

**University of Nevada, Las Vegas  
School of Nursing  
Summer 2021**

**COURSE NUMBER:** NURS 796

**COURSE TITLE:** Psychiatric Mental Health Nurse Practitioner II  
Psychopharmacology Across the Lifespan

**CREDIT HOURS:** 8 credits  
3 didactic credit hours and 5 clinical credit hours  
45 clinical hours per clinical credit hour. Student is expected to complete 225 clinical hours

**PREREQUISITES:** NURS 794

**COREQUISITES:** None

**PLACEMENT IN CURRICULUM:** Summer

**COURSE DESCRIPTION:** Provide scientific knowledge clinical and neurobiological basis of psychopharmacology and its application for treatment of clients with psychiatric and behavioral disorders across the lifespan considering cultural and religious factors. Focus on advanced concepts in neuroscience, pharmacokinetics, pharmacodynamics and pharmacogenetics of psychotropic drugs in the management of targeted symptoms and disorders.

**COURSE DELIVERY METHOD:** On-line

<b>COURSE LEARNING OUTCOMES</b>	<b>MSN PROGRAM LEARNING OUTCOMES</b>	<b>POST-MASTER'S CERTIFICATE LEARNING OUTCOMES</b>	<b>DNP PROGRAM LEARNING OUTCOMES</b>
1. Synthesize history and physical examination data considering individual differences to develop a comprehensive pharmacologic management plan.	Integrate scientific findings from health and educational fields to include but not limited to nursing, social sciences and humanities	Competently assess, diagnose, prescribe, evaluate and create a holistic treatment plan	Collaborate with inter-professional teams to meet the healthcare needs of culturally and ethnically diverse individuals and populations.
2. Apply principles of pharmacodynamics and pharmacokinetic used in advanced psychiatric-mental health nursing assessment	Integrate scientific findings from health and educational fields to include but not limited to nursing, social sciences and humanities	Competently assess, diagnose, prescribe, evaluate and create a holistic treatment plan	Provide evidence-based practice through the application of analytic methods, information system technology and clinical research
3. Differentiate neurobiological mechanisms of action of psychotropic medication and how these ameliorate psychiatric and behavioral symptoms.	Utilize a systematic, scholarly approach to translate, apply, and disseminate evidence-based research in clinical or educational settings.	Competently assess, diagnose, prescribe, evaluate and create a holistic treatment plan	Act as change agent, leader, and advocate in the design, implementation, and evaluation of health care policy as it affects populations and the nursing profession.
4. Develop drug treatment plans that incorporate symptom amelioration, side effect management, cost, and long-term treatment goals.	Utilize a systematic, scholarly approach to translate, apply and disseminate evidence-based research in clinical or educational settings	Develop and monitor a comprehensive holistic plan of care that address the health promotion and disease prevention needs of a diverse client population	Provide advanced nursing care to improve patient and population health care outcomes in various direct settings.
5. Synthesize evolving science such as evidence-based recommendations, treatment algorithms,	Integrate scientific findings from health and educational fields to include, but not	Assess and monitor teaching/ learning needs in a diverse client population. Practice ethically in	Take leadership roles in the analysis, delivery, and management of nursing

<b>COURSE LEARNING OUTCOMES</b>	<b>MSN PROGRAM LEARNING OUTCOMES</b>	<b>POST-MASTER'S CERTIFICATE LEARNING OUTCOMES</b>	<b>DNP PROGRAM LEARNING OUTCOMES</b>
and consensus-based panel reports to ensure patient safety.	limited to, nursing, social sciences, and humanities.	the conduct of research, management and clinical professional practice	care and health care systems.
6. Apply concepts of diagnostic/clinical decision making in the formulation of comprehensive differential diagnoses for mental health problems and psychiatric disorders	Utilize a systematic, scholarly approach to translate, apply, and disseminate evidence-based research in clinical or educational settings.	Develop and monitor a comprehensive holistic plan of care that address the health promotion and disease prevention needs of a diverse client population	Provide advanced nursing care to improve patient and population health care outcomes in various direct settings.
7. Construct treatment plans that include principles of personalized medicine such as pharmacogenetics.	Integrate scientific findings from health and educational fields to include, but not limited to, nursing, social sciences, and humanities.  Utilize a systematic, scholarly approach to translate, apply, and disseminate evidence-based research in clinical or educational settings.	Articulate the professional role, which includes the ethical code of conduct and scope of advanced practice.	Provide evidence-based practice through the application of analytical methods, information systems technology, and clinical research.
8. Analyze prescriptive practice behaviors within the context of nursing theories and self-management goals of clients.	Utilize a systematic, scholarly approach to translate, apply, and disseminate evidence-based research in clinical or educational settings.	Develop and monitor a comprehensive holistic plan of care that address the health promotion and disease prevention needs of a diverse client population	Provide advanced nursing care to improve patient and population health care outcomes in various direct and indirect settings.

COURSE LEARNING OUTCOMES	MSN PROGRAM LEARNING OUTCOMES	POST-MASTER'S CERTIFICATE LEARNING OUTCOMES	DNP PROGRAM LEARNING OUTCOMES
9. Construct treatment plans based on client centered input, economic and ethical principles, safety, personalized medicine principles and long-term treatment needs.	Integrate scientific findings from health and educational fields to include, but not limited to, nursing, social sciences, and humanities	Develop and monitor a comprehensive holistic plan of care that address the health promotion and disease prevention needs of a diverse client population	Provide advanced nursing care to improve patient and population health care outcomes in various direct and indirect settings.

### REQUIRED TEXTBOOKS

Stahl, S. (2013). *Stahl's essential psychopharmacology: Neuroscientific basis and practice applications* (4<sup>th</sup> ed.). New York, NY: Cambridge University Press

Stahl, S. (2013). *Prescriber's guide. Stahl's essential psychopharmacology* (6<sup>th</sup> ed.). New York, NY: Cambridge University Press.

### RECOMMENDED TEXTBOOK:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

### REQUIRED TECHNOLOGY:

Word Processing Program: Microsoft Word (doc or docx) is preferred. If using WordPerfect or Works, text files must be submitted in .rtf (rich text format)

**TEACHING/LEARNING METHODS:** This course is taught online in an asynchronous format. Lecture material, audio-video material, web resources, group work, or course discussions may be utilized as appropriate for specific content. Precepted clinical experiences and associated clinical activities facilitate application of theory content.

### EVALUATION METHODS:

The clinical portion will be graded as Pass/Fail. Students must pass the theory portion of this course with a grade of 83% or above and receive a PASS grade in this clinical in order to pass the course. Failure of the clinical component will result in failure of the entire course regardless of numerical average.

Students will be evaluated and graded through the following methods:	PERCENT OF FINAL GRADE
Module Quizzes (total of 8 throughout semester)	50%

Case Studies (total of 2 throughout semester)	30%
Final Examination	20%
Clinical Requirements (225 hours, in addition to clinical requirements 1-8)	PASS/FAIL
Syllabus Contract	PASS/FAIL
	<b>100%</b>

Clinical Requirements	Grading
E*Value Weekly Logs	PASS/FAIL
Student Accountability Logs (3)	PASS/FAIL
SOAP Notes	PASS/FAIL
Reflective Journals (2)	PASS/FAIL
Clinical Evaluations (Preceptor[s] and Instructor): Midterms and Finals	PASS/FAIL
Other Required Clinical Paperwork: Student Information Worksheet(s), Attestation for Delivery of Syllabus and Cover Letter to Preceptor(s), Student Evaluation of Preceptor(s) and Clinical Site(s),	PASS/FAIL

### GRADING SCALE:

Grades will not be increased to the next highest number, for example 82.99% will not be rounded off to become 83%.

100 – 93 = A	87 – 83 = B	77 – 75 = C	67 – 63 = D
92 – 90 = A-	82 – 80 = B-	74 – 70 = C-	62 – 60 = D-
89 – 88 = B+	79 – 78 = C+	69 – 68 = D+	< 60 = F

### PASSING GRADE:

A "B" or 83% is the minimum grade necessary to pass all graduate courses.

### UNIVERSITY POLICIES

Please see the [Student Syllabus Policies Handout](https://www.unlv.edu/sites/default/files/page_files/27/SyllabiContent-MinimumCriteria-2018-2019.pdf) for select, useful information for students. This document can be found at: [https://www.unlv.edu/sites/default/files/page\\_files/27/SyllabiContent-MinimumCriteria-2018-2019.pdf](https://www.unlv.edu/sites/default/files/page_files/27/SyllabiContent-MinimumCriteria-2018-2019.pdf)

### SCHOOL OF NURSING POLICIES

**Civility** -- The University of Nevada, Las Vegas School of Nursing defines civility by respecting others and honoring differences to provide a safe and supportive learning and work environment. Civility encompasses behaviors expected by the profession of nursing, which includes students, faculty, and staff members. The UNLV SON expects students to demonstrate civil behavior at all times.

**Teaching Evaluations** – In order to evaluate the effectiveness of teaching at UNLV, it requires course evaluations to be administered at the end of each course. Teaching evaluations are a very

important piece of assessment data and it is important that the reliability, validity, and legitimacy of these instruments be maintained.

Your evaluation of instruction is a vital part of maintaining and improving the nursing program's quality and a professional responsibility as well. Your instructors give great weight to your assessments and suggestions for course improvement. Each semester, we modify the courses based on these evaluations so that the courses are improved for the incoming class of students, a type of continuous quality improvement. Finally, the Commission on Collegiate Nursing Education bases part of its accreditation of our program on whether we make course improvements responsive to student evaluations. We appreciate your assistance with this important part of your student career.

UNLV School of Nursing  
Evaluation of Instruction Questions  
Delivered on-line by the UNLV Evaluation & Assessment Center

1. *This course increased my knowledge.*
2. *The course provided sufficient opportunity for me to learn.*
3. *The course challenged me intellectually.*
4. *The instructor made a significant impact on my understanding of course content.*
5. THE COURSE OBJECTIVES WERE CLEAR.
6. MY GRADES ADEQUATELY REFLECTED THE QUALITY OF MY PERFORMANCE IN THIS COURSE.
7. THE INSTRUCTOR'S EXPECTATIONS FOR ASSIGNMENTS WERE CLEAR.
8. THE INSTRUCTOR'S ASSESSMENTS REFLECTED WHAT WAS COVERED IN THE COURSE.
9. The instructor was well prepared for each session.
10. The instructor's explanations were clear.
11. The instructor was concerned with whether or not the students learned the material.
12. The instructor was available for consultation with students.

Key-- color or font: *Learning Ratings* ASSESSMENT RATINGS Instruction Ratings

**MSN and/or DNP Student Handbook:** You are responsible for reviewing the current student handbook for your specific program(s) for the School of Nursing as well as the UNLV Graduate Catalog. Throughout your program, you must follow all policies within these publications.

**Confidentiality:** An important part of nursing ethics is maintaining the client's confidentiality. Therefore, written work submitted to the instructor must never contain his/her full name. Clients' problems must not be discussed with family or friends. If the School ascertains that a client's confidentiality has been violated, the student violating the confidence will be subject to disciplinary action.

**Instructor Response Time:** For e-mails sent Monday through Friday (8 a.m. to 4 p.m.), instructors will respond within 24 hours. For e-mails sent on weekends and holidays, expect a response within 48 hours.