NURS 5322: Diagnostic Studies in Mental Health Disorders

Midwestern State University College of Health Sciences Wilson School of Nursing
Family PMH-NP Program

Note: This syllabus is for information purposes only and is subject to change without prior notice.

Faculty

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Other WSON Contacts

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Contact Cathy Healey for Facility Contracts, Test Proctor Submission, e-Logs purchase and issues related to compliance

Additional Campus Details

MSU Police (Emergency Only): (940) 397-4239

Course Description

This course provides foundational tools unique to the evaluation of psychiatric and mental health problems and the assessment of cognitive / intellectual, emotional, socio-cultural and spiritual health of individuals, families, groups and communities across the lifespan. Focus is on understanding the process of interdisciplinary collaboration in the comprehensive assessment of the client experiencing serious/persistent mental health problems. The student will begin to integrate assessment findings into the formulation of diagnoses based on criteria set forth in the Diagnostic and Statistical Manual of Mental Disorders (DSM) - 5.

As this is an online course you will need access to a computer and be able to scan paperwork electronically. Do NOT fax paperwork to the university please.

Calendar: Check the assignment calendar for due dates. For ease of remembering, all assignments will be due by 3 PM on the designated due date. **No individual reminders will be given.**

Prerequisites: NURS 5112/11 Advanced Health Assessment

Credit Hours: Two (2) credit hours. This includes didactic and clinical components.

Course Objectives

Upon successful completion of this course, the student should be able to:

• Accomplish a comprehensive psycho-social history with individuals, families, groups and communities
• Perform a thorough mental status examination
• Select and use diagnostic tools relevant to the clinical situation in expanding the holistic assessment of mental health of individuals
• Assess the socio-cultural and spiritual needs of individuals, families, groups and communities experiencing serious/persistent mental health problems
• Use assessment data unique to psychiatric mental health to formulate diagnoses

Required Texts

Publication Manual of the American Psychological Association
American Psychiatric Association. (2020). Publication Manual of the American Psychological Association. Seventh Edition.

Diagnostic and Statistical Manual of Mental Disorders DSM- 5
American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders DSM- 5. Fifth Edition.

Kaplan & Sadock's Synopsis of Psychiatry
Boland, R., Verduin, M. and Ruiz, P. (2021). Wolters Kluwer Publishing. Twelfth Edition.

Stahl's Essential Psychopharmacology. Prescriber's Guide.
Stahl, S. (2020). Seventh Edition.

Psychotherapy for the Advanced Practice Psychiatric Nurse. Wheeler, K. (2022).
A How-To-Guide for Evidence-Based Practice. Springer Publishing. Third Edition.

The Psychiatric-Mental Health Nurse Practitioner Certification Review Manual.
Zakhari, R. (2021). Springer Publishing.

Recommended Texts

Fischbach's Manual of Laboratory and Diagnostic Tests (10th Edition).
Fischbach, F. and Fischbach, M. (2018). Tenth Edition. Wolters Kluwer Publishing

Academic Policies

Academic Dishonesty

All students are expected to pursue their scholastic careers with honesty and integrity. Academic dishonesty includes, but is not limited to, cheating on a test or other course work, plagiarism (offering the work of another as one's own), and the unauthorized collaboration with another person. Students found guilty of dishonesty in their scholastic pursuits are subject to penalties that may include suspension or expulsion from the University.

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

NURS 5322 adheres to the MSU Code of Student Conduct. Academic dishonesty, however small, creates a breach in academic integrity. A student's participation in this course comes with the expectation that his or her work will be completed in full observance of the MSU Code of Student Conduct. Many components of NURS 5322 are designed to be highly interactive with students helping each other learn by providing a different point of view, much as would occur in a face-to-face classroom. Students are encouraged to take full advantage of the many resources available including online Desire2Learn course resources, internet sites, other textbooks and journals, faculty, and peers. This interactive collegial learning environment is conducive for life-long learning. All components of NURS 5322 are designed to represent the efforts of each student INDIVIDUALLY and are NOT to be shared, copied, or plagiarized from other sources. When students submit their efforts for grading, they are attesting they abided by this rule.

Cheating includes, but is not limited to, (1) the use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or completing other assignments; or (3) the acquisition of tests or other academic materials belonging to the university faculty, staff, or students without permission.

Plagiarism includes, but is not limited to, the use of published or unpublished works of another person – by paraphrase or direct quotation – without correct citation in the text

and on the reference list. The use of materials generated by agencies engaged in "selling" written papers is also plagiarism. For this course, students found to plagiarize on any assignment or discussion will receive a zero for that assignment or discussion. A second incident of plagiarism by the same student will result in a grade of "F" for this course.

Professional Behavior Policy

Refer to the WSON Graduate Catalogue.

American Disability Act (ADA)

Midwestern State University (MSU) does not discriminate based on an individual's disability and complies with Section 504 and the Americans with Disabilities Act in its admission, accessibility and employment of individuals in programs and activities.

MSU provides academic accommodations and auxiliary aids to individuals with disabilities, as defined by law, who are otherwise qualified to meet academic and employment requirements. For assistance call (940) 397-4618 or 397-4515. Please see the instructor outside of class to make any arrangements involving special accommodations.

It is the student's responsibility to declare any disabilities. After declaration, preferably at the beginning of each semester, the student needs to contact individual instructors to determine any reasonable accommodations that may be required.

Progression Policy

As with all graduate courses in the Nursing Programs at MSU, a B (80 or above) must be earned in order to pass the course and progress in the Family PMH-NP program. If a grade of C or less is earned in any graduate nursing course, the course must be repeated the next regular academic semester during which the course is offered. A nursing course may be repeated only once. Failure to achieve the minimum grade of B when repeating a course will result in dismissal from the program. Refer to the MSU Graduate Catalog for additional information on progression.

Adding and Dropping Courses

A student who wishes to change his/her schedule by either dropping or adding a course must first consult with the PMH-NP Program Coordinator. Refer to the Graduate Catalog for additional information on adding and dropping courses. Failure to notify the PMH-NP coordinator may result in being removed from the program. You must follow the degree plan provided to you.

Drug Policy

Policy: The Wilson School of Nursing at Midwestern State University shall assure compliance with conditions for drug screen/substance abuse screen as specified in agency contracts with the Clinical Affiliates where students engage in courses with a clinical/lab component. Therefore, the Wilson School of Nursing and Clinical Agencies require a drug and alcohol screening for all students.

This is to be completed during the semester immediately prior to the beginning of courses with a clinical/lab component. Students who are under the influence of drugs and/or alcohol are deemed to be impaired and, therefore, incompetent to provide care to patients.

Impairment or suspected impairment of a nurse's practice by drugs or alcohol or mental illness will be reported under Chapter 467, Health and Safety Code, and the Board for investigation (Tex. Occ. Code Ann. §301.401; 301.402; 301.410; & 301.452).

Students may be required to complete additional drug screen/substance abuse screening during their course of study, dependent upon specific agency policies. Such requirements are beyond the control of the WSON.

Drug screen/substance abuse screening of a 10-panel urine drug screen will be performed by a third- party company selected by the WSON. The expenses of all drug screen/substance abuse screening are the responsibility of the student. Students will be given instructions regarding processes by the appropriate Program Coordinator and are expected to follow instructions for the online drug screen/substance abuse screening process. As a part of the process, students will authorize the third- party screening company to release results to the Wilson School of Nursing through the office of the appropriate Program Coordinator.

Failure to meet deadlines established by the Wilson School of Nursing may negatively affect clinical placements. Failure to complete the background check will preclude entry into clinical courses and can result in dismissal from the program. The Program Coordinator will administratively remove noncompliant students from all clinical courses.

This is to be completed during the semester immediately prior to the beginning of courses with a clinical/lab component. Students who evidence behaviors consistent with substance abuse shall be
subject to for-cause drug screening. Any student with a positive drug screen will be dismissed from the nursing program if the positive finding cannot be related to a prescription held legally by the student.

Concealed Handguns on Campus

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law.

If you have questions or concerns, please contact MSU Chief of Police Patrick Coggins at patrick.coggins@msutexas.edu.

Course Orientation Overview – Didactic and Clinical

Student Responsibilities and Class Requirements

Students are accountable for policies regarding graduate nursing programs and completion of requirements for all graduate students as stated in the Graduate Catalog and Graduate Student Handbook. Students are responsible for making appointments with faculty concerning assignments as necessary.

This is an online class and students are expected to have adequate access to a computer and check the course via Bright Space/D2L on a regular basis for updates and information.

Work will be submitted electronically by dates due. All course requirements (this includes didactic and clinicals) must be met in order to pass the course.

You must pass BOTH the didactic and clinical aspects of this course including the oral exam to PASS this course

Reading assignments should be completed as outlined in the syllabus. All written assignments should be in APA, 7th edition, format.

Classroom Etiquette

Students are expected to act respectful to all peers, faculty, and guests during face-to-face lectures, in clinical settings, and in the online environment. Cell phones and pagers must be turned off or placed in silent mode before class begins. Should emergency communication need to be made, the student must step outside of the classroom.

Network Etiquette (Netiquette)

In all textual online communication, it is important to follow proper rules of netiquette. What is netiquette? Simply stated, netiquette is network etiquette – that is, the etiquette of cyberspace. And "etiquette" means the social and cultural norms of communicating with others in a proper and respectful way. In other words, netiquette is a set of rules for behaving and interacting properly online. The Netiquette "Core Rules" linked below are a set of general guidelines for cyberspace behavior. They probably won't cover all situations, but they should give you some basic principles to use in communicating online. For Netiquette Core Rules visit The Core Rules of Netiquette web page.

Course Orientation – BrightSpace/Desire to Learn (D2L)

The best way to get oriented to the course is to read the syllabus. By now, each student should be familiar with the Bright Space/D2L layout, (i.e. how to access the discussion board, take a quiz, and submit assignments). Note assignment due dates will be placed in your syllabus.

BrightSpace/D2L Readings and Content Modules

The primary purpose of providing additional readings and learning exercises is to supplement the accompanying texts. They are not intended as a substitute for the text information. It is intended to assist students in assimilating and integrating facts and ideas from the text and to provide additional information and current trends in PMHNP practice, counseling, and prescribing.

Contacting Faculty

All assignment questions, questions about grades, or anything pertaining to the course should be addressed by D2L email within the course. Contacting faculty by cell phone should be reserved for urgent matters between 8 am and 8 pm. Please feel free to contact me (during these hours) if needed....I may be able to respond in a quicker manner if you feel the question/concern cannot wait for an email response.

Assignment File Naming

All assignments will be submitted through the Bright Space/D2L ASSIGNMENT SECTION. E-mailed assignments may not be considered for grading. When uploading an assignment to the assignment section of D2L, please use the following guidelines for naming of the files. Your last name, assignment name: Example: Smith-SoapNote3Revised.doc.

Late Assignments

Assignments submitted after the due date will receive a deduction of 10 points for each day the assignment is late. Assignments will be accepted with penalty as described up to a maximum of 3 days late, after which point a zero will be recorded for the assignment. There are no opportunities for extra credit given for any assignment. All assignments must be uploaded to D2L in the Assignment section by the due date and time. In the event you need an extension on an assignment you will need to submit documentation to support your request for an extension.

If the student has computer problems, you need to contact the IT dept. at MSU for help uploading assignment. They are open until 5PM. This is your responsibility. ONLY then if still unable to upload assignment may the assignment be submitted on time in the D2L course webmail section and ONLY WITH PRIOR notice to faculty between hours of 8 AM – 8PM and subsequent approval. This is to be used in emergency situations only.

Pre-Clinicals Checklist (Fall semester) **– Always be sure that you are in compliance.**

1. When in clinical, students are required to have proof of malpractice insurance, a current license in the state of practice among other requirements. These must be provided to the MWSU - WSON secretary: Cathey Healey, Office: (940) 397-6370 and Fax: (940) 397-4532 Cathy.healey@msutexas.edu

2. Students are required to document clinical hours via e-Logs. Directions on how to purchase e-Logs will be provided on the news section of the course. We will be using e-Logs throughout the entire PMHNP program.

Required Clinical Hours

Required clinical hours for PMHNP Program must include:

• NURS 5322 Diagnostics = 64 clinical hours for Summer 2020. Please note the 64 clinical hours for this Diagnostics course is not part of the required clinical hours noted below. **(Not required during this summer course semester)**

• NURS 5463/5473 Psychiatric Mental Health Advanced Practicum I/ Psychiatric Mental Health Advanced Practicum I Clinical – 192 hours

• NURS 5483/5493 Psychiatric Mental Health Advanced Practicum II/Psychiatric Mental Health Advanced Practicum II Clinical - 192 clinical hours

• NURS 5523/5533 – Psychiatric Mental Health Advanced Practicum III/Psychiatric Mental Health Advanced Practicum III Clinical - 192 clinical hours

Learning Experiences

- Assigned Readings
- Learning Modules/Assignments
- Discussions
- Beginning SOAP Note (including mental status exam and selected screening tool) as it is related to patient on video link under "Content" of Brightspace/D2L.
- Beginning SOAP Note (Corrections) with resubmission
- Power Point Presentation
- Movie Assignment
- Student Clinical Simulation Experience SOAP note

Grading Scale

A grade of A signifies 90-100% obtained.
A grade of B signifies 80-89% obtained.
A grade of C signifies 74-79% obtained.
A grade of D signifies 65-73% obtained.
A grade of F signifies 64% and below obtained.

Evaluation:

Didactic Evaluation Components	% of Grade
Syllabus Signature Page Assignment	P/F
Discussion (1) (didactic)	10%
Beginning SOAP note (including MSE and a selected screening tool) as it relates to pt. shown on video. Link to video found on Brightspace/D2L	20%
Beginning SOAP Note (Corrections) with resubmission	10%
PPT Slide Presentation (Grp. Assignment) (didactic)	20%
Movie Assignment (didactic)	10%
Student Clinical Simulation Experience SOAP note	30%
Review e-Logs and Compliance (CastleBranch) to prepare for future clinicals	P/F

	NURS 5321 PMH-NP DIAGNOSTICS Course Calendar and Content Outline Summer 2020	
DATE	**TOPIC**	**ASSIGNMENTS due 3:00pm**
June 1	Introduction to Psychiatric Assessment of Behavioral Disorders Psychiatric Evaluation Write-up Outline Psychiatric Interview Neurological Exam Psychological Testing Neuroimaging Neurophysiology	Sadock, Sadock & Ruiz Chapters 1, 5 & 6
June 4	*MANDATORY* *Clinical Immersion*	8 AM – 5 PM
June 7	Introduction to DSM-5 You should have your own post for Discussion assignment #1 posted by today	DSM 5 - familiarize yourself with diagnostic terminology **Syllabus Signature Page Assignment Due by 3 pm**
June 14	Depressive Disorders	Sadock, Sadock & Ruiz Chapters 8 & 31 (pages 1226 -1235). **Discussion #1 assignment due by 3 pm**
June 21	Bipolar Disorders Cyclothymia Dysthymia	Sadock, Sadock & Ruiz Chapters 8 & 31 (pages 1236-1244). DSM-5 **Beginning SOAP Note Due (including screening tool info.) due by 3 PM** **Submit to drop box**
June 28	Schizophrenia Deadline for Aug. graduates to file for graduation!	Sadock, Sadock & Ruiz Chapter 3 (pages 145-150). Chapter 7 & Chapter 31 (pages 1268-1273). DSM-5 **(D2L Zoom Questions & Answers Meeting 6 PM – 7 PM)**

DATE	TOPIC	ASSIGNMENTS due 3:00pm
July 5	Anxiety Disorders	Sadock, Sadock & Ruiz Chapter 9 & 10. Chapter 31 (pages 1216-1225 and 1253-1267). DSM-5 **Beginning SOAP Note (Corrections) Due by 3 PM Submit to drop box**
July 17	Last Day for "W" by 4 PM	Drops after this date will receive a grade of "F."
July 12	Childhood Disorders	Sadock, Sadock & Ruiz Chapter 31 DSM-5 **Movie Assignment due by 3 PM Submit to drop box**
July 19	Substance Abuse Disorders	Sadock, Sadock & Ruiz Chapter 20 DSM-5
July 26	Cognitive Disorders	Sadock, Sadock & Ruiz Chapters 21 & 33 DSM-5 **Student Clinical Simulation Experience SOAP note Due by 3 PM submit to drop box**

DATE	TOPIC	ASSIGNMENTS due 11:00pm
Aug. 2	Clinical-Legal Issues in Psychiatry Ethics in Psychiatry	Sadock, Sadock & Ruiz Chapters 34 & 36
Aug. 3	Purchase E-logs Review of E-logs and watch videos to familiarize yourself with the application.	
	Read the SIM Center and Skills Lab consent form.	
	Review your compliance with the university utilizing CastleBranch to ensure you are ready to start clinicals for the fall semester.	**Power Point Slide Presentation (Grp Assignment) due by 3 PM. Designate 1 person in your group to submit assignment to drop box.**
Aug. 4	E-logs compliance	**e-Logs, CastleBranch & SIM center agreement/compliance signature assignment Due by 3 PM.**

NURS 5322 – Diagnostics Overview of Assignments

Syllabus signature page assignment P/F

The student will read the course syllabus. Once you have to your satisfaction reviewed the syllabus and understand the course requirements, you will submit the signed syllabus signature page to the drop box by the assigned due to date found in the course syllabus. This must be completed to pass the course. You may contact your instructor if you have any questions or concerns you will also have opportunity to ask any questions during Clinical Immersion this summer semester.

Discussion (10%)

Each student is responsible to respond to the discussion topics posted by faculty on the BrightSpace/D2L discussion board. These discussions take the place of classroom discussions. Each student should lead a discussion on the topic, posing challenging questions that would further or refute your position or seek solutions. These are collegial, peer review type discussions, providing evidence of both depth and breadth of the issue. Grading is based on the discussion you lead, as well as your contribution to at the minimum two (2) other students' discussions.

Pay close attention: Post your OWN assignment for the discussion 7 days prior to the scheduled assignment due date to allow time for discussion to occur. In the past we have had students wait until the last minute to post their own assignment which does not give your peers time to respond to you and therefore negates the entire idea of a discussion.

You will lose points if you wait and post less than 7 days prior to assignment due date**.**

For this assignment, you will lose 5 points for every day you are late posting.

Cited references are required. Discussion due dates are listed in the course calendar. Do not post your discussions as attachments.

You must respond to at least TWO of your peer's initial posts (bantering back and forth with a peer about your own post is fine but will NOT count as a response to another peer's initial post). Please take note of this as points can easily be lost otherwise.

Discussion Grading Rubric

Criteria	Criteria Description	% of Grade
Content	• Discussion postings include thought-provoking input and feedback designed to enhance communication from/with other participants. • Displays a researched understanding of the specific topic or comment being discussed. • Your posting develops ideas and stimulates discussions. • Shows application of content. Responses to peers' postings reflect research, readings, and further stimulate thought.	25%
Quality of Writing	• Written responses are free of grammatical, spelling, and punctuation errors. Follows APA format. • The style of writing contributes to open and honest communication and is professionally presented. • Critical thinking and content analysis demonstrated in your original posting and in your analysis of peers' posting. • Discussion arguments are well supported. • Shows integration of current literature.	25%
Participation	• Complies with established class best practices for learning (referenced, respectful, timing etc). • Proactively participates in the class. • All postings are respectful of others' ideas, opinions; assist peers in clarification of perspectives; and offer critical assessment of peers' postings. • Student consistently responds and follows the guidelines or expectations of the assignment. • Posts OWN assignment 7 DAYS PRIOR to discussion due date to allow peers adequate time to research and respond. Consistently responded to at minimum 2 peers. • Consistently posted responses by due date.	25%
Connection to professional practice	• Evidence of strong reflective thought pertaining to personal perspectives and professional development. • Reflective statements include a theoretical and researched rationale, insightful analysis, and present and stimulate creative thought. • Does not recite facts, but rather addresses and develops concepts of issues. • Postings directly advance concepts of current professional NP practice.	25%

Beginning SOAP Note Format and Rubric (20%)

Watch video of psychiatric interview posted on BrightSpace/D2L. Link under "Content." Submit a SOAP note utilizing the format provided below in this syllabus.

If there is no information from the video for a particular aspect of this SOAP note, then tell us what you would have asked or what you would have done. You cannot leave anything blank or skip over it. *Points will be lost if you skip any item on this format.*

Remember and understand this:

> Subjective - is what the patient tells you.
> Objective - is what you see/observe.

Do NOT confuse the two.

The easiest way to lose points is to deviate from the SOAP format provided here.

Subjective: (worth 40 Points)

Client identifying data:

Chief Complaint:

History of Present Illness:

> Neurovegetative Symptoms:
> Sleep
> Appetite/weight
> Energy
> Concentration
> Anhedonia
> Mood
> Diurnal variation of mood
> SI/HI
> Anxiety – all disorders
> Mania
> Psychosis
> Sexual interest

Psychiatric History

Alcohol and other drug use history

Current health status:
 Medical conditions
 Allergies
 Health maintenance behaviors
 Currently prescribed medications
 LMP
 Last physical exam

Past Health Status:
 Major illnesses
 Hospitalizations
 Surgeries
 Accidents
 Major childhood illnesses
 Pregnancy history/menstrual history

Family History

Developmental History - Did they meet developmental milestones?

Social History
 Educational history
 Hobbies and interests
 Legal history
 Current living situation
 Marital status and relationship history
 Employment history
 Financial status
 Social network/support system
 Religious history
 Military history
 Sexual history

Focused ROS (pick 2-3 systems pertinent to your pt)

Focused ROS - this is subjective, so this is what the pt. tells you. Select 2-3 systems pertinent to your pt. As this is not an FNP program we do **not** need to do a ROS on all body systems. Think about your pt. and what is going on with them and select 2-3 systems pertinent to that specific pt.

Objective: (worth 40 Points)

Mental status exam:

Appearance
Mood
Affect
Speech
Thought content
Thought processes
Alertness and LOC
Memory
Orientation
Attention and Concentration
Behavior and psychomotor activity
Attitude toward examiner
Visuospatial ability
Capacity to read and write
Abstract thinking, proverbs, and similarities
Judgment
Fund of information and intelligence
Liabilities
Assets/strengths
Insight

Other Objective Data (if none, state none from video)

Vital signs
Ht./Wt./BMI
Lab results

State screening tool (worth 15 points)
Select and include the following information

Purpose of the screening tool
General features of tool
Reliability & validity of tool
Scoring & cut-off scores of tool

Information r/t screening tools:
Screening tool examples might include the Hamilton scale for depression, MDQ scale for mood disorders, GAD scale for anxiety etc. (There are many others to select from, including those for ADHD, etc.). You select the rating scale best suited for your patient's diagnosis.

Diagnosis: Diagnosis (code)

Spelling, grammar, punctuation and APA (worth 5 points)

Beginning SOAP Note <mark>Corrections</mark> (10%)

This is an opportunity to make any corrections on your first SOAP note based on the psychiatric interview SOAP Note assignment. You will want to be sure to incorporate your instructors feedback. You may again watch the video and provide any missing information that was missed on your first attempt. Please refer back to the SOAP note format and video. As a reminder:

Subjective - is what the patient tells you.
Objective - is what you see/observe.

SOAP Note Rubric (Refer to format)	Possible Points
Subjective	40
Objective	40
State screening tool	15
Spelling, grammar, punctuation and APA	5

Question & Answers Zoom Session (June 28, 6 PM – 7 PM)

This is an opportunity to ask any questions regarding the course and, more specifically, your progress with the SOAP note assignment. (NOT MANDATORY)

Power Point Slide Presentation (20%)

This is a group project, and a leader will be assigned to give feedback on each group member's willingness to contribute to the project. We expect each person do their part. Points may be deducted for those who do not do their share of the work.

Power Point Presentation
Topics and groups will be assigned once class commences.

This is a group project, and a leader will be assigned to give feedback on each group member's willingness to contribute to the project. We expect each person do their part. Points may be deducted from those who do not do their share of the work.

Students will be assigned a Special Care Population to research and present with the focus on techniques and plan for assessment of that population.

Examples include: Emergency Psychiatry, Rehabilitation Psychiatry, Military Psychiatry, Disaster Psychiatry, Movement Disorders, Pregnant and Breast-feeding women, Forensic Psychiatry, Genetics, Suicidal, Aggressive/Violent, Violated (physical or sexual), Ethno-cultural, the Bereaved, or Neuroimaging.

Students are to focus on developing an understanding of the topic and assessment and diagnosis techniques for this semester. Understanding disease treatments will be reserved for future PMHNP courses.

Students will explore and become familiar with the dynamic of assigned topic then create a power point slide presentation describing the topic and assessment and diagnosis highlights.

Students will define how this information can be applied in Psychiatric/Mental Health advanced practice. Summarize the findings. Limit the PPT to 30 slides (including title page and reference page). Reference page should be in APA format.

Use the grading rubric to guide you for the needed content for this assignment. The power point presentation will be uploaded to the designated Brightspace/D2L drop box. Only *one* student per group will submit this assignment to the drop box. Each group can determine who that student will be.

PowerPoint Presentation Grading Rubric

Title of Project: _____

Evaluation Criteria	% of Grade
Content-PowerPoint • The topic/issue is clearly stated in the title. • Presentation summarizes the assigned topic content. **Organization-Power Point** • Introduction • Presentation of topic, terms, and issue of concern • Summary of literature review • Application to Public Health Principles: o Primary, Secondary, & Tertiary Prevention • Importance to Psychiatric Advance Practice Nursing • Implications or Recommendations for Future • Summary/Conclusions • References (APA format and only on slide NOT poster)	75%
PowerPoint Presentation Display • Well organized, clearly and understandably presented • Easy to follow and easy to read. • Colors and font are appropriate • Graphics/Pictures are appropriate to topic • Power Point presentation no longer than 30 slides (including title page and reference age on slide only NOT poster & APA format)	20%
Format and Structure of Presentation • Documentation is organized and complete • Appropriate terminology is used • Presentation is free of grammatical and/or typographical errors • References included • References are APA format • Overall presentation professional	5%

Movie Assignment (10%)

Student will watch a mental health theme/related movie. You will identify the main character(s). Given the main character's diagnosis(es):
- Describe your plan of care. Include a possible medication(s) and therapy type you feel could be beneficial.
- Discuss the rationale for your plan of care.

We understand at this point in time we have not covered treatment plans in depth but begin to think about what the treatment might look like and develop a basic treatment plan. Think about what medication(s) you might prescribe and why. Besides medications what else might be beneficial?

Please use APA format with citations and a reference page included. There are several websites for movies ideas. One option is Psych Movies.

Here are some examples (you may select something different as long as it meets the criteria for a mental health theme related movie).

- One Flew Over the Cuckoo's Nest
- Silence of the Lambs
- Fatal Attraction
- Sophie's Choice
- A Beautiful Mind
- Analyze This
- Sybil
- As Good as it Gets
- The Aviator
- Birdy
- The Deer Hunter
- Enduring Love
- Mommy Dearest
- Benny and Joon
- Fearless
- Canvas
- Nuts
- Conspiracy Theory
- Psycho
- Ordinary People
- Who's Afraid of Virginia Woolf
- Jacob's Ladder
- Good Will Hunting
- The House
- Girl Interrupted

- Nurse Betty
- House of Yes

Movie Assignment Rubric

Student Name: _____ Date: _____

Movie Title: _____

Evaluation Criteria	Possible Points
Content 1. The psychiatric/mental health topic/issue is clearly stated re-the movie selected 2. Main characters are identified 3. Preliminary diagnoses (DSM5) are provided for each main character 4. Summary of story	75%
Description of Plan of Care 1. In broad terms identification of possible medications i.e. antidepressants, antipsychotics etc…. that might be helpful in treating the main character(s). *It is not expected you prescribe exact doses at this point. 2. Discussion of non-pharmacologic treatments i.e. therapy (what kind) that could be helpful in treating the main character(s) 3. Well organized, clearly and understandably presented	10%
Rationale Provides logical rationale for selection of treatment modalities	10%
Format 1. Documentation is organized and complete 2. Appropriate terminology is used 3. Written assignment is free of grammatical and/or typographical errors 4. References page included utilizing APA format	5%

Student Clinical Simulation Experience SOAP Note (30%)

The student will be paired with another student, and each will be assigned a different DSM-5 diagnosis. The DSM-5 diagnosis is NOT to be shared with any student; sharing of this information may result in a ZERO for the assignment. The objective is for the interviewing student to formulate their diagnosis based on their interviewing skills and assessment.

You may use any platform agreed upon to perform the interview; for example, Apple Facetime, Skype, Google, etc. I do not recommend the free version of Zoom due to its time limit. The interview will be 60 minutes, and it is the responsibility of the interviewee to keep track of the time.   The interview may be recorded with the consent of both parties but may not be reproduced or published. This will allow you the opportunity to critique yourself as you develop your interview skills. Each student will write a SOAP note utilizing the same SOAP note format previously used, again do not deviate from the format; this is the easiest way to lose points.

You must treat this as a realistic clinical experience. During the interview, it must be done in a quiet private area away from any distractions as if you were in a clinical environment. It is also your responsibility as a student to ensure that you have a reliable internet connection and a working laptop. You may have other resources to aid you during the interview, such as notes or books. Preparing for the interview must be done prior to starting the session to avoid any disruptions. If continuous interruptions are reported during the session from any student, it may negatively impact your grade and could result in a ZERO. There will be no makeups for this assignment.

SOAP Note Rubric (Refer to Beginning SOAP note format)	Possible Points
Subjective	40
Objective	40
State screening tool	15
Spelling, grammar, punctuation and APA	5

Clinical Preparation: Review e-Logs, CastleBranch compliance & SIM agreement

The student will purchase e-Logs by contacting Cathy Healey. You will watch the tutorial videos and familiarize yourself with the use of e-Logs in preparation for clinicals during the Fall semester.

You must make sure that you are in compliance with the university utilizing CastleBranch an application you should be familiar with by now. You will also read the SIM Center and Skill Lab consent form in preparation for future oral exams during the fall, spring and summer semesters.

Upon completion of reviewing e-Logs, ensuring you are in compliance, and reading the SIM/Skills consent form you will submit the Review and Compliance signature assignment by the due date assigned to the designated drop box in D2L. This must be completed by the due date to pass the course.

Informational: Laboratory Evaluations

No clinical hours are associated with this learning module. The PMHNP student is responsible for knowing what laboratory tests to order and understanding how to interpret the results in light of their patient's disease processes.

Reference:

Sadock, Sadock & Ruiz Chapter 5 pages 266-274

Complete Blood Count (CBC) , Comprehensive Metabolic Panel (CMP), specific electrolytes (Ca++, NA+ Mg, CL, K+, GGT), Thyroid Panel (T3, T4, TSH), Liver Function Test (AST, ALT), Renal Function Text (BUN, Creatinine), Vitamin B-6 B-12 and Folate levels, Urine Drug Screen, (UDS), Pregnancy test (HCG), EKG, EEG, Chest XR, Glucose, medication levels (lithium, depakote, tegretol).

Internet Based Assignment:

Use the following Web Sites and review content from the following:

- Lab Tests Online patient resources
- Sharing in Health psychiatric workup

Clinical Objectives:

1. Become familiar with the role of laboratory professionals mental health evaluations.
2. Recognize what labs to order and when it is appropriate to order labs.
3. Interpret basic laboratory results: CBC, CMP, specific electrolytes, TFT, LFT, RFT, Vitamin B and Folate levels, HCG, EKG, EEG, CXR, and psychotropic medication levels.
4. Consider the costs.