

**University of Nevada, Las Vegas  
School of Nursing  
Spring 2021**

**COURSE NUMBER:** NURS 794

**COURSE TITLE:** Psychiatric Mental Health Nurse Practitioner I  
Assessment and Diagnosis of Psychiatric Mental Health Disorders  
Across the Lifespan

**CREDIT HOURS:** 6 credits  
3 didactic credit hours and 3 clinical credits hours  
45 clinical hours per clinical credit hour. Student is expected to  
complete 135 clinical hours

**PREREQUISITES:** NURS 701, 703, and NURS 730

**COREQUISITES:** None

**PLACEMENT IN  
CURRICULUM:** Spring

**COURSE DESCRIPTION:** Preparation of the clinician for history taking, including foundational neuroscientific principles, standardized scales and tools across the lifespan, psychiatric history, and physical examination. The comprehensive assessment will be utilized in conjunction with current DSM, cultural, genetic, religious, behavioral, and laboratory data in evaluating differential diagnoses and reaching a final diagnosis.

**COURSE DELIVERY  
METHOD:** On-line

<b>COURSE LEARNING OUTCOMES</b>	<b>MSN PROGRAM LEARNING OUTCOMES</b>	<b>POST- MASTER'S CERTIFICATE LEARNING OUTCOMES</b>	<b>DNP PROGRAM LEARNING OUTCOMES</b>
1. Apply age-appropriate principles of the psychiatric assessment, psychiatric interview, and diagnostic standards	Integrate scientific findings from health and educational fields to include, but not limited to, nursing, social sciences, and humanities.	Competently assess, diagnose, prescribe, evaluate and create a holistic treatment plan	Provide advanced nursing care to improve patient and population health care outcomes in various direct and indirect settings.
2. Differentiate criteria for common mental health problems and psychiatric disorders and select appropriate psychometric tools that contribute to diagnostic accuracy	<p>Apply continuous quality improvement measures to achieve positive outcomes in clinical or educational settings</p> <p>Utilize a systematic, scholarly approach to translate, apply, and disseminate evidence-based research in clinical or educational settings.</p>	Competently assess, diagnose, prescribe, evaluate and create a holistic treatment plan	Provide advanced nursing care to improve patient and population health care outcomes in various direct and indirect settings.
3. Identify signs and symptoms of common physical disorders that may present as psychiatric disorders, and explain the process of differential diagnosis	Incorporate health related technologies to deliver, coordinate care, and analyze data to improve outcomes.	Competently assess, diagnose, prescribe, evaluate and create a holistic treatment plan	Provide advanced nursing care to improve patient and population health care outcomes in various direct and indirect settings.
4. Examine and evaluate ethical, legal, and cultural issues as they relate to assessment, diagnosis and management of psychiatric illness	<p>Employ culturally appropriate skills in communicating and collaborating with interdisciplinary teams to achieve positive outcomes in clinical or educational settings.</p> <p>Synthesize social, cultural, financial, legal, ethical, and political influences to advance nursing practice, healthcare, and education.</p>	<p>Competently assess, diagnose, prescribe, evaluate and create a holistic treatment plan</p> <p>Articulate the professional role, which includes the ethical code of conduct and scope of advanced practice.</p>	Act as change agent, leader, and advocate in the design, implementation, and evaluation of health care policy as it affects populations and the nursing profession.

<b>COURSE LEARNING OUTCOMES</b>	<b>MSN PROGRAM LEARNING OUTCOMES</b>	<b>POST- MASTER'S CERTIFICATE LEARNING OUTCOMES</b>	<b>DNP PROGRAM LEARNING OUTCOMES</b>
5. Utilize national standards of care associated with comprehensive assessment and diagnosis of mental illness	Apply continuous quality improvement measures to achieve positive outcomes in clinical or educational settings.	Practice ethically in the conduct of research, management and clinical professional practice	Provide advanced nursing care to improve patient and population health care outcomes in various direct and indirect settings.

<b>COURSE LEARNING OUTCOMES</b>	<b>MSN PROGRAM LEARNING OUTCOMES</b>	<b>POST- MASTER'S CERTIFICATE LEARNING OUTCOMES</b>	<b>DNP PROGRAM LEARNING OUTCOMES</b>
6. Provide evidence-based rationale for age-appropriate treatment plan and coordinate all sources of care that facilitates highest level of functioning and self-management	Integrate scientific findings from health and educational fields to include, but not limited to, nursing, social sciences, and humanities  Utilize a systematic, scholarly approach to translate, apply, and disseminate evidence-based research in clinical or educational settings.	Develop and monitor a comprehensive holistic plan of care that address the health promotion and disease prevention needs of a diverse client population	Take leadership roles in the analysis, delivery, and management of nursing care and health care systems.
7. Integrate scientific findings from nursing and related sciences, including genetics and genomics, into the delivery of advanced nursing care to populations in diverse settings	Integrate scientific findings from health and educational fields to include, but not limited to, nursing, social sciences, and humanities  Incorporate health related technologies to deliver, coordinate care, and analyze data to improve outcomes.	Competently assess, diagnose, prescribe, evaluate and create a holistic plan of treatment	Collaborate with inter-professional teams to meet the healthcare needs of culturally and ethnically diverse individuals and populations.

**REQUIRED TEXT(S):**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). Arlington, VA: American Psychiatric Association.

Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of psychological assessment* (6<sup>th</sup> ed.). Hoboken, NJ: John Wiley & Sons, Inc. ISBN-13: 978-1118960646

Sadock, B., Sadock, V., & Ruiz, P. (2015). *Kaplan and Sadock's synopsis of psychiatry* (11<sup>th</sup> ed.). North American Edition: Wolters Kluwer. ISBN-13: 978-1609139711

Zuckerman, E. L. (2019). *Clinician's thesaurus: The guide to conducting interviews and writing psychological reports* (8<sup>th</sup> ed.). New York, NY: The Guilford Press. ISBN-13: 978-1462538805

**RECOMMENDED TEXT(S):**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Perese, E.F. (2012). *Psychiatric advanced practice nursing: A biopsychosocial foundation for practice*. Philadelphia, PA: FA Davis. ISBN-13: 9780803622470

**REQUIRED TECHNOLOGY:** Word Processing Program: Microsoft Word (doc or docx) is preferred. If using WordPerfect or Works, text files must be submitted in .rtf (rich text format).

**TEACHING/LEARNING METHODS:** Online theory instruction may utilize video, and interactive learning tools to deliver content. Precepted clinical experiences and associated clinical activities facilitate application of theory content.

**EVALUATION METHODS:** The clinical portion will be graded as Pass/Fail. Students must pass the theory portion of this course with a grade of 83% or above and receive a PASS grade in this clinical in order to pass the course. Failure of the clinical component will result in failure of the entire course regardless of numerical average.

Students will be evaluated and graded through the following methods:	PERCENT OF FINAL GRADE
Case Studies with Presentation (3 total)	25%
Online Exams (3 total)	25%
Discussion Board Participation (4 total)	20%
Developmental Theory Paper	15%
Final Exam (Comprehensive Case Scenario)	15%
Clinical Requirements (135 hours and associated clinical activities)	PASS/FAIL
Syllabus Contract	PASS/FAIL
<b>TOTAL</b>	<b>100%</b>

Clinical Requirements	Grading
E*Value Weekly Logs	PASS/FAIL
Student Accountability Logs (3)	PASS/FAIL
SOAP Notes	PASS/FAIL
Reflective Journals (2)	PASS/FAIL
Clinical Evaluations (Preceptor[s] and Instructor): Midterms and Finals	PASS/FAIL
Other Required Clinical Paperwork: Student Information Worksheet(s), Attestation for Delivery of Syllabus and Cover Letter to Preceptor(s), Student Evaluation of Preceptor(s) and Clinical Site(s).	PASS/FAIL

**GRADING SCALE:**

Grades will not be increased to the next highest number, for example 82.99% will not be rounded off to become 83%.

100 – 93 = A	87 – 83 = B	77 – 75 = C	67 – 63 = D
92 – 90 = A-	82 – 80 = B-	74 – 70 = C-	62 – 60 = D-
89 – 88 = B+	79 – 78 = C+	69 – 68 = D+	< 60 = F

**PASSING GRADE:**

A "B" or 83% is the minimum grade necessary to pass all graduate courses.

## UNIVERSITY POLICIES

Please see the [Student Syllabus Policies Handout](https://www.unlv.edu/sites/default/files/page_files/27/SyllabiContent-MinimumCriteria-2018-2019.pdf) for select, useful information for students. This document can be found at: [https://www.unlv.edu/sites/default/files/page\\_files/27/SyllabiContent-MinimumCriteria-2018-2019.pdf](https://www.unlv.edu/sites/default/files/page_files/27/SyllabiContent-MinimumCriteria-2018-2019.pdf)

## SCHOOL OF NURSING POLICIES

**Civility** -- The University of Nevada, Las Vegas School of Nursing defines civility by respecting others and honoring differences to provide a safe and supportive learning and work environment. Civility encompasses behaviors expected by the profession of nursing, which includes students, faculty, and staff members. The UNLV SON expects students to demonstrate civil behavior at all times.

**Teaching Evaluations** – In order to evaluate the effectiveness of teaching at UNLV, it requires course evaluations to be administered at the end of each course. Teaching evaluations are a very important piece of assessment data and it is important that the reliability, validity, and legitimacy of these instruments be maintained.

Your evaluation of instruction is a vital part of maintaining and improving the nursing program's quality and a professional responsibility as well. Your instructors give great weight to your assessments and suggestions for course improvement. Each semester, we modify the courses based on these evaluations so that the courses are improved for the incoming class of students, a type of continuous quality improvement. Finally, the Commission on Collegiate Nursing Education bases part of its accreditation of our program on whether we make course improvements responsive to student evaluations. We appreciate your assistance with this important part of your student career.

UNLV School of Nursing  
Evaluation of Instruction Questions  
Delivered on-line by the UNLV Evaluation & Assessment Center

1. *This course increased my knowledge.*
2. *The course provided sufficient opportunity for me to learn.*
3. *The course challenged me intellectually.*
4. *The instructor made a significant impact on my understanding of course content.*
5. THE COURSE OBJECTIVES WERE CLEAR.
6. MY GRADES ADEQUATELY REFLECTED THE QUALITY OF MY PERFORMANCE IN THIS COURSE.
7. THE INSTRUCTOR'S EXPECTATIONS FOR ASSIGNMENTS WERE CLEAR.
8. THE INSTRUCTOR'S ASSESSMENTS REFLECTED WHAT WAS COVERED IN THE COURSE.
9. The instructor was well prepared for each session.
10. The instructor's explanations were clear.
11. The instructor was concerned with whether or not the students learned the material.
12. The instructor was available for consultation with students.

Key-- color or font: *Learning Ratings* ASSESSMENT RATINGS Instruction Ratings

**MSN and/or DNP Student Handbook:** You are responsible for reviewing the current student handbook for your specific program(s) for the School of Nursing as well as the UNLV Graduate Catalog. Throughout your program, you must follow all policies within these publications.

**Confidentiality:** An important part of nursing ethics is maintaining the client's confidentiality. Therefore, written work submitted to the instructor must never contain his/her full name. Clients' problems must not be discussed with family or friends. If the School ascertains that a client's confidentiality has been violated, the student violating the confidence will be subject to disciplinary action.

**Instructor Response Time:** For e-mails sent Monday through Friday (8 a.m. to 4 p.m.), instructors will respond within 24 hours. For e-mails sent on weekends and holidays, expect a response within 48 hours.