

ORIGINATOR'S SECTION:	
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Spring 2016
2. Current Course abbreviation and Number: NURS 582	

TYPE OF CHANGE(S). Check all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input checked="" type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input checked="" type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section– both current and new – is required only for items checked () above.

NEW INFORMATION:

CURRENT INFORMATION:

3. Title: N/A	Course abbreviation and Number: Title: <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i> N/A
4. Abbreviated Title for Banner <i>(no more than 25 characters):</i> N/A	Abbreviated Title for PeopleSoft: <i>(no more than 25 characters, including spaces)</i> N/A
5. Number of Units: 3	Number of Units: 2
6. Catalog Description: N/A	Catalog Description: <i>(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)</i>

7. Mode of Instruction* (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2
Activity		
Lab		

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	2	C2
Activity		
Lab		

8. Grading Method:*

- Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)*
- Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)*
- Credit/No Credit Only (C)
- Credit/No Credit or Report-in-Progress Only (CP)

Grading Method:*

- Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)*
- Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)*
- Credit/No Credit Only (C)
- Credit/No Credit or Report-in-Progress Only (CP)

9. If the NP or CP grading system was selected, please explain the need for this grade option.

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:

NEW INFORMATION:

<p>10. Course Requires Consent for Enrollment? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair</p>	<p>Course Requires Consent for Enrollment? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair</p>
<p>11. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times (including first offering)</p>	<p>Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times (including first offering)</p>
<p>12. Is Course Cross Listed: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course</p>	<p>Is Course Cross-listed? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.</p>
<p>13. Prerequisite(s):</p>	<p>Prerequisite(s):</p>
<p>14. Corequisite(s):</p>	<p>Corequisite(s): NURS583</p>
<p>15. Documentation attached: <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline</p>	

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? Yes No
 If yes, please specify:
 This course is required in the Psychiatric Mental Health Nurse Practitioner Track in the MSN program

17. Does this course change impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Check "yes" if the course is cross-listed. Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

 Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

 Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

18. Reason(s) for changing this course:
 The course is being reduced to 2 units for the development of a 1 unit clinical course (NURS 583) as co-requisite.

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

1. Originator (Please Print) Nancy C. Romig Date 10-12-15

2. Program Director/Chair Denise Mooren Date 10/12/15

3. College Curriculum Committee J. Gonzalez Date 11/9/15

4. College Dean (or Designee) Denise Garber Date 11/2/15

5. UCC Committee Chair _____ Date _____

6. Vice President for Academic Affairs (or Designee) _____ Date _____

7. President (or Designee) _____ Date _____



(2 units)

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

Faculty:

Professor:
Phone:
Email:
Office Hrs:

Course Units: 2 Units
Course Day and Time:
Course Location:

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.

Corequisites: NURS 583

<u>Student Learning Outcomes:</u>	<u>Graduate PSLOs:</u>
Upon successful completion of this course the student will be able to: <ol style="list-style-type: none">1. Describe the components of a comprehensive psychiatric assessment.2. Distinguish the priority areas for assessment of major psychiatric diagnostic groups.3. Interpret psychiatric assessment findings relative to the major psychiatric disorders across the lifespan.4. Discuss principles and application of motivational interviewing in assessment and management of psychiatric disorders.	<ol style="list-style-type: none">1) Apply theoretical and empirical knowledge at the advanced level.4) Evaluate health care professional collaboration to improve and formulate health care delivery systems.5) Recognize diversity and provide culturally sensitive care.

Please note this syllabus is subject to change by faculty:

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 4300, and can be contacted by phone at (760) 750-

4905, and by email sent to dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with faculty during office hours in order to ensure confidentiality.

Social Media:

The CSUSM SON Social Media Policy (available in the Student Handbook and posted in the Cougar Course) and 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.

Late Work:

Work that is submitted after the posted due-date will not be accepted.

Civility and CSUSM Community Values:

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

University Writing Requirement:

Written assignments in this course fulfill the 1700 word requirement for a 2 unit course and must follow APA guidelines. Please refer to the required 6th edition of the APA Publication Manual.

Student Academic Honesty Policy:

Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University. For more information, refer to the full Academic Honesty Policy at

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

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. Students in this course will be trained in motivational interviewing. There will be two full-day trainings, one in the beginning of the semester and the second after mid-term. These trainings will be offered on campus at no additional cost to the students. Trainings will be held on Fridays. In addition, students will be required to complete one 2-hour skills workshop at CRF in San Diego in between the two full-day trainings. There is a charge of \$25 for the two-hour skills workshop. A certificate of completion will be given to all students at the conclusion of all three sessions. Dates of the full-day training are posted on the syllabus.
3. 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.
4. 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).
5. Core Competencies. The National Organization of Nurse Practitioner Faculties (NONPF) and the American Association of Colleges of Nursing (AACN) developed the nine core competencies for all nurse practitioners and population focused competencies for psychiatric mental health nurse practitioners and other nurse practitioners. The Competencies can be 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 and Discussion (20 points): Throughout the semester 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 will be presented in a variety of formats: video, written case descriptions, role play, etc. Students will be expected to prepare for the case discussion outside of class and submit their work either in class or as part of an on-line discussion. Students may be assigned to work on the

cases independently or in groups. Four of these assignments will be selected at random to be graded and will constitute the class participation grade. Instructions and rubric for each assignment will be posted in Cougar Courses. Each graded assignment will be worth 5 points (20 points total).

2. Case Study Presentation (30 points): 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 should use a case from your clinical practicum in N583. This assignment will be worth 30 points.

Case Study Presentation Rubric

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 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: 20 minutes		
Collaboration	5	
Encourages group participation Engages entire group in discussion		
TOTAL	30	

3. Research Brief (30 points): For this assignment, each student will select a major psychiatric disorder (see syllabus). Using current research and best practices, the focus of this paper will be our current understanding of the condition, including: definition, diagnostic criteria, etiology, epidemiology, risk factors, and primary and secondary prevention strategies, *as these factors apply to client assessment in behavioral health and primary care settings*. The paper must include a discussion of available instruments used to assist in screening, diagnosing, and monitoring of symptoms of the disorder. This paper should be between

2000-2500 words in length and conform to APA format. 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. Please be sure that you summarize in your own words; do not use direct quotations. Be sure that you understand the definition of plagiarism of published authors or yourself. Plagiarism will result in a grade of zero for this assignment.

Research Brief Rubric

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 including risk factors • Consideration of special/vulnerable populations • Critical review of effective prevention strategies • Appropriate standardized instruments for screening, diagnosing, and monitoring the condition are discussed and attached as appendices. • 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"> • Paper is organized, concise, and grammatically correct. • Headings and subheadings used appropriately • Adheres to word limit • Minimum of 10 references (2007 + • Citations in text and reference list in APA 		
TOTAL	30	

4. Final Exam 20 points: An in-class comprehensive objective test covering theoretical constructs. May include a combination of objective questions and short answer.

Methods of Evaluation:

A total of 100 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	30 points	30%
Research Brief	30 points	30%
Case Studies (4)	20 points	20%
Exam	20 points	20%

Standard Grading Scale:

Total Points	Letter Grade	Percentage (%)
90-100	A	90-100
80-89	B	80-89
70-79	C	70-79
60-69	D	60-70
59 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

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

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

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*
Class 1-2	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
Class 3	Use of standardized instruments in assessment: screening, identification of target symptoms, and monitoring of change	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)
Class 4	Motivational Interviewing Training FRIDAY February 5 (tentative)	To be assigned
Class 5	Assessment of Affective Disorders in Adults and Older Adults Student Cases	Morrison: Chapter 11, 17 Sadock & Sadock: Chapter 12
Class 6	Assessment of Thought Disorders in Adults and Older Adults Student Cases	Morrison: Chapter 13 Sadock & Sadock: Chapter 10, 11
Class 7	Assessment of Trauma and Anxiety Disorders across the lifespan Student Cases	Sadock & Sadock : Chapter 13 Morrison: Chapter 12 Morrison & Anders: Chapter 17 Wheeler : Chapter 13 pages 360-362 (older adults)
Class 8	Motivational Interviewing Training FRIDAY April 1 (tentative)	
Class 9	Assessment of Substance Related Disorders in Adults and Children Student Cases	Sadock & Sadock: Chapter 9 Morrison: Chapter 15 Morrison & Anders: Chapter 14

Class 10	Guest Speaker Assessment of children and adolescents including eating disorders, attention deficit disorders, disruptive behavior disorders	Morrison & Anders: Chapter 16 Sadock & Sadock: Chapter 45 Wheeler: Chapter 13 (pages 353-360) Morrison: Chapter 14 Morrison & Anders: Chapter 12, 15 Sadock & Sadock: Chapter 7, 47 Wheeler: Chapter 13 pages 362-365) Morrison & Anders: Chapter 4-10, 22 Sadock & Sadock: Chapter 19, 33, 38, 39, 44 Morrison: Chapter 16 Sadock & Sadock: Chapter 21, 23, 40 Morrison and Anders: Chapter 24, 26
Class 11 (Week 15)	Student Case Presentations	

*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.

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:
Upon successful completion of this course the student will be able to: <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>
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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 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	