

N582 issues:

1. Although the old and new course syllabi are provided, they are lengthy and it is difficult for the committee to decipher what changes have been made to reflect the reduction of 1 unit. Can you please provide a brief description of the change.

Response: The primary change is pedagogical. In the old course, students learned, practiced, and demonstrated their mastery of psychiatric assessment, diagnosis, and treatment planning skills through role play, case studies, standardized patients, etc. In the new course, students will learn these skills, but the practice and demonstration of mastery will occur in N583, a co-requisite clinical course in which students will interview and assess patients. They will present their "findings" in case studies in N582.

In addition, in the old course, didactic content on children/adolescents/adults/older adults was presented in detail for each diagnostic grouping. Content on older adults (as a vulnerable population) is also covered in N534 so will be covered in less detail in N582. Likewise, personality disorders and disruptive behaviors are covered in detail in N534 so will not be covered in the new version of N582.

(Please see the yellow highlighted areas showing the assignments and content removed)

2. Should the catalog description change to reflect the more restrictive content?

Response:

The course description is accurate. The change from 3 units to 2 units was accomplished by reducing the diagnoses within the categories of the major psychiatric disorders. Please see the highlighted course outline

3. UCC also noted nine textbooks for this course, which seemed excessive for a 2 unit course. Can you advise?

American Nurses' Association. (2007). Psychiatric Mental Health Nursing: Scope and Standards of Practice.

This handy little book informs students about their scope of practice as advanced practice nurses. It is fundamental to the performance of their role and was purchased already by the students over the summer. We will often reinforce content as needed

American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. (5th ed.) Arlington VA: American Psychiatric Association. ISBN 9780890425558

It is impossible to diagnose without this book, which is not available anywhere unless you own a copy. (i.e., you can't google the DSM)

This textbook is used throughout the program and in the clinical setting as a resource.

Morrison, J. (2014). Diagnosis made easier: principles and techniques for mental health clinicians. (2nd edition) New York: Guilford Press. ISBN 978-1462513352

This text provides students with a guide for making sense out of a complex presentation of mental health symptoms. Using this text helps students determine "what goes with what" so they can convert a plethora of symptoms into a list of possible diagnoses and then narrow it down to one or two. Morrison's approach doesn't work for everyone, which is why we have alternative texts.

This textbook is used throughout the program and in the clinical setting as a resource.

Morrison, J. & Anders, T. F. (2001). Interviewing children and adolescents: Skills Strategies for effective DSM-IV diagnosis. New York: Guilford Press. ISBN 9781572307179

Same as above, except this one is for children and adolescents, which require a different approach. What works for adults cannot be applied to children or adolescents, either in terms of assessment or diagnosing.

This textbook is used as a resource throughout the program and in the clinical setting and resource.

Rollnick, S, Miller, W, and Butler C. (2008). Motivational Interviewing in Health Care: Helping Patients Change Behavior Applications of Motivational Interviewing 1st Edition. New York: Guilford. ISBN-13: 978-1593856120

All students will be trained in motivational interviewing (MI) techniques in this course and this text is a basic text for new practitioners of MI.

Sadock, B.L. & Sadock, V.A. (2008). Kaplan and Sadock's Concise Textbook of Clinical Psychiatry. Philadelphia: Lippincott Williams & Wilkens. ISBN-13 9781605472645

A richer, fuller version of the DSM, which helps students have a more nuanced understanding of mental health disorders.

Wheeler, K. (2013). Psychotherapy for the advanced practice psychiatric nurse. (2nd edition) St. Louis: Mosby. ISBN 978-0826110008

Students have already purchased this book for a previous class and selected chapters on assessment are used so they can learn psych mental health assessment from the perspective of a nurse practitioner, rather than from a psychiatrist.

Two texts have been moved to "recommended". (See yellow highlight)

NURS 583:

1. UCC suggests the following minor edit to the catalog description to align with catalog language. Please let us know if you approve: **Development of skills in motivational interviewing and the establishment of a therapeutic alliance with patients with psychiatric disorders. Involves performing components of a comprehensive psychiatric assessment and interpretation of assessment findings.**

Yes, we concur with this description and can make the changes on the C form and catalog description.

2. UCC questions the use of C17 instead of C15 for mode of instruction, since the course is clinical and not technical. Please advise.

We can make the change to C15 as advised by the committee

3. The corequisite course NURS 582 already requires consent, UCC suggests you eliminate it from this course as it creates another layer of signature that is unnecessary given the required corequisite.

We can remove this from the C form

CSUSM School of Nursing
NUR 582: Advanced Psychiatric Mental Health Assessment and Psychiatric Disorders
Course Syllabus

Faculty:

Professor: Lydia Greiner, PMHNP-BC, MSN

Phone: (203)-767-1598

Email: lgreiner@csusm.edu

Office Hrs: By appointment

Course Units: 3 Units

Course Day and Time:

In-class meetings: June 2nd and 3rd, and August 5th from 9 am-5 pm.

Weekly asynchronous on-line classes from June 9th through August 2nd.

Course Location: SMACC Room to be determined

Course Description:

Advanced comprehensive assessment skills, differential diagnosis and psychotherapeutic management of clients with common and major psychiatric disorders across the lifespan are introduced. The focus will be on the development of diagnostic reasoning skills and sound clinical judgment. The continued refinement of psychotherapeutic and culturally sensitive approaches in the development of the therapeutic alliance as a parallel process to assessment is emphasized.

Prerequisites: NURS 500, 503, 504, 508, 510, 580 and advancement to candidacy. Corequisites: NUR 584

Course Objectives:

| Student Objectives: | Graduate PSLOs: |
|---|--|
| <p>Upon successful completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Formulate a comprehensive mental health assessment, identify the diagnostic criteria and develop an initial treatment plan for a client with a complex mental health need or psychiatric disorder. 2. Examine current trends in treatment in advanced practice management of acutely and chronically ill clients across the life span with complex mental health needs and disorders. 3. Discuss the role of theory, research, and best practices in managing the care of individuals and families with complex mental health needs and psychiatric disorders. | <p>PSLO #1 Synthesize theoretical and empirical knowledge from the discipline of nursing, the humanities, the natural, social, cultural, organizational and biological sciences, and education applicable to the practice of professional nursing at the advanced level.</p> <p>PSLO #2 Demonstrate communication, leadership and advanced clinical expertise which are essential for working with interdisciplinary teams and managing the care for culturally diverse individuals, families or populations.</p> <p>PSLO #3 Apply the nursing process at the advanced nursing level through critical thinking, diagnostic reasoning and sound clinical decision making using research or other evidence in order to manage and evaluate the comprehensive, coordinated and culturally</p> |

| | |
|--|---|
| | <p>sensitive nursing care of individuals, families and communities.</p> <p>PSLO #7 Explain the importance of collaboration with nurse leaders and other health care professionals in the formulation of health care policy, provision of leadership in the health care delivery system and integration of the principles of quality, safety, fiscal management, budgeting, health economics, informatics and technology when managing health care in a variety of settings serving a diverse population.</p> <p>PSLO #8 Demonstrate cultural assessment and global awareness to provide culturally sensitive nursing care to clients, families and communities from around the world who differ from the nurse by virtue of race, culture and/or ethnicity.</p> |
|--|---|

Special Assistance:

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with faculty within the first two weeks of the semester during office hours in order to ensure confidentiality.

Social Media:

The CSUSM SON Social Media Policy (available in Cougar Courses and distributed on the first class meeting) will be followed by all students.

Attendance Policy:

All students are expected to attend each scheduled class meeting. If you will be absent for any reason you must contact the instructor via cell phone and e-mail with as much advance notice as possible. The format of this course is interactive and the absence of any student will impact the experience for all. For on-line classes, students are expected to post responses by the published deadline so that all students can participate fully in the on-line discussion.

Civility and CSUSM Community Values:

CSUSM strives to be a community demonstrating respect, for oneself, and for others. Treatment of others with dignity, and behaviors which promote a physically and psychologically safe, secure, and supportive climate. Enabling all community members to engage as full and active participants where the free flow of ideas is encouraged and affirmed

Student Academic Honesty Policy:

You are expected to adhere to the University policies on academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments will be original work. Any evidence of cheating, including plagiarism, constitutes sufficient reason for a failing grade for the assignment or even the entire course. To avoid any appearance of plagiarism, be sure to document the sources of your work, using standard APA citation format. All quotations and all paraphrasing require a citation. Materials adapted from web-based references must also be properly cited. Disciplinary action may include lowering of grades or the assignment of a failing grade.

Course Expectations:

1. This course will provide experiences in a variety of participatory activities including group work, discussion and lecture. Students are expected to prepare for and participate actively in class activities. Class participation includes respectful and receptive attitudes toward classmates and the professor. All cellular phones, pagers, beepers, and other such electronic equipment used to communicate text messages to others are to be turned off during class periods.
2. All written assignments are to be submitted typed in 12-point font (Ariel or New Times Roman) and double spaced. Students are required to follow the writing and citation directions found in the most recent edition of the American Psychological Association Publication Manual. All papers are due by date and time posted in the syllabus. If an emergency situation should occur, contact the instructor to arrange for an alternate date to submit the assignment that is due.
3. Maintain confidentiality on all personal and sensitive information obtained in this course. This includes, but is not limited to, avoiding discussions that would allow others to identify the subject of the information and removing names from course papers/class assignments. To discuss patient information in a student forum you may use initials or a name that is not the patient's. Failure to protect the privacy of others is a violation of the Health Information Protection and Privacy Act (HIPPA).
4. Core Competencies. The National Organization of Nurse Practitioner Faculties (NONPF) developed eight Psychiatric Mental Health Nurse Practitioner Competency categories in 2003 to define the entry level competencies for psychiatric mental health nurse practitioners. Competencies from these eight categories which are can found in the CSUSM Graduate Student Handbook Appendices are incorporated in the specific objectives and expected learning outcomes in all courses and in the program. Students are responsible for reviewing the competencies at the beginning of each semester as part of their ongoing self evaluation during their course of study.

Course Requirements:

1. **Class Participation:** Each week students will participate actively in application of course content to assessment of cases. Cases will become increasingly complex as the semester progresses, presenting opportunities for students to use critical thinking and develop differential diagnosis skills. Cases “diagnosed” in N582 may be discussed in N584 where students will make decisions about pharmacologic intervention.
2. **Case Study Presentation:** On the final class meeting, each student will present one case study orally as if they are at an interdisciplinary clinical conference where “difficult to diagnose” clients are discussed to arrive at a working diagnosis. The focus of the assignment is on differential diagnosis and consideration of individual cultural, social, developmental characteristics. HINT: The “case” you select to present should not be obvious or straightforward, but require critical thinking and discussion to arrive at a decision. You may use a “real life” life case from your work situation or you may select a case from a published source. If you select the latter, you must provide a citation. This assignment contributes 15% to the total grade.
3. **Research Brief:** For this assignment, each student will select a particular psychiatric disorder. Using current research and best practices, the focus of this brief paper will be our current understanding of the condition, including: definition, diagnostic criteria, etiology, epidemiology, risk factors, and prevention strategies, *as these factors apply to client assessment in the behavioral health and primary care settings*. This paper should not be more than 5 pages in length, double-spaced with 1” margins, excluding references. A minimum of 10 peer-reviewed publications (primary sources) should be used; with the exception of the DSM-5 for diagnostic criteria, please do not use text books. This assignment contributes 15% to the total grade.
4. **Assessment with Standardized Patient:** During the first and last weeks of class, each student will have the opportunity to conduct an assessment of a standardized patient. Students will submit a write up of the mental health assessment after each assessment. The required format for the assessment will be posted on Cougar Courses and distributed in class. The assessment and write up of the first standardized patient encounter will contribute 10% to the total grade; the second will contribute 20%.
5. **On-Line Discussion:** Over the course of the semester, students will participate in 8 on-line discussions. Usually these discussions will be in the form of “unfolding cases” which will require 2-3 posts to complete. Students will work independently and in groups to complete these cases. The specific expectations for each on-line discussion will be posted in Cougar Courses. It will be very important that each student adheres to the deadlines for posting, as students may be asked to respond to each other’s posts. Each discussion will contribute 5% to the course grade for a total of 40%.

Methods of Evaluation:

A total of 200 points can be earned for the course. The relative contribution of each assignment is outlined below. Letter grades will be assigned using a standard grading scale.

| Requirement | Possible Points | % of Course Grade |
|---|------------------------|--------------------------|
| Case Study Presentation (due August 5) | 30 points | 15% |
| Research Brief (due July 1) | 30 points | 15% |
| Assessment and Write-Up #1 (due June 10) | 20 points | 10% |
| Assessment and Write-Up #2 (due August 7) | 40 points | 20% |
| On Line Discussions (June 9- August 2) | 80 points | 40% |

Standard Grading Scale:

| Total Points | Letter Grade | Percentage (%) |
|---------------|--------------|----------------|
| 180-200 | A | 90-100 |
| 160-179 | B | 80-89 |
| 140-159 | C | 70-79 |
| 120-139 | D | 60-70 |
| 119 and below | F | 59 and below |

Required Textbooks Nursing 582

American Nurses' Association. (2007). Psychiatric Mental Health Nursing: Scope and Standards of Practice.

American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. (5th ed.) Arlington VA: American Psychiatric Association. ISBN 9780890425558

Canino, I.A. & Spurlok, J. (2000). Culturally diverse children and adolescents: Assessment, diagnosis and treatment. New York: Guilford Press. ISBN-13 9781572305830

Morrison, J. (2014). Diagnosis made easier: principles and techniques for mental health clinicians. (2nd edition) New York: Guilford Press. ISBN 978-1462513352

Morrison, J. & Anders, T. F. (2001). Interviewing children and adolescents: Skills Strategies for effective DSM-IV diagnosis. New York: Guilford Press. ISBN 9781572307179

Sadock, B.L. & Sadock, V.A. (2010). Kaplan and Sadock's Pocket Handbook of Clinical Psychiatry. Philadelphia: Lippincott Williams & Wilkens. ISBN-13 9780781787468

Sadock, B.L. & Sadock, V.A. (2008). Kaplan and Sadock's Concise Textbook of Clinical Psychiatry. Philadelphia: Lippincott Williams & Wilkens. ISBN-13 9781605472645

Sue, D.W. & Sue D. (2007). Counseling the culturally diverse: theory and practice. New Jersey: Wiley & Sons. ISBN-13 9781118022023

Wheeler, K. (2013). Psychotherapy for the advanced practice psychiatric nurse. (2nd edition) St. Louis: Mosby. ISBN 978-0826110008

Recommended Books:

Morrison, J. (2007). The first interview. New York: Guilford Press. ISBN-13 9781593856366

Sadock, B.L. , Sadock, V.A. & Ruiz, P. (2011). Kaplan and Sadock's Study Guide and Self-Examination Review in Psychiatry. Philadelphia: Lippincott Williams & Wilken. ISBN-13 9781451100006

COURSE SCHEDULE NURSING 582

| DATE | TOPIC | READING ASSIGNMENTS* |
|--------------------|--|--|
| 6/2/14 In Class | Clinical Assessment and the Therapeutic Alliance Differential Diagnosis DSM IV-TR and DSM-V Comprehensive assessment Focused assessment Documentation Inter-professional collaboration | Wheeler: Chapters 3, 4 and Appendix 1-11 (pages 150-155) Morrison: Chapter 1-10 Sadock & Sadock: Chapter 1-5 Morrison & Anders: Chapter 1-3, Ely, E. (2005) Meanwhile: The damned diagnosis and its tyranny. New York Times. April 26. Retrieved from: http://www.nytimes.com/2005/04/25/opinion/25iht-edely.html? r=0 |
| 6/3/14 In Class | Use of standardized instruments in assessment: screening, identification of target symptoms, and monitoring of change Assessment of Trauma in Children and Adults Standardized patient assessment | Sadock & Sadock: Chapter 6 Morrison & Anders: Appendix 1 See Wheeler Chapters 12 and 13 for examples and discussion of tools that are population and disorder specific Morrison & Anders: Chapter 20 Sadock & Sadock: Chapter 16, 28, 44 (pages 644-646) Wheeler: Chapter 10 (pages 281-289) |
| 6/9/14 On Line | Assessment of Affective Disorders in Adults | Morrison: Chapter 11, 17 Sadock & Sadock: Chapter 12 |
| 6/16/14 On Line | Assessment of Affective Disorders in Children Adults and Older Adults | Morrison & Anders: Chapter 16 Sadock & Sadock: Chapter 45 Wheeler: Chapter 13 (pages 353-360) |
| 6/23/14 On Line | Assessment of Thought Disorders in Adults | Morrison: Chapter 13 Sadock & Sadock: Chapter 10, 11 |
| 6/30/14 On Line | Assessment of Thought Disorders in Children and Older Adults | Morrison: Chapter 14 Morrison & Anders: Chapter 12, 15 Sadock & Sadock: Chapter 7, 47 Wheeler: Chapter 13 pages 362-365) |
| 7/7/14 On Line | Assessment of Substance Related Disorders in Adults and Children | Sadock & Sadock: Chapter 9 Morrison: Chapter 15 Morrison & Anders: Chapter 14 |
| 7/14/14 On Line | Assessment of Anxiety Disorders in Adults and Children | Sadock & Sadock : Chapter 13 Morrison: Chapter 12 Morrison & Anders: Chapter 17 Wheeler : Chapter 13 pages 360-362 (older adults) |
| 7/21/14 On Line | Assessment of Personality Disorders and Disruptive Behavior Disorders in Adults and Children | Morrison: Chapter 16 Sadock & Sadock: Chapter 21, 23, 40 Morrison and Anders: Chapter 24, 26 |
| 7/30/14 On Line | Assessment of children and adolescents including eating disorders and attention deficit disorders | Morrison & Anders: Chapter 4-10, 22 Sadock & Sadock: Chapter 19, 33, 38, 39, 44 |
| 8/5/14 In Class | Case Presentations Standardized patient assessment | |

*Additional reading assignments may be made throughout the semester as resources are identified by faculty and students. In addition, students are expected to be familiar with the appropriate sections in the DSM-5 for each topical area.

GRADING RUBRICS: Nursing 582

Case Study Presentation: Due August 5, 2014

| Area of Evaluation | Possible Points | Student Points |
|---|-----------------|----------------|
| Content | 20 | |
| Presentation of case includes <ol style="list-style-type: none"> 1. All components of mental health assessment (Wheeler page 82 or similar) 2. Assessment of one other area (e.g., ego function, interpersonal relationships, affective development) See Wheeler pages 90-103 for examples. 3. Differential diagnoses 4. Decision tree 5. Diagnostic formulation | | |
| Organization | 5 | |
| Comprehensive mental health assessment presented clearly in well-organized fashion. Diagnostic formulation is supported by mental health assessment data. Formulation is justified; consensus reached Presentation time: 30 minutes and 15 for questions (45 minutes total) | | |
| Collaboration | 5 | |
| Encourages group participation Engages entire group in discussion | | |
| TOTAL | 30 | |

On Line Discussions: Due as assigned

Rubrics will be posted with each on-line discussion assignment. Each assignment will be worth 10 points.

Standardized Patient Assessment and Write-Up #1 (due June 10, 2014) and #2 (due August 7, 2014)

Specific guidelines and grading rubrics for these experiences will be distributed in class and posted on Cougar Courses.

Research Brief: Due July 1, 2014

| Area of Evaluation | Possible Points | Student Points |
|--|------------------------|-----------------------|
| Content | 45 | |
| DSM-5 condition is selected and appropriately described. Be sure to include the following items in your paper: <ul style="list-style-type: none">• Definition of the condition, including diagnostic criteria and co-morbidities• Epidemiology of the condition in the US and estimated costs to society• Current understanding of the etiology of the condition• Risk factors for the condition• Consideration of special/vulnerable populations• Effective prevention strategies• Relevance of the etiology, risk factors, and prevention strategies for client assessment in a behavioral health setting and in a primary care setting | | |
| Composition and Format | 5 | |
| <ul style="list-style-type: none">• Five double space pages, 12 point font, 1" margins• Paper flows well from well defined introduction to concluding paragraph. Grammatically correct. Headings used as appropriate.• Minimum of 10 references (2007 +)• APA format | | |
| TOTAL | 30 | |

From: Suzanne Moineau
Sent: Tuesday, November 03, 2015 7:30 PM
To: Susan L. Andera
Cc: Virginia Mann; Regina Eisenbach
Subject: UCC's review of the NURS curriculum

Importance: High

Hi Susan,

I hope you are well. UCC has just completed its first review of NURS 518, 602 and 604. UCC has the following requests/comments:

NURS 518:

1. The title needs to imply (or state) nursing or healthcare. Can you advise as it is currently vague and would benefit from greater clarity.
2. The syllabus needs to be updated to match the course description on the C form.
3. Line # 21 on the C form needs to be checked 'yes' as this is being proposed as an elective to the MSN

NURS 602:

1. Line # 21 – same as above – needs to say 'yes'
2. Given the content, UCC has requested review by Ethnic Studies and Kinesiology.
3. UCC would like to know if there should be prerequisites, or is questioning if there is an order in which the courses should be taken as they are graduate level courses. Also, why is one of the proposed courses a 500-level course and the other two 600-level courses?
4. UCC is recommending the following minor-edited course description to conform with catalog style. This solely requires your approval: **Prepares the advanced practice nurse practitioner to provide care to underserved populations across the lifespan. Includes content on underserved populations; health disparities; determinants of health; common behavioral, acute, and chronic illnesses/conditions; and health promotion and maintenance with limited resources.**

NURS 604:

1. Line # 21- same as above – it should say 'yes'
2. UCC is recommending the following minor-edited course description to conform with catalog style. This solely requires your approval: **Introduces the history and foundations of a transdisciplinary model of evidence-based integrative healthcare that includes the influence of the environment on healthcare. Presents an overview of nutrition and health, spirituality, mind body practice, and traditional whole body practices used to affect positive health-related changes.**

Please let me know if you have any questions. We look forward to hearing back from you.

Best,
Sue