Week 1 discussion

COMPREHENSIVE INTEGRATED PSYCHIATRIC ASSESSMENT

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Many assessment principles are the same for children and adults; however, unlike with adults/older adults, where consent for participation in the assessment comes from the actual client, with children it is the parents or guardians who must make the decision for treatment. Issues of confidentiality, privacy, and consent must be addressed. When working with children, it is not only important to be able to connect with the pediatric patient, but also to be able to collaborate effectively with the caregivers, other family members, teachers, and school counselors/psychologists, all of whom will be able to provide important context and details to aid in your assessment and treatment plans.

Some children/adolescents may be more difficult to assess than adults, as they can be less psychologically minded. That is, they have less insights into themselves and their motivations than adults (although this is not universally true). The PMHNP must also take into consideration the child’s culture and environmental context. Additionally, with children/adolescents, there are lower rates of neurocognitive disorders superimposed on other clinical conditions, such as depression or anxiety, which create additional diagnostic challenges.

In this Discussion, you review and critique the techniques and methods of a mental health professional as the practitioner completes a comprehensive, integrated psychiatric assessment of an adolescent. You also identify rating scales and treatment options that are specifically appropriate for children/adolescents.

RESOURCES

Be sure to review the Learning Resources before completing this activity.   
Click the weekly resources link to access the resources.

[**WEEKLY RESOURCES**](https://waldenu.instructure.com/courses/95363/modules/items/3279281)

TO PREPARE

* Review the Learning Resources and consider the insights they provide on comprehensive, integrated psychiatric assessment. Watch the *Mental Status Examination B-6*and*Simulation Scenario-Adolescent Risk Assessment*videos.
* Watch the YMH Boston *Vignette 5*video and take notes; you will use this video as the basis for your Discussion post.

BY DAY 3 OF WEEK 1

Based on the YMH Boston*Vignette 5*video, post answers to the following questions:

* What did the practitioner do well? In what areas can the practitioner improve?
* At this point in the clinical interview, do you have any compelling concerns? If so, what are they?
* What would be your *next* question, and why?

Then, address the following. Your answers to these prompts do not have to be tailored to the patient in the YMH Boston video.

* Explain why a thorough psychiatric assessment of a child/adolescent is important.
* Describe two different symptom rating scales that would be appropriate to use during the psychiatric assessment of a child/adolescent.
* Describe two psychiatric treatment options for children and adolescents that may not be used when treating adults.
* Explain the role parents/guardians play in assessment.

Support your response with at least three peer-reviewed, evidence-based sources and explain why each of your supporting sources is considered scholarly. Attach the PDFs of your sources.

Upload a copy of your discussion writing to the draft Turnitin for plagiarism check.  Your faculty holds the academic freedom to not accept your work and grade at a zero if your work is not uploaded as a draft submission to Turnitin as instructed.

**Read** a selection of your colleagues’ responses.

Week 2 discussion

ETHICAL AND LEGAL FOUNDATIONS OF PMHNP CARE

[A person in scrubs holding a marker

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Advanced practice nursing in all specialties is guided by codes of ethics that put the care, rights, duty, health, and safety of the patient first and foremost. PMHNP practice is also guided by ethical codes specifically for psychiatry. These ethical codes are frameworks to guide clinical decision making; they are generally not prescriptive. They also represent the aspirational ideals for the profession. Laws, on the other hand, dictate the requirements that must be followed. In this way, legal codes may be thought to represent the minimum standards of care, and ethics represent the highest goals for care.

For this Discussion, you select a topic that has both legal and ethical implications for PMHNP practice and then perform a literature review on the topic. Your goal will be to identify the most salient legal and ethical facets of the issue for PMHNP practice, and also how these facets differ in the care of adult patients versus children. Keep in mind as you research your issue, that laws differ by state and your clinical practice will be dictated by the laws that govern your state.

RESOURCES

Be sure to review the Learning Resources before completing this activity.   
Click the weekly resources link to access the resources.

[**WEEKLY RESOURCES**](https://waldenu.instructure.com/courses/95363/modules/items/3279320)

TO PREPARE

* Select one of the following ethical/legal topics:
  + Autonomy
  + Beneficence
  + Justice
  + Fidelity
  + Veracity
  + Involuntary hospitalization and due process of civil commitment
  + Informed assent/consent and capacity
  + Duty to warn
  + Restraints
  + HIPPA
  + Child and elder abuse reporting
  + Tort law
  + Negligence/malpractice
* In the Walden library, locate a total of four scholarly, professional, or legal resources related to this topic. One should address ethical considerations related to this topic for adults, one should be on ethical considerations related to this topic for children/adolescents, one should be on legal considerations related to this topic for adults, and one should be on legal considerations related to this topic for children/adolescents.

BY DAY 3 OF WEEK 2

Briefly identify the topic you selected. Then, summarize the articles you selected, explaining the most salient ethical and legal issues related to the topic as they concern psychiatric-mental health practice for children/adolescents and for adults. Explain how this information could apply to your clinical practice, including specific implications for practice within your state. Attach the PDFs of your articles.

Upload a copy of your discussion writing to the draft Turnitin for plagiarism check.  Your faculty holds the academic freedom to not accept your work and grade at a zero if your work is not uploaded as a draft submission to Turnitin as instructed.

Wek 3 assignment 1

PRESCRIBING FOR CHILDREN AND ADOLESCENTS

Off-label prescribing is when a physician gives you a drug that the U.S. Food and Drug Administration (FDA) has approved to treat a condition different than your condition. This practice is legal and common. In fact, one in five prescriptions written today are for off-label use.

—Agency for Healthcare Research and Quality

[[Close-up of a prescription bottle with pills spilling out of it

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Psychotropic drugs are commonly used for children and adolescents to treat mental health disorders, yet many of these drugs are not FDA approved for use in these populations. Thus, their use is considered “off-label,” and it is often up to the best judgment of the prescribing clinician. As a PMHNP, you will need to apply the best available information and research on pharmacological treatments for children in order to safely and effectively treat child and adolescent patients. Sometimes this will come in the form of formal studies and approvals for drugs in children. Other times you may need to extrapolate from research or treatment guidelines on drugs in adults. Each individual patient case will need to be considered independently and each treatment considered from a risk assessment standpoint. What psychotherapeutic approach might be indicated as an initial treatment? What are the potential side effects of a particular drug?

For this Assignment, you consider these questions and others as you explore FDA-approved (“on label”) pharmacological treatments, non-FDA-approved (“off-label”) pharmacological treatments, and nonpharmacological treatments for disorders in children and adolescents.

Reference:

Agency for Healthcare Research and Quality. (2015).*Off-label drugs: What you need to know.*[https://www.ahrq.gov/patients-consumers/patient-involvement/off-label-drug-usage.htmlLinks to an external site.](https://www.ahrq.gov/patients-consumers/patient-involvement/off-label-drug-usage.html)

RESOURCES

Be sure to review the Learning Resources before completing this activity.   
Click the weekly resources link to access the resources.

[**WEEKLY RESOURCE**](https://waldenu.instructure.com/courses/95363/modules/items/3279349)

TO PREPARE

* Your Instructor will assign a specific disorder for you to research for this Assignment.
* Use the Walden library to research evidence-based treatments for your assigned disorder in children and adolescents. You will need to recommend one FDA-approved drug, one off-label drug, and one nonpharmacological intervention for treating this disorder in children and adolescents.

THE ASSIGNMENT (1–2 PAGES)

* Recommend one FDA-approved drug, one off-label drug, and one nonpharmacological intervention for treating your assigned disorder in children and adolescents.
* Explain the risk assessment you would use to inform your treatment decision making. What are the risks and benefits of the FDA-approved medicine? What are the risks and benefits of the off-label drug?
* Explain whether clinical practice guidelines exist for this disorder and, if so, use them to justify your recommendations. If not, explain what information you would need to take into consideration.
* Support your reasoning with at least three scholarly resources, one each on the FDA-approved drug, the off-label, and a non-medication intervention for the disorder. Attach the PDFs of your sources.

Week 3 assignment 2

TUDY PLAN

[A group of people sitting around a table

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Based on your practice exam question results from Week 2, identify strengths and areas of opportunity and create a tailored study plan to use throughout this course to help you prepare for the national certification exam. This will serve as an action plan to help you track your goals, tasks, and progress. You will revisit and update your study plan in NRNP 6675, and you may continue to refine and use it until you take the exam.

RESOURCES

Be sure to review the Learning Resources before completing this activity.   
Click the weekly resources link to access the resources.

[**WEEKLY RESOURCES**](https://waldenu.instructure.com/courses/95363/modules/items/3279349)

TO PREPARE

* Reflect on your practice exam question results from Week 2. Identify content-area strengths and opportunities for improvement.
* Also reflect on your overall test taking. Was the length of time allotted comfortable, or did you run out of time? Did a particular question format prove difficult?

THE ASSIGNMENT

* Based on your practice test question results, and considering the national certification exam, summarize your strengths and opportunities for improvement. **Note:** Your grade for this Assignment will not be derived from your test results but from your self-reflection and study plan.
* Create a study plan for this quarter to prepare for the certification exam, including three or four SMART goals and the tasks you need to complete to accomplish each goal. Include a timetable for accomplishing them and a description of how you will measure your progress.
* Describe resources you would use to accomplish your goals and tasks, such as ways to participate in a study group or review course, mnemonics and other mental strategies, and print or online resources you could use to study.

Week 4 assignment

ASSESSING, DIAGNOSING, AND TREATING ADULTS WITH MOOD DISORDERS

[A person looking down at another person

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It is important for the PMHNP to have a comprehensive understanding of mood disorders in order to assess and accurately formulate a diagnosis and treatment plan for patients presenting with these disorders. Mood disorders may be diagnosed when a patient’s emotional state meets the diagnostic criteria for severity, functional impact, and length of time. Those with a mood disorder may find that their emotions interfere with work, relationships, or other parts of their lives that impact daily functioning. Mood disorders may also lead to substance abuse or suicidal thoughts or behaviors, and although they are not likely to go away on their own, they can be managed with an effective treatment plan and understanding of how to manage symptoms.

In this Assignment you will assess, diagnose, and devise a treatment plan for a patient in a case study who is presenting with a mood disorder.

RESOURCES

Be sure to review the Learning Resources before completing this activity.   
Click the weekly resources link to access the resources.

[**WEEKLY RESOURCES**](https://waldenu.instructure.com/courses/95363/modules/items/3279397)

TO PREPARE

* Review this week’s Learning Resources. Consider the insights they provide about assessing, diagnosing, and treating mood disorders.
* Review the Focused SOAP Note template, which you will use to complete this Assignment. There is also a Focused SOAP Note Exemplar provided as a guide for Assignment expectations.
* Review the video, *Case Study: Petunia Park*. You will use this case as the basis of this Assignment. In this video, a Walden faculty member is assessing a mock patient. The patient will be represented onscreen as an avatar.
* Consider what history would be necessary to collect from this patient.
* Consider what interview questions you would need to ask this patient.
* Consider patient diagnostics missing from the video:

**Provider Review outside of interview:**

**Temp**98.2**Pulse**90**Respiration**18**B/P**138/88

**Laboratory Data Available**: Urine drug and alcohol screen negative.  CBC within normal ranges, CMP within normal ranges. Lipid panel within normal ranges. Prolactin Level 8; TSH 6.3 (H)

THE ASSIGNMENT

Develop a Focused SOAP Note, including your differential diagnosis and critical-thinking process to formulate a primary diagnosis. Incorporate the following into your responses in the template:

* **Subjective:**What details did the patient provide regarding their chief complaint and symptomatology to derive your differential diagnosis? What is the duration and severity of their symptoms? How are their symptoms impacting their functioning in life?
* **Objective:**What observations did you make during the psychiatric assessment?
* **Assessment:** Discuss the patient’s mental status examination results. What were your differential diagnoses? Provide a minimum of three possible diagnoses with supporting evidence, listed in order from highest to lowest priority. Compare the *DSM-5-TR* diagnostic criteria for each differential diagnosis and explain what *DSM-5* criteria rules out the differential diagnosis to find an accurate diagnosis. Explain the critical-thinking process that led you to the primary diagnosis you selected. Include pertinent positives and pertinent negatives for the specific patient case.
* **Plan:** What is your plan for psychotherapy? What is your plan for treatment and management, including alternative therapies? Include pharmacologic and nonpharmacologic treatments, alternative therapies, and follow-up parameters as well as a rationale for this treatment and management plan. Also incorporate one health promotion activity and one patient education strategy.
* **Reflection notes:** Reflect on this case. Discuss what you learned and what you might do differently. Also include in your reflection a discussion related to legal/ethical considerations (demonstrate critical thinking beyond confidentiality and consent for treatment!), social determinates of health, health promotion, and disease prevention that takes into consideration patient factors (such as age, ethnic group, etc.), PMH, and other risk factors (e.g., socioeconomic, cultural background, etc.).

Week 5 assignment

PATIENT EDUCATION FOR CHILDREN AND ADOLESCENTS

[A person holding a child

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Patient education is an effective tool in supporting compliance and treatment for a diagnosis. It is important to consider effective ways to educate patients and their families about a diagnosis—such as coaching, brochures, or videos—and to recognize that the efficacy of any materials may differ based on the needs and learning preferences of a particular patient. Because patients or their families may be overwhelmed with a new diagnosis, it is important that materials provided by the practitioner clearly outline the information that patients need to know.

For this Assignment, you will pretend that you are a contributing writer to a health blog. You are tasked with explaining important information about an assigned mental health disorder in language appropriate for child/adolescent patients and/or their caregivers.

RESOURCES

Be sure to review the Learning Resources before completing this activity.   
Click the weekly resources link to access the resources.

[**WEEKLY RESOURCES**](https://waldenu.instructure.com/courses/95363/modules/items/3279432)

TO PREPARE

* By Day 1, your Instructor will assign a mood or anxiety disorder diagnosis for you to use for this Assignment.
* Research signs and symptoms for your diagnosis, pharmacological treatments, nonpharmacological treatments, and appropriate community resources and referrals.

THE ASSIGNMENT

In a 300- to 500-word blog post written for a patient and/or caregiver audience, explain signs and symptoms for your diagnosis, pharmacological treatments, nonpharmacological treatments, and appropriate community resources and referrals.  
Although you are not required to respond to colleagues, collegial discussion is welcome.

Week 8 assignment

STUDY GUIDE FORUM

[A person and a child looking at a mirror

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Abnormal brain development or damage at an early age can lead to neurodevelopmental disorders. Within this group of disorders, some are resolvable with appropriate and timely interventions, either pharmacological or nonpharmacological, while other disorders are chronic and need to be managed throughout the lifespan.

For this Assignment, you will develop a study guide for an assigned disorder and share it with your colleagues. In sum, these study guides will be a powerful tool in preparing for your certification exam.

RESOURCES

Be sure to review the Learning Resources before completing this activity.   
Click the weekly resources link to access the resources.

[**WEEKLY RESOURCES**](https://waldenu.instructure.com/courses/95363/modules/items/3279557)

TO PREPARE

* Your Instructor will assign you to a specific neurodevelopmental disorder from the *DSM-5-TR*.
* Research your assigned disorder using the Walden Library. Then, develop an organizational scheme for the important information about the disorder.

THE ASSIGNMENT

Create a study guide for your assigned disorder. Your study guide should be in the form of an outline with references, and you should incorporate visual elements such as concept maps, charts, diagrams, images, color coding, mnemonics, and/or flashcards. Be creative! It should not be in the format of an APA paper. Your guide should be informed by the *DSM-5-TR* but also supported by at least three other scholarly resources.

Areas of importance you should address, but are not limited to, are:

* Signs and symptoms according to the *DSM-5-TR*
* Differential diagnoses
* Incidence
* Development and course
* Prognosis
* Considerations related to culture, gender, age
* Pharmacological treatments, including any side effects
* Nonpharmacological treatments
* Diagnostics and labs
* Comorbidities
* Legal and ethical considerations
* Pertinent patient education considerations

BY DAY 7 OF WEEK 8

You will need to submit your Assignment to two places: the Week 8 Study Guide discussion forum as an attachment and the Week 8 Assignment submission link. Although no responses are required in the discussion forum, collegial discussion is welcome. You are encouraged to utilize your peers’ submitted guides on their assigned neurodevelopmental disorders for study.

Access the [Study Guide Forum](https://waldenu.instructure.com/courses/95363/discussion_topics/968619) (or click the Next button).

Week 9 assignment

CONTROVERSY ASSOCIATED WITH DISSOCIATIVE DISORDERS

[A person sitting on a couch with his hands up

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The *DSM-5-TR* is a diagnostic tool. It has evolved over the decades, as have the classifications and criteria within its pages. It is used not just for diagnosis, however, but also for billing, access to services, and legal cases. Not all practitioners are in agreement with the content and structure of the *DSM-5-TR*, and dissociative disorders are one such area. These disorders can be difficult to distinguish and diagnose. There is also controversy in the field over the legitimacy of certain dissociative disorders, such as dissociative identity disorder, which was formerly called multiple personality disorder.

In this Assignment, you will examine the controversy surrounding dissociative disorders. You will also explore clinical, ethical, and legal considerations pertinent to working with patients with these disorders.

RESOURCES

Be sure to review the Learning Resources before completing this activity.   
Click the weekly resources link to access the resources.

[**WEEKLY RESOURCES**](https://waldenu.instructure.com/courses/95363/modules/items/3279593)

TO PREPARE

* Review this week’s Learning Resources on dissociative disorders.
* Use the Walden Library to investigate the controversy regarding dissociative disorders. Locate at least three scholarly articles that you can use to support your Assignment.

THE ASSIGNMENT (2–3 PAGES)

* Explain the controversy that surrounds dissociative disorders.
* Explain your professional beliefs about dissociative disorders, supporting your rationale with at least three scholarly references from the literature.
* Explain strategies for maintaining the therapeutic relationship with a client that may present with a dissociative disorder.
* Finally, explain ethical and legal considerations related to dissociative disorders that you need to bring to your practice and why they are important.