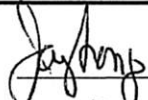
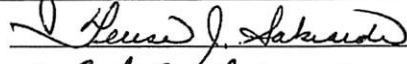
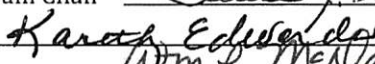
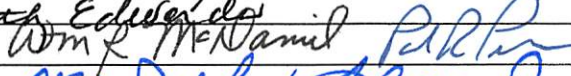
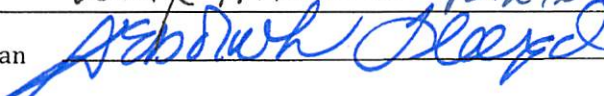
 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Nursing College Christine E. Lynn College of Nursing <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix NGR Number 6538	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Course Title Psychopharmacology Across the Lifespan for Advanced Nursing Practice	
Credits <i>(Review Provost Memorandum)</i> 3	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; see Guidelines)</i> Addresses advanced concepts in neurobiology, pharmacokinetics, pharmacodynamics and psychopharmacologic treatment of individuals across the lifespan with psychiatric and mental disorders.	
Effective Date <i>(TERM & YEAR)</i> Fall 2017		Prerequisites NGR 6002/6002L, NGR 6141, NGR 6172	Corequisites NGR 6002/6002L
		Registration Controls <i>(Major, College, Level)</i> College	
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course			
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here In Syllabus	
Faculty Contact/Email/Phone Teresa J. Sakraida/ tsakraida@fau.edu/ 561-297-4640		List/Attach comments from departments affected by new course N/A	

Approved by Department Chair  College Curriculum Chair  College Dean  UGPC Chair  Graduate College Dean  UFS President _____ Provost _____	Date 2/15/17 2/15/2017 2/15/2017 3-1-2017 3-5-17
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS**

~~COURSE NUMBER:~~ ~~NGR-6538~~

COURSE TITLE: Psychopharmacology Across the Lifespan for Advanced Nursing Practice

COURSE FORMAT: Online

COURSE SCHEDULE: TBA

PLACEMENT IN CURRICULUM: Required course for Psychiatric Mental Health Nurse Practitioner students: First semester

PREREQUISITES: NGR 6002, NGR 6002L, 6141 & NGR 6172

PRE/COREQUISITES: NGR 6002 & NGR6002L

FACULTY: TBA

OFFICE HOURS: TBA

COURSE DESCRIPTION: Addresses advanced concepts in neurobiology, pharmacokinetics, pharmacodynamics and psychopharmacologic treatment of individuals across the lifespan with psychiatric and mental disorders.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to create caring nursing responses in:*

Becoming competent

1. Apply knowledge based on pharmacokinetic and pharmacodynamics concepts of drugs in the management of acute and chronic mental disorders across the lifespan. (Essential I)
2. Make drug selections with special consideration of the appropriate indications and pharmacogenetics of infants, children, pregnant women, adults, and older adults and other vulnerable groups experiencing mental disorders. (Essential I, IV, & VIII)

3. Apply knowledge of genetics, neuro-anatomy, and physiology to the pharmacologic management of individuals with mental disorders. (Essential I & IX)
 4. Incorporate legal, ethical principles and appropriate role of the advanced psychiatric mental health nurse practitioner in prescribing drug therapy. (Essential III & IX)
-

Becoming compassionate

5. Co-create a patient centered plan of care in developing an integrative holistic approach to care. (Essentials IV & IX)
6. Use cultural competency skills to enhance patient participation in pharmacologic and nonpharmacologic therapies for individuals with mental disorders. (Essentials VII, VIII).
7. Formulate drug therapy plans of care based on socioeconomic conditions of individuals and families experiencing mental disorders. (Essentials VI, VIII & IX)

Becoming Confident

8. Use evidence based approaches to selecting and prescribing drugs for individuals with mental disorders. (Essential IV)

Attending to Conscience

9. Co-create drug therapy plans that maximize patient's participation toward their wellbeing. (Essential III)

Affirming commitment

10. Evaluate the potential and long-term impact of drug therapy on patient outcomes. (Essential III)

Demonstrating Comportment

11. Demonstrate awareness of the impact of self on encounters with individuals who are prescribed drug therapy in the management of mental disorders. (Essentials III, VIII & IX)

**The 6 subjectives based on Roach's (2002) work organize the course objectives.*

TEACHING LEARNING STRATEGIES:

This course uses nursing situations, video clips, websites, and online discussions.

GRADING AND EVALUATING METHODS:

Evaluation	Percentage (Individual)	Percentage (Overall)	Due Date
Quizzes (5)	5% for each quiz	25%	
Nursing Situations (4)	5% for each nursing situation	20%	
Discussion postings (5)	4% for each discussion posting	20%	
Drug Educational Brochure (cultural competency)	5%	5%	
Comprehensive Final Exam	30%	30%	

GRADING SCALE: Grade below C is not passing in the Graduate Program.

93 - 100 = A

90 - 92 = A-

87 - 89 = B+

83 - 86 = B

80 - 82 = B-

77 - 79 = C+

73 - 76 = C

70 - 72 = C-

67 - 69 = D+

63 - 66 = D

60 - 62 = D-

0 - 59 = F

The student must meet course objectives, course requirements, clinical competencies, and achieve a C (73 %) or greater for successful completion of this course.

REQUIRED TEXTS:

Stahl, S. M. (2016). *Essential psychopharmacology: online*. Retrieved from http://stahlonline.cambridge.org/essential_4th.jsf

Stahl, S. M. (2016). *Essential psychopharmacology: Prescriber's guide online*. Retrieved from http://stahlonline.cambridge.org/essential_4th.jsf

WEBSITES:

Drug Information from the National Library of Medicine

<https://www.nlm.nih.gov/learn-about-drugs.html>

Drug Information Portal

<https://druginfo.nlm.nih.gov/drugportal/>

Drug, Herbs & Supplements

<https://medlineplus.gov/druginformation.html>

Pillbox

<https://pillbox.nlm.nih.gov/pillimage/search.php>

DailyMed

<https://dailymed.nlm.nih.gov/dailymed/>

Dietary Supplement Label Database

<https://dslid.nlm.nih.gov/dslid/>

RxNorm

<https://www.nlm.nih.gov/research/umls/rxnorm/index.html>

LactMed

<https://toxnet.nlm.nih.gov/cgi-bin/sis/htmlgen?LACTMED>

LiverTox

<https://livertox.nlm.nih.gov/>

TOPICAL OUTLINE:

Cultural Competency & Health Literacy

Patient and family education

Genetics and Psychopharmacology

Holistic integrative approaches to mental illness

Legal & Ethical Considerations in Prescribing Psychopharmacological drugs for advanced practice psych-mental health nurse practitioners

Essentials of writing prescriptions

Review of Pharmacokinetics & Pharmacodynamics

Evidenced based decision-making

Chemical neurotransmission

Transporters, receptors, and enzymes as targets of psychopharmacological drug action

Ion channels as targets of psychopharmacological drug action

Caring for Individuals with Psychosis and schizophrenia: Antipsychotic agents

Caring for Individuals with Mood disorders: Antidepressants

Caring for Individuals with Anxiety disorders and anxiolytics: Pharmacologic Management

Caring for Individuals with Chronic pain and Pharmacologic and Non-Pharmacologic Management

Caring for Individuals with Disorders of sleep and wakefulness: Pharmacologic and Non-Pharmacologic Management

Caring for Individuals with Feeding and Eating Disorder

Caring for Individuals with Personality Disorders

Caring for Individuals with Attention deficit hyperactivity disorder: Pharmacologic and Non-Pharmacologic Management
 Caring for Individuals with Dementia Impulsivity, compulsivity, and addiction and Pharmacologic Management
 Herbs & Supplements used for Mental Health

COURSE ASSIGNMENTS:

Quizzes

There are 5 online quizzes. Each quiz is worth 5% of your course grade. Quizzes must be taken via Lockdown browser and your camcorder. No notes, books or other resources are permitted during the quiz. Each quiz will be available for 48 hours. When a quiz closes, it will NOT open again. If you are unable to take the quiz during the time it is open, you must contact the professor before the quiz closes.

Nursing Situations

There are 4 Nursing Situations. Students will respond to nursing situations related to drug therapy for individuals with mental disorders using the best evidence and Roach's 6 Cs.

Grading Rubric:

Criteria	Points
Nursing Situation: Describe a nursing situation of a client you have cared for with a mental disorder.	1
Assessment: Describe the behaviors related to a mental disorder.	1
Diagnosis: Discuss DSM-5 diagnosis and differential diagnosis.	1
Supporting Research: Incorporate scholarly article related to diagnosis/ differential diagnosis.	1
Reference: Use APA style	1

Discussion Postings

There are 5 discussion postings. Each student will post their original response to the discussion and respond to at least two discussion posts of two peers. Students who do not post the original post may not see the posts of peers. When the discussion post closes, it will not be reopened. Discussion posts must be posted on time.

Grading Rubric:

Caring Dialogue	Points
Response to posed questions: accuracy, thoughtfulness, demonstrated understanding, include scholarly citations; minimum length 100 words	3

Response to colleague's (2) discussion	1
Reference: APA format	1

Drug Brochure

Development of a drug brochure for an identified mental disorder. Brochure demonstrates research, best practice, cultural competency, and knowledge of health literacy. Drug Brochure is 5% of total grade.

Grading Rubric:

Criteria	Points
Identified Mental Disorder : Describe a mental disorder of a client you have cared	1
Research : Incorporate research related to the selected mental disorder (References: Use APA style)	1
Best Practices: Incorporate best practices related to the selected mental disorder (References: Use APA style)	1
Cultural Competency: Incorporate cultural competencies related to the selected mental disorder	1
Health Literacy: Address health literacy related to intended audience	1

Comprehensive Final

Comprehensive final is worth 30% of final grade. The comprehensive final must be taken via Lockdown browser and your camcorder. No notes, books or other resources are permitted during the exam. The exam will be available for 48 hours. When the exam closes, it will NOT open again. If you are unable to take the exam during the time it is open, you must contact the professor before the exam closes.

COURSE POLICIES

Online Course Participation

This course has an online delivery format and frequent participation in the course is required. Students are expected to check email frequently and participate in all online course activities and assignments. If you are experiencing major illness or other issues that impact your participation in this course, contact the professor immediately to formulate a resolution.

Assignments

All course assignments must be completed by the due dates on the Course Schedule.

Email and Netiquette

Students are required to use their FAU e-mail and are advised to check it frequently for important course announcements. Communication using web-based tools has created the need for a protocol called “netiquette” that encourages efficient and effective communication while discouraging abuse of email, chat sessions, and discussion boards. Proper grammar and spelling is expected. Avoid all text shorthand messages. Civil and respectful messages to faculty and students is required. Visit <http://www.albion.com/netiquette/corerules.html> for more information. No exceptions are permitted.

Quizzes and Final Exam

All quizzes and exams are taken via Lockdown browser and are video monitored. The quizzes/exams will be available for 48 hours. When the quizzes/exam closes, they will NOT open again. If you are unable to take the quizzes/exams during the time they are open, you must contact the professor before the exam closes.

POLICY FOR LATE ASSIGNMENTS:

If you are experiencing some unusual situation, you must contact the professor before the due date of an assignment. Otherwise, all assignments must be submitted by the due date.

ACADEMIC INTEGRITY:

Student work is done independently or in groups if assigned in that manner. Sharing course work or assignments with other students is a breach of academic integrity. Plagiarizing will result in an automatic "0" for all papers, exams, and assignments. Plagiarism includes definitions in the university handbooks and the APA 6th edition manual (this includes turning in work that belongs to someone else, working on assignments that are not group work in groups and turning this in as individual work, and turning in the same work/assignment in more than one course.)

CHANGES IN COURSE FORMAT OR SCHEDULE

At times it may be necessary to change the course schedule. The professor can make these changes for the benefit of student learning.

COLLEGE OF NURSING AND UNIVERSITY POLICIES:

Policies below may be found in:

- a). The faculty reserves the right to make changes in course content and requirements.
- b). The Christine E. Lynn College of Nursing Undergraduate Handbook located at:
<http://nursing.fau.edu/index.php?main=3&nav=526>
- c). Florida Atlantic University's Academic Policies and Regulations
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php> and
<http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:

http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act Amendment Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) in Boca Raton – SU 133 (561-297-3880), in Davie –LA 131 (954-236-1222), or in Jupiter – SR 111F (561-799-8585), and follow all SAS procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of “F” from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of “I” (incomplete). This must be changed to a grade other than “I” within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the

opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity

Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

USE OF STUDENT COURSE MATERIAL:

The Christine E. Lynn College of Nursing may use students' course- related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

CLASS SCHEDULE AND READINGS

Date	Topic Exam Schedule	Assigned Reading	Assignment DUE
Week 1	<p style="text-align: center;">Orientation to Course Introduction Psycho- pharmacology Across the Lifespan for Advanced Practice Nurses</p> <p>Legal & Ethical Considerations in Prescribing Psychopharmacological drugs for advanced practice psych- mental health nurse practitioners</p>	<p>Read: Stahl Chapter 1 View: PPP (PowerPoint Presentation)</p>	<p>Discussion #1 posting Due Wednesday at 11:55 pm</p> <p>& 2 peer responses Due Friday at 11:55 pm</p>
Week 2	<p>Review of Pharmacokinetics & Pharmacodynamics Cultural Competency & Health Literacy Patient and family education</p> <p>Genetics and Psychopharmacology Holistic integrative approaches to mental illness</p>	<p>View: PPP Read: Harrison, P. (2015). The current and potential impact of genetics and genomics on Neuropsycho- pharmacology. <i>European Neuropsychopharmacology</i>, 25 (5), 671-681.</p> <p>Richardson, R. (2012). Using Campinha- Bacote's process of cultural competence model to examine the relationship between health literacy and cultural competence. <i>Journal of Advanced Nursing</i>, 68(3), 695- 704.</p>	<p>Quiz #1 Due Friday at 11:55 pm</p> <p>Nursing Situation #1 Due Friday at 11:55 pm</p>
Week 3	<p>Chemical neurotransmission</p>	<p>Read: Stahl Chapter 1</p>	<p>Discussion #2 posting Due Wednesday at 11:55 pm</p> <p>& 2 peer responses Due Friday at 11:55 pm</p>
Week 4	<p>Transporters, receptors, and enzymes as targets of psychopharmacological drug action</p>	<p>Read: Stahl Chapters 2 & 3</p>	<p>Quiz # 2 Due Friday at 11:55 pm</p>

			Nursing Situation #2 Due Friday at 11:55 pm
Week 5	Caring for Individuals with Psychosis and schizophrenia: Antipsychotic agents	Read: Stahl Chapters 4 & 5 View: PPP	Discussion #3 posting Due Wednesday at 11:55 pm & 2 peer responses Due Friday at 11:55 pm
Week 6	Caring for Individuals with Mood disorders: Antidepressants	Read: Stahl Chapters 6 & 7 View: PPP	Discussion #4 posting Due Wednesday at 11:55 pm & 2 peer responses Due Friday at 11:55 pm
Week 7	Caring for Individuals with Anxiety disorders: Anxiolytics	Read: Stahl Chapter 9 View: PPP	Quiz #3
Week 8	Caring for Individuals with Chronic pain: Pharmacologic and Non-Pharmacologic Pain Management	Read: Stahl Chapters 10 View: PPP Website: Drug, Herbs & Supplements https://medlineplus.gov/druginformation.html Dietary Supplement Label Database https://dslid.nlm.nih.gov/dslid/	Discussion #5 posting Due Wednesday at 11:55 pm & 2 peer responses Due Friday at 11:55 pm
Week 9	Caring for Individuals with Disorders of Sleep Wakefulness & Sexual Dysfunction: Pharmacologic	Read: Stahl Chapters 11 View: PPP Website:	Nursing Situation #3 Due Friday at 11:55 pm

	and Non-Pharmacologic management of sleep disorders and wakefulness Herbs & Supplements	Drug, Herbs & Supplements https://medlineplus.gov/druginformation.html	
Week 10	Caring for Individuals with Personality Disorders and Eating Disorders: Pharmacologic Management	Read: Stahl Chapter 14 View: PPP	Quiz # 4 Due Friday at 11:55 pm
Week 11	Caring for individuals with attention deficit hyperactivity disorders: Pharmacologic and Non-Pharmacologic Management of attention deficit hyperactivity disorders	Read: Stahl Chapter 12 View: PPP	Drug Brochure Due Friday at 11:55 pm
Week 12	Caring for individuals experiencing memory loss or dementia: Pharmacologic and Non-Pharmacologic Management Special Considerations for Aging Populations	Read: Selected articles View: PPP	Quiz # 5 Due Friday at 11:55 pm
Week 13	Caring for individuals with Impulsivity, compulsivity, and addiction: Pharmacologic Management	Read: Stahl Chapter 14 View: PPP	Nursing Situation #4 Due Friday at 11:55 pm
Week 14	Comprehensive Final Exam		TBA

CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

April 2012

Professional Statement

<http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php>

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly 11/28/2016