



School of Nursing and Health Professions
Doctor of Nursing Practice Program

NUR 831 Advanced Concepts in Psychiatric Mental Health Nursing

Location meeting and Class meeting schedule: Online Asynchronous + weekly clinical conference

Credits: 4 Section: 90-7 Term: Fall 2024

Instructor Information



Instructor: Dana Monday DNP APRN-Rx PMHNP-BC

Email: dana.Monday@chaminade.edu

Phone: (808) 739-8591

Time Zone: Hawaii Standard Time

Office Location: Henry Hall 118F

Office Hours: by appointment only; Wednesday 11a-3p, Thursday 1p-3p.
Other times/days may be accommodated based on availability

Communication

Questions for this course can be emailed to the instructor and must be sent using your Chaminade email. Online and phone conferences can also be arranged. Response time is usually within 24 hours, but weekends and University holidays may extend response time.

School & Department Information

School of Nursing and Health Professions

Office Location: Henry Hall 110

Phone: (808) 739-8347

If you have questions regarding the Doctor of Nursing Practice Program, reach out to the DNP Director at the School of School of Nursing and Health Professions.

Course Description & Materials

Catalog Course Description

Current biological, genetic, developmental, and environmental factors are examined in concert with health disparities leading to the development of psychiatric disorders. Advanced comprehensive assessment skills, differential diagnosis, and psychotherapeutic management of clients with common and major psychiatric disorders across the lifespan are introduced. Legal-ethical responsibilities, advocacy, recovery model, mental healthcare systems, and cultural diversity are examined. The role, responsibilities, and contributions of the advanced

practice nurse as a member of the interdisciplinary team are outlined. This course is graded on a Pass/No Pass basis. (Includes 140 clinical hours.)

Time Allocation

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

How This Course Meets the Credit Hour Policy

This is a four-credit hour course requiring at least 180 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 140 hours at their clinical site, at least 14 hours researching, writing and responding to discussion boards, 6 hours completing assignments, 8 hours studying for quizzes, 6 hours researching and writing up comprehensive assessment and treatment plan and 6 hours interacting with and writing up standardized patient encounters.

Required Materials

American Nurses' Association. (2021). *Psychiatric mental health nursing: Scope and standards of practice*. (3rd ed.). ISBN-13: 978-1947800977

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders DSM-5-TR*. (5th ed.) Arlington VA: American Psychiatric Association. ISBN-13: 978-0890425763

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Harper Collins. Required in All Courses.

Boland, R, Verduin M., & Ruiz, P. (2021). *Kaplan and Sadock's synopsis of clinical psychiatry*. (12th ed.). Lippincott Williams & Wilkens. ISBN-13: 978-1975145569

Carlat, D. (2022). *The psychiatric interview* (4th ed.). Lippincott Williams & Wilkens. ISBN-13: 979-8839872530

Dang, D., Dearholt, S.L., Bisset, K., Ascenzi, J., & Whalen, M. (2021). *Johns Hopkins evidence-based practice for nurses and healthcare professionals: Model and guidelines* (4th ed.). Sigma Theta Tau International. Required in All Courses.

Halter, M. (2021). *Varcarolis' foundations of psychiatric-mental health nursing* (9th ed.). Elsevier. ISBN- 13 978-0323697071

Technology

A computer with the following technology is required in order to complete courses in the DNP Program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Installation of proctoring software may be required.

Teaching / Learning Strategies

This course is online. Online learning resources, discussion forums, individual and small group work, case studies, application assignments, and independent study are teaching-learning strategies that may be utilized in this course. Students are expected to take an active role in their learning process through reading, research, online discussions, and sharing enriching experiences. Students should follow standard Netiquette guidelines, including but not limited to using the same common courtesy, politeness, and appropriate online behaviors as would be used in a face-to-face environment.

This course has a weekly synchronous clinical conference component that will be held via teleconferencing software at a time that is mutually agreed upon.

Canvas (<https://chaminade.instructure.com>)

Chaminade uses Canvas as the online learning management system (LMS) platform. Please review the Student Tutorial located on the Canvas course dashboard regarding instructions on accessing and submitting materials and assignments. If you are unable to find answers using the

student tutorial, you may also contact the assigned faculty with questions regarding course navigation.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Library

The Sullivan Family Library link is available on the CUH website:

<http://www.chaminade.edu/library> Phone: (808) 735-4725. Tai Arakawa is the dedicated SONHP librarian: tai.arakawa@chaminade.edu

Learning Outcomes

DNP Program Learning Outcomes (PLOs)

Upon completion of the DNP program:

| PLO Concepts | The DNP Graduate Will: |
|--------------|------------------------|
|--------------|------------------------|

| | |
|--|---|
| 1. Knowledge for Nursing Practice | <i>Integrate</i> nursing science with knowledge from biophysical, psychosocial, analytical, ethics, and organizational sciences as the basis for advanced practice nursing using new approaches to care delivery. |
| 2. Systems-Based Practice, Quality, and Safety | <i>Create and lead</i> high-quality and safe nursing care in a complex global health care environment |
| 3. Scholarship for Nursing Practice | <i>Create and disseminate</i> knowledge in evidence-informed practice. |
| 4. Information Systems and Patient Healthcare Technologies | <i>Evaluate</i> emerging technologies for their ability to improve health care outcomes. |
| 5. Person-Centered Care | <i>Evaluate</i> health policy and advocate for social justice and access to health care, especially for Hawai’ian and Pacific Islanders and other unique populations. |
| 6. Interprofessional Partnerships | <i>Create</i> collaborative interprofessional relationships to improve patient and population health outcomes with an emphasis on select populations, including Hawai’ian and Pacific Islanders. |
| 7. Population Health | <i>Evaluate</i> the social, cultural, and environmental dimensions of population health in practice patterns/systems. |
| 8. Advanced Practice Nursing Professionalism; Personal, Professional, and Leadership Development | Independently <i>assess, diagnose, treat, and manage</i> culturally diverse populations. |

Course Learning Outcomes (CLOs) and Alignment

Upon completion of NUR 831, the student will:

| NUR 831 Advanced Concepts in Psychiatric Mental Health Nursing | | |
|---|----------------------|------------------------------|
| CLOs | Links to PLOs | Method of Measurement |
| | | |

| | | |
|--|-------------|---|
| 1. Evaluate the legal-ethical responsibilities in the role of the PMHNP | 1,2,6 | Reflective Clinical Journals, Exam Questions, Discussion Board |
| 2. Compare and contrast the ANA Scope and Standards of Practice for Psychiatric Mental Health Nursing at the RN and APRN level. | 1,2,6, | Exam Questions, Reflective Clinical Journals |
| 3. Differentiate the biological, genetic, developmental, mental health disparities and environmental factors influencing the development of psychiatric disorders. | 1,3,6,7,8 | Exam Questions, Reflective Clinical Journals |
| 4. Interpret the priority areas of assessment for the major psychiatric disorders across the lifespan. | 1,2,3,6,7,8 | SOAP Notes, Reflective Clinical Journals, Comprehensive Mental Health Assessment and Treatment Plan |
| 5. Evaluate the principles and application of motivational interviewing in formulating the patient's active engagement in the treatment plan. | 1,2,3,6,7,8 | Discussion Board: Motivational Interviewing, Reflective Clinical Journals, Exam Questions |
| 6. Design a culturally-sensitive evidence-based treatment plan with the client and the multidisciplinary team to improve health outcomes. | 1,2,3,6,7,8 | Comprehensive Mental Health Assessment and Treatment Plan, Clinical Reflective Journals |

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Course Activities

Assignments

Students must complete all assignments to achieve a passing grade in this course.

Various assignments allow students to apply the knowledge gained from the learning materials to clinical cases and scenarios in order to develop and refine clinical judgement.

Discussions

Online Class Discussion Board (DB):

Discussion board assignments allow students to reflect thoughtfully and exchange ideas on the topics covered in this course. Students will interact on discussion boards during select identified weeks during the term. Each discussion board assignment will have an identified question or prompt. Each student must reply in an initial thread post and then continue in the discussion of the topic with a minimum of two response posts to student peers and/or course faculty. All postings should be substantive and graded based on the provided discussion board rubric.

DB General Guidelines:

- Read through the entire discussion board question or prompt before making your initial thread post. Many topics are broken down into multiple components, each of which must be addressed in your initial reply.
- Be constructive and substantive in your posts and peer feedback. Use an example from the original post to build on, use examples from your current workplace or work experience, stimulate further discourse by asking questions when responding to your peers.
- Use good netiquette. Although there is a minimum of three substantive posts to discussion boards, each student should consider replying to any and all questions posed to them by peers or faculty; just as you would in a live conversation.
- Support your work. You must have a minimum of four citations for every post. Citations should include your course textbook or other supplied course resources, as well as other high-level evidence. At least two citations should be from sources not provided in course resources. Citations should follow APA 7th edition formatting.
- Be sure to post on time (see posting requirements below). Late postings limit the depth of the discussions and make it difficult for peers to provide timely feedback to you. *Late posts will have a 5-point deduction per day up to 48 hours after the due date. Posts more than 48 hours late will receive 0 credit for the assignment.*

DB Posting Requirements:

- Initial Thread Post is due by 11:59 pm on TUES of the week. This post must be a minimum of 250 words unless otherwise specified.
- Response Post #1 is due by 11:59 pm on THURS of the week. This post can incorporate responses to any initial thread post from one of your peers or in reply to a question or comment from one of your peers or course faculty who commented on your initial thread post.
- Response Post #2 is due by 11:59 pm on SAT of the week. This post can incorporate responses to any initial thread post from one of your peers or in reply to a question or comment from one of your peers or course faculty who commented on your initial thread post.

Quizzes

Quizzes cover all topics included in the course. The quizzes are open book/open notes, but time-restricted. This ensures that students have familiarity with the course materials, and allows quizzes to further learning. Quizzes are to be taken individually, without the use of the internet or materials outside course materials. Students should not discuss the contents of the quizzes with classmates during the open window of the quiz. Doing so will constitute academic dishonesty/cheating and will not be tolerated.

Standardized Patient Encounter

This experience allows students to practice their interviewing skills in a simulation setting and affords faculty the opportunity to give feedback and critique. Students should conduct themselves as if the interview was a real patient, making sure to hold a high standard of professionalism and empathy. Students should take the opportunity in the write-up to explore areas of strength as well as areas for further growth.

Comprehensive Mental Health Assessment and Treatment Plan

This assignment gives the student an opportunity to explore a clinical case in further depth. The foundation of this assignment is the SOAP note template, but each area should be discussed in further depth in narrative form, discussing the interview techniques, rationale for assessment findings, clinical reasoning for diagnoses and differentials and evidence for treatment plan items.

Course Policies

Attendance and Participation

Regular online attendance and participation/engagement is expected for student success. Therefore, students are expected to attend every class, arrive on time for any scheduled synchronous activities, complete all assigned readings, actively participate in class discussions, complete all class assignments, and always behave appropriately and professionally. Online participation is evident through posting to a discussion board, wiki, virtual office, or classroom meeting, drop box submissions, attending virtual seminars, completing real-time activities or quizzes, and/or other course-related activities (synchronous or asynchronous). Failure to meet attendance and participation expectations may result in grade reduction, remediation requirements, or administrative withdrawal from the course.

Students should notify their instructors when illness or other extenuating circumstances prevent them from participating in class and make arrangements to complete missed assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Chaminade University of Honolulu Student Handbook and the DNP Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Chaminade University of Honolulu Student Handbook and DNP Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th Edition* format. The faculty of the School of Nursing and Health Professions at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Students may be asked to submit course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must

have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life. For further information, please refer to the Chaminade Catalogue.

Late Work

It is expected that assignments will be submitted on time. Late assignments will be subject to a deduction of 5% per day. No late assignments will be accepted after 48 hours. Extensions on writing assignments are not provided unless prior arrangements have been made with faculty at least a week prior to the assignment due date or unless there are extenuating circumstances. Requests made within the week prior to the due date will not be granted unless there is an emergency.

Writing Policy

All written assignments should be formatted to APA 7th edition standards and must be submitted as MS word documents. No google docs, pdf, pages, or other formats will be accepted. Use the following format for naming your assignments: lastname(s).assignmentname

Guidance for Generative Artificial Intelligence (AI)

The use of Generative AI should be seen as a tool to enhance academic research, not as a replacement for critical thinking and originality in assignments. Students are not permitted to submit assignments that have been fully or partially generated by AI unless explicitly stated in the assignment instructions. All work submitted must be the original work of the student.

Grades of Incomplete

An *Incomplete* grade is granted at the discretion of the faculty of record and must be aligned with the University policies. Receiving an "Incomplete" for a nursing course that is a

prerequisite for a forthcoming nursing course must be completed prior to the start of the new course.

Changes to the Syllabus

While every attempt has been made to prepare this syllabus and class schedule in final form, it may be necessary for the course leader to make changes as may be deemed essential to meet the learning outcomes of the course. Students will be notified in writing via Chaminade email and/or Canvas announcements of any changes. It is recommended that you check your email and the course Canvas site frequently for announcements. All students will be held responsible to read, understand, and clarify the content within this document.

Evaluation Methods and Grading Scale

Students must achieve a final grade of B or higher to pass this course. As per the Chaminade University Graduate Catalog, students who fail a course (i.e., receive a grade of C, F, or NC) must repeat the course within 12 months and receive a CR or a grade of B or higher.

| Evaluation Method | Points | % of Total Grade | Grading Scale* |
|--|---------------|-------------------------|--|
| 7- Discussion Boards (50 points each) | 350 | 30% | A = 90-100 % B = 80-89% C = Below 80% and a failing course grade. |
| 4- Assignments (50 points each) | 200 | 10% | |
| 4- Quizzes (40 points each) | 160 | 35% | |
| 5- ADMSEP Modules (with cert of completion) (25 points each) | 125 | 5% | |
| 1-Standardized Patient Write-up (100 points each) | 100 | 10% | |
| 1-Comprehensive Treatment Assessment and Treatment Plan Write-up (100 points) | 100 | 10% | |
| TOTAL | 1000 | 100% | |

*The College of Nursing and Health Professions does not round grades. For example, a score of 89.7 will be recorded as 89% and a B grade.

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a university official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator, Roxana Jimenez at (808) 739-8530, titleix@chaminade.edu, or compliance@chaminade.edu. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Course Schedule

Course content may vary from this outline at the discretion of the instructor to meet the needs of each class.

| Week # | Dates | Topics | Readings | Assignments/ Due Dates |
|--------|-----------|--|---|--|
| 1 | 8/19-8/25 | Introduction to Psychiatric Mental Health Advance Practice Nursing | Halter Chap 1 PMH Scope and Standards of Practice Articles in Canvas | Self Assessment Paper- Due 8/25 |
| 2 | 8/26-9/1 | Principles of Motivational Interviewing, Building Therapeutic Alliance | Halter Chap 8-9 Carlat Chap 1-9 Articles/chapters in Canvas MI Videos | Discussion Board: due 9/1 Clinical Reflection #1 Due 9/1 |
| 3 | 9/2-9/8 | PMHNP Assessment and Mental Status Examination | Halter Chap 7 Carlat Chap 14-22 Videos ADMSEP modules, Clinical Practice Guidelines | MSE Discussion Board Due 9/8 |
| 4 | 9/9-9/15 | Ethics | Halter Chap 6 Scope and Standards pgs 51-57, Standard 7 Boland & Verduin Chap 27 Articles ADMSEP Informed Consent module | Discussion Board, ADMSEP certificate of completion, Clinical Reflection #2 Due 9/15 |
| 5 | 9/16-9/22 | Suicidal Ideation and Psychiatric Emergencies | Halter Chap 25-26 Boland & Verduin: Chap 25.3 Carlat Chap 10, 13, 23 Articles Clinical Practice Guidelines Web Resources | Quiz #1 |

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|----|-------------|--------------------------------------|---|--|
| 6 | 9/23-9/29 | Psychotic Conditions, Recovery Model | Halter Chap 12 Boland & Verduin Chap 5 Carlat Chap 28 DSM-5-TR- Schizophrenia Spectrum Videos, ADMSEP module | Case Study Assignment, Clinical Reflection #3 Due 9/29 |
| 7 | 9/30-10/6 | Mood Disorders: Depression | Halter Chap 14 Boland & Verduin Chap 7 Carlat Chap 24 DSM-5-TR Depressive Disorders Clinical Practice Guidelines ADMSEP Module | SOAP note #1, ADMSEP Completion cert, Depression Case Study Due 10/6 |
| 8 | 10/7-10/13 | Mood Disorders: Bipolar Disorder | Halter Chap 13 Boland & Verduin Chap 6 Carlat Chap 25 DSM-5-TR- Bipolar Clinical Practice Guidelines ADMSEP Module | ADMSEP completion cert Quiz #2 Clinical Reflection #4 Due 10/13 |
| 9 | 10/14-10/20 | Anxiety and Obsessive Disorders | Halter Chap 15 Boland & Verduin Chap 8-9 Carlat Chap 26 DSM-5-TR Anxiety and Obsessive Disorders Clinical Practice Guidelines ADMSEP modules | ADMSEP certificate Discussion Board Due 10/20 |
| 10 | 10/21-10/27 | Sleep Disorders | Halter Chap 19 Boland & Verduin Chap 15 DSM-5-TR Sleep Wake Disorders | ADMSEP certificate Clinical Reflection #5 |

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| | | | Articles in Canvas Clinical Practice Guidelines ADMSEP module | Discussion Board Due 10/27 |
| 11 | 10/28-11/3 | Disorders of Attention and Neurodevelopmental Disorders | Halter Chap 11 Boland & Verduin Chap 2 Carlat Chap 11-12, 31 DSM-5-TR Neurodevelopmental Disorders Articles in Canvas Clinical Practice Guidelines ADMSEP module | Discussion Board, SOAP note #2 Due 11/3 |
| 12 | 11/4-11/10 | Neurocognitive Disorders | Halter Chap 23 & 31 Boland & Verduin Chap 3 Carlat Chap 29 DSM-5-TR- Neurocognitive Disorders Articles in Canvas Clinical Practice Guidelines ADMSEP module Videos | Assignment, Clinical Reflection #6 due 11/10 |
| 13 | 11/11-11/17 | Substance Use Disorders | Halter Chap 22 Boland & Verduin Chap 4 Carlat Chap 27 DSM-5-TR Substance- Related and Addictive Disorders Articles in Canvas Clinical Practice Guidelines ADMSEP module Videos | Quiz #3 due 11/17 |

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|----|-------------|--|--|--|
| 14 | 11/18-11/24 | Trauma and Dissociative Disorders | Halter Chap 16 Boland & Verduin Chap 8 Carlat Chap 26 DSM-5-TR Trauma- and Stressor- Related Disorders Articles in Canvas Clinical Practice Guidelines ADMSEP Module | Discussion Board, Clinical Reflection #7, Standardized Patient Encounter Write-up Due 11/24 |
| 15 | 11/25-12/1 | Personality Disorders and Self Injury Behavior | Halter Chap 24-25 Boland & Verduin Chap 19 Carlat Chap 32 DSM-5-TR- Personality Disorders Clinical Practice Guidelines Video ADMSEP Module | Comprehensive Assessment and Treatment Plan Quiz #4 Due 12/4 |