



# Faculty Guide

## Anxiety and Depression

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# Acknowledgements

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## How These Videos Were Developed

These patient videos were scripted by UNCG School of Nursing professional educators. The scenarios are fictitious but based upon real circumstances and acted out by professional actors. The videos are available on YouTube and H5p platforms. Interactive questions were inserted into the videos using the h5p.org online platform. Closed captioning is included for increased accessibility.

*Enhancing Nurse Practitioner Competency-Based Education and Assessment with Innovative Video Simulations.* The clinical video case simulations have been designed to enhance nurse practitioners' skills in health history, advanced physical assessment, diagnostic reasoning, and developing management plans. These video simulations are aligned with the American Association of Colleges of Nursing. (2021). The essentials: Core competencies for professional nursing education.

## Course Use

You can link to or embed these videos for your class. H5p videos can be assigned to students to complete as homework or completed in small groups or as a whole class for discussion. H5p videos can be incorporated into a learning management system (LMS) to track student responses. The YouTube videos can be linked or embedded in your course.

## Using these Videos with an LMS for Formative Learning

**Blackboard:** Here are instructions for how to incorporate [h5p videos into Blackboard](#).

### Canvas: Using Canvas with H5P.com

To collect students' scores, you'll need an h5p.com account. To get started with H5P in Canvas just go to [H5P.com](#) and start a 30 days free trial. You should make sure your Canvas admin is ready to [set up the LTI integration](#). By using H5P.com, the content is inserted right away, grades are stored in the gradebook and you can see what your users answered. Then you can download these ANEW patient videos from h5p.org and import them into your h5p.com account using these [import/export instructions](#).

**Moodle:** See these [instructions for using h5p.org with Moodle](#).

## Disclaimer:

As new scientific information becomes available through basic and clinical research, recommended treatments and therapies undergo changes. At the time of development, the authors have done everything possible to make this simulation case accurate with accepted standards at the time of production.

# INTRODUCTION

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This simulation video case, “**Anxiety and Depression,**” presents primary care nurse practitioner learners an opportunity to develop their diagnostic reasoning and advanced health assessment skills/knowledge to function in an APRN role. Learners can discuss and collaborate to diagnosis the patient presentation and develop an appropriate plan of care for treatment and address any preventative care needs. The learning focus of this simulation video case can be for nurse practitioner learners early in their clinical management program or be adjusted to learners at the end of their education program by adding content on use of laboratory testing, mental health screening, risk management, interprofessional referrals and applying the current health promotion guidelines.

## LEARNING OBJECTIVES

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**This video case simulation prepares learners to:**

1. Recognize the importance of social determinants of health on the delivery of health care services for this patient
2. Develop an evidence-based clinical management plan that takes into consideration cost, patient preferences, and need for referrals
3. Discuss educational and disease prevention strategies that reduce risk factors for diverse and vulnerable populations
4. Adapt teaching based on the patient’s readiness to learn, culture, health literacy, and resources

The charts below were developed through a consensus process by the five nurse practitioner faculty experts who independently reviewed the videos and the faculty guides to determine the relevance of the content of the video and assignments with each of the domains, advanced level nursing education competencies, essentials level 2 sub-competencies and the concepts. The competencies, sub-competencies and concepts listed here have an 80% consensus on the item (Polit & Beck, 2006).

Concepts for Nursing Practice
Clinical Judgment
Communication
Compassionate Care
Diversity, Equity, Inclusion
Ethics
Evidence-Based Practice
Social Determinants of Health

### Learners of Advanced Practice Health Professions:

- Family Nurse Practitioner (FNP)
- Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)
- Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)

## Domain, Competencies, and Sub-competencies for Advanced-level Professional Nursing Education



### Knowledge for Nursing Practice

#### **1.1 - Demonstrate an understanding of the discipline of nursing's distinct perspective**

1.1e Translate evidence from nursing science as well as other sciences into practice.

1.1f Demonstrate the application of nursing science to practice.

#### **1.2 - Apply theory and research-based knowledge from nursing, the arts, humanities,**

1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice, and research.

1.2g Apply a systematic and defensible approach to nursing practice decisions.

1.2h Employ ethical decision making to assess, intervene, and evaluate nursing care.

1.2i Demonstrate socially responsible leadership.

1.2j Translate theories from nursing and other disciplines to practice.

#### **1.3 Demonstrate clinical judgment founded on a broad knowledge base.**

1.3d Integrate foundational and advanced specialty knowledge into clinical reasoning.

1.3e Synthesize current and emerging evidence to influence practice.

1.3f Analyze decision models from nursing and other knowledge domains to improve clinical judgment.



### Person-Centered Care

#### **2.1 - Engage with the individual in establishing a caring relationship.**

2.1d Promote caring relationships to effect positive outcomes.

2.1e Foster caring relationships.

#### **2.2 Communicate effectively with individuals.**

2.2g Demonstrate advanced communication skills and techniques using a variety of modalities with diverse audiences.

2.2h Design evidence-based, person-centered engagement materials.

2.2i Apply individualized information, such as genetic/genomic, pharmacogenetic, and environmental exposure information in the delivery of personalized health care.

2.2j Facilitate difficult conversations and disclosure of sensitive information.

#### **2.3 - Integrate assessment skills in practice.**

2.3h Demonstrate that one's practice is informed by a comprehensive assessment appropriate to the functional area of advanced nursing practice.

#### **2.4 - Diagnose actual or potential health problems and needs.**

2.4f Employ context driven, advanced reasoning to the diagnostic and decision-making process.

2.4g Integrate advanced scientific knowledge to guide decision making.

#### **2.5 - Develop a plan of care.**

2.5h Lead and collaborate with an interprofessional team to develop a comprehensive plan of care.

2.5i Prioritize risk mitigation strategies to prevent or reduce adverse outcomes.

2.5j Develop evidence-based interventions to improve outcomes and safety.

#### **2.6 - Demonstrate accountability for care delivery.**

2.6e Model best care practices to the team.

2.6g Promote delivery of care that supports practice at the full scope of education.

2.6j Ensure accountability throughout transitions of care across the health continuum.

## **2.8 - Promote self-care management.**

2.8f Develop strategies that promote self-care management.

2.8g Incorporate the use of current and emerging technologies to support self-care management.

2.8h Employ counseling techniques, including motivational interviewing, to advance wellness and self-care management.

2.8j Foster partnerships with community organizations to support self-care management.

## **2.9 - Provide care coordination.**

2.9f Evaluate communication pathways among providers and others across settings, systems, and communities.

2.9g Develop strategies to optimize care coordination and transitions of care.

2.9h Guide the coordination of care across health systems.



## **Population Health**

## **3.2 - Engage in effective partnerships.**

3.2d Advanced - Ascertain collaborative opportunities for individuals and organizations to improve population health.



## **Scholarship for the Nursing Discipline**

## **4.2 - Integrate best evidence into nursing practice.**

4.2g Lead the translation of evidence into practice.

4.2h Address opportunities for innovation and changes in practice.



## **Interprofessional Partnerships**

## **6.1 - Communicate in a manner that facilitates a partnership approach to quality care**

6.1i Role model respect for diversity, equity, and inclusion in team-based communications.

6.1j Communicate nursing's unique disciplinary knowledge to strengthen interprofessional partnerships.

6.1k Provide expert consultation for other members of the healthcare team in one's area of practice.



## **Professionalism**

## **9.1 - Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.**

9.1h Analyze current policies and practices in the context of an ethical framework.

9.1i Model ethical behaviors in practice and leadership roles.

## **9.2 - Employ participatory approach to nursing care.**

9.2h Foster opportunities for intentional presence in practice.

9.2i Identify innovative and evidence-based practices that promote person-centered care.

9.2j Advocate for practices that advance diversity, equity, and inclusion.

9.2k Model professional expectations for therapeutic relationships.

9.2l Facilitate communication that promotes a participatory approach.

## **9.5 - Demonstrate the professional identity of nursing.**

9.5h Identify opportunities to lead with moral courage to influence team decision-making.



## **Personal, Professional, and Leadership Development**

## **10.1 - Demonstrate a commitment to personal health and well-being.**

10.1c Contribute to an environment that promotes self-care, personal health, and well-being.

## CASE OVERVIEW

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**Case:** Mr. Jones is a 72-year-old African-American male who presents to the clinic for a visit with the nurse practitioner for increasing sadness and anger.

**Chief Complaint:** increased anger and sadness since wife passed away 8 months ago.

**Past Medical History:** T2 diabetes mellitus, General Anxiety Disorder, Major Depressive Disorder, Single Episode, Mild

A. Past Hospitalizations: appendectomy at age 59

B. Allergies: no allergies, up to date on immunizations

C. Current Medications: Lexapro 10 mg daily, Metformin 500 mg bid. Patient manages his own medications and checks blood sugar on a regular basis.

D. Other drugs/supplements: multivitamin

E. Psychiatric: worsening depression and anxiety symptoms since loss of wife, less involvement in social activities, more prone to staying home, decreased sleep, appetite, and energy during past 2 weeks.

**Social History:** recently widowed (wife of 50 years); two daughters live in a nearby town; college graduate; retired high school teacher; not leaving home to spend time with family and friends as enjoyed in the past; previously enjoyed gardening in backyard and playing cards with friends in neighborhood; more isolated compared to past; no smoking, alcohol use, or recreational drug use; patient attended church in the past, but has not visited church since his wife passed away

**Family History:** father died at 72 from a stroke; mother died at age of 84 from MI; mother had history of depression and anxiety

**Allergies:** no known allergies

**VS:** BP 140/88, HR 84, T 98, R 18

**Case Simulation: Anxiety and Depression: (12:19 minutes)**

- Interactive video h5p link: <https://h5p.org/node/1300413>
- YouTube link: <https://youtu.be/Xyd2oUDYAwk>

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## INTERACTIVE H5P CASE QUESTIONS\*



1. What are some tests that would be helpful to assess depression and anxiety? (Select all that apply)
  - a. **Geriatric Depression Scale**
  - b. **Patient Health Questionnaire**
  - c. **Geriatric Anxiety Inventory**
  - d. Prodrome Questionnaire
  
2. Which of the following symptoms could indicate anxiety in an older adult? (Select all that apply)
  - a. **Excessive worry**
  - b. **Gastrointestinal upset**
  - c. **Headaches**
  - d. **Restlessness**
  
3. What of the following symptoms could indicate depression in an older adult? (Select all that apply)
  - a. Manic Behaviors
  - b. **Loss of interest**
  - c. **Sleep changes**
  - d. **Appetite changes**
  
4. Which lab tests could be ordered to assist with diagnosis of a depression or anxiety disorder in primary care? (Select all that apply)
  - a. **Complete Blood Count**
  - b. **Comprehensive Metabolic Panel**
  - c. Valproic Acid Level
  - d. **Thyroid-Stimulating Hormone**
  
5. What are examples of antidepressants used to treat depression and anxiety in older adults? (Select all that apply)
  - a. **Escitalopram**
  - b. **Sertraline**
  - c. Quetiapine
  - d. Olanzapine

**\*bolded responses** are correct answers

## POSSIBLE DISCUSSION QUESTIONS

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1. What are the pertinent depression and anxiety symptoms learned from the patient interview?
2. Based on the subjective findings of the chief complaint and HPI, what are the top five differential diagnoses? Support your choices with rationales.
3. Are there any medication(s), over the counter drugs, vitamins or herbs that can potentially be causing this patient's symptoms?

4. Which diagnostic tests are the most appropriate to order during this visitation? Explain your rationale or ordering each test(s).
5. What community resources are available for family members with parents who are exhibiting depression or anxiety symptoms?
6. What are considerations for the primary care provider when increasing or starting an antidepressant or anxiolytic for an older adult?
7. What are non-pharmacological interventions that could be helpful for older adults with depression or anxiety?

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