UNIVERSITY OF FLORIDA COLLEGE OF NURSING COURSE SYLLABUS

Spring 2023

# COURSE NUMBER NGR 6538

COURSE TITLE Psychopharmacology for Psychiatric Nursing

# CREDITS 3

PLACEMENT DNP Program: Psychiatric-Mental Health Nurse Practitioner Track

PRE/COREQUISITES NGR 6172 Pharmacotherapeutics for Advanced Nursing Practice

FACULTY James Poole, DNP, APRN, PMHNP-BC

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\*Faculty are generally available to meet with students (in the office or virtually) as listed above. Due to professional travel and other unavoidable obligations, faculty may not be present every week without notice. It advisable that students confirm availability or make an appointment in advance.

COURSE DESCRIPTION This course provides knowledge of psychoactive medications related to nursing care with psychiatric-mental health clients, including children, adolescents, and adults. Emphasis is on the selection and use of psychoactive medications in the treatment of clients experiencing psychiatric disorders and in the restoration of wellness. An additional focus is the impact of psychoactive medications on the client, family, and community. Content is presented in relation to the role of psychiatric-mental health nurse who functions in an advanced role in a variety of settings.

COURSE OBJECTIVES Upon completion of this course, the student will be able to:

1. Analyze the pharmacodynamic and pharmacokinetic effects of the major categories of psychoactive medications in psychiatric-mental health clients.
2. Analyze the effects of clients' psychological, physiological, and behavioral responses to psychoactive medications on clients and families in a variety of cultural and socioeconomic settings.
3. Evaluate the effect of drugs of abuse on psychiatric- mental health clients, including the potential combined effect with psychoactive medications.
4. Analyze economic, legal, ethical, cultural, economic, and political issues related to advanced nursing care with psychiatric-mental health clients using psychoactive medications across the lifespan.
5. Analyze the role of advanced practitioner providing care to clients using psychoactive medications in relation to the client, family and the community.

# COURSE SCHEDULE

Faculty Section Day Time Poole 1031 Web-based

E-Learning in Canvas is the course management system that you will use for this course. E- Learning in Canvas is accessed by using your Gatorlink account name and password at [http://elearning.ufl.edu/.](http://elearning.ufl.edu/) There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to helpdesk@ufl.edu.

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications. Course websites are generally made available on the Friday before the first day of classes.

# TOPICAL OUTLINE

1. Special populations including different age groups, diagnostic categories and general implications for prescribing psychoactive medications
2. Pharmacokinetic and pharmacodynamic principles
3. Therapeutic indications and contraindications, therapeutic effects on behavior, affect and cognition, individualized/therapeutic dosage, medication half-life, drug interactions and long and short term side effects of the major categories of psychoactive medications
4. Drugs of abuse
5. Compliance issues
6. Decision-making related to choice of medication and medication judgment
7. Impact on and role of the family in medication treatment
8. Cultural and economic issues
9. Legal, ethical, and political issues including generic vs. trademark medication, ARNP protocol development and evaluation, and writing prescriptions
10. Roles of advanced practitioner in psychiatric-mental nursing
11. Community resources and client services

# TEACHING METHODS

Lecture, written assignments, patient drug profiles, audiovisual materials, and selected readings.

LEARNING ACTIVITIES

Reading assignments, lectures, case study analysis, receptor profile review, research paper

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# EVALUATION METHODS/COURSE GRADE CALCULATION

Examinations and written assignments. All assignments and exams are to be submitted electronically. No hard copy submissions are accepted.

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| --- | --- | --- |
| 2 exams |  | 25% of grade |
| 1 Final Exam |  | 20% of grade |
| 5 case studies |  | 45% of grade |
| Neuroreceptor Activity  |  | 5% of grade |
| Research Critique |  | 5% of grade |
| Total |  | 100% |

The College of Nursing will utilize **ProctorU**, a live proctoring service, for major examinations in graduate web-based online courses to ensure a secure testing environment. Students must sign in to ProctorU at least 30 minutes prior to the scheduled time for each exam in order to authenticate their identity and connect with the live proctor. Students authenticate their identity and are remotely monitored by a trained employee of ProctorU. See Canvas site for more information on Proctor U and how to create an account. If you have questions about ProctorU, contact CON IT.

# CLASS ATTENDANCE AND MAKE UP POLICY

Discussion board replies will be accepted up to three days after the assignment due date. Discussion board starting posts will receive half credit if posted up to three days after the assignment due date and no credit after three days.

Exams cannot be rescheduled or made up unless arrangements are made at least one week prior to the exam date for reasonable accommodations. Emergencies will be considered on a case-by-case basis.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/graduate/regulations/#text>

GRADING SCALE/QUALITY POINTS

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| --- | --- | --- | --- |
| A | 95-100 | C | 74-79 |
| A- | 93-94 | C- | 72-73 |
| B+ | 91- 92 | D+ | 70-71 |
| B | 84\*-90 | D | 64-69 |
| B- | 82-83 | D- | 62-63 |
| C+  | 80-81 | E | 61 or below |
| \* 84 is the minimal passing grade |

For more information on grades and grading policies, please refer to University’s grading policies: [https://catalog.ufl.edu/graduate/regulations/.](https://catalog.ufl.edu/graduate/regulations/)

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/> ) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

INCLUSIVE LEARNING ENVIRONMENT

We strive to provide an inclusive learning environment as we prepare graduates who care, lead, and inspire. As we share our nursing values and personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels they belong to the College of Nursing community. <https://nursing.ufl.edu/wordpress/files/2022/08/BSN_DNP-Handbook-Jul-28-2022.pdf>

CIVILITY STATEMENT

Civility among all individuals in the CON (faculty, staff and students) is vital for an inclusive environment that fosters personal reflection, growth and a collective harmony. <https://nursing.ufl.edu/wordpress/files/2022/08/BSN_DNP-Handbook-Jul-28-2022.pdf>

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>. Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies

Please see the College of Nursing website for student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>)

# REQUIRED TEXTBOOKS

Aiken, C., Feder, J., & Carlat, D. (2022) *Prescribing Psychotropics: From Drug Interactions to Pharmacogenetics* (4th Ed.) Carlat Publishing

Stahl, S. M. (2021). *Essential psychopharmacology. Neuroscientific basis and practical applications* (5th ed.). Cambridge University Press.

# RECOMMENDED TEXTBOOKS

\*Osser, D. (2020). *Psychopharmacology Algorithms: Clinical Guidance from the Psychopharmacology Algorithm Project at the Harvard South Shore Residency Program.* Wolters Kluwer.

Preston, J. &Johnson, J. (2019). *Clinical Psychopharmacology made ridiculously simple.* (9th ed.). MedMaster, Inc.

Sadock, B. J., Sadock, V.A. & Ruiz, P. (2021). *Kaplan & Sadock’s Synopsis of Psychiatry* (12th ed.) Wolters Kluwer.

An evidence based and reviewed drug reference tool. Recommendations will be provided on Canvas Site for digital resources. One physical resource recommendation is:

Stahl, S. M. (2021). *Prescriber’s guide: Stahl’s essential psychopharmacology*. (7th ed.). Cambridge University Press.

\*A web version of this book will be used in the course. The book does not need to be purchased unless a physical copy is desired.

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| **Week #** | **Module** | **Readings** | **Assignment** | **Topic** | **Program Outcomes** |
| Jan 9th – 15th  | **1** | **Selected Articles** |  | **I**nformed Consent and General Principles of Prescribing | **I, II, V** |
| Jan 16th – Jan 22nd | **2** | **Aiken Ch 1-9** |  | **Pharmacodynamics and Kinetics** | **I, II, V** |
| **Jan 23rd – Jan 29th**  | **3** | **Stahl Ch 1-3** | **Neurotransmitter profile assignment Due Feb 5th** | **Introduction to Neurotransmitters** | **I, II, V** |
| **Jan 30th – Feb 5th** | **4** | **Stahl Ch 6-7****Aiken Ch 10-11 and 15** | **Case Study 1 Due Feb 12th** | Treatment of Unipolar Depression  | **I, II, V** |
| **Feb 6th – Feb 12th** | **5** | **Review week 4****Aiken Ch 12** |  | Mood Stabilization and Bipolar Disorder  | **I, II, V** |
| **Feb 13th – Feb 19th** | **6** | **Stahl Ch 8** | **Case Study 2 Due Feb 26th** | Treatment of Anxiety  | **I, II, V** |
| **Feb 20th – Feb 26th** | **7** | **Stahl Ch 10** |  | Treatment of Insomnia and Sleep Cycle Disorders  | **I, II, V** |
| **Feb 27th – Mar 5th** | **8** | **Stahl Ch 5****Aiken Ch 12** | **Exam 1****Modules 1 – 7** | Treatment of Psychotic Disorders  | **I, II, V** |
| **Mar 6th – Mar 10th** | **9** | **Selected Articles** | **Case Study 3 Due Mar 26th** | Acute Crisis Stabilization and Adverse Reactions to treatment  | **I, II, V** |
| **Mar 11th – Mar 19th** |  | **Spring Break** |  | **Spring Break March 11th – 18th** |  |
| **Mar 20th – Mar 26th** | **10** | **Stahl Ch 9 and 13****Aiken Ch 13 – 14** | **Case Study 4 Due April 2nd** | Substance Use Disorders and Treatment of Chronic Pain in Psychiatry   | **I, II, V** |
| **Mar 27th – April 2nd** | **11** | **Stahl Ch 11** |  | Treatment of ADHD  | **I, II, V** |
| **April 3rd – April 9th** | **12** | **Selected Articles** | **Case Study 5 Due April 16th** | Neurodevelopmental Disorder and Disorders of Childhood  | **I, II, V** |
| **April 10th – April 16th** | **13** | **Stahl Ch 12** |  | Treatment of Neurocognitive Disorders  | **I, II, V** |
| **April 17th – April 23rd** | **14** | **Selected Articles****Aiken Ch 16 – 20** | **Exam 2****Modules 8 – 13** | Difficult concepts in pharmacology   | **I, II, V** |
| **April 24th – April 26th** | **15** | **Selected Articles** | **Research Critique Due April 26th**  | Emerging Areas of Psychopharmacology   | **I, II, V** |
|  | **16** |  | **Final Exam** | **Cumulative Final** | **I, II, V** |

The purposes of the curriculum leading to the degree Doctor of Nursing Practice are to:

* 1. Prepare the student to acquire advanced competencies in increasingly complex practice and emerging leadership roles.
	2. Provide the student with a significant and comprehensive knowledge base that supports scientific skepticism and the incorporation of new knowledge in advanced nursing practice.
	3. Provide the student with enhanced knowledge for the acquisition of leadership skills used to improve nursing practice and patient outcomes.

Upon completion of the doctoral program, the graduate will be able to:

1. Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice.
2. Evaluate decision support systems to solve clinical problems for individuals, aggregates and systems.
3. Develop advanced leadership and collaborative skills to mobilize interdisciplinary teams to solve highly complex clinical problems.
4. Develop expertise to formulate health policy and provide leadership in establishing clinical excellence and creating new models of cost- effective health care delivery.
5. Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates and systems to provide safe, evidence- based care.
6. Synthesize knowledge of cultural diversity and global perspectives in delivering health care and in critiquing nursing systems.

Approved: Academic Affairs Committee: 6/92; 6/99 Faculty: 7/92; 7/99

UF Curriculum: 6/99