Course Description
This course covers the principles of psychiatric pharmacotherapy across the lifespan and the role of the advanced practice psychiatric nurse prescriber. It will focus on biological mechanisms of action of psychotropic drugs; common side effects and adverse reactions; safety issues in prescribing psychotropic medications; and alterations needed in using these agents in specialty populations. The neurobiological components important in understanding symptom etiology and treatment will be incorporated to select the most efficacious pharmacologic treatment of psychiatric disorders. Pharmacological history, differential diagnoses, and symptoms targeted for pharmacological activity will be incorporated as integral components of prescriptive practice.

An emphasis on clinical decision making will include all phases of pharmacologic treatment: evaluation and diagnosis; initiation of treatment; determining efficacy; evaluating side effects; enhancing patient adherence; evaluation of response long-term maintenance vs. discontinuation; patient education; and, integration of psychotherapy. Sources of information will include evidence-based data, treatment algorithms, established practice guidelines, textbooks, journal articles, and current conference proceedings. The course is required for all students in the first year of the psychiatric-mental health nursing specialty. Others may be admitted with permission of the instructor.

2 hours per week. 2.0 credits.

Objectives
At the completion of this course the student will:
1. Apply principles of nursing theory related to the patient-nurse practitioner relationship and competency-based prescribing behaviors to the practice of prescriptive authority.
2. Apply pharmacokinetic and pharmacodynamic characteristics of individual psychopharmacological agents used for treatment of mental health and psychiatric disorders.
3. Differentiate mechanisms of action of the major categories of psychotropic medications and how they affect psychiatric and behavioral symptoms.
4. Utilize principles of health and mental health assessment to formulate and accurate differential in order to identify symptoms that are the focus of pharmacologic treatment, and minimize health risks from psychopharmacologic agents.
5. Develop psychopharmacological treatment plans that consider symptom remission, side effect management, augmentation strategies, cost, treatment trajectory, safety, and psychotherapy needs.
6. Select appropriate rating scales for symptom identification, monitoring progress, evaluating side effects, and determining outcomes.
7. Choose treatment guideline resources such as evidence-based sources, federal legislation, consensus based panels, and treatment algorithms to base selection of psychopharmacological agents.
8. Implement client-centered treatment plans based on ethical, rational, economic, and informed principles of pharmacotherapy.
Teaching Methods:
Lecture, class discussions

Instructor:
Susan Boorin, PhD, APRN, PMHNP-BC
Office # 22002
Phone: (203) 521-1927
Email: susan.boorin@yale.edu

Course Time/Location:
Spring Term—Mondays 12-1:50 pm
Room 11706

Course assignment and evaluation of the student:
- 6 quizzes (13% each) closed book 78%
- Final exam (comprehensive) open book 22%

(Students are expected to be prepared to discuss material at all class sessions.
Evaluation is based on clarity of thought as evidenced by verbal expression,
respect for the viewpoint of others, and engagement in the issues/concerns expressed.)

Evaluation of the student:
The course grade reflects the calculated average of course assignments. An average of 74% or higher is
required to pass the course. Criteria for grading major assignments are explicated in a handout pertaining
to the particular assignment. The following parameters shall be applied in assigning a course grade:

- 100-92% Honors
- 91-83% High Pass
- 82-74% Pass
- 73% or less Fail

The decision of whether to offer students who fail assignments a chance to make up the grade is the
prerogative of the instructor. If a student fails an assignment, the instructor must follow the procedures
outlined in YSN Policy # 23. If the instructor feels it would be helpful, the student may be given a make-
up assignment, and must obtain a grade of High Pass (83) or better on the make up, to be given a grade
of Pass (74).

All course work, blog posts, and papers must protect confidentiality and remove private health
information or examples that could potentially identify any individual, i.e. we must be HIPAA
compliant!

Evaluation of the Course/Faculty
- Standardized YSN course evaluation instrument
- Ongoing evaluation of how well the course is meeting students’ needs--changes or additions to the
curriculum or assignments can be entertained.
All students must adhere to the standards described in
YSN Policy #32, Personal Conduct Policy
It is expected that students’ work represent their own efforts. Behaviors such as cheating on exams,
projects, or papers, the falsification or fabrication of data, and plagiarism are prohibited and are subject
to the processes outlined in
YSN Policy #33, Disciplinary Procedures of the School of Nursing
Students who witness any of these behaviors are expected
to contact the appropriate faculty member.

Office Hours
By appointment.

Required Textbooks

As of July 1, 2010, the Higher Education Opportunity Act (HEOA) required that prices be made
available to students for all required and recommended books and supplemental materials for courses.
While purchase can be made from the student’s place of choice, this link to the Yale Barnes and Noble
Book Store is provided to supply pricing information: [http://www.yalebookstore.com].

Bezchlibnyk-Butler, K.Z. & Jeffries, J.J., Procyszyn, R.N. (Editor) (2015), Clinical handbook of


Recommended Texts and Resources

Psychopharmacology (5th ed.) LWW, Philadelphia, PA.

(2nd ed.) APA Publishing, Washington, DC

NY.

Routledge, London.

Cambridge University Press. ISBN 0521743990
Sadock & Sadock. *Synopsis of psychiatry* (From N657a) is also a resource.

*Journal of Clinical Psychiatry; American Journal of Psychiatry; Newsletters: Brown University (adult and child), Harvard Mental Health; Biological Psychiatry; Carlat Report*

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**Neuroscience Education Institute**

*Neuroscience Education Institute*

($99 to join at the student rate—an INVALUABLE RESOURCE)

The discounted student rate for Yale School of Nursing is $99/student.

Promotion code for NEW Student Membership: GRPYSN16N

Promotion code for RENEWING Student Membership: GRPYSN16R
Web Sites:


AACAP (American Academy of Child and Adolescent Psychiatry) http://www.aacap.org/

FDA: http://www.fda.gov


DNA testing: http://genelex.com


http://www.psychotropical.com

Patient information websites:
APA’s- http://psychiatry.org/patients-families#sthash.A9CKcDZh
NAMI’s- http://www.nami.org

Medication Assisted Treatment for Substance Abuse Disorders: http://www.dpt.samhsa.gov

EBooks:

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<thead>
<tr>
<th>Date</th>
<th>Class #</th>
<th>Topic</th>
<th>Assigned Text Readings</th>
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<tbody>
<tr>
<td>Monday Jan 23</td>
<td>2</td>
<td>Neuroscience Pharmacodynamics/Pharmacokinetcs</td>
<td>Stahl: Ch 1-3 Doran 325-333</td>
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<tr>
<td>Monday, Jan 30</td>
<td>3</td>
<td>Medications for Depression / SSRI Medication</td>
<td>Bezchlibnyk-Butler (2015). Review charts on SSRI antidepressants</td>
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<td><em>Neuroscience Quiz</em> / material covered class #1 and 2</td>
<td>Stahl: Ch 6, 7</td>
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<tr>
<td>Monday Feb 6</td>
<td>4</td>
<td>Medication for Depression/2nd lecture</td>
<td>Bezchlibnyk-Butler (2015). Review charts on antidepressants</td>
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<td>Stahl: Ch 6,7</td>
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<tr>
<td>Monday Feb 13</td>
<td>5</td>
<td>Medications for Bipolar Disorder/Lithium</td>
<td>Bezchlibnyk-Butler (2015). Review charts on Mood stabilizers/lithium</td>
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<td><em>Quiz</em>: Medications for depression/material covered class 3 and 4</td>
<td>Stahl: Ch 8</td>
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<td>Stahl: Ch 8</td>
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<tr>
<td>Monday Feb 27</td>
<td>7</td>
<td>Medications - Substance Use Treatment</td>
<td>Bezchlibnyk-Butler (2015). Review charts on drugs of abuse and treatment of SA disorders</td>
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<td><em>Quiz</em>: Medications for Bipolar Disorder/ material covered class 5 and 6</td>
<td>Stahl: Ch 14</td>
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<td>Monday March 6 &amp; 13</td>
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<td><strong>SPRING BREAK</strong></td>
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<td>Monday March 20</td>
<td>8</td>
<td>Medications for Anxiety</td>
<td>Bezchlibnyk-Butler (2015). Review charts on anxiolytics, antianxiety, hypnotics/sedatives</td>
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<td>Stahl: Ch 9</td>
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<td>Date</td>
<td>Class #</td>
<td>Topic</td>
<td>Assigned Text Readings</td>
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<td>Monday March 27</td>
<td>9</td>
<td>Medications for Anxiety/2nd lecture</td>
<td>Bezchlibnyk-Butler (2015). Review charts on anxiolytics, antianxiety, hypnotics/sedatives&lt;br&gt;Stahl: Ch 9</td>
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<td>Monday April 3</td>
<td>10</td>
<td>Psychotic Disorders/Symptoms</td>
<td>Bezchlibnyk-Butler (2015) Charts on antipsychotics and antipsychotic side effects and their management&lt;br&gt;Stahl: Ch 4,5</td>
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<td>Monday April 10</td>
<td>11</td>
<td>Psychotic Disorders/2nd lecture Switching</td>
<td>Bezchlibnyk-Butler (2015) Charts on antipsychotics and antipsychotic side effects and their management&lt;br&gt;Stahl: Ch 4,5</td>
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<td>Monday April 17</td>
<td>12</td>
<td>Treating ADHD across the Lifespan</td>
<td>Bezchlibnyk-Butler (2015) Review charts on ADHD</td>
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<td>Monday April 24</td>
<td>13</td>
<td>Prescribing for Children</td>
<td>Martin et al.: Ch 49, 51, 52 (review – chpts 1-3)&lt;br&gt;Recommended: Green: Ch 2,3</td>
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<td>Monday May 1</td>
<td>14</td>
<td>Medications for disorders associated with aging</td>
<td>Bezchlibnyk-Butler (2015). Review charts on drugs for dementia&lt;br&gt;Stahl: Ch 13</td>
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<td>Monday May 8</td>
<td>15</td>
<td>Final Exam</td>
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