Washington State University

MAJOR CURRICULAR CHANGE FORM - - NEW/RESTORE COURSE

- Please attach rationale for your request, a complete syllabus, and explain how this impacts other units in Pullman and other campuses (if applicable).
- Obtain all required signatures with dates.
- Provide original stapled packet of signed form/rationale statement/syllabus PLUS 10 stapled copies of complete packet to the Registrar’s Office, campus mail code 1035.
- Submit one electronic copy of complete packet to wsu.curriculum@wsu.edu.

Requested Future Effective Date: Fall 2015 (term/year) Course Typically Offered: Spring Semester

DEADLINES: For fall term effective date: October 1st; for spring or summer term effective date: March 1st. See instructions.
NOTE: Items received after deadlines may be put to the back of the line or forwarded to the following year. Please submit on time.

☐ New Course  ☐ Temporary Course  ☐ Restore Course

NURS 502  Psychiatric Assessment, Diagnosis and Management of Adults and Geriatrics

<table>
<thead>
<tr>
<th>course subject/crosslist</th>
<th>course no.</th>
<th>title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 ( 0 .0</td>
<td>NURS 501; NURS 555</td>
<td></td>
</tr>
</tbody>
</table>

Credit hrs: 3 | lecture hrs per week: | lab or studio hrs per week: |
|--------------|-----------------------|----------------------------|

prerequisite

Description for catalog: Assessment, diagnosis and management of psychiatric illnesses common in adults and geriatrics.

Additional Attributes: Check all that apply.

☐ Crosslisting (between WSU departments)*  ☐ Conjoint listing (400/500):

☐ Variable credit:  ☐ Repeat credit (cum. max. hrs):

Special Grading:  ☐ S, F;  ☐ A, S, F (PEACT only);  ☐ S, M, F (VET MED only);  ☐ H, S, F (PHARMACY, PHARDSCI only)

☐ Cooperative with UI  ☐ Other (please list request): Concurrent: NURS 560

The following items require prior submission to other committees/depts. (SEE INSTRUCTIONS.)

☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval.)

☐ Request to meet UCORE in ____________________ (Must have UCORE Committee Approval >> See instructions.)

☐ Special Course Fee ____________________ (Must submit request to University Receivables.)

Contact: Cindy Fitzgerald  Phone number: (509) 324-7279  Campus mail code: 107
Email: cefitzgerald@wsu.edu  Instructor, if different: Carrie Holliday, PhD

Chair/date  Dean/date  All-University Writing Comm Date

Chair (if crosslisted/interdisciplinary)*  Dean (if crosslisted/interdisciplinary)*  UCORE Committee Approval Date

Catalog Subcommittee Approval Date  GSC or AAC Approval Date  Faculty Senate Approval Date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER PROGRAM
CURRENT & PROPOSED
Fall 2014

Reasons for curriculum change:

- Nationally, the National Organization of Nurse Practitioner Faculty (NONPF), the body that supports the work of the AACN, released new competencies in July 2013. Additionally, the credentialing exam for the PMHNP candidate began to shift in 2012 with the announcement that the Adult PMHNP credentialing exam would be retired replaced by “across the lifespan” PMHNP credential. This exam retirement was completed in December 2014.
  - The PMHNP faculty responded to the exam change announcement in 2012 by completing a curriculum review and updating the then-current course descriptions and objectives.
  - While these changes have sustained the program, the faculty in the past year have identified a need for significant review, rewrite and clinical hours update in order to present a rigorous, comprehensive program that better aligns course content with credit load as well as better represents the professional practice of the PMHNP and new national competencies outlined by NONPF.

- Additionally, the original approach to curriculum update through updated descriptions and objectives has posed a barrier to our own WSU alums from the Adult PMHNP certification program who obtained MN degrees who wish to seek updated training to recertify in the newer lifespan PMHNP credential, often at the insistence of their employer.
  - They are not able to “retake” the updated PMHNP WSU courses from the 2012 revision for re-credentialing because of the graduate school rule that states a student cannot retake a course they have successfully passed.
  - We consistently turn our alums away because we cannot provide them an opportunity to receive this training.

With the implementation of the proposed curriculum, the PMHNP faculty expects the program to better represent the current PMHNP profession, to increase the required minimum number of clinical hours and to allow our alums from the original adult program to take coursework with us for updated certification. With the overall curriculum changes, the program also recommends changes to the program outcomes statements:

1. Demonstrate competence in the use of theoretical approaches in individual and group theory.
   NONPF Population focused core competencies (NONPF Pop Comp) theme/content identified: psychiatric and psychological theories, recovery, resiliency, ACEs.
1. Applies best practices in the selection and implementation of specific psychotherapeutic, pharmacologic and preventative interventions.
PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER PROGRAM
CURRENT & PROPOSED
Fall 2014

1. NONPF Pop Comp theme/content identified: Promote mental health, reduce or prevent risk of mental illness
2. Differentiate mental health problems from psychiatric illness.
   NONPF Pop Comp theme/content identified: Promote mental health, reduce or prevent risk of mental illness
3. Practice within the scope of legal, professional, and ethical standards of advanced psychiatric/mental health nursing.
   NONPF Pop Comp theme/content identified: Therapeutic relationship, self-reflective practice, cultural safety and competence, legal standards of care
4. Develop and sustain therapeutic collaborative relationships with individuals, families, groups and other professionals.

*NEW
Rationale for additional outcome statement: Overall our program outcomes statements support the overall themes of content areas from the NONPF Population focused core competencies except that at least 4 NONPF Pop competencies specifically identify the therapeutic relationship and related content as expected outcomes.

Steps in curricular review:

1) October 2013 mapped current courses to PMHNP program outcomes, DNP Program Outcomes, DNP Essentials & new NONPF Population-Focused Competencies
2) December 2013 PMHNP faculty retreat in Tri-Cities: Reviewed the course content and suggestions from faculty teaching the program
   • Reviewed curriculum of EBI peer institutions with PMHNP programs
   • Reviewed NONPFs competency based curriculum example document
   • Reviewed current PMHNP courses for their benefits and deficiencies
3) Summer 2014 – New courses were developed, syllabi written and formatted, documents prepared for presentation to College of Nursing Graduate Curriculum and Progression Committee (GCPC) in September 2014
4) September 2014
   • Presented to PMHNP faculty September 2014
   • All new course syllabi and rationale for curricular changes reviewed by two graduate prepared psychiatric mental health nurse faculty members in the college.
   • Presented to GCPC September 2014
5) October 2014 – submitted to WSU for approval in all required committees and by Faculty Senate
# PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER PROGRAM

**CURRENT & PROPOSED**

**Fall 2014**

<table>
<thead>
<tr>
<th>CURRENT - to be deleted</th>
<th>PROPOSED – All new</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Title</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>NURS 525</td>
<td>Psychopharmacology (theory)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 541</td>
<td>PMH: Individual therapy (2.5cr theory; 1.5 clinical) 82.5 hrs</td>
<td>4</td>
</tr>
<tr>
<td>NURS 543</td>
<td>PMH: Group and Family therapy (2.5cr theory; 1.5 clinical) 82.5 hrs</td>
<td>4</td>
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<td></td>
<td>NURS</td>
<td>Introduction to</td>
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WASHINGTON STATE UNIVERSITY

COLLEGE OF NURSING

Fall 2014
<table>
<thead>
<tr>
<th>CURRENT- to be deleted</th>
<th>PROPOSED – All new</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Title</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>NURS 561</td>
<td>Advanced psychiatric assessment and diagnosis for PMHNP (theory)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 546</td>
<td>PMHNP Practicum (clinical course, had required seminars) 180 hrs</td>
<td>4</td>
</tr>
<tr>
<td>NURS</td>
<td>Practicum II (180 hrs)</td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
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<tr>
<td>---------</td>
<td>---------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>NURS 548</td>
<td>PMHNP Internship (clinical course, had required seminars) 180 hrs</td>
<td>4</td>
</tr>
<tr>
<td>NURS 549</td>
<td>Addictions perspective (theory)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>525 hours clinical based on a 1cr : 45hr ratio</strong></td>
<td>24 cr</td>
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</table>
WASHINGTON STATE UNIVERSITY COLLEGE OF NURSING | DOCTOR OF NURSING PRACTICE

Course Syllabus
Spring, 2016

COURSE NUMBER: NURS 502
COURSE TITLE: Psychiatric Assessment, Diagnosis and Management of Adults and Geriatrics
CREDIT HOURS: 3
COURSE FORMAT: Hybrid course (on-campus, in-class and on-line activities)
COURSE FACULTY: Carrie Holliday

Email: cholliday@wsu.edu
Office Location: SNRS 422D
Office Hours: TBA
Office Phone: 509-324-7419

PREREQUISITES: NURS 501 Assessment, Diagnosis and Management of Children and Adolescents; NURS 555 Practicum I
COREQUISITES: NURS 560 Internship
MEETING TIME: Wednesday’s 1410-1700: (Jan. 13, Feb. 17, March 9, April 4); online: In-class activities are supplemented by on-line learning activities during weeks when class sessions are not held. See details in this syllabus and on the course website.
MEETING LOCATION: AMS classrooms at campus sites

CATALOG DESCRIPTION
Assessment, diagnosis and management of psychiatric illnesses common in adults and geriatrics.

COURSE DESCRIPTION
This course is the final course to prepare psychiatric mental health nurse practitioner (PMHNP) students to achieve competencies in the assessment, diagnosis and treatment of psychiatric disorders common in adult and geriatric clients. Content focuses on etiology and symptomatology of disorders, including common physical disorders that may be present with psychiatric symptoms. Ongoing development of techniques of psychiatric patient interviewing, history taking, differential diagnosis, conducting and documenting a psychiatric mental status exam, and use of psychometric diagnostic tools are included. The course reviews treatment modalities for various disorders, including psychotherapies and principles of ongoing treatment with psychotropic medication. Cultural issues related to psychiatric illnesses will be discussed.
STUDENT LEARNING OUTCOMES

At the conclusion of this course, the student will be able to:
1. Articulate age-appropriate principles of the psychiatric interview, including the mental status examination.
2. Differentiate criteria for major psychiatric disorders, selects appropriate psychometric tools that contribute to diagnostic accuracy.
3. Identify signs and symptoms of common physical disorders that may present as psychiatric disorders, and explain the process of differential diagnosis.
4. Examine ethical, legal, and cultural issues as they relate to assessment, diagnosis and management of psychiatric illness.
5. Utilize national standards of care associated with comprehensive assessment and diagnosis of mental illness.
6. Provide evidence based rationale for age-appropriate treatment plan that includes the selection and implementation of specific psychotherapeutic and safe psychopharmacological treatment modalities.

COURSE POLICIES

In general in this course and in all of the activities that are part of this class, all College of Nursing and Washington State University student handbooks and Graduate School guidelines, academic policies, and standards of conduct apply. Students are assumed to and responsible to be aware of these policies and standards as written and available on the University websites and in University publications. Policies that are specific to this course are described below in alphabetical order, not in order of importance. All policies carry equal importance and weight. If you do not understand something that is written here, it is your responsibility to seek clarification.

Attendance Policy

Because the PMHNP program is developed on intensive learning opportunities, attendance in the 4 scheduled class sessions is REQUIRED. Failure to adhere to attendance policy will result in 10% reduction in overall course grade for every class sessions missed.

Course Changes

Although there will be no changes in student learning outcomes or course materials, the instructor reserves the right to make slight modifications to the course calendar and assignments.

Important Dates and Deadlines

Students are encouraged to refer to the academic calendar often to be aware of critical deadlines throughout the semester. The academic calendar can be found at www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX.”

Internet Access

This course requires high-speed internet access. Dial-up options for internet will not permit you to view many of the assignments. If you do not have high-speed internet at home, then consider your work place (hospital library), the public library, or other locations where you may be able to access course materials.
Late Assignments
Late work is typically not accepted for grading or points. If you are experiencing unusual circumstances that will result in an assignment being late, contact your instructor immediately. 10% reduction will be incurred if accepted.

Written Assignment Formatting
Graduate (Doctoral) level writing is expected. Use the APA Manual, 6th Edition, as the guide for all document formatting including in-text citations and references. Some class assignments will require adherence to APA formatting. It is not possible to apply all of the APA guidelines and have them transfer properly in discussion board postings, and so the college now requires that any assignments requiring APA format must be sent as attachments.

- Prepare these assignments in Microsoft Word
- Save your work as a “.doc” file (this is the MS Word default file type).
- Type in a subject line that includes the name of the assignment and your initials
- Use the “Attach” function to find and attach the file from your word processor.
- Then send it.
- For examples and information on APA, please refer to the following site: http://nursing.wsu.edu/library/apa5format.html

Workload
It is WSU policy that for every hour of faculty directed activities, students should expect a minimum of two hours engaged in supportive learning activities. Depending on your skills and knowledge as a learner, additional time may be required.

Academic Integrity Policy
Academic integrity is the cornerstone of the university. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments, with the instructor’s permission. However, the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Any student who violates the University’s standard of conduct relating to academic integrity will be referred to the Office of Student Conduct and may fail the assignment or the course. You can learn more about Academic Integrity on your campus using the URL listed in the Academic Regulations section or to http://conduct.wsu.edu/academic-integrity-policies-and-resources. Please use these resources to ensure that you don’t inadvertently violate WSU’s standard of conduct.

Sanctions for academic integrity violations may include receiving a failing grade for the assignment or examination, and may also include receiving a failing grade for the course. In some cases, the violation also may lead to the student’s dismissal from the WSU College of Nursing.

WSU’s Campus Safety Statement
Washington State University Spokane is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. As part of this commitment, the university has prepared a Campus Safety Plan for each campus. These plans include
Course Syllabus: NURS 502

a listing of university policies, procedures, statistics and information relating to campus safety, emergency management and the health and welfare of the campus community. All students should go to the zzusis portal at http://zzusis.wsu.edu and register their emergency contact information for the Crisis Communication System (CCS). Enter your network ID and password and you will be taken to the zzusis portal page. Providing multiple contact methods will help ensure you receive notifications in a timely manner, and your information will NOT be used for any other purpose.

WSU-Pullman Campus Safety Plan
http://safetyplan.wsu.edu

WSU-Vancouver Campus Safety Plan
http://www.vancouver.wsu.edu/safety-plan

WSU-Tri-Cities Campus Safety Plan
http://www.tricity.wsu.edu/safetyplan/

WSU-Spokane Campus Safety Plan
http://spokane.safetyplan.wsu.edu/

The University emergency management web site at http://oem.wsu.edu/emergencies.

Information about emergencies can be found on the WSU ALERT site – http://alert.wsu.edu. Alert notices can also be found on each campus Alert Site.

Spokane: http://spokane.wsu.edu/services/Facilities/Safety_Security/

The WSU Spokane Campus Safety Plan contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. The Campus Safety Plan can be found at: http://spokane.wsu.edu/services/Facilities/campus-safety-plan/. Please visit this site to become familiar with the campus safety and emergency information provided. A link to the WSU Pullman Safety Plan is also available on this web site. Look for the “Spokane Emergency Information” box on the left side of the page and click the update link to be taken to the registration page where you can enter your cell, landline, and email contact information as well as arrange for emergency text messages to be sent to your cell phone.

Tri-Cities:
Should there be a need to evacuate the building (e.g., fire alarm or some other critical event), students should meet the instructor at the blue light pole in the WEST or CIC Parking lot [use the parking lot for the building in which your class is located]. A more comprehensive explanation of the campus safety plan is available at www.tricity.wsu.edu/safetyplan. An emergency alert system is available and you can sign up for it at tricity.alert.wsu.edu.

Vancouver:
WSU has made an emergency notification system available for faculty, students, and staff. Please register at zzusis with emergency contact information (cell, email, text, etc.). You may have been prompted to complete emergency contact information when registering for classes at RONet. In the event of a building evacuation, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media,
the WSU Vancouver web page and/or http://www.flashalert.net/. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. Safety plan website.

WSU Disability Statement

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center on your campus. All accommodations MUST be approved through the appropriate Access Center. Please stop by or call 509-335-3417 to make an appointment with an Access Advisor. For more information contact a Disability Specialist on your home campus:

WSU-Pullman Access Center
Washington Building, Room 217
509-335-3417

WSU-TriCities Disability Services
http://www.tricity.wsu.edu/disability/
Student Services Department, West Bldg, Room 262
509-372-7352.

WSU-Spokane Disability Services
http://spokane.wsu.edu/students/current/StudentAffairs/disability/disabilitystatement.html
Academic Center, Room 130
509-358-7534

WSU-Vancouver Disability Services
http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services
VMMC, Lower Level
360-546-9138

Distance students may contact their ‘home’ campus office or may wish to access information at this website:
http://drc.wsu.edu/default.asp?PageID=1799

LEARNING MANAGEMENT SYSTEM

Angel is the learning management system used by Washington State University to teach online portions of courses. To use the Angel course management system, you must first enroll in Angel. To enroll, you will need the user name and password assigned for use with MyWSU. To access Angel, go to: http://lms.wsu.edu. You will find the course syllabus in the section, “Syllabus.” The course readings are available on electronic reserves via the library and can be accessed in the section, “Lessons.”

See http://ams.wsu.edu/index.aspx for Academic Media Services to access videostreamed classes and other information related to classroom use and videoconferencing. To access videostream sessions you will need the user name and password assigned for use with MyWSU.
TEXTBOOKS AND LEARNING MATERIALS

Required

Students will utilize psychopharmacology texts from NURS 530 in addition to:


Recommended


Selected Additional Readings: to stay abreast of the most current evidence, research and scholarly articles may be added to each lesson as needed per faculty preferences.

EVALUATION:

Details about assignments are provided below.

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Studies with presentation (3 @ 30 points each)</td>
<td>90</td>
</tr>
<tr>
<td>Comprehensive Intake Evaluation final</td>
<td>50</td>
</tr>
<tr>
<td>Online exams (3 @ 30 points each)</td>
<td>90</td>
</tr>
<tr>
<td>Class attendance &amp; participation (4 in-person and 4 online sessions = 8 sessions @ 10 points each)</td>
<td>80</td>
</tr>
<tr>
<td>TOTAL</td>
<td>310</td>
</tr>
</tbody>
</table>

Students must complete all required assignments in order to pass the course.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100%</td>
<td>C+</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
<td>90-94</td>
<td>C</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89</td>
<td>C–</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-85</td>
<td>D+</td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
<td>80-82</td>
<td>D</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Points 59 or below – NO POINTS; NO COURSE CREDIT</td>
<td></td>
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</tbody>
</table>

TOTAL 310
Incompletes: Graduate school policy (Academic Regulation #90) states that incompletes may only be awarded if: “the student is unable to complete their work on time due to circumstances beyond their control”. Communicate with course faculty as soon as you know that this rule may apply to your circumstances.

**GRADING CRITERIA for ASSIGNMENTS:**

**Class Participation**
The 4 scheduled class sessions REQUIRE attendance. Students will participate in case study presentations and analysis during these class sessions. See case presentation description for grading rubric of these points.

**Case study and presentation:**
Case studies will be provided 1 week before scheduled class session. Complete the written report and submit in the assignment dropbox. Prepare a presentation for your peers and be prepared to dialogue rationale, answer questions and debate current clinical knowledge.

<table>
<thead>
<tr>
<th>Case Study Presentation Rubric</th>
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</thead>
<tbody>
<tr>
<td><strong>Exemplary</strong></td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>Accuracy of written portion:</td>
</tr>
<tr>
<td>Assessment plan</td>
</tr>
<tr>
<td>Diagnosis</td>
</tr>
<tr>
<td>Treatment recommendations</td>
</tr>
<tr>
<td>Note: Quality is important. Use references in written work</td>
</tr>
<tr>
<td>Presentations: Preparation and Engagement in Dialogue with colleagues</td>
</tr>
</tbody>
</table>
### Case Study Presentation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Very good</th>
<th>Passing</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>demonstrates knowledge through questions or responding to questions/comments</td>
<td>dialogue with audience but demonstrates minimal knowledge of resources.</td>
<td>Supports dialogue with audience but demonstrates minimal knowledge of resources.</td>
<td>inaccurate. Supports dialogue with audience but demonstrates minimal knowledge of resources.</td>
</tr>
</tbody>
</table>

### Discussion Board Participation:
As with in-class participation, student participation in online discussion boards forms an important part of learning in this course. There are 4 online discussion boards required for this course. Your initial post to the discussion board must include at least one current reference. In addition, you are responsible for responding to 2 of your peers primary posts AND to answer or react to at least 2 posts from your peers on your primary post. The Discussion Board Grading Rubric, provided below, will be used to evaluate those learning activities that involve discussion board communications.

### Discussion Board Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>Consistently (behavior demonstrated 90-100% of the time)</th>
<th>Occasionally (behavior demonstrated 60-89% of the time)</th>
<th>Seldom (behavior demonstrated 59% or less of the time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Evidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes appropriate (pertinent to PMHNP practice) and evidence based citations to support postings.</td>
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<td></td>
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<tr>
<td>Informative and concise serving to deepen understanding and inquiry.</td>
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<tr>
<td>Participation</td>
<td></td>
<td></td>
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<tr>
<td>Communication is professional with peers and faculty. (2 posts to peer primary posts)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Actively responds to comments/contributions of others. (2 responses to peers who commented on your primary post)</td>
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<tr>
<td>Conduct is respectful, encouraging, and supportive.</td>
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<td></td>
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<tr>
<td>Does not dominate discussion. Is not argumentative or dismissive of others ideas.</td>
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<td></td>
<td></td>
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<tr>
<td>Evidence of Preparation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response to posts is timely and pertinent.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Discussion Board Grading Rubric</strong></td>
<td><strong>Consistently</strong> (behavior demonstrated 90-100% of the time)</td>
<td><strong>Occasionally</strong> (behavior demonstrated 60-89% of the time)</td>
<td><strong>Seldom</strong> (behavior demonstrated 59% or less of the time)</td>
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<tr>
<td>-----------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>-------------------------------------------------</td>
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<tr>
<td>Contributed by connecting current and prior reading, activities, or discussion</td>
<td></td>
<td></td>
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<tr>
<td>Furthers discussion with questions or statements that encourage dialogue.</td>
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</tbody>
</table>

**Online exams:** You will be required to complete 3 online exams worth 30 points each. The exams will be a combination of multiple choice, multiple answer, true/false and fill in the blank type questions based on the readings completed in the associated sections. The exams will open on a set date and close 5 days later. DO NOT miss the window for the exams, you will not be allowed to take these late or early to maintain test security. Exams are expected to be completed individually and without the assistance of references.

**Final Exam:** The final exam will be a take home exam of a comprehensive case scenario. At the end of the document you will be asked to provide a complete diagnostic assessment consistent with DSM-5 expectations, rationale for the diagnoses (there will be multiple) including identification of symptoms you would monitor for as care proceeds. Recommendations for further assessment will be required as well and a comprehensive treatment plan including therapeutic modality recommendations will be required. This exam is an opportunity to pull together all of your new knowledge from this course as well as previous studies in therapeutic modalities and psychopharmacology.
<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Student Learning Outcome</th>
<th>Demonstration of Student Learning (assignments, presentations, etc.)</th>
</tr>
</thead>
</table>
| 4. Practice within the scope of legal, professional, and ethical standards of advanced psychiatric/mental health nursing. | 1. Articulate age-appropriate principles of the psychiatric interview, including the mental status examination.  
5. Utilize national standards of care associated with comprehensive assessment and diagnosis of mental illness. | Case reports and presentation; exams |
| 3. Differentiate mental health problems from psychiatric illness.               | 2. Differentiate criteria for major psychiatric disorders, selects appropriate psychometric tools that contribute to diagnostic accuracy.  
3. Identify signs and symptoms of common physical disorders that may present as psychiatric disorders, and explain the process of differential diagnosis. | Case reports and presentation; exams; final exam |
| 2. Applies best practices in the selection and implementation of specific psychotherapeutic, pharmacologic and preventative interventions. | 4. Examine ethical, legal, and cultural issues and review local and national standards of care associated with comprehensive assessment and diagnosis of mental illness.  
6. Provide evidence based rationale for age-appropriate treatment plan that includes the selection and implementation of specific psychotherapeutic and safe psychopharmacological treatment modalities | Case reports and presentation; discussion boards |
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Content</th>
<th>Learning Activity</th>
</tr>
</thead>
</table>
| 1 1/13/2016 Class 1410-1700 (Faculty directed activities: 3 hours) | **Course Introduction**  
- Overview of Course  
- What is psychiatric assessment  
- Psychiatric differential dx  
- Psychiatric Screening Tools | Syllabus  
DSM 5 preface- p. 25 & 733-759;  
Assignments: Post introduction on Angel |
| 2 1/20/2013 Online (Faculty directed activities: 3 hours) | The Psychiatric Interview  
- Advanced MSE  
- Advanced interviewing techniques  
- Developing rapport for diagnosing Cultural Psychiatry | Review from NURS 501:  
Review Carlat text  
DOI: 10.3928/02793695-20120608-01  
Assignment: Discussion board 1 Culturally safe psychiatry |
| 3 1/27/2016 Online (Faculty directed activities: 3 hours) | **Anxiety**  
- Agoraphobia  
- Generalized Anxiety Disorder  
- Obsessive-Compulsive Disorder  
- Panic Disorder  
- Specific Phobia/Social Phobia  
- Medical Diagnoses affected by Anxiety  
- Separation anxiety | DSM-5: pp. 189-233; 235-264  
Perese ch. 9, 10, 12  
Review corresponding psychopharmacology chapters |
<table>
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</thead>
</table>
| 4 2/3 Online (Faculty directed activities: 3 hours) | **Mood**  
- Major Depressive Disorders  
- Major Depression  
- Dysthymia  
- Bipolar Disorders  
- Bipolar I Disorder  
- Bipolar II Disorder  
- Cyclothymic Disorder  
- Bipolar Disorder NOS | DSM-5: pp. 155-188; 123-154  
Perese ch. 13-14  
Review corresponding psychopharmacology chapters |
| 5 2/10 Online (Faculty directed activities: 3 hours) | **Psychotic Disorders**  
- Schizophrenia  
- Schizophrreniform Disorder  
- Schizoaffective Disorder  
- Other Psychotic Disorders | DSM-5: pp. 87-122  
Perese ch. 15  
Review corresponding psychopharmacology chapters |
| 6 2/17 1410-1700 Faculty-directed activities – 3 hours | Case 1 presentation | Assignment: Written case report due before class session |
| 7 2/24 Online (Faculty directed activities: 3 hours) | **Trauma and stress disorders**  
- Reactive attachment  
- PTSD  
- Acute stress reaction  
- Adjustment disorder | DSM-5: pp. 265-290  
Perese ch. 11  
Review corresponding psychopharmacology chapters |

Assignment: View lecture video
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<tr>
<th>Week/Date</th>
<th>Topic/Content</th>
<th>Learning Activity</th>
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</thead>
</table>
| 8 3/2     | Personality Disorder | DSM-5: pp. 591-644  
Perese ch. 18 |
|           | • Cluster A: Paranoid, Schizoid, Schizotypal  
• Cluster B: Antisocial, Borderline Histrionic Narcissistic  
• Cluster C: Avoidant, Dependent, Obsessive-Compulsive Personality Disorder | Assignment: View lecture video; Exam 2 |
| 9 3/9     | Eating Disorders | DSM-5: pp. 329-354; 355-360 |
|           | • Anorexia  
• Bulimia  
• Binge eating | |
| Spring break | None | No class |
| 10 3/23   | Substance use/ | DSM-5: pp. 481-589  
Perese ch. 17  
Review corresponding psychopharmacology chapters |
|           | • Alcohol related  
• Cannabis  
• Hallucinogenic  
• Inhalant  
• Opioid  
• Sedative  
Assignments: View lecture video; Discussion board 3  
Harm reduction model |
<table>
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<tr>
<th>Week/Date</th>
<th>Topic/Content</th>
<th>Learning Activity</th>
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<tbody>
<tr>
<td>12, 4/6</td>
<td>Cognitive Disorders and Mental Disorders d/t Medical Illness</td>
<td>DSM-5: pp. 591-644 Perese ch. 16 Review corresponding psychopharmacology chapters</td>
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<tr>
<td>Online</td>
<td>Dementias</td>
<td>Assignment: View lecture video; Exam 3</td>
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<td>Delirium</td>
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<td>Mental D/O and General Medical Conditions</td>
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<td>Assignment: Case report 3 due before class</td>
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<tr>
<td>13, 4/13</td>
<td>Case presentation</td>
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<tr>
<td>Class</td>
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<tr>
<td>1410-1700</td>
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<tr>
<td>14, 4/20</td>
<td>Erectile disorder</td>
<td>Assignment: Case report 3 due before class</td>
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<tr>
<td>Online</td>
<td>Orgasmic disorder</td>
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<td>(Faculty directed activities: 3 hours)</td>
<td>Gender dysphoria</td>
<td>DSM-5: pp. 361-422; 715-731</td>
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<td>Sleep – wake disorders</td>
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<td>Conditions for further study</td>
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### Course Syllabus: NURS 502

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<tr>
<th>Week/Date</th>
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<tr>
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<td>V &amp; Z codes</td>
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<tr>
<td>15</td>
<td>Prevention of psychiatric illnesses and suicide</td>
<td>Perese ch. 19</td>
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<td><a href="http://www.aoa.gov/AoARoot/AoA_Programs/HPW/Behavioral/docs/Older%20Americans%20Issue%20Brief%2004_Preventing%20Suicide_508.pdf">http://www.aoa.gov/AoARoot/AoA_Programs/HPW/Behavioral/docs/Older%20Americans%20Issue%20Brief%2004_Preventing%20Suicide_508.pdf</a></td>
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<td><a href="http://www.who.int/mental_health/publications/action_plan/en/">http://www.who.int/mental_health/publications/action_plan/en/</a></td>
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<td>Assignments: Discussion board 4 Suicide prevention and legal standards of care</td>
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<td>16</td>
<td>Final Exam</td>
<td>Submit by 5/8/2016</td>
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<td>5/2/2016</td>
<td>Final Exam</td>
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