Washington State University
MAJOR CURRICULAR CHANGE FORM - - NEW/RESTORE COURSE

- Please attach rationale for your request, a complete syllabus, and explain how this impacts other units in Pullman and other campuses (if applicable).
- Obtain all required signatures with dates.
- Provide original stapled packet of signed form/rationale statement/syllabus PLUS 10 stapled copies of complete packet to the Registrar's Office, campus mail code 1035.
- Submit one electronic copy of complete packet to wsu.curriculum@wsu.edu.

Requested **Future** Effective Date: **Fall 2015** (term/year) Course Typically Offered: **Fall Semester**

DEADLINES: For fall term effective date: October 1st; for spring or summer term effective date: March 1st. See instructions.

NOTE: Items received after deadlines may be put to the back of the line or forwarded to the following year. Please submit on time.

<table>
<thead>
<tr>
<th>New Course</th>
<th>Temporary Course</th>
<th>Restore Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 530</td>
<td>Theory of Psychopharmacology and Safe Prescribing Practices</td>
<td></td>
</tr>
<tr>
<td>3 (0-0)</td>
<td>NURS 562, NURS 563, NURS 581</td>
<td></td>
</tr>
</tbody>
</table>

Description for catalog: Theoretical perspectives of psychopharmacology as they pertain to safe prescribing and monitoring patient outcomes in psychiatry.

Additional Attributes: Check all that apply.

- [ ] Crosslisting (between WSU departments)*
- [ ] Conjoint listing (400/500):
- [ ] Variable credit:
- [ ] Repeat credit (cum. max. hrs):

Special Grading: [ ] S, F; [ ] A, S, F (PEACT only); [ ] S, M, F (VET MED only); [ ] H, S, F (PHARMACY, PHARADC only)

- [ ] Cooperative with UI
- [ ] Other (please list request):

The following items require prior submission to other committees/depts. (SEE INSTRUCTIONS.)

- [ ] Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval.)
- [ ] Request to meet UCORE in __________________ (Must have UCORE Committee Approval >> See instructions.)
- [ ] Special Course Fee __________________ (Must submit request to University Receivables.)

**Contact:** Cindy Fitzgerald  
**Phone number:** (509) 324-7279  
**Email:** cefitzgerald@wsu.edu  
**Instructor, if different:** William Gibson, PhD

**Chair/date:**  
**Dean/date:**  
**All-University Writing Com Date:**

Chair (if crosslisted/interdisciplinary)*  
Dean (if crosslisted/interdisciplinary)*  
UCORE Committee Approval Date

Catalog Subcommittee Approval Date  
GSC or AAC Approval Date  
Faculty Senate Approval Date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER PROGRAM
CURRENT & PROPOSED
Fall 2014

Reasons for curriculum change:

- Nationally, the National Organization of Nurse Practitioner Faculty (NONPF), the body that supports the work of the AACN, released new competencies in July 2013. Additionally, the credentialing exam for the PMHNP candidate began to shift in 2012 with the announcement that the Adult PMHNP credentialing exam would be retired replaced by “across the lifespan” PMHNP credential. This exam retirement was completed in December 2014.
  - The PMHNP faculty responded to the exam change announcement in 2012 by completing a curriculum review and updating the then-current course descriptions and objectives.
  - While these changes have sustained the program, the faculty in the past year have identified a need for significant review, rewrite and clinical hours update in order to present a rigorous, comprehensive program that better aligns course content with credit load as well as better represents the professional practice of the PMHNP and new national competencies outlined by NONPF.

- Additionally, the original approach to curriculum update through updated descriptions and objectives has posed a barrier to our own WSU alums from the Adult PMHNP certification program who obtained MN degrees who wish to seek updated training to recertify in the newer lifespan PMHNP credential, often at the insistence of their employer.
  - They are not able to “retake” the updated PMHNP WSU courses from the 2012 revision for re-credentialing because of the graduate school rule that states a student cannot retake a course they have successfully passed.
  - We consistently turn our alums away because we cannot provide them an opportunity to receive this training.

With the implementation of the proposed curriculum, the PMHNP faculty expects the program to better represent the current PMHNP profession, to increase the required minimum number of clinical hours and to allow our alums from the original adult program to take coursework with us for updated certification. With the overall curriculum changes, the program also recommends changes to the program outcomes statements:

1. Demonstrate competence in the use of theoretical approaches in individual and group theory.
   NONPF Population focused core competencies (NONPF Pop Comp) theme/content identified: psychiatric and psychological theories, recovery, resiliency, ACEs.

1. Applies best practices in the selection and implementation of specific psychotherapeutic, pharmacologic and preventative interventions.
PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER PROGRAM
CURRENT & PROPOSED
Fall 2014

NONPF Pop Comp theme/content identified: Promote mental health, reduce or prevent risk of mental illness

2. Differentiate mental health problems from psychiatric illness.
   NONPF Pop Comp theme/content identified: Promote mental health, reduce or prevent risk of mental illness

3. Practice within the scope of legal, professional, and ethical standards of advanced psychiatric/mental health nursing.
   NONPF Pop Comp theme/content identified: Therapeutic relationship, self-reflective practice, cultural safety and competence, legal standards of care

4. Develop and sustain therapeutic collaborative relationships with individuals, families, groups and other professionals. *NEW

Rationale for additional outcome statement: Overall our program outcomes statements support the overall themes of content areas from the NONPF Population focused core competencies except that at least 4 NONPF Pop competencies specifically identify the therapeutic relationship and related content as expected outcomes.

Steps in curricular review:

1) October 2013 mapped current courses to PMHNP program outcomes, DNP Program Outcomes, DNP Essentials & new NONPF Population-Focused Competencies

2) December 2013 PMHNP faculty retreat in Tri-Cities: Reviewed the course content and suggestions from faculty teaching the program
   - Reviewed curriculum of EBI peer institutions with PMHNP programs
   - Reviewed NONPFs competency based curriculum example document
   - Reviewed current PMHNP courses for their benefits and deficiencies

3) Summer 2014 – New courses were developed, syllabi written and formatted, documents prepared for presentation to College of Nursing Graduate Curriculum and Progression Committee (GCPC) in September 2014

4) September 2014
   - Presented to PMHNP faculty September 2014
   - All new course syllabi and rationale for curricular changes reviewed by two graduate prepared psychiatric mental health nurse faculty members in the college.
   - Presented to GCPC September 2014

5) October 2014 – submitted to WSU for approval in all required committees and by Faculty Senate
<table>
<thead>
<tr>
<th>CURRENT- to be deleted</th>
<th>PROPOSED – All new</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Title</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>NURS 525</td>
<td>Psychopharmacology (theory)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 541</td>
<td>PMH: Individual therapy (2.5cr theory; 1.5 clinical) 82.5 hrs</td>
<td>4</td>
</tr>
<tr>
<td>NURS 543</td>
<td>PMH: Group and Family therapy (2.5cr theory; 1.5 clinical) 82.5 hrs</td>
<td>4</td>
</tr>
</tbody>
</table>

<p>| NURS | Introduction to | 3 (2) | NEW COURSE: New catalog and course |</p>
<table>
<thead>
<tr>
<th>CURRENT- to be deleted</th>
<th>PROPOSED – All new</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Title</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>NURS 561</td>
<td>Advanced psychiatric assessment and diagnosis for PMHNP (theory)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 546</td>
<td>PMHNP Practicum (clinical course, had required seminars) 180 hrs</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Descriptions and SLOs aligned with new competencies. First clinical where students will develop therapy modality skills and in seminar addressing professional standards of supervision.
## PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER PROGRAM
### CURRENT & PROPOSED
Fall 2014

<table>
<thead>
<tr>
<th>CURRENT - to be deleted</th>
<th>PROPOSED - All new</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>NURS 548</td>
<td>PMHNP Internship (clinical course, had required seminars) 180 hrs</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NURS 549</td>
<td>Addictions perspective (theory)</td>
</tr>
<tr>
<td>Total</td>
<td>525 hours clinical based on a 1cr : 45hr ratio</td>
<td>24 cr</td>
</tr>
</tbody>
</table>

Descriptions and SLOs. Second clinical to further hone full PMHNP role.

New catalog and course descriptions and SLOs reduced credit. Student will take 1-3 credits of internship, minimum of 3 required before program completion, to maintain competency in clinical skill while finishing DNP program; WSU adult PMHNP alums would take this course at 2 cr in a pediatric setting to be eligible for recertifying in the new specialty.

NURS 549 will be deleted from the curriculum; content is dispersed throughout new curriculum.
Course Syllabus
Fall, 2015

COURSE NUMBER: NURS 530
COURSE TITLE: Theory of Psychopharmacology and Safe Prescribing Practices
CREDIT HOURS: 3
COURSE FORMAT: Hybrid course (on-campus, in-class and on-line activities)
COURSE FACULTY: William Gibson
   Email: WTG2@wsu.edu
   Office Location: Washington G60c Pullman
   Office Hours: TBD
   Office Phone: 509-335-3575
PREREQUISITES: NURS 581, NURS 562, NURS 563
COREQUISITES: None
MEETING TIME: Wednesday’s 9/2; 10/7; 11/4; 11/18; 1710-2000;
online: In-class activities are supplemented by on-line learning
activities during weeks when class sessions are not held. See
details in this syllabus and on the course website.
MEETING LOCATION: Spokane; Vancouver nursing AMS; other sites as needed

CATALOG DESCRIPTION
Theoretical perspectives of psychopharmacology as they pertain to safe prescribing and monitoring
patient outcomes in psychiatry.

COURSE DESCRIPTION
This course prepares the student for prescribing psychiatric medications across the lifespan. Building on
general advanced pharmacology principles, the theoretical underpinnings of psychopharmacology are
presented. The course will introduce concepts of choosing pharmacological interventions using best
practice models including considerations of patient preference, diagnosis, demographics, patient profile,
and safety analysis. Methods of outcomes monitoring and long-term pharmacological management is
discussed.

STUDENT LEARNING OUTCOMES
Upon completion of this course, the student will be able to:
Course Syllabus: NURS 530

1. Identify the major psychiatric illnesses across the lifespan and their corresponding neurobiological basis and medication classes.
2. Define actions, side effects, and age appropriate prescribing principles of the psychopharmacologic agents.
3. Explain the principles of psychoneurobiology including pharmacodynamics and pharmacokinetic principles as they relate to the psychiatric patient.
4. Critically analyze prescribing standards, references, and decision support tools to provide recommendations to clients that optimize clinical efficiency based on best practice models and safety profile.
5. Demonstrate consideration for factors such as genomic-related efficacy, cost, need for monitoring, side effect profile, and potential concerns about adherence when making prescribing decisions in psychiatric and mental health settings.

COURSE POLICIES

In general in this course and in all of the activities that are part of this class, all College of Nursing and Washington State University student handbooks and Graduate School guidelines, academic policies, and standards of conduct apply. Students are assumed to and responsible to be aware of these policies and standards as written and available on the University websites and in University publications. Policies that are specific to this course are described below in alphabetical order, not in order of importance. All policies carry equal importance and weight. If you do not understand something that is written here, it is your responsibility to seek clarification.

Attendance Policy (required section)

Because the PMHNP program is developed on intensive learning opportunities, attendance in the 4 scheduled class sessions is REQUIRED. Failure to adhere to attendance policy will result in 10% reduction in overall course grade for every class sessions missed.

Course Changes

Although there will be no changes in student learning outcomes or course materials, the instructor reserves the right to make slight modifications to the course calendar and assignments.

Important Dates and Deadlines

Students are encouraged to refer to the academic calendar often to be aware of critical deadlines throughout the semester. The academic calendar can be found at

www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX.”

Internet Access

This course requires high-speed internet access. Dial-up options for internet will not permit you to view many of the assignments. If you do not have high-speed internet at home, then consider your work place (hospital library), the public library, or other locations where you may be able to access course materials.
Late Assignments

Late work is typically not accepted for grading or points. If you are experiencing unusual circumstances that will result in an assignment being late, contact your instructor immediately. 10% reduction will be incurred if accepted.

Written Assignment Formatting

Graduate (Doctoral) level writing is expected. Use the APA Manual, 6th Edition, as the guide for all document formatting including in-text citations and references. Some class assignments will require adherence to APA formatting. It is not possible to apply all of the APA guidelines and have them transfer properly in discussion board postings, and so the college now requires that any assignments requiring APA format must be sent as attachments.

- Prepare these assignments in Microsoft Word
- Save your work as a “.doc” file (this is the MS Word default file type).
- Type in a subject line that includes the name of the assignment and your initials
- Use the “Attach” function to find and attach the file from your word processor.
- Then send it.
- For examples and information on APA, please refer to the following site: http://nursing.wsu.edu/library/apa5format.html

Workload

It is WSU policy that for every hour of faculty directed activities, students should expect a minimum of two hours engaged in supportive learning activities. Depending on your skills and knowledge as a learner, additional time may be required.

Academic Integrity Policy

Academic integrity is the cornerstone of the university. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments, with the instructor’s permission. However the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Any student who violates the University's standard of conduct relating to academic integrity will be referred to the Office of Student Conduct and may fail the assignment or the course. You can learn more about Academic Integrity on your campus using the URL listed in the Academic Regulations section or to http://conduct.wsu.edu/academic-integrity-policies-and-resources. Please use these resources to ensure that you don’t inadvertently violate WSU's standard of conduct.

Sanctions for academic integrity violations may include receiving a failing grade for the assignment or examination, and may also include receiving a failing grade for the course. In some cases, the violation also may lead to the student’s dismissal from the WSU College of Nursing.

WSU’s Campus Safety Statement

Washington State University Spokane is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. As part of this commitment, the university has prepared a Campus Safety Plan for each campus. These plans include a listing of university policies, procedures, statistics and information relating to campus safety,
emergency management and the health and welfare of the campus community. All students should go to the zzusis portal at http://zzusis.wsu.edu and register their emergency contact information for the Crisis Communication System (CCS). Enter your network ID and password and you will be taken to the zzusis portal page. Providing multiple contact methods will help ensure you receive notifications in a timely manner, and your information will NOT be used for any other purpose.

WSU-Pullman Campus Safety Plan
http://safetyplan.wsu.edu

WSU-Vancouver Campus Safety Plan
http://www.vancouver.wsu.edu/safety-plan

WSU-Tri-Cities Campus Safety Plan
http://www.tricity.wsu.edu/safetyplan/

WSU-Spokane Campus Safety Plan
http://spokane.safetyplan.wsu.edu/

The University emergency management web site at http://oem.wsu.edu/emergencies.

Information about emergencies can be found on the WSU ALERT site – http://alert.wsu.edu. Alert notices can also be found on each campus Alert Site.

Spokane: http://spokane.wsu.edu/services/Facilities/Safety_Security/
The WSU Spokane Campus Safety Plan contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. The Campus Safety Plan can be found at: http://spokane.wsu.edu/services/Facilities/campus-safety-plan/. Please visit this site to become familiar with the campus safety and emergency information provided. A link to the WSU Pullman Safety Plan is also available on this web site. Look for the “Spokane Emergency Information” box on the left side of the page and click the update link to be taken to the registration page where you can enter your cell, landline, and email contact information as well as arrange for emergency text messages to be sent to your cell phone.

Tri-Cities: Should there be a need to evacuate the building (e.g., fire alarm or some other critical event), students should meet the instructor at the blue light pole in the WEST or CIC Parking lot [use the parking lot for the building in which your class is located]. A more comprehensive explanation of the campus safety plan is available at www.tricity.wsu.edu/safetyplan. An emergency alert system is available and you can sign up for it at tricity.alert.wsu.edu.

Vancouver: WSU has made an emergency notification system available for faculty, students, and staff. Please register at zzusis with emergency contact information (cell, email, text, etc.). You may have been prompted to complete emergency contact information when registering for classes at RONet. In the event of a building evacuation, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver web page and/or http://www.flashalert.net/. Individual class cancellations may be
made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. Safety plan website.

Graduate-level courses: Faculty may also use the statement available on the GSC website: http://gradschool.wsu.edu/FacultyStaff/Committee/

WSU Disability Statement

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center on your campus. All accommodations MUST be approved through the appropriate Access Center. Please stop by or call 509-335-3417 to make an appointment with an Access Advisor. For more information contact a Disability Specialist on your home campus:

WSU-Pullman Access Center
Washington Building, Room 217
509-335-3417

WSU-TriCities Disability Services
http://www.tricity.wsu.edu/disability/
Student Services Department, West Bldg, Room 262
509-372-7352.

WSU-Spokane Disability Services
http://spokane.wsu.edu/students/current/StudentAffairs/disability/disabilitystatement.html
Academic Center, Room 130
509-358-7534

WSU-Vancouver Disability Services
http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services
VMMC, Lower Level
360-546-9138

Distance students may contact their ‘home’ campus office or may wish to access information at this website: http://drc.wsu.edu/default.asp?PageID=1799

LEARNING MANAGEMENT SYSTEM

Angel is the learning management system used by Washington State University to teach online portions of courses. To use the Angel course management system, you must first enroll in Angel. To enroll, you will need the user name and password assigned for use with MyWSU. To access Angel, go to: http://lms.wsu.edu. You will find the course syllabus in the section, “Syllabus.” The course readings are available on electronic reserves via the library and can be accessed in the section, “Lessons.”

See http://ams.wsu.edu/Index.aspx for Academic Media Services to access videostreamed classes and other information related to classroom use and videoconferencing. To access videostream sessions you will need the user name and password assigned for use with MyWSU.
TEXTBOOKS AND LEARNING MATERIALS

Required


Selected Additional Readings (Optional): Outlined in course calendar

EVALUATION:

Assignments

Please review the course calendar for a list of topics and basic readings for the course. Assignments for each topic area will be provided on the course Angel site. Assignments require reading and preparation through online searches of databases for participation in discussion boards and case analysis. These will help you be prepared for the 3 exams as well. Content will be additive; that is, content covered in the beginning of the semester will be included in all case discussions and quizzes that follow.

EVALUATION:

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
<tr>
<td>Online exams (2 @ 30 points each)</td>
<td>60</td>
</tr>
<tr>
<td>Class attendance &amp; participation (4 in-person and 4 online discussions = 8 sessions @ 10 points each)</td>
<td>80</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>190</strong></td>
</tr>
</tbody>
</table>

Students must complete all required assignments in order to pass the course.

Exams will be graded on a 100% scale, using the standard WSU grading scale (below). An item analysis will be performed on all exam questions as one way of determining their effectiveness. As noted elsewhere, you must receive a passing grade on all graded assignments in order to pass the course.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100</td>
</tr>
<tr>
<td>A−</td>
<td>3.7</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-85</td>
</tr>
<tr>
<td>B−</td>
<td>2.7</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>76-79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-75</td>
</tr>
<tr>
<td>C–</td>
<td>1.7</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>66-69</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-65</td>
</tr>
</tbody>
</table>

F – Points 59 or below – NO POINTS; NO COURSE CREDIT
Incompletes
Graduate school policy (Academic Regulation #90) states that incompletes may only be awarded if: “the student is unable to complete their work on time due to circumstances beyond their control”. Communicate with course faculty as soon as you know that this rule may apply to your circumstances.

Class Participation (Optional)
Substantive participation will be evaluated using the Class Participation Rubric, below.

<table>
<thead>
<tr>
<th>Class Participation Rubric</th>
<th>Exemplary</th>
<th>Very good</th>
<th>Passing</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of Contributions</td>
<td>9-10 points</td>
<td>8 points</td>
<td>7.5 points</td>
<td>&lt;7.5 points</td>
</tr>
<tr>
<td>Note: Quality of participation is important, not quantity. Content and depth of analysis make a substantive in class participation.</td>
<td>Volunteers ideas and content analysis succinctly. Offers peers opportunity to engage.</td>
<td>Presents ideas and analysis succinctly with some coaching from peers or faculty. Limited opportunities for peer / faculty contribution.</td>
<td>Presents ideas and analysis when called upon to contribute.</td>
<td>Fails to participate in classroom activities. No opportunity for others to benefit from their contribution or to respond.</td>
</tr>
<tr>
<td>Preparation and Engagement in Dialogue</td>
<td>Includes evidence/ reference of readings or research of content that has been presented as well as new findings from independent research.</td>
<td>Includes evidence of course readings.</td>
<td>Limited/ minimal evidence of course readings or research.</td>
<td>Missing or minimal evidence of course readings/ research.</td>
</tr>
</tbody>
</table>

Discussion Board Participation:
As with in-class participation, student participation in online discussion boards forms an important part of learning in this course. There are 4 online discussion boards required for this course. Your initial post to the discussion board must include at least one current reference. In addition, you are responsible for responding to 2 of your peers primary posts AND to answer or react to at least 2 posts from your peers on your primary post. The Discussion Board Grading Rubric, provided below, will be used to evaluate those learning activities that involve discussion board communications.
<table>
<thead>
<tr>
<th><strong>Discussion Board Grading Rubric</strong></th>
<th>Consistently (behavior demonstrated 90-100% of the time)</th>
<th>Occasionally (behavior demonstrated 60-89% of the time)</th>
<th>Seldom (behavior demonstrated 59% or less of the time)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of Evidence</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes appropriate (pertinent to PMHNP practice) and evidence based citations to support postings.</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Informative and concise serving to deepen understanding and inquiry.</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication is professional with peers and faculty. (2 posts to peer primary posts)</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Actively responds to comments/contributions of others. (2 responses to peers who commented on your primary post)</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Conduct is respectful, encouraging, and supportive.</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Does not dominate discussion. Is not argumentative or dismissive of others ideas.</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td><strong>Evidence of Preparation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response to posts is timely and pertinent.</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Contributes by connecting current and prior reading, activities, or discussion</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Furthers discussion with questions or statements that encourage dialogue.</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
</tbody>
</table>
## COURSE MAP

<table>
<thead>
<tr>
<th>Program Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Applies best practices in the selection and implementation of specific psychotherapeutic, pharmacologic and preventative interventions.</td>
</tr>
<tr>
<td>3. Differentiate mental health problems from psychiatric illness.</td>
</tr>
<tr>
<td>4. Practice within the scope of legal, professional, and ethical standards of advanced psychiatric/mental health nursing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the major psychiatric illnesses across the lifespan and their corresponding neurobiological basis and medication classes.</td>
</tr>
<tr>
<td>2. Define actions, side effects, and age appropriate prescribing principles of the psychopharmacologic agents.</td>
</tr>
<tr>
<td>3. Explain the principles of psychoneurobiology including pharmacodynamics and pharmacokinetic principles as they relate to the psychiatric patient.</td>
</tr>
<tr>
<td>4. Critically analyze prescribing standards, references, and decision support tools to provide recommendations to clients that optimize clinical efficiency based on best practice models and safety profile.</td>
</tr>
<tr>
<td>5. Demonstrate consideration for factors such as genomic-related efficacy, cost, need for monitoring, side effect profile, and potential concerns about adherence when making prescribing decisions in psychiatric and mental health settings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstration of Student Learning (assignments, presentations, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case analysis; exams</td>
</tr>
<tr>
<td>Discussion boards; exams</td>
</tr>
<tr>
<td>Case analysis; discussion boards; exams</td>
</tr>
</tbody>
</table>
# NURS 530: Theory of Psychopharmacology

## CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Content</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8/26/2015 Online (Faculty directed activities: 3 hours)</td>
<td>Introduction Advanced Practice Nursing role in prescribing medication Introduction to pharmacology and pharmacokinetics</td>
<td>Review of syllabus Discussion of course expectations View online lectures: Risks and responsibilities of prescribing; neurobiology Assignment: Post introduction to discussion board</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Content</td>
<td>Learning Activity</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 3 9/9/2015 Online (Faculty directed activities: 3 hours) | Patient issues in using prescription medications  
- Health literacy and reading ability  
- Baseline risk, relative risk, absolute risk reduction related to prescribed medications  
- Risk perception and treatment adherence to plans that include prescribed medications  
Wall Street Journal online  
Review resources available from the Institute for Safe Medication Practices:  
http://www.ismp.org including:  
  - Use Medicines Safely (for consumers)  
  - ISMP’s list of error-prone abbreviations, symbols, & dose designations  
  - A Call to Action: Protecting U.S. Citizens from Inappropriate Medication Use  
Review FDA information about off-label prescribing:  
http://www.fda.gov/RegulatoryInformation/Guidances/ucm126486.htm  
Reference: Stahl: Essential Psychopharmacology:  
Chapter 12  
Lecture: Risk (baseline, relative, absolute) and risk reduction  
Lecture: Introduction to the antidepressants  
Read: drug profiles of the antidepressants in Stahl’s: The Prescribers Guide. |
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Content</th>
<th>Learning Activity</th>
</tr>
</thead>
</table>
| 4 9/16/2015      | Introduction to the antidepressants and special issues in prescribing antidepressants-Relevance to special populations: GI and liver disorders. Co morbid anxiety, psychotic disorders, diabetic neuropathy, chronic pain and seizure disorder. | Online discussion 1: Communicating with patients about risks and benefits of prescribed medications  
View online video: Health literacy and patient safety: Help patients understand (2007). Available on YouTube:  
http://www.youtube.com/watch?v=cGtTZ_vxjy  
Explore the Health Literacy site of the Centers for Disease Control and Prevention at:  
http://www.cdc.gov/healthliteracy/  
Complete the online quiz about health literacy and patient safety |
| 5 9/23/2015      | Continue the topic-the antidepressants Electronic prescribing: provider and patient issues Pressures on prescribers:  
• Contending with issues related direct-to-consumer advertising  
• Working effectively with pharmaceutical company representatives | Lecture-The Older Antidepressants  
Supplemental Reading: Stahl’s: A Prescribers Guide:  
5,26,31,75,83,94. Drug list:v-vii  
Source: Stahl’s: EssentialPsychopharmacology  
Access (from the course Angel site) and read: Clinician’s Guide to e-Prescribing (2011). Also available:  
Discussion board 2: diagnostic and treatment planning for an individual with symptoms of mild to moderate depression |
<p>| 6 9/30/2015      | Anxiety Disorders and DEA regulations reviewed.                               | Stahl’s Prescriber’s Guide:3,14,21,22,23,28,47,57. Drug list:v-vii                                                                           |</p>
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Content</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 10/28/2015</td>
<td>Prescribing for patients with complex mental health disorders, cont’d • Medication management for patients with co-occurring conditions: addictions, diabetes mellitus, etc.</td>
<td>Lecture: Schizophrenia and The Older Antipsychotics Supplemental Readings: Stahl’s A Prescriber’s:6,18,40,46,58,60,82,84. Drug list: v-viii Source: Stahl’s Essentials of Pharmacology: Chapters 9 and 10 Assignment: Exam 2</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Content</td>
<td>Learning Activity</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>(Faculty directed activities: 3 hours)</td>
<td>diseases, cancer, Type II diabetes, seizures, and hunnington’s.</td>
<td>Source: Stahl’s Essential Psychopharmacology Chapter 18</td>
</tr>
</tbody>
</table>
| 12 11/11/2015 Online (Faculty directed activities: 3 hours) | Prescribing for children and adolescents  
  • ADHD  
  • Mood disorders and teens  
  • Anxiety and Eating disorders  
  • Autism Spectrum | Lecture by Dr. Nielsen  
 Assignment: classroom case analysis 3 “Anxiety patient” |
| 13 11/18/2015 Class session 1710-2000 (Faculty directed activities: 3 hours) | • Prescribing controlled substances,  
  • Regulatory issues (DEA, state laws)-anxiety and ADHD  
  • Appropriate prescribing for ADHD and Anxiety  
  • Impaired providers: Issues, Regulations, Resources | Lecture: ADHD  
 Stahl’s Prescribers Guide: 7, 8, 64, 65, 45, 22. Drug list: v-viii  
 Supplemental Reading: Stahl’s: Essential Psychopharmacology: Chapter 17  
 Assignment: discussion board 4: case study concerning an impaired colleague |
| 11/25/2015                |                                                                                | Thanksgiving break                                                                  |
| 14 12/2/2015 Online (Faculty directed activities: 3 hours) | Recommending and monitoring the use of Over-the-Counter medications: Issues and challenges  
 Challenging issues for prescribers  
 • Identifying problematic use of medications (OTC and prescribed)  
 • Helping patients change medication use/mis-use behaviors | Stahl: A Prescriber’s Guide: 14, 22, 43, 110. Drug list:v-viii  
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Content</th>
<th>Learning Activity</th>
</tr>
</thead>
</table>
|                | • Prescribing for patients with alcohol misuse disorder  
  • Motivational interviewing 
  Prescribing for challenging patients | View online lectures: Treatment of Addictions and Aggression; Commonly abused prescription and OTC drugs  
Assignment: case analysis 4 “Polypharmacy” |
| 15 12/9/2015 online (Faculty directed activities: 3 hours) | Final review                                    | Complete any outstanding readings; review final exam content outline; post remaining questions or topics of concern. FINAL will be posted |
| 16 12/15/2015 online                                     | Final Exam due                                   |                                                                                  |