**PSYCHOPHARMACOLOGY TRAINING FOR PSYCHOLOGISTS**

***Continuing Education Workshop Outline***

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

**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:** 1320 W. Lombard Street Daveport, Iowa 52804 Room 180 (look for the big glass door on the side of the building)

**Class Meeting Dates:** September 12-13, 2020 8:00am-5:00pm

**Instructor:** Katie Gimbel, MPAS, PA-C

**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 He, Z., Feng, J., Xia, J., Wu, Q., Yang, H., & Ma, Q. (2020). Frequency of Signs and Symptoms in Persons With Asthma. Respiratory Care, 65(2), 252–264. <https://doi.org/10.4187/respcare.06714>

McCall, W. V., & Dunn, A. G. (2003). Cognitive deficits are associated with functional impairment in severely depressed patients. Psychiatry research, 121(2), 179–184. <https://doi.org/10.1016/j.psychres.2003.09.003>

Wu, F., Zhou, Y., Wang, Z., Xie, M., Shi, Z., Tang, Z., Li, X., Li, X., Lei, C., Li, Y., Ni, Z., Hu, Y., Liu, X., Yin, W., Cheng, L., Ye, F., Peng, J., Huang, L., Tian, J., … Ran, P. (2020). Clinical characteristics of COVID-19 infection in chronic obstructive pulmonary disease: a multicenter, retrospective, observational study. Journal of Thoracic Disease, 12(5), 1811–1823. <https://doi.org/10.21037/jtd-20-1914>

**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:** Trainees will be observed by the Instructor 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.

*\*\*\*Special recognition is given to St. Ambrose University. For their generous use of space, simulations labs, mock examination rooms, and for providing of a custodial attendant. Trainees are reminded that they are guests who should adhere to all aspects of respect and dignity (e.g. ethical, interpersonal, and physical) when entering the campus grounds.*

**Within reason, SIAP and Instructor of Record reserve the right to make changes in the training outline/agenda.**