |
| February 2 | Assessment and diagnoses of schizophrenia and other psychotic disorders | Kaplan & Sadock’s text,pp. 300-339Review DSM 5 section on schizophrenia and other psychotic disorders,  pp. 45-64 | Professor Schwait |
| February 9 | Assessment and diagnoses of neuro- cognitive disorders  | Kaplan & Sadock’s text,pp. 694-737Review DSM 5 section on neurocognitive disorders pp. 285-320 | Professor Schwait |
| February 16 | Assessment and diagnoses of substance-related disorders and sensitive subjects | Kaplan & Sadock’s text,pp. 616-671Wheeler’s text, pp.565-574Review DSM 5 section on substance-related and addictive disorders, pp. 227-280 | Professor Schwait |

**WEEKLY CLASS SCHEDULE SPRING 2015**

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| DATE | TOPIC/EVALUATION | ASSIGNMENTS/READINGS | FACULTY |
| February 23CLASS 8  | Assessment and diagnoses of trauma and dissociative disorders | Kaplan & Sadock’s text,Chpt. 11, 12DSM 5 Stress Disorders | Professor Curley  |
| March 2  | SPRING BREAK |  |  |
| March 9CLASS 9  | Assessment of violence, sexual assault, and abuse  | Kaplan & Sadock’s text,Chpt. 23, 26, 36 | Professor Curley  |
| March 16CLASS 10 | Assessment and diagnoses of personality disorders and somatic disorders  | Kaplan & Sadock’s text,Chpt. 13, 22, DMS 5 Personality/ Somatic Disorders | Professor Curley  |
| March 23CLASS 11 | Assessment and diagnoses of eating, sleeping, and perinatal disorders  | Kaplan & Sadock’s text,Chpt. 15, 16, 27Yearwood Chpt 12, DSM 5 Sleep, Eating, Postpartum Disorders | Professor Curley |
| March 30CLASS 12 | Assessment and diagnoses of mental health disorders of youth | Kaplan & Sadock’s text,Chpt. 31, Yearwood, Chpt 1-4, 25 | Professor Curley  |
| April 6CLASS 13 | Assessment and diagnoses of externalizing disorders of youth | Kaplan &Sadock Chpt 31Yearwood Chpt. 11, 19, 20 21DSM 5 Childhood Disruptive Behavioral Disorders  | Professor Curley  |
| April 13CLASS 14  | Assessment and diagnoses of internalizing disorders of youth  | Kaplan & Sadock Chpt 31Yearwood Chpt. 8, 9, 10 DSM 5 Childhood Mood and Anxiety Disorders  | Professor Curley  |
| April 20CLASS 15  | Assessment and diagnoses of attentional and developmental disorders | Kaplan & Sadock Chpt 31Yearwood Chpt.13, 14, 18DSM 5 Autism Spectrum, Developmental, Attentional Disorders of Childhood  | Professor Curley  |

University and College of Nursing Policies:

Please see the College of Nursing website for a full explanation of each of the following policies - <http://nursing.ufl.edu/students/student-policies-and-handbooks/course-policies/>.

Attendance

Academic Honesty

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media