**NEW MEXICO STATE UNIVERSITY**

M.S. in Clinical PsychopharmacologyDegree Program

**CLASS/MODULE #14 TRAINING OUTLINE**

**Course #** RXPP 608 Pathophysiology for Psychologists III

**Official Title:** Clinical Assessment & Practice Intensive Cont. Basic to Advanced Laboratory Assessments/Studies

**Credit Hours** 3.0 Course Credit Hours

**Continuing Education:** 13.5 CE (Provided by SIAP, Sponsored by APA)

*SIAP is approved by the American Psychological Association*

 *to sponsor continuing education for psychologists*

 *SIAP maintains responsibility for the program and its content*

**Location: Live and Online** (<http://nmsu.adobeconnect.com/psypharm>)

 1335 International Mall, Las Cruces, NM 88003 (ROOM 125)  **Class Meeting Dates:** September 12-13, 2020 8:00am-5:00pm

**Instructor:** Stephanie Lynch PhD, RN, PMHNP-BC, FNP-BC

**Required Texts:**

Bickley, L. S., & Szilagyi, P. G. (2003). Bates' guide to physical examination and history taking (8th ed.). Philadelphia: Lippincott Williams & Wilkins.

**Required Reading:**

Francis, H.M., Stevenson, R.J., Chambers, J.R., Gupta, D., Newey, B., Lim, C.K. (2019). A brief diet intervention can reduce symptoms of depression in young adults – A randomised controlled trial. PLoS ONE 14(10), 1-17. https://doi.org/10.1371/ journal.pone.0222768

Levenson, J.C., Kay., D.B., Buysse, D.J. (2014). The pathology of insomnia. Contemporary Reviews in Sleep Medicine, 147(4), 1179-1192. hppt://doi: 10.1378/chest.14-1617

Tawfik, D.S., Scheid, A., Profit, J., Shanafelt, T., Trockel, M., Adair, K. C., Sexton, B., Ioannidis, J. P. A. (2019). Evidence relating health care provider burnout and quality of care a systematic review and analysis. Annals of Internal Medicine, 171, 555-567. http:// doi:10.7326/M19-1152

Waehrer, G.M., Miller, T.R., Silverio Marques, S.C., Oh, D.L., Burke Harris, N. (2020). Disease burden of adverse childhood experiences across 14 states. PLoS ONE 15(1), 1-17. https://doi.org/ 10.1371/journal.pone.0226134

**Course Description:** This FINAL hands-on training will continue our focus on physical assessment, and the incorporation of pathophysiology and clinical medicine, that is required of prescribing psychologists. Methods of medical history taking, including documentation of pertinent medical history, complete medication information, including past and current medications and drug allergies, chief complaint, determination of vital signs and basics of the physical exam will be covered. Basic to advanced laboratory studies that complement the patient visit and care continuum will be introduced.

**Required Equipment:** Stethoscope Sphygmomanometer Tuning Fork Pen Light Reflex Hammer

**Learning Objectives:**

By the end of the training, the students/attendees will be able to…

1. Identify and perform the 5 step patient centered interviewing skills and apply scenarios
2. Recognize and be prepared to defend the difference between at least 2 open ended and close ended questions
3. List the 7 pertinent elements of the objective part of the client encounter
CC, HPI, PMHX, Past Surgical HX, Social Hx and risk factors, ROS (pertinent positives and negatives)
4. Distinguish the difference between History and Physical Notes and a Focused Exam and give examples when each is used
5. Practice documenting the Information obtained in at least 2 patient interviews
6. Synthesize at least 3 findings of patient history and physical exam into a working assessment statement and treatment plan in the note component of the course
7. Identify and perform in 8 major components of a basic physical exam: General Appearance, Vital signs, HEENT, Cardiovascular, Pulmonary, Abdomen, Neuro (including MMSE, PHQ9 and MOCA), Musculoskeletal
8. Identify at least 2 personal protection equipment when engaging in contact precautions.
9. Develop and practice motion economy and basic familiarity with at least 4 techniques. Such as inspection, percussion, palpation and auscultation in performing the physical exam on multiple systems. More detailed proficiency will be developed and practices in later courses
10. Name and perform/measure 4 major vital signs. Then demonstrate basic interpretation of this data
11. Learn how to document and chart findings from 1 physical exam
12. Synthesize findings of patient history and physical exam into a working assessment statement
13. Learn how to submit at least 1 medical-legal document for reimbursement
14. Name at least 5 recommendations or procedures to ensure proper contact precautions and hygiene
15. Practice at least five fundamentals of skilled interviewing
16. Perform at least 10 blood pressure readings
17. Compare and contrast 1 abnormal feature of systolic versus diastolic blood pressure
18. Interpret at least 2 cardiovascular diagnostic tests
19. Perform at 4 aspects of a pulmonary physical assessment.
20. Identify at least two medical instruments used in an assessment of the pulmonary system.
21. Interpret at least 1 pulmonary diagnostic test.
22. Identify 4 components of an abdominal examination.
23. Interpret at least 2 diagnostic tests of the GI/Abdominal System.
24. Name 12 cranial nerves and the associated steps in the examination of the nervous system.
25. Describe and perform at least 8 steps in the Musculoskeletal Screening Examination.
26. Articulate at least 3 features of a Head/Neck, Ears, Nose, and Throat Examination.
27. Explain how physical assessment techniques vary across the lifespan.
28. Learn at least 5 laboratory tests commonly used in the process of differential diagnosis.
29. Understand when to order such tests based on clinical exam findings and history gathering.
30. Analyze lab results that explain/assist in determining the nature of psychiatric symptoms in practice cases.
31. Test out of 1 head-to-to physical examination sequence without use of a checklist. And verbalize all steps. Perform remedial training as needed.

**Evaluation:** Students will be observed by the Instructor and Training Director for the preparation, participation, and effort allocated to the basic proficiency in the physical assessment. Case studies will be presented that involve critical thinking and correlation of learned skills to make appropriate assessment. Including treatment plans that fall within the scope of practice for prescribing psychologists. All others expectations will be explained by the Instructor during the training weekend. Trainees must complete and submit a training evaluation form in order to receive a CE certificate.

**Grading Assignments Points Possible**

*Proficiency in Physical Exam of systems and topics covered 100 pts.*

***Course grades:***

*90-100 pts total = “A”*

*80-89 pts total = “B”*

*70-79 pts total = “C”*

***Students with Disabilities:*** *If you have or believe you have a disability, you may wish to self- identify. You can do so by providing documentation to the Office for Services for Students with Disabilities, located at Garcia Annex (telephone: 646-6840). Appropriate accommodations may then be provided for you. If you have a condition which may affect your ability to exit from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Programs. If you have questions about the Americans with Disabilities Act (ADA), call 646-3635.*

***Student complaints:*** *If students have a complaint about a course, they are advised to discuss their concerns directly with the instructor whenever possible. If that does not resolve the problem or if they cannot approach the instructor, students should either access NMSU’s online complaint system at https://dos.nmsu.edu/concerns/ or seek out the department head (**eadams@nmsu.edu**) for help resolving the problem. Both of these processes provide opportunities for the department head to know about issues that need attention and for instructors to receive information about student concerns so that they can respond.*

**Further Notice:** Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

Trudy Luken, Director

Student Accessibility Services (SAS) - Corbett Center Student Union, Rm. 208

Phone: (575) 646-6840

E-mail: sas@nmsu.edu Website: <http://sas.nmsu.edu/>

NMSU policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation. For more information on discrimination issues, Title IX, Campus SaVE Act, NMSU Policy Chapter 3.25, NMSU's complaint process, or to file a complaint contact:

Lauri Millot, Director and Title IX Coordinator

Agustin Diaz, Associate Director, Title IX Deputy Coordinator Office of Institutional Equity (OIE)

O'Loughlin House, 1130 University Avenue

Phone: (575) 646-3635

E-mail: equity@nmsu.edu Website: http://eeo.nmsu.edu

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| **Other NMSU Resources:** |  |
| NMSU Police Department: | (575) 646-3311 |
|  | [www.nmsupolice.com](http://www.nmsupolice.com/) |
| NMSU Police Victim Services: | (575) 646-3424 |
| NMSU Counseling Center: | (575) 646-2731 |
| NMSU Dean of Students: | (575) 646-1722 |
| For Any On-campus Emergencies: | 911 |

**The Instructor of Record reserves the right to make changes in the syllabus and timeline of the class. As feasible, any changes will be made in advance and with student input.**