**The University of Texas at Arlington**

**College of Nursing and Health Innovation**

**N5324 Psychiatric Mental Clinical Practice I**

 **Fall 2018**

**Instructor(s): Kimberly Thompson, DNP, APRN, PMHNP-BC *Assistant Clinical Instructor***

**Office Number:** Pickard Hall, Rm # TBA

**Email Address:** Kimberly.thompson@uta.edu

**Faculty Profile:**  [https://mentis.uta.edu/explore/profile/kimberly-colon](https://mentis.uta.edu/explore/profile/kimberly-colon%22%20%5Ct%20%22_blank)

**Office Hours:** By appointment only

**Section Information:** N5324- Section 001, Section 002

**Time and Place of Class Meetings:**

Monday, August 27, 2018, 1:00 – 4:00 pm, Pickard Hall room 206

Monday, September 24, 2018, 1:00 – 4:00 pm, Pickard Hall room 206

Monday, October 22, 2018, 1:00 – 4:00 pm, Pickard Hall room 206

Monday, November 26, 1:00 – 4:00 pm, Pickard Hall room 206

**Description of Course Content:**

This course provides application of theoretical knowledge and clinical skills to patients with commonly occurring psychiatric and mental health disorders across the life span in the context of advanced nursing practice. Graded as F, A, B, C, D, or W.

**Student Learning Outcomes:** Upon completion of this course, the student will be able to:

1. Make appropriate DSM 5 diagnoses for selected psychiatric and mental health disorders in selected populations
2. Develop a plan of care that includes pharmacological and non pharmacological management of selected populations with common psychiatric and mental health disorders.

**Required Textbooks and Other Course Materials:**

1. American Psychiatric Association, (2013). *Diagnostic and statistical manual of mental*

 *disorders (DSM-5).* (5th ed). Washington, DC: American Psychiatric Association **ISBN:**

 **9780890425558**

1. Sadock, B.J., Sadock, V.A., & Ruiz, P. (2014). *Kaplan and Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (11th ed.). Philadelphia: Lippincott Williams &Wilkins. **ISBN: 9781609139711**
2. Stahl, S. M. (2014). *Stahl’s essential psychopharmacology: Prescriber’s guide,* (5th ed.), Cambridge University Press. **ISBN: 9781107675025**
3. Stahl, S. M. (2013). *Stahl’s essential psychopharmacology: Neuroscientific basis and practical applications* (4th ed.), Cambridge University Press. **ISBN: 9781107686465**
4. Procyshn, R. M., Bezchlibnk-Butler, K. Z., & Jeffries, J. J. (2017). *Clinical Handbook of Psychotropic Drugs* **(**22nd ed). Boston, MA: Hogrefe Publishing**. ISBN:** 978-0889374966
5. Wheeler, K. (2013). *Psychotherapy for the advanced practice psychiatric nurse*.(2nd ed)Springer Publishing Company. **ISBN: 9780826110008**
6. Zimmerman, M., *Interview Guide for Evaluating DSM-% Psychiatric Disorders and the Mental Status Examination*. (2nd ed.). Psych Products Press. **IBSN: 9780963382115**
7. Carlat. (2016). *Psychiatric interview* (4rth ed.). Philadephia: Wolter Kluwer. **ISBN: 9781496327710**

**Description of major assignments and examinations: All assignments due at 9:00 pm**

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| --- | --- | --- |
| Preceptor Evaluations on InplaceReflective Journal | P/FP/F | Due 12/3Due 9/3, 12/3  |
| Clinical Objectives SOAP (2) | P/F30% | Due 9/3, 12/3Due 9/24, 11/12  |
| CDM ICDM IIMed Management Note Clinical Practicum & SOAP | 15%15%10%20% | 9/10 (available 8/28 – 9/10)10/29 (available 10/15 - 10/29)11/26Due 12/1 Faculty evaluates student doing psychiatric evaluation or multiple medication management visits at student’s primary preceptor site (You will schedule with faculty and preceptor). SOAP note due within 48 hrs of visit. Practicum must be scheduled 2 weeks in advance to confirm date. ***Must complete CPI clinical hours and practicum before starting CPII clinical. Must get release from CPI faculty prior to starting CPII hours.*** |
|  |  |  |
| Classroom Participation  | 10% | Class participation  |
| Post Signature Log to Blackboard | P/F | 9/15, 10/1, 10/15, 11/1, 11/15, 12/1 First compare Clinical Signature Logs and Inplace to confirm dates and times, then post signature logs to BB under your dedicated thread.  |
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**Attendance Policy:** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this course, I will have **a graded activity in each class and attendance is expected.** However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Requirements:**

Prerequisites: NURS 5210, NURS 5211, NURS 5212, NURS 5322, or concurrent enrollment in N5323

**Other Requirements:**

This course requires the use of LockDown Browser and an external webcam for online exams and assignments; you must have an external webcam for this. Click on link on face page of Blackboard and watch the video and then install respondus to your computer desktop. You will need to use a webcam to scan your student id card and to scan your environment before taking the exam and so must purchase an external webcam

To take an online test, start by closing all browsers; then open your Respondus LockDown Browser and navigate to the exam. You do not need a password to take the exams. (You won’t be able to access the exam with a standard web browser.) For additional details on using LockDown Browser, Contact Bb support or the HELP desk for any questions about this browser.

Finally, when taking an online exam, follow these guidelines:

* Ensure you’re in a location where you won’t be interrupted
* Turn off all mobile devices, phones, etc.
* Clear your desk of all external materials — books, papers, other computers, or devices
* Remain at your desk or workstation for the duration of the test
* LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted
* Scan your student id card for identification purposes and scan the environment of the area where you are taking the exam.

**Clinical Hours:** 180 Clinical Hours Required with 2 preceptors - 90 hours therapy and 90 hours in pediatric, geriatric, or adult med management.

It is encouraged to do one of the therapy rotations in a clinician's office and the other in a hospital setting (for CPI and CPII), although students may stay in the same setting if they choose for both rotations (CPI and CPII). Experience in all three areas (individual, family, and group therapy) is highly encouraged but not required.  The medication management 90-hour rotations should be done in a psych-specific practice with psychiatric medical management or in a multimodal facility where a psychiatric preceptor does general medical care of patients in addition to psych-specific care. Clinical

As a family PMHNP student, you are required to complete 90 med management hours with Pedi, 90 med management hours with Geri, and 90 med management hours with Adults. The additional med management hours can be arrange with the population of your choice. The 90 required hours for either Pedi or Geri must be complete before entering practicum. Each population is defined as:

* Pediatric patients (age 5 – age 17)
* Adult patients (age 18-64, and
* Geriatric patients (age 65+)

**Grading Policy:** Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. No rounding.

Course Grading Scale

A = 90 to 100

B = 80-89

C = 70-79

D = 60 to 69 – cannot progress

F = below 59 – cannot progress

**Grade Grievances**: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. <http://catalog.uta.edu/academicregulations/grades/#graduatetext>. For student complaints, [seehttp://www.uta.edu/deanofstudents/complaints/index.php](http://www.uta.edu/deanofstudents/complaints/index.php).

**Late Assignments / Assignments:** Late assignments will not be accepted for a grade or reviewed for feedback (regardless of the reason) and will be assigned a zero. Quizzes and tests must be started, completed, and submitted prior to the submission due date and time. Any quiz or test submitted after the due date and time will not be accepted.

**Make-up Exams:** Please contact your faculty for approval.

**Test Reviews:** Contact faculty for instructions.

**Expectations of Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Drop Policy:  Drop Policy:** Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Academic Advisor @ MSNAdvising@uta.edu.

Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student’s academic department. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Office of Financial Aid and Scholarships at <http://www.uta.edu/fao/>  .  The last day to drop a course is listed in the Academic Calendar available at <http://www.uta.edu/uta/acadcal.php?session=20176>

1.      A student may not add a course after the end of late registration.

2.      A student dropping a graduate course after the Census Date but on or before the last day to drop may, receive a grade of W. Students dropping a course must:

(1) Contact your graduate advisor to obtain the drop form and further instructions before the last day to drop.

**Census Day:  September 7, 2018**

**Last day to drop or withdraw – November 2, 2018 by 4:00 p.m.**

**Last day of classes – December 4, 2018**

**Final Exams – December 10 – 14, 2018**

**Disability Accommodations:** UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability.

Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C%3A%5CUsers%5Colivier%5CAppData%5CLocal%5CTemp%5Cjmhood%40uta.edu).

**Student Support Services**: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**The English Writing Center (411LIBR)**:The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see <http://www.uta.edu/owl> for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Success Faculty:** In order to assist masters nursing students who are at academic risk or who need academic support, there are graduate faculty members available to you. The goal of the success faculty members is to support student achievement in masters-level coursework so students can reach their educational goals. Students may contact a success faculty member directly, or a course instructor may encourage you to contact a success faculty member.

The success faculty in the MSN Program:

Dr. Mary Schira is available as a success faculty to assist with diverse resources that may include study skills, testing challenges/approaches, managing multiple responsibilities, and addressing personal issues impacting academic performance.   Course content challenges may also be addressed, with referral to additional resources as indicated.  Dr. Schira can be reached via email:  schira@uta.edu.

**Writing Assistance for Students**

Should you need assistance with writing, please contact your Lead Teacher for information.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. **All students are assigned a MavMail account and are responsible for checking the inbox regularly.** There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

If you are unable to resolve your issue contact the Helpdesk at helpdesk@uta.edu.

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Librarian to Contact:**

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| Peace Williamson 817-272-6208peace@uta.edu | Lydia Pyburn 817-272-7593llpyburn@uta.edu | Heather Scalf817-272-7436scalf@uta.edu |

Contact all nursing librarians:

library-nursing@listserv.uta.edu

**Helpful Direct Links to the UTA Libraries’ Resources**

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| **Research Information on Nursing**  | [**http://libguides.uta.edu/nursing**](http://libguides.uta.edu/nursing) |
| **Library Home Page**  | <http://library.uta.edu/> |
| **Subject Guides**  | <http://libguides.uta.edu> |
| **Ask us** | <http://ask.uta.edu> |
| **Database List**  | <http://libguides.uta.edu/az.php>  |
| **Course Reserves**  | <http://pulse.uta.edu/vwebv/enterCourseReserve.do> |
| **Library Catalog**  | <http://uta.summon.serialssolutions.com/#!/> |
| **E-Journals**  | <http://pulse.uta.edu/vwebv/searchSubject> |
| **Library Tutorials**  | [library.uta.edu/how-to](http://library.uta.edu/how-to) |
| **Connecting from Off- Campus**  | <http://libguides.uta.edu/offcampus> |
| **Academic Plaza Consultation Services** | [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza) |
| **Study Room Reservations** | [openroom.uta.edu/](http://openroom.uta.edu/) |

For help with APA formatting, you can go to:

1. <http://libguides.uta.edu>
2. Scroll down and click on “Nursing”
3. Click on “APA Guide” for advice on various aspects of paper writing.  This is a short-cut for the APA Manual.  When in doubt, refer to the Manual.

In addition to providing the general library guide for nursing (<http://libguides.uta.edu/nursing>), we can put together course specific guides for your students.  The subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit <http://libguides.uta.edu/os> and <http://libguides.uta.edu/pols2311fm> .

**UTA College of Nursing and Health Innovation - Additional Information:**

**Clinical Evaluations:** Students are evaluated during each clinical course by their instructor with the Clinical Evaluation of Student tool. For ALL graded and pass/fail clinical courses, students must attain 80% on this evaluation in order to pass the course. For numerically graded clinical courses, students will be assigned a numerical grade based on their performance on the tool.

For graded Clinical Practice 1 courses, students must receive ‘Meets Expectation with Moderate Assistance’ on 80% of the scored items.  For Clinical Practice 2 courses, students must receive ‘Meets Expectation with Minimal Assistance’ on 80% of the scored items. The student’s percentage score will be the assigned grade for evaluation, with the minimum requirement of 80% to pass. Items marked as 'N/A or no opportunity to observe' will not be calculated in the student's raw score.

For pass/fail practicum courses, the student must achieve 80% of the scored items as 'meets expectation' in order to pass the course.

If the student fails to attain an 80% on the evaluation at the prescribed level of the course, the instructor may assign additional activities and/or additional clinical hours prior to a reevaluation.  The student will have a one-time opportunity to be re-evaluated. A second faculty member will be present during the clinical performance retake. If the student passes the clinical performance retake (with a minimum score of 80%), the maximum grade the student can receive for the exam for purposes of grade calculation is 80%. If the student fails the retake, the student will receive a grade of "F" for the course.

**Castle Branch**: All students must have current immunizations and other compliance documents on file with the university to legally perform clinical hours each semester. These requirements are submitted to Castle Branch. Your clinical clearance in Castle Branch must be current and remain in compliance throughout the duration of your clinical experiences. Failure to maintain compliance will result in removal from your clinical site until compliance is achieved. If you are not able to complete clinical hours due to noncompliance in Castle Branch, this may result in a course failure.

**Clinical Approval and Electronic Logs**: To be cleared for clinical, this means you have submitted the online proposal for your preceptor(s) and clinical site(s), received approval for your preceptor(s) and clinical site(s) from your clinical coordinator, submitted the online affiliation agreement information request for all clinical site(s) you will be attending, this affiliation agreement has been fully executed by the clinical facility and UTA Legal Department, and submitted a signed and complete preceptor agreement(s) for each preceptor you will work with to the appropriate drop box in the clinical management system.

**You must work with your preceptor(s) of record in the clinical site(s) of record.** This means that you must work with the preceptor and clinical sites that have been approved by your clinical coordinator. Note: If your clinical site or preceptor has not been fully approved and does not appear in the official records of the clinical management system, **you are not approved from a legal standpoint to be in the facility or with the preceptor.**

**Once you begin your clinical course, you may not make changes to your preceptors of record** except in circumstances where your preceptor leaves their position or it is determined that the preceptor or clinical site is not allowing you to meet the objectives of the course.

Students are required to enter all patient encounters into the clinical management system.

**You only have 7 days to enter your case logs and time logs from the day of your clinical experience.** **Failure to log cases/hours within 7 days will results in a loss of those hours. No exceptions.** Your electronic logs are both a student learning opportunity and an evaluation method for your clinical courses.  Patient encounters include patients the student assesses, diagnoses, and manages as part of their clinical coursework.  Individual clinical courses may have additional guidelines/requirements related to their specific course and will be noted in the course syllabus (e.g. types of encounter required, number of patients required during course).  The student’s electronic log data provides a description of the patients managed during the student’s clinical experience, including the number of patients, diagnoses of patients, and the type of interventions initiated.  As a result, the data is an essential requirement of the student’s clinical experience and is used to evaluate student clinical performance.  The data is also used to meet course requirements and to evaluate student clinical performance.  Upon completion of the Program, students will have access to an executive summary of their log entries for their professional portfolio.

**Status of RN Licensure:** All graduate nursing students must have an unencumbered license as designated by the Texas Board of Nursing (BON) to participate in graduate clinical nursing courses in the state of Texas.  It is also imperative that any student whose license becomes encumbered by the BON must immediately notify the Chair of the Graduate Nursing Program. The complete policy about encumbered licenses is available online at: [www.bon.state.tx.us](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.bon.state.tx.us&data=02%7C01%7Colivier%40uta.edu%7C6fb403a85ae94c93d21608d5e69f23b4%7C5cdc5b43d7be4caa8173729e3b0a62d9%7C0%7C0%7C636668493524291451&sdata=a8CdDGmvHDMpbMG%2BmdcXoJLS6vdu%2B%2F75TvZgJInHWzM%3D&reserved=0)

**MSN Graduate Student Dress Code:** The College of Nursing and Health Innovation expects students to reflect professionalism and maintain high standards of appearance and grooming in the clinical setting. Students must adhere to the Dress Code Policy. www.uta.edu/nursing/file\_download/234/BSNDressCode.pdf **Clinical faculty has final judgment on the appropriateness of student attire and corrective action for dress code infractions. Students not complying with this policy will not be allowed to participate in clinical.**

**UTA Student Identification: MSN Students MUST be clearly identified as UTA Graduate Students and wear a UTA College of Nursing and Health Innovation ID in the clinical environment.**

**Unsafe Clinical Behaviors:** Students deemed unsafe or incompetent will fail the course and receive a course grade of “F”. **Any of the following behaviors constitute a clinical failure**:

1. Fails to follow standards of professional practice as detailed by the Texas Nursing Practice Act \* (available at [www.bon.state.tx.us](http://www.bon.state.tx.us))

2. Unable to accept and/or act on constructive feedback.

3. Needs continuous, specific, and detailed supervision for the expected course performance.

4. Unable to implement advanced clinical behaviors required by the course.

5. Fails to complete required clinical assignments.

6. Falsifies clinical hours.

7. Violates student confidentiality agreement.

\*Students should also be aware that violation of the Nursing Practice Act is a “reportable offense” to the Texas Board of Nurse Examiners.

**Blood and Body Fluids Exposure:** A Health Verification form was signed by all MSN students at start of the program documenting personal health insurance coverage. All MSN students have mandatory health insurance and will need to manage exposure to blood and fluids. Current CDC guidelines can be found at:<http://www.cdc.gov/>

**Ebola exposure**: Please inform your faculty if you have been in contact with anyone who has Ebola/have traveled to a country that has Ebola virus.

**Confidentiality Agreement:** You signed a Confidentiality Form in orientation and were provided a copy of the form. Please take your copy of this Confidentiality Form with you to your clinical sites. **Please do not sign** other agency confidentiality forms. Contact your faculty if the agency requires you to sign their confidentiality form.

**Graduate Student Handbook:** Students are responsible for knowing and complying with all policies and information contained in the Graduate Student handbook online at: <http://www.uta.edu/conhi/students/policy/index.php>

**Student Code of Ethics:** The University of Texas at Arlington College of Nursing and Health Innovation supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the student handbook online: <http://www.uta.edu/conhi/students/msn-resources/index.php>

**No Gift Policy:** In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing and Health Innovation has a “no gift” policy. A donation to one of the UTA College of Nursing and Health Innovation Scholarship Funds, found at the following link: is <http://www.uta.edu/conhi/students/scholarships/index.php> would be an appropriate way to recognize a faculty member’s contribution to your learning.  For information regarding Scholarship Funds, please contact the Dean’s office.

**Online Conduct:** The discussion board should be viewed as a public and professional forum for course-related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature.

It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards. Refer to UTA CONHI Graduate Student Handbook for more information.

***For this course Blackboard communication tools, discussion boards, and UTA MAV email will be used extensively and should be checked often.***

**Graduate Nursing Support Staff**

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| --- | --- |
| **John Gonzalez, DNP, RN, ACNP-BC, ANP-C**Chair, Graduate Nursing ProgramsAssistant Professor, ClinicalPickard Hall Office #512Email address:  johngonz@uta.edu | **E. Monee’ Carter-Griffin, DNP, RN, ACNP-BC**Associate Chair for Advanced Practice NursingAssistant Professor, ClinicalPickard Hall Office #510Email address:  monee@uta.edu |
| **Margarita Trevino, PhD, RN, CHN**Associate Chair, DNP, PhD, Graduate Educator and Administration ProgramsPickard Hall Office #512A817-272-6347Email address: trevinom@uta.edu  | **Felicia Chamberlain**Manager of Graduate Nursing ProgramsOn-line Programs supportPickard Hall Office #515817-272-0659Email Address: [chamberl@uta.edu](file:///%5C%5Ctalisman%5Cnurs%5CAcademic%20Programs%5CMSN%20Programs%20%28Carter%20and%20Trevino%29%5CSyllabi%5CSyllabi%20Templates%5Cchamberl%40uta.edu) |
| **Rose Olivier**Administrative Assistant IIGraduate Nursing ProgramsPickard Hall Office #513817-272-9517Email address:  olivier@uta.edu | **Meagan Hare**Support Specialist IIGraduate Nursing ProgramsPickard Hall Office #520817-272-5769Email address: [mhare@uta.edu](file:///%5C%5Ctalisman%5Cnurs%5CAcademic%20Programs%5CMSN%20Programs%20%28Carter%20and%20Trevino%29%5CSyllabi%5CSyllabi%20Templates%5Cmhare%40uta.edu) |
| **Tameshia Morgan,** Clinical CoordinatorLetter set – A-GPickard Hall Office #518817-272-6344Email address:  tameshia.morgan@uta.edu | **Angel Trevino-Korenek,** Clinical CoordinatorLetter set – K-Q682-710-1569Email address:  angel.korenek@uta.edu |
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**N5324 Psychiatric Mental Clinical Practice I**

**Fall 2018**

| **Date/Time** | **Topic** | **Assignment/Class Activity**  |
| --- | --- | --- |
| **Week 1 August 22** |  | Review Syllabus Mood disorder materials available on BB |
| **Week 2 August 27**  | **Class I Mood Disorders** | Review materials prior to class |
| 1:00 pm -1:30 pm | Review of Syllabus  | We will briefly review syllabus and assignments |
| 1:30 pm – 2:00 pm | Clinical Review  | Inplace instructions, Signature logs, Due dates, Practicum |
| 2:00 pm to 4:00 pm | Mood Disorder Workshop | DSM criteria, Psychiatric Assessment Guide  |
|  |  |  |
| **Week 3 September 3** |  | ***Reflection Journal & Objectives #1 Due*** |
|  |  |  |
| **Week 4 September 10**  |  | ***CDM # 1 Due (available 8/28 – 9/10)*** |
|  |   |  |
| **Week 5 September 17**  |  | Anxiety materials available on BB |
|  |  |  |
| **Week 6 September 24**  | **Class 2 Anxiety** | Review materials prior to class |
| 1:00 pm - 1:45 pm | Review CDM 1 |  |
| 1:45 pm- 4:00 pm | Anxiety Workshop | DSM criteria, Psychiatric Assessment Guide ***SOAP #1 Due***  |
|  |  |  |
| **Week 7 October 1**  |  |  |
|  |  |  |
| **Week 8 October 8**  | **Personality Disorders** | Reading materials available on BB |
|  |  |  |
| **Week 9 October 15** |  | SUD materials available on BBCDM #2 available  |
|  |  |  |
| **Week 10 October 22** | **Class 3 SUD &****Eating Disorders**  | Review SUD materials prior to class |
| 1:00 pm – 4:00 pm | SUD Workshop | DSM criteria, Psychiatric Assessment Guide |
|  |  |  |
| **Week 11 October 29** |  | ***CDM #2 Due (available 10/15-10/29)*** |
|  |  |  |
|  |  |  |
| **Week 12 November 5** | **Psychosis**  | Reading materials available on BB |
|  |  |  |
| **Week 13 November 12** |  | ***SOAP # 2 Due*** |
|  |  |  |
| **Week 14 November 19** |  | ADHD materials available on BB |
|  |  |  |
| **Week 15 November 26** | **Class 4 ADHD**  | Review ADHD materials prior to class  |
| 1:00 pm – 4:00 pm | ADHD Workshop | ***Med Management Note Due***  |
|  |  |  |
| **Week 16 December 3** |  | ***Reflection Journal & Objectives #2 Due***  |

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**Notebook Check**

 **September/3/18 December/3/18**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Notebook Check #1** **Notebook Check #2**

**Grading Sheet**

**Clinical Objectives (P/F)** \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

**9/3** List four clinical objectives for each clinical site and

discuss ways to achieve these objectives. Objectives

should be presented to each preceptor on the first day of

clinical.

**12/3** Revaluate each objective and describe how you have

met or not met. Objectives should demonstrate

competencies in managing mental health needs.

Objectives should demonstrate progressive

professional role development and complexity.

**Reflective Journal** \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

In a one-page summary, reflect on your emotions,

thoughts, or skills gained throughout your clinical experience.

This may include an encounter with one, or multiple patients.

**Preceptor evaluation \_\_\_\_N/A\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_**

(complete in Inplace for therapy and med

management preceptors)

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**CLINICAL WORKSHEET FOR INPLACE**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preceptor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total clinical time, after deducting lunch/break \_\_\_\_\_\_

Clinical start time \_\_\_\_\_\_\_\_

Clinical end time \_\_\_\_\_

Age: \_\_\_\_\_\_\_

Gender: \_\_\_\_\_\_\_\_

Insurance:\_\_\_\_\_\_\_

Ethnicity \_\_\_\_\_\_\_\_\_

Reason for visit : \_\_\_Medication or therapy ?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 ICD-10 Diagnoses: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Medical Diagnoses: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CPT code: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Medications: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interventions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Format for SOAP Note (Initial Evaluation)**

**A. SUBJECTIVE (25 points) Use APA cover page**

Client identifying information

Chief Complaint

History of Present Illness

Neuro-vegetative Symptoms:

Sleep

Appetite and weight

Energy

Concentration

Anhedonia

Mood

Diurnal variation of mood

SI/HI

Anxiety-all disorders

Mania

Psychosis

Sexual interest/performance

Psychiatric History

Alcohol and Other Drug use History

Current Health Status:

Allergies

Medical Conditions (present and past)

Current prescribed medications

Health maintenance behaviors

Last menstrual period

Last physical exam & labs

Past Health Status:

Major Childhood Illnesses

Accidents

Menstrual & pregnancy hx

Hospitalizations

Surgeries

Family History

 Upbringing

Medical

Mental Health

Developmental History

Social History

Current health habits/ADLs

Educational History

Hobbies, talents, interests

Legal History

Current Living Situation

Marital and Relationship History

Work History

Financial Status

Military History

Religion/Spirituality

Social network/support system

Sexual History

Focused Review of Systems

**B. OBJECTIVE (10 points)**

Mental Status Exam

Appearance

Behavior & psychomotor activity

Attitude toward examiner/reliability

Mood

Affect

Speech

Perceptual disturbance

Thought processes

Thought content

Alertness and level of consciousness

Orientation

Memory

Concentration and attention

Capacity to read and write

Visual spatial ability

Abstract thinking, proverbs, and similarities

Fund of information and intelligence

Judgment

Insight

Assets/strengths

Liabilities

Do full MMSE if memory concerns or over age 65 (score 1-30)

Other objective data

Vital Signs

Height/Weight/BMI

Lab results

Screening tool results

Pertinent physical exam

**C. ASSESSMENT (15 points)**

Psychiatric Diagnoses; (what DSM criteria are met, not met, how you arrived at diagnosis)

Medical diagnoses

Differential diagnoses (2): (medical causes of the symptoms, such as hypothyroidism or brain tumor, for example) Brief description

Rule out diagnoses (2): (DSM 5 diagnoses that you suspect and will continue to evaluate for; e.g. if someone has MDD, then one R/O is Bipolar II Disorder, MRE Depressed)

**D. NEUROBIOLOGY (10 points)** (specific for this patient; Include and cite references)

Genetics/family history

Neurotransmitters

Neuroanatomical changes

Current theories of causation

Cultural factors

**E. PLAN & RATIONALE (20 points)**

Labs/ Diagnostic Tests/ Screening Tools

Medications- plan should be cost-effective and evidence based, use references

 Dosage & directions (number of pills, refills)

 Why this med?

 Neurochemistry & MOA

 Side effects

Teaching

 Expected benefits

 Contraindications

 Black Box Warnings

**F. Therapy prescription (10 points) Evidence based, use references**

 Type(s), duration, etc.

 Why this therapy?

 Expected benefits

 Therapy goals/Teaching

**G. Teaching plan (10 points)**

 Safety plan

 Diet and exercise

 Sleep

 Stress management/set goals/ homework

 Health promotion

 Relationship issues

 Resources (bibliotherapy, websites, etc.)

 Teach about meds, side effects, caution

 Other

Referrals and consultations

 PCP for physical exam or other follow up for symptoms

 Psychoneurological assessment (e.g. child with learning disorder)

 Outpatient substance abuse treatment, etc.

 Inpatient hospitalization

Follow up

 Time frame for next appointment based on assessment, safety

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**Tips for Psych Evaluation - SOAP Note**

1. SOAP note should be completed on a new psychiatric evaluation
2. Be sure to review and cover all SOAP note grading criteria.
3. Follow provided SOAP note format when completing assignment.
4. If there is any information that was not obtained during interview, be sure to review chart for that information.
5. If information not asked during interview and not obtained through chart, type in italics what you would have asked.
6. Review of systems and physical exam should be focused and pertinent ONLY.
7. If there was an intervention completed that you would have done differently, please type in italics what you would have done and why.
8. Be sure to provide rationale for ALL of your interventions.
9. Example provided on Blackboard

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 **Medication Management Note (follow-up appointment)**

Use APA cover page

Date: Clinical site/preceptor:

*(Any areas not completed during assessment, you may add additional information in italics*)

**S: (25 points)**

Patient: Demographic: who came with patient; age, gender, race marital status, reliability;

CC: (patient’s words in quotes)

HPI

Summary of patient’s explanation of chief complaint, including response of medications on target symptoms, effect on functioning,

Sleep:

Appetite/weight gain or loss:

Energy:

Anhedonia:

Mood:

SI/HI

Anxiety (if anxiety disorder, give progress on each disorder)

Mania

Psychosis

Other targeted symptoms: memory, attention, focus, concentration, agitation, violence, function, alcohol and drug use (get full details)

Current list of meds

Psych meds (list each with dose) (side effects - list & present or not) any missed doses/reason?

PRN meds (state how often took them and why; excess over prescribed)

Non-psych meds and dose and who prescribed meds.

OTC including vitamins and doses-taken daily or only now and then

Herbal or diet treatments (how long, response, effect on psych symptoms)

Current medical problems/new and/or progress of existing (ROS)

Stressors –old, new and coping skills employed

Emergency meds, restraints, if hospitalized.

Hospital visits

Last time had labs done

Current therapy, classes attending, school progress

Other psychosocial data, e.g. applied for SSI, working on job resume, fired from job

Any new history discovered during the session (e.g. FH data on bipolar disorder)

**O: (20 points)**

VS , Wt/BMI./ waist circumference, etc

Recent Labs and dates: (e.g. record lithium, Depakote levels, WBC, thyroid, relevant lab results and date)Mental status exam (adapt to patient)

Appearance:

Behavior:

Speech:

Mood: rate

Affect

Perceptual disturbance

Thought content: delusions/SI

Thought process

Alertness and level of consciousness

Orientation

Memory

Concentration and attention

3 stage command

Capacity to read and write

Visuospatial

Abstract thinking

Fund of information

Judgment

Insight:

Assets/strengths

Liabilities

Screenings done

A: (**25 points)**

Diagnoses-discuss decision making related to diagnosis (including ICD- 10)

Medical diagnoses

2 Rule outs, 1 differential? Discuss rationale

Problems: ongoing, new, resolved (Z/V codes)

(Brief rationale for decisions about all diagnoses using DSM 5 criteria)

P: (**30 points) PROVIDE RATIONALE FOR ALL DECISIONS**

1. Medications: (Continue/start, (#mg, schedule), change, discontinue, how to taper, how to titrate, consider at future appointment + rationale, # pills provided, RX, # pills, # refills, samples (#), cost (write prescription)
2. Labs or other tests
3. Therapy: (referral to x, continue with x, goals)
4. Education: (e.g. mood diary, food diary) what bibliotherapy provided, what written information provided (can attach copy). State: instructed patient on side effects, risk of weight gain, setting goals for exercise; etc.
5. Counseling: (e.g. goals: patient agrees to not drink for next 2 weeks)
6. Referral/ consultation
7. Follow up: when to call, next appointment, other instructions given

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**Tips for Medication Management Notes**

:

1. Subjective Data: Focus on what has happened since the last visit-update on symptoms, include relevant quotes from patient. Include significant positives and negatives. Include duration and severity of symptoms/problems. Select patient who you have significant amount of information.
2. Objective data- brief notation of each area-include significant positives and negatives-e.g. denies reckless behavior ( judgment ), rates mood 40/50 (50 being level), no A/V/Hallucinations, note change (more restless, more fidgety), eye contact good
3. Any screenings done (e.g. AIMS), recording of lab and VS e.g. what is most recent lithium level, date of level, last date of thyroid testing, etc. BMI, waist circumference, weight if applicable, other physical symptoms
4. Focus your thinking on “is this the correct diagnosis?” is this the correct medication(s), do we decrease the med, increase a med, change a med, stop a med, or change the dosing schedule of the med (e.g. if taking in AM and is sedating, change to PM)
5. Write diagnosis for this patient, updating for this visit; write current mood or most recent mood if Bipolar

1. Write plan for this patient including all areas. If continuing the same meds, write them down, with the doses and schedule for taking. “Continue Paxil 20 mg qHS. If new med, write Start Wellbutrin 150mg. XL qam, etc. If giving samples, indicate how many, if given RX, indicate # of pills and # of refills

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**Clinical Decision Making Tip Sheet**

This is an individual assignment that will be accessible via Blackboard.This is in a "quiz" format with several sections. Each section has information followed by questions to be answered. Read carefully, and respond to the specifics asked.

APA 6 and referencing citations: Please reference using correct APA 6 format. The DSM 5 (author is American Psychiatric Association), Zimmerman, and other texts should be referenced using APA 6 format. Please use peer reviewed articles and texts rather than class notes as references. Please remember as you make your responses that this CDM is a formal paper so use complete sentences unless otherwise specified.

Answering questions: Once you have answered a question, you must submit the answer prior to getting access to the next. You will not be able to go back to your questions once you click submit---**do not skip a question**, as you will not be able to go back to that question either.

Try and do several sections at the same time. If you click “save” you will be able to stop and start where you left off. As long as you do not move to the next question, you will be able to access the question you are working on. You CAN save your answer and go back to the question if you want to revise or add to before moving to next question. Just don't move on until you are certain you are finished with that question. You can cut and paste from a word file to the quiz, but can’t cut and paste from the quiz to word file. Recommended server: Firefox

You will be able to see the feedback from your clinical faculty for a short while after the assignment is returned. A box is provided for feedback for each section and points earned.

**Academic Integrity**

Please confirm that you have reviewed this in the assignment section on Blackboard by 8/27/18. All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted.

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with the University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. in the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas BON using rule §215.8 as a guide.**

**Plagiarism:** Copying another student’s paper or any portion of it is plagiarism. Copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. Consistent with APA format, if five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author’s name, date of publication, and page number of publication. If the author’s ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing giving the author’s name and date of publication. If a single author’s ideas are discussed in more than one paragraph, the author must be referenced, according to APA format. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are expected to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/plagiarism/index.html>