UT Tyler | SCHOOL OF NURSING

Differential Diagnosis for Mental Disorders
NURS 5363.560 and NURS 5363.P061
Summer 2024

Scheduled Class Days and Times: Online Every other Monday 6:30 – 7:30 PM

Instructor's Name: Dr. Brandon Respress
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Office Hours: Office Hours: Virtual and by appointment only. Appointments are for phone calls or video conferences only. Please email faculty to make arrangements and obtain a Teams link.

*Best way to contact me is by email.

Course Description: Using a case-based approach, students develop advanced skills for the differential diagnosis of mental disorders, including observation and interviewing skills, and the use and interpretation of screening tools, laboratory tests, and behavioral assessments. Case studies will utilize the most current edition of the *Diagnostic and Statistical Manual of Mental Disorders (5th ed., text rev.)* and other appropriate methodologies for diagnosing mental disorders.

Prerequisites: NURS 5350; NURS 5352; NURS 5354

Student Learning Outcomes:

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

1. Identify and develop a working knowledge of the DSM-5 categories within a monoaxial system that recognizes social and physical diagnoses have an impact upon the mental health of the whole individual.

2. Discuss and determine an appropriate diagnosis while analyzing to rule out differential diagnoses based upon an evaluation of symptoms.

3. Describe how DSM-5 diagnoses contribute to ethical and efficacious assessment for treatment planning for both pharmacological and non-pharmacological interventions.

4. Explain and compare the assumptions of the medical model, psychosocial models, and developmental models as related to human behavior and the improvement of whole person health.

Required Textbooks and Readings:

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text revision.). (DSM-5-TR). ISBN 978-0-89042-576-3

Carlat, D. J. (2017). *The psychiatric interview* (4th ed.). Walters Kluwer.

Additional literature is presented for reading within each module.

If you are in a clinical course, all students are required to have an active InPlace subscription.

Recommended Textbooks and Readings:

American Nurses Association (2021). *Nursing: Scope and standards of practice* (4th ed.). Nursingbooks.org. ISBN: 978- 0999308868

American Psychiatric Nurses Association, International Society of Psychiatric-Mental Health Nurses, American Nurses Association (2015). *Psychiatric-mental health nursing: Scope and standards of practice* (2nd ed.). Silver Spring, MD: ISBN: 978-1558105553

Jameson, J., Fauci, A., Kasper, D., Hauser, S., Longo, D., & Loscalzo, J. (2018). *Harrison's principles of internal medicine* (20th ed.). McGraw-Hill.

Johnson, K., & Vanderhof, D. (2020). *Psychiatric-mental health nurse practitioner: Nursing certification review manual continuing education resource clinical practice resource* (4th ed.). American Nurses Credentialing Center. ISBN: 9781935213796

Stahl, S. (2020). *The prescriber's guide* (7th ed.). Cambridge University Press. ISBN: 978-1108926010

Required Course Equipment:
Web Cam and microphone for your computer or contact the instructor.

Special Course Notes:
1) Proctoring Notice: Four Exams will be given ONLINE, using a proctored service called ProctorU. You must sign up with ProctorU at the beginning of the semester.
2) This course requires you to have a webcam and microphone. If you are not able to provide these items, you must contact the instructor as soon as possible so it may be arranged for you to take your exam on campus.
3) Exams must be taken during the time specifically designated. If you are unable to take the exam, notify the instructor and the instructor will determine if a makeup exam is

warranted. Any potential make-up exam will be done during finals week only, with special permission.

4) Exam dates are listed in the Course Calendar

5) Students must achieve an AVERAGE of 80 on all four exams to pass the course. Even though you may have enough percentage in other areas to raise your overall grade, you still will not pass the course without an 80 overall AVERAGE on all exams.

6) Each exam may be opened during the designated hours listed within Canvas, but you will only have 100-minutes to complete the exam—including the verified time with ProctorU. You must finish the exam by the end time established for the exam. Please pay strict attention to this time limit!

7) The module objectives and assigned readings will guide the selection of items for the tests. Emphasis will be on application and synthesis of knowledge.
   - Exam 1 will cover Modules 1, 2, 3, 4
   - Exam 2 will cover Modules 5, 6, 7
   - Exam 3 will cover Modules 8, 9, 10
   - Exam 4 will cover Modules 11, 12, 13

8) Absolute integrity is expected from every student in all aspects of the course and students may be dismissed from the program for violations. Cheating on exams will not be tolerated. All persons involved in Academic Dishonesty will be disciplined in accordance with University Regulations and Procedures. You are responsible for reading and following the student guidelines on academic integrity in the Handbook of Operating Procedures for UT Tyler.

9) Exams are Not open book. No notes, books, papers, or other aids are to be used during any exam. Students are to work individually and submit the test within the allotted time.

10) When your test is completed, you must disconnect from the test in Canvas PRIOR TO disconnecting from ProctorU for test security purposes. Any attempts to copy the examination will be viewed as cheating.

11) If necessary, opportunities for individual review of questions regarding the exam will be allowed within 1 week of the administration of the exam. After that timeframe, the exam will no longer be reviewed.

12) Any adjustment to exam grades will be at the discretion of the faculty. Grades will be posted on Canvas but should not be considered the official grade for the course until all exams have been taken and final grades have been posted.

Assignments and Weights/Percentage/Point Values

1. Exams (four exams at 15% each)   60%
The average of your exams must be greater than or equal to 80 to pass the course. Even if you have enough points to pass otherwise, you will not pass the course without making an 80 average on the four exams. This is to prepare you to sit for state boards.

2. Assigned Projects and Papers   40%

a. **Co-Facilitating Seminar:** Two to three students are responsible for cofacilitating each class discussion. Seminar dates will be assigned to each student who leads the discussion on the readings for that week. The students should meet with faculty the week before class to determine which part of the readings to focus on. In preparing for the discussions, the student will write a brief summary of the articles/chapters and present this to the class. NO POWERPOINTS PLEASE. After presenting a brief summary, ask questions of the class formulating questions on the reading that generate discussion. The majority of the class should be discussion so develop at least five to 10 discussion questions. Do not ask questions whose answers must be looked up on a particular page. Instead, let your questions point us to the major points or memorable arguments the author makes or questions that were raised for you during the readings and extend the readings. The focus should be on helping students to learn from the readings. (20%)

b. **Case Studies (2):** These case studies include the skills for differential diagnosing and treatment. The rubric for assessment of the Case Study is provided in Canvas; please read and follow the rubric exactly to ensure you are learning all parts of the process and complete the assignment correctly. These are to be written with clarity in a logical process in APA style. (15%)

c. **Mental Status Exam:** Students will review a video of a standardized patient and complete a mental status exam using information provided by the patient during the interview. For areas of the exam in which the interviewer did not ask the client directly or client did not provide information, students are to include the questions that would be asked to illicit the needed information. (5%)

Classroom Engagement: Zoom meetings are held every other **Monday** evening to process the week's area of knowledge development. Although class engagement isn't required, it is highly encouraged. Please prepare for this engagement so you will gain the most from our time together. **Cameras must be turned on during Zoom sessions.** Proper engagement and adherence to these guidelines ensure that everyone can benefit from a productive and respectful virtual classroom experience. Interpersonal interaction supports the skills necessary for a professional PMHNP and this engagement is paramount for balancing an online process within a relational profession. You will be asked to self-evaluate your level of participation at the end of the semester.

Grading Scale:

Specific guidelines and grading criteria for all assignments are in the Modules. Final grades for the course will be determined based upon the following point assignments:

A - 90-100
B - 80-89
C - 70-79

D - 60-69
F - Below 60

Grades will not be rounded when calculating the average (79.5 is not rounded to 80, and 89.5 is not rounded to 90). The simple average of all unit exam grades, including a final must be at or above 80% to pass the course. Once the student has achieved a simple unit exam average of 80% or higher, course grades will be determined based on the weighted calculation of exams and other required course work. Students are required to achieve an average of 80% (B) to complete the course successfully.

Although the university policy allows 60 days for grade appeals, the School of Nursing follows a stricter timeline of 10 days to facilitate students' timely progression through the curriculum. In the case of extenuating circumstances, please consult the Associate Dean of Academic Affairs for guidance.

Academic Integrity: Cheating of any kind, as defined in Section 8 of the UT Tyler Manual of Policies and Procedures (MOPP) for Student Affairs (https://www.uttyler.edu/mopp/), will not be tolerated. Consequences may include:

- reprimand
- exam failure
- course failure
- expulsion from the Nursing program
- expulsion from the University
- other consequences as assigned

APA Guidelines: Points will be deducted if APA guidelines are not followed, as adherence to these standards is critical for maintaining academic integrity and avoiding plagiarism. Accurate citation and formatting are essential to scholarly work, ensuring that sources are appropriately credited, and the work is presented professionally. Failure to use the updated APA guidelines not only undermines the credibility of the assignment but also constitutes a violation of academic standards. Therefore, it is imperative for students to meticulously apply APA formatting and citation rules to avoid penalties and uphold the quality of their work. Plagiarism will not be tolerated.

Exam and homework materials, questions, and problems are the intellectual property of faculty, UT Tyler, or publishers.
- These materials may not be distributed without permission.
- Distributing or uploading them to online resources destroys the integrity of the assignment and the course, allowing others an unfair advantage by letting them view the materials.
- Uploading these materials to online resources is a violation of UT Tyler's academic misconduct policies and may result in formal conduct charges.

- Sanctions for uploading or otherwise divulging the contents of these materials can include:
  - a reduced or failing grade on an assignment
  - a reduced or failing grade for the course
  - removal from the Nursing program
  - removal from UT Tyler

Use of Artificial Intelligence: All assignments in this course are individual assignments. In this class, you will often be discussing course concepts with your classmates and with me, but when you sit down to complete a quiz, write a discussion post, or work on a project, you are expected to do the actual work on your assignments independently.

Use of an AI Generator such as ChatGPT, MidJourney, DALL-E, Open Evidence, etc. is explicitly prohibited unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It is imperative that all work submitted should be your own. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and / or be reported for academic misconduct.

Late Policy: 5% will be deducted each day an assignment is past due unless prior arrangements have been made with your course faculty. Extenuating circumstances may apply.

Repeating a Course: Students repeating this course may not use previously submitted assignments nor utilize the same patients for an assignment. Submitting the same or slightly modified assignments from previous semesters is considered self-plagiarism and is subject to academic discipline, including failing the assignment or the course.

Attendance and Make-up Policy: Attendance/participation is expected. Make-up for exams, quizzes, assignments, and missed clinical time is at the instructor's discretion.

Graded Course Requirements Information:

- Each of the 4 exams covers 3-4 modules and are independently taken with ProctorU. Each exam covers the material presented in Zoom sessions, readings, and videos found in the class modules.
- The co-facilitating seminar will consist of 2-3 students working together to lead the Zoom discussions of the readings related to the topics for the week. The student team will write a brief summary of the articles/chapters and present this to the class. Please also prepare five-10 questions to ask the class as well. NO POWERPOINTS PLEASE. After presenting a brief summary, ask questions of the class formulating questions on the readings that generate discussion. Each seminar should last between 15-20 minutes.
- Two Case Studies include synthesizing of realistic clinical material to prepare the PMHNP for practice of differential diagnosis and treatment in a particular case. The rubric of evaluation looks at the appropriateness of the differential diagnoses and why they are

or are not supported, the determination of the correct diagnosis, the level of treatment care required, the diagnostic tools needed to support the diagnosis, noted high risk concerns of 'red flags' with this client, and treatment of the client pharmacologically and non-pharmacologically.

• Mental status exam will consist of students reviewing a video of a standardized patient and completing a mental status exam on the patient based on their observations and the information provided during the patient interview.

Important Course Dates:

Classes Begin: **August 29, 2024**
Census Date (withdraw without penalty): **September 11, 2024**
Last Date to Withdraw: **November 5, 2024.** Students, please notify your course faculty and contact your advisor.

Calendar of Topics, Readings, and Due Dates:

Week #	Dates	Class Topic	Module Readings/Videos	Assignments Due
1	8/25 – 8/31			
2	9/1 -9/7	**Module 1** Psychiatric Classifications DSM Psychosociocultural	DSM-5-TR: pp. xxiii-lxix pp. 5-29; 859-879 Begin online discussion. Carlat: pp. 1-84	
	9/2	**Holiday/No Class: Labor Day**		
3	9/8 – 9/14	Mo – Zoom 6:30 – 7:30PM **Module 2** Psychiatric Examination and Diagnosis MSE, tools, labs	DSM-5-TR: pp. 841-857 Carlat: pp. 86-158 pp. 262-282	**DUE 9/5**: Co-Facilitating Seminar Group Sign-Up
4	9/15 – 9/21	Bipolar **Module 3** Disorders	DSM-5-TR: pp. 139-175 Carlat: pp. 159-185	
5	9/22 – 9/28	Mo – Zoom 6:30 – 7:30PM **Module 4** Depressive Disorders, Suicide	DSM-5-TR: pp. 177-214 pp. 920-926	**MSE DUE: 9/22**
6	9/29 – 10/5	**Module 5** Anxiety Disorders, Obsessive-Compulsive and Related Disorders	DSM-5-TR: pp. 215-261 pp. 263-294 Carlat: pp. 186-198	**DUE EXAM #1: 9/29**

				Modules 1,2,3,4
7	10/6 – 10/12	Mo – Zoom 6:30 – 7:30PM **Module 6** Trauma and Stressor-Related Disorders, Dissociative Disorders, Somatic Symptom and Related Disorders	DSM-5-TR: pp. 295-328 pp. 329-348 pp. 349-370	
	10/11	**Last Day to Withdraw**		
8	10/13 – 10/19	Module 7 Schizophrenia Spectrum Disorders, Medication Induced Movement Disorders, Other	DSM-5-TR: pp. 101-138 pp. 807-819 Carlat: pp. 208-227	**DUE: 10/13 Case Study #2**
9	10/20 – 10/26	Mo – Zoom 6:30 – 7:30PM **Module 8** Neurodevelopmental Disorders, Disruptive, Impulse-Control, and Conduct Disorders	DSM-5-TR: pp. 35-99 pp. 521-541 Carlat: pp. 243-248	**DUE EXAM #2: 10/20** Modules 5,6,7
10	10/27 – 11/2	**Module 9** Personality DO, Other Conditions of Focus	DSM-5-TR: pp. 733-778 pp. 821-836 Carlat: pp. 249-260	
11	11/3 – 11/9	Mo – Zoom 6:30 – 7:30PM **Module 10** Feeding and Eating Disorders, Elimination Disorders	DSM-5-TR: pp. 371-397 pp. 399-405 Carlat: pp. 237-242	
	11/5	**LAST DAY TO WITHDRAW**		
12	11/10 – 11/16	**Module 11** Substance Related and Addictive Disorders	DSM-5-TR: pp. 543-665 Carlat: pp. 199-207	**DUE EXAM #3: 11/10** Modules 8, 9, 10
13	11/17 – 11/23	Mo – Zoom 6:30 – 7:30PM **Module 12** Sexual Dysfunctions, Gender Dysphoria. Paraphilic Concerns	DSM-5-TR: pp. 779-801 pp. 477-509 pp. 511-520	**DUE: 11/17 Case Study #2**
14	11/24 – 11/30	**Holiday/No Class: Thanksgiving Holiday**		
15	12/1 - 12/7	Mo – Zoom 6:30 – 7:30PM	DSM-5-TR: pp. 667-732 pp. 407-476	

		Module 13 Neurocognitive Disorders, Sleep-Wake Disorders	Carlat: pp. 228-236	
16	12/8 – 12/14	**Finals Week** NO ZOOM Participation Self-Eval 12/14: Last Day of Classes		**DUE EXAM #4: 12/8** Modules 11, 12, 13
		Grades Due December 17th at 12 noon		

UT Tyler School of Nursing Justice, Equity, Diversity and Inclusion Statement:

The University of Texas at Tyler School of Nursing aspires to create, foster, and sustain a culture of justice, equity, diversity, and inclusion irrespective of one's identity. We value and embrace all backgrounds, experiences, and identities, realizing that no one group, person or perspective has all the answers. We are richer when our individual skills, knowledge, experiences, cultures, backgrounds, and identities are combined in an accepting community. We strive to ensure that every individual gets a fair and equal chance to participate and thrive in a nurturing environment where all feel a sense of belonging. We are committed to intentionally and deliberately creating a diverse community that instills a sense of equitable justice and belonging for everyone affiliated with our school.

School of Nursing Policies and Additional Information:
https://www.uttyler.edu/nursing/college/student_guide_and_policies.php

Student Resources and University Policies are provided in Canvas.