UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SPRING 2014

COURSE NUMBER NGR 6560C

COURSE TITLE Advanced Psychiatric Assessment and Diagnostics

CREDITS 3

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.

COURSE OBJECTIVES (continued)

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

COURSE OR CLINICAL/LABORATORY SCHEDULE

 Section Day Time Room

 1C56 Monday 8:30-11:30am G201

E-Learning in Sakai is the course management system that you will use for this course. E-Learning in Sakai 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.

ATTENDANCE

Students are expected to be present for all scheduled classes, other learning experiences, and examinations. Students who have extraordinary circumstances preventing attendance should explain these circumstances to the course instructor **prior** to the scheduled class or as soon as possible thereafter. Instructors will then make an effort to accommodate **reasonable** requests. A grade penalty may be assigned for late assignments, including tests.

ACCOMMODATIONS DUE TO DISABILITY

Each semester, students are responsible for requesting a memorandum from the Disability Resource Center (<http://www.dso.ufl.edu/index.php/drc/>) to notify faculty of their requested individual accommodations. This should be done at the start of the semester.

COUNSELING AND MENTAL HEALTH SERVICES

Students may occasionally have personal issues that arise on the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling and Wellness Center, 352-392-1575, visit their web site for more information: <http://www.counseling.ufl.edu/cwc/>.

STUDENT HANDBOOK

Students are to refer to the College of Nursing Student Handbook for information about College of Nursing policies, honor code, and professional behavior. <http://nursing.ufl.edu/files/2011/05/DNP-2012-handbook-final.pdf>

ACADEMIC HONESTY

The University of Florida Student Conduct and Conflict Resolution Policy may be found at <http://www.dso.ufl.edu/sccr/honorcode.php>

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 factors.
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 content.

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) 30%

Presentation of assessment (1) 15%

Quizzes (3) and Written Exam (1) 45%

History and examination reports 10%

*Assignments/Papers will be returned within 2 weeks* 100%

MAKE UP POLICY

A point penalty may be enforced for late submission of assignments. Missed tests may be made up at the professors discretion.

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

FACULTY EVALUATION

Students are expected to provide feedback on the quality of instruction in this course based on ten criteria.  These evaluations are conducted online at <https://evaluations.ufl.edu>.  Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

REQUIRED TEXTBOOKS

American Psychiatric Association. (2013).*Quick reference to diagnostic criteria from DSM-V.*  Washington, DC: Author.

Kaplan, H. I., & Sadock, B. J. (2007). *Synopsis of psychiatry* (10th ed.). Baltimore, MD: Williams & Wilkins.

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

RECOMMENDED TEXTBOOKS

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental*

 *disorders.* (5th ed.). Washington DC: Author

WEEKLY CLASS SCHEDULE

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| DATE  | TOPICS/ACTIVITIES/SIMULATIONS/INTERVIEWS | PREPARATION/READINGS |
| Jan. 6 | Introduction to Course; Purposes, Expectations, Roles and responsibilities of PMHNP | Discuss Sim exercises |
| Jan. 13  | Domains of Clinical Evaluation;a. History of present illness b. Physical assessment, including ROS and neuro assessmentc. Past psychiatric/other illness identified d. Family historye. Developmental, psychosocial, cultural historyf. Other, such as legal, military, substance history | \*Read Kaplan & Sadock, c.7 \*Read p. 248-255 |
| Jan. 20  | NO CLASS…HOLIDAY |  |
| Jan. 27 | Mental Status Examination of Adultsa. Screening toolsb. Labsc. Other data sources**QUIZ 1** | \*Read ch. 3; & p. 309-318Review labs pertinent topsychiatric and othercommon illnesses |
| Feb. 3 | Formulating differential diagnoses; History, characteristics, usage, comorbidities | Read Section 1 of DSM-5manualA/v case illustration |
| Feb. 10 | Neurocognitive disordersExemplar: dementia of alzheimer’s typeSchizophrenia spectrum & other psychotic | Read p. 319-349Read p. 87-122; 467-520; 591-644 |
| Feb. 17 | Mood Disorders: Bipolar and related DisordersDepressive disorders**QUIZ 2** | Read ch. 15Read DSM descriptorsA/V case illustration |
| Feb. 24 | Anxiety disordersObsessive-Compulsive disorder | Read ch. 16Read DSM descriptors A/V case illustrationRead p. 235-264 and DSM Descriptors |
| March 3 | SPRING BREAK: NO CLASS |  |

WEEKLY CLASS SCHEDULE (continued)

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| DATE | TOPICS/ACTIVITIES/SIMULATIONS/INTERVIEWS | PREPARATION/READINGS |
| March 10 | Mid-term ExaminationEating disorders | Read ch. 23 & DSM Descriptors |
| March 17 | Trauma & stress-related disorders | Read chs. 16 and 26Read DSM descriptorsView DVD and comment |
| March 24 | Substance and addiction disorders**QUIZ 3** | Read ch. 12 & DSM Descriptors; View DVD and discuss |
| March 31 | Personality disorders | Read DSM descriptors & Discuss |
| April 7, 14, 21 | Children’s disorders | Readings to be assigned |

Approved: Academic Affairs Committee: 01/13

 Faculty: 01/13

 UF Curriculum: 03/13