UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Fall 2016

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 Karen Moosvi, PhD, PMHCNS-BC, CNE

Assistant Clinical Professor

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Office hours: 10:30 am-12: 30 pm Wednesday

Cell: 732-682-7716 (preferred)

Office: 352- 273-6315

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.

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

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://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.

The College of Nursing utilizes ***ProctorU,*** a live proctoring service, for major examinations in graduate web-based online courses to ensure a secure testing environment.  See Canvas site for more information on Proctor U and how to create an account.

* Each student computer must be in compliance with Policy S1.04, *Student Computer Policy* and must contain a web cam, microphone, and speakers.
* CON IT Support office will oversee this process and provide technical assistance.

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)

Quizzes online 60%

Participation in ONLINE Discussion, Cases Studies, Vignettes P/F

Final Exam 40%

Total 100%

*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>

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 <http://www.dso.ufl.edu/students.php>. 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 a full explanation of each of the following policies - <http://nursing.ufl.edu/students/student-policies-and-handbooks/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

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 2016**

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| --- | --- | --- | --- |
| DATE | TOPIC/EVALUATION | ASSIGNMENTS/READINGS | FACULTY |
| Week 1:  August 22 | Introduction to diagnostics and assessments | Wheeler’s text, pp. 1-32  Review practice guidelines in Wheeler’s text, pp. 700-702 | Dr. Moosvi |
| Week 2:  August 29 | Mental status examination: behavioral and cognitive aspects | Kaplan & Sadock’s text,  pp. 192-246  Wheeler’s text, pp. 195-223 | Dr. Moosvi |
| Week 3:  September 5 | Assessment and diagnoses of anxiety disorders | Kaplan & Sadock’s text,  Pages 387-413  Review DSM 5 section on Anxiety, pp. 115-153 | Dr. Moosvi |
| Week 4:  September 12 | Assessment and diagnoses of mood disorders | Kaplan & Sadock’s text,  pp. 347-380  Review DSM 5 section on Bipolar and depressive disorders, pp. 65-114 | Dr. Moosvi |
| Week 5:  September 19 | Assessment and diagnoses of schizophrenia and other psychotic disorders | Kaplan & Sadock’s text,  pp. 300-339  Review DSM 5 section on schizophrenia and other psychotic disorders,  pp. 45-64 | Dr. Moosvi |
| Week 6:  September 26 | Assessment and diagnoses of neuro- cognitive disorders | Kaplan & Sadock’s text,  pp. 694-737  Review DSM 5 section on neurocognitive disorders  pp. 285-320 | Dr. Moosvi |
| Week 7:  October 3 | Assessment and diagnoses of substance-related disorders and sensitive subjects | Kaplan & Sadock’s text,  pp. 616-671  Wheeler’s text, pp.565-574  Review DSM 5 section on substance-related and addictive disorders,  pp. 227-280 | Dr. Moosvi  **QUIZ # 1**  **Thursday 10/6**  **Online** |

**WEEKLY CLASS SCHEDULE SPRING 2015**

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| DATE | TOPIC/EVALUATION | ASSIGNMENTS/READINGS | FACULTY |
| Week 8:  October 10 | Assessment and diagnoses of trauma and dissociative disorders | Kaplan & Sadock’s text,  Chap. 11, 12  DSM 5 Stress Disorders | Dr. Moosvi |
| Week 9:  October 17 | Assessment of violence, sexual assault, and abuse | Kaplan & Sadock’s text,  Chap. 23, 26, 36 | Dr. Moosvi |
| Week 10:  October 24 | Assessment and diagnoses of personality disorders and somatic disorders | Kaplan & Sadock’s text,  Chap. 13, 22,  DMS 5 Personality/ Somatic Disorders | Dr. Moosvi  **QUIZ # 2**  **Thursday 10/27**  **Online** |
| Week 11:  October 31 | Assessment and diagnoses of eating, sleeping, and perinatal disorders | Kaplan & Sadock’s text,  Chap 15, 16, 27  Yearwood Chpt 12,  DSM 5 Sleep, Eating, Postpartum Disorders | Dr. Moosvi |
| Week 12:  November 7 | Assessment and diagnoses of mental health disorders of youth | Kaplan & Sadock’s text,  Chap. 31,  Yearwood, Chpt 1-4, 25 | Dr. Moosvi |
| Week 13:  November 14 | Assessment and diagnoses of externalizing disorders of youth | Kaplan &Sadock Chap. 31  Yearwood Chap. 11, 19, 20 21  DSM 5 Childhood Disruptive Behavioral Disorders | Dr. Moosvi |
| Week 14:  November 21 | BREAK | HAPPY THANKSGIVING |  |
| Week 15:  November 28 | Assessment and diagnoses of internalizing disorders of youth | Kaplan & Sadock Chap. 31  Yearwood Chap. 8, 9, 10  DSM 5 Childhood Mood and Anxiety Disorders | Dr. Moosvi  **QUIZ # 3**  **Thursday 12/1**  **Online** |
| Week 16:  December 5 | Reading week |  |  |
| Week 17:  December 12 |  |  | **FINAL EXAM**  **Thursday 12/15**  **Online** |

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