UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

FALL. 2017

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 M. Josephine Snider, Ed.D., R.N.

Professor Emeritus

Office: 4222

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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

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, 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 with 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)
4. Proficiency in conducting mental health assessments in a 45 minute demonstration 25%

Participation in ONLINE discussion, case studies, vignettes 15%

Presentation of assessment (1) 15%

Quizzes online 30%

History and physical for presentation (1) 15%

MAKE UP POLICY

Required work may be made up with permission once in the term. Unusual circumstances may be negotiated with the professor. Late entries for modules are excused once.

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

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

Sadock, B. J., Sadock, V.A., Ruiz, P. (2015). *Kaplan and Sadock synopsis of psychiatry.* (11 ed.). Baltimore, MD: Williams & Wilkins.

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

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

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

WEEKLY CLASS SCHEDULE

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| DATE | TOPIC/EVALUATION | ASSIGNMENTS/READINGS | FACULTY |
| Week 1:  August 24 & 25 | Introduction to diagnostics and assessments | Wheeler’s text, pp. 1-32  Review practice guidelines in Wheeler, pp. 700-702 | Dr. Snider |
| Week 2:  Sept 1 | Mental status examination: behavioral and cognitive aspects | Kaplan & Sadock,  pp. 192-246  Carlat, pp 2-16  Wheeler, pp. 195-223 | Dr. Snider |
| Week 3:  September 8 | Assessment and diagnoses of anxiety disorders | Kaplan & Sadock,  Pages 387-413  Review DSM 5 section on Anxiety, pp. 115-153 | Dr. Snider |
| Week 4:  September 15 | Assessment and diagnoses of mood disorders | Kaplan & Sadock,  pp. 347-380  Review DSM 5 section on Bipolar and depressive disorders, pp. 65-114 | Dr. Snider |
| Week 5:  September 22 | Assessment and diagnoses of schizophrenia and other psychotic disorders | Kaplan & Sadock,  pp. 300-339  Review DSM 5 section on schizophrenia and other psychotic disorders, | Dr. Snider |
| Week 6:  September 29 | Assessment and diagnoses of neuro- cognitive disorders | Kaplan & Sadock,  pp. 694-737  Review DSM 5 section on neurocognitive disorders | Dr. Snider |
| Week 7:  October 6 | Assessment and diagnoses of substance-related disorders | Kaplan & Sadock,  pp. 616-671  Wheeler, pp.565-574  Review DSM 5 section on substance-related and addictive disorders | Dr. Snider  **QUIZ # 1**  **Monday, Oct 9**  **Online** |

**WEEKLY CLASS SCHEDULE SPRING 2015**

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| DATE | TOPIC/EVALUATION | ASSIGNMENTS/READINGS | FACULTY |
| Week 8:  October 13 | Assessment and diagnoses of trauma and dissociative disorders | Kaplan & Sadock,  Chap. 11, 12  DSM 5 Stress Disorders | Dr. Snider |
| Week 9:  October 20 | Assessment of violence, sexual assault, and abuse | Kaplan & Sadock,  Chap. 23, 26, 36 | Dr. Snider |
| Week 10:  October 27 | Assessment and diagnoses of personality disorders and somatic disorders | Kaplan & Sadock,  Chap. 13, 22,  DMS 5 Personality/ Somatic Disorders | Dr. Snider  **QUIZ # 2**  **Monday, 10/30**  **Online** |
| Week 11:  November 3 | Assessment and diagnoses of eating, sleeping, and perinatal disorders | Kaplan & Sadock,  Chap 15, 16, 27  Yearwood Chpt 12,  DSM 5 Sleep, Eating, Postpartum Disorders | Dr. Snider |
| Week 12:  November 10 | Assessment and diagnoses of mental health disorders of youth | Kaplan & Sadock,  Chap. 31,  Yearwood, Chpt 1-4, 25 | Drs Snider and D’Alessandro |
| Week 13:  November 17 | Assessment and diagnoses of externalizing disorders of youth | Kaplan &Sadock Chap. 31  Yearwood Chap. 11, 19, 20 21  DSM 5 Childhood Disruptive Behavioral Disorders | Drs Snider and D’Alessandro  **QUIZ # 3**  **Monday, 11/20**  **Online** |
| *Week 14:*  *November 24* | *BREAK* | *HAPPY THANKSGIVING* |  |
| Week 15:  December 1 | 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. Snider |
| Week 16:  December 8 | Reading week  All materials due. |  |  |

Approved: Academic Affairs Committee: 01/13

Faculty: 01/13

UF Curriculum: 03/13