ANGELO STATE UNIVERSITY

MASTER of SCIENCE in NURSING

NUR 6318
PHARMACOTHERAPEUTICS
FALL 2017
DENISE GODDARD DNP, MSN, RN, FNP-C
COURSE NUMBER
NUR 6318

COURSE TITLE
PHARMACOTHERAPEUTICS

CREDITS
Three Semester Credit Hours (3-0-0)
Online Class: Meets completely online using Blackboard

PREREQUISITE COURSES
None but must be of Graduate Status

CO-REQUISITES
None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of on-line course delivery. Collaborative management programs such as PBwiki may be used for group projects. Computer access requirements are further delineated in the Graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Graduate Nursing Handbook should be reviewed before taking this course. http://www.angelo.edu/content/files/18423-graduate-student-handbook-fall-2014

COURSE DELIVERY
This is an online course offering. http://blackboard.angelo.edu. For online classes, the level of academic rigor is parallel to that of a face-to-face section of the same course and is aligned with departmental standards. Students are advised to approach this course with the same commitment they would make to a face-to-face course.

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the “Technology Support” tab from the Blackboard homepage: blackboard.angelo.edu Select “Browser Test” option.

Please see technical requirements for MSN classes at this link:
http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php

TECHNICAL SUPPORT
Helpdesk: 325-942-2911 or helpdesk@angelo.edu
FACULTY

Denise Goddard, DNP, MSN, RN, FNP-C
Office: Virtual (preferred method of communication)

Preferred method of communication: General questions may be asked on the Discussion Board ‘I have a question’ Forum where other students can have the same questions answered. More urgent questions may be asked by either phone or email. I do get my email on my phone and if I miss a phone call, I return all calls as soon as possible. Please use the contact method that meets the urgency of your need.

OFFICE HOURS and Face-to-face
By appointment

Virtual Office Hours
By appointment

COURSE DESCRIPTION
This course focuses on the study of advanced pharmacologic principles of drug categories used by advanced practice nurses.

MSN PROGRAM OUTCOMES
Upon program completion, the graduate will be prepared to:
1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a Master’s prepared nurse.

STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity(ies) validating outcome achievement</th>
<th>Mapping to MSN Program Outcomes</th>
<th>Mapping to AACN Essentials</th>
<th>Mapping to NONPF Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze the pharmacokinetics and pharmacodynamics of broad categories of pharmacologic agents.</td>
<td>Bi-monthly competencies; Course reading; Discussion Board; Case study project; Weekly student case studies</td>
<td>1, 9</td>
<td>1.1, 5.5, 9.4</td>
<td>1.1</td>
</tr>
<tr>
<td>2. Integrate knowledge of chemistry, physiology, and pathophysiology to the</td>
<td>Bi-monthly competencies; Course reading; Discussion Board; Case study project;</td>
<td>1, 9</td>
<td>1.1, 1.5, 5.5, 9.4, 9.7</td>
<td>1.1, 1.2</td>
</tr>
<tr>
<td>Topic</td>
<td>Weekly student case studies</td>
<td>Bi-monthly competencies; Course reading; Discussion Board; Case study project; Prescriptive authority activity; Weekly student case studies</td>
<td>1, 8, 9</td>
<td>1.1, 1.5, 5.5, 8.1, 9.4, 9.6, 9.7</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>3. Assemble a comprehensive knowledge base of drug therapy into the holistic management of acute and chronic health problems of patients across the lifespan.</td>
<td>Bi-monthly competencies; Course reading; Discussion Board; Case study project; Prescriptive authority activity; Weekly student case studies</td>
<td>1, 8, 9</td>
<td>1.1, 1.5, 5.5, 8.1, 9.4, 9.6, 9.7</td>
<td>1.1, 1.2</td>
</tr>
<tr>
<td>4. Evaluate the impact of biologic, psychosocial, and economic factors on patient compliance to a pharmacological therapeutic regimen.</td>
<td>Bi-monthly competencies; Course reading; Discussion Board; Case study project; Weekly student case studies</td>
<td>1.5, 5.5, 9.4, 9.7</td>
<td>1.1, 1.3, 4.2, 7.3</td>
<td></td>
</tr>
<tr>
<td>5. Analyze the potential drug interactions of single and multiple drug regimens on patients health and disease processes to help improve practice processes and patient outcomes.</td>
<td>Bi-monthly competencies; Course reading; Discussion Board; Case study project; Weekly student case studies</td>
<td>4, 9</td>
<td>5.5, 8.1, 8.3, 9.4</td>
<td>1.1, 2.6, 3.4, 5.2a</td>
</tr>
<tr>
<td>6. Design patient-centered education for prescribed pharmacologic agents including: the drug's action, potential side effects or adverse reactions including (drug-drug and drug-food), and when the patient/family should seek medical attention.</td>
<td>Bi-monthly competencies; Course reading; Discussion Board; Case study project; Weekly student case studies</td>
<td>2, 4, 9</td>
<td>4.5, 5.5, 9.4</td>
<td>1.1, 2.6, 3.1, 3.4, 4.6</td>
</tr>
<tr>
<td>7. Integrate safe, evidenced-base and therapeutic prescriptive practices by the advanced practice nurse into case studies and coursework.</td>
<td>Bi-monthly competencies; Course reading; Discussion Board; Case study project; Prescriptive authority activity; Weekly student case studies</td>
<td>2, 4, 9</td>
<td>4.5, 5.5, 9.4</td>
<td>1.1, 2.6, 3.1, 3.4, 4.6</td>
</tr>
</tbody>
</table>

**REQUIRED TEXTS AND MATERIALS**


**OPTIONAL RESOURCES:**

Sanford Guide to Antimicrobial Therapy. Treatment recommendations for all types of infections, updated monthly with the latest information. Includes bug and drug information, spectra of activity, dosing tables, calculators, and more. Updated monthly. (https://www.sanfordguide.com/products/digital-subscriptions/)

Tarascon Pocket Pharmacopoeia (You can purchase for iPhones/Androids or you can purchase the classic pocket edition which is a small book you can carry around in your labcoat.)

Epocrates online or phone app (online; some apps may cost $)
Medscape online or phone app (online; some apps may cost $)
UpToDate app (online; some apps may cost $)

OTHER REQUIRED MATERIALS

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Webcam (Logitech highly recommended)
- Video recording capability (MAC or Windows Movie Maker, or camcorder)
- Audio recording device such as computer MP3 capability
- Logitech USB microphone headset
- Document scanner
- Ability to pdf documents. No faxed items, JPEG, or other formats will be accepted for scanned documents. PDF/Word is the acceptable format. Scanner is required.
- Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education/

TOPIC OUTLINE

- Foundations for professional practice
- Drugs influencing the autonomic nervous system
- Drugs influencing the central nervous system
- Drugs influencing infectious diseases
- Drugs influencing the immune system and inflammatory processes
- Drugs influencing the respiratory system
- Drugs influencing the integumentary system
- Drugs influencing the cardiovascular and renal systems
- Drugs influencing the hematology system
- Drugs influencing the endocrine system
- Drugs influencing the reproductive system
- Drugs influencing the gastrointestinal system, eye and ear
- Drug considerations in special populations and pain management

TIME ZONE

ASU and this faculty are on Central Standard Time (CST). All due dates and times in this syllabus are CST.

GRADING SYSTEM

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.
The following grading scale is in use for didactic courses:
- A = 90-100 percent
- B = 80-89 percent
- C = 70-79 percent
- F = <70 percent

**EVALUATION AND GRADES**
Graded activities and percent of the overall course grade:

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>FINAL GRADE %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board (7 @ 100 points each)</td>
<td>32%</td>
</tr>
<tr>
<td>Competency exams (7@100 points each)</td>
<td>32%</td>
</tr>
<tr>
<td>Case study project (100 points)</td>
<td>20%</td>
</tr>
<tr>
<td>Prescriptive authority activity (100 points)</td>
<td>15%</td>
</tr>
<tr>
<td>Surveys (MidTerm 5 points &amp; IDEA 5 points)</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total 1610 points</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**COLLABORATIVE WORK**
Each student must turn in his or her own written work which reflects his or her own individual analysis and understanding of the material. Because this is a graduate course, the students will be assumed to have sufficient motivation and maturity to come to their own understanding of the material without a strict working-alone policy.

*Collaboration is unacceptable for exams*

**TEACHING STRATEGIES**
- Assigned readings, asynchronous internet group discussion, case studies, Internet resources and written assignments.
- Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.
- A Discussion Board is provided in Blackboard specifically for students (“Student Lounge”) to share websites, articles, apps, and clinical experiences relevant to the course topics.

**ASSIGNMENT DESCRIPTIONS**
*Please note: Rubrics and guidelines for all assignments are located on the NUR 6318 BB site under the sub-header “Guidelines/Rubrics” and then the respective titled assignment link. Rubrics are included at the end of this syllabus.*

**DISCUSSION BOARD**
There is an “Introduce yourself” discussion board in Week 1 that is non-graded. There are an additional 7 graded discussion boards in this course. A portion of your course grade (32%) is based on your participation in discussions with your classmates and instructor. The DB guidelines and grading rubric, found in BB, are intended to help you achieve the grade you desire for the discussion board portion of your course grade. Discussion Board posts should demonstrate substance and contribute to the understanding and application of ideas by:
Reflection about meaning: Describes thoughtfully what something means or new insight it provides, or raises a question as a seed for clarification or further discussion.

Analysis: Discuss relevant themes, concepts, main ideas, components or relationships among ideas. Or, identify hidden assumptions or fallacies in reasoning.

Elaboration: Builds on ideas of others found in the readings by adding details, examples, a different viewpoint, or other relevant information and references.

Application: Provides examples of how principles or concepts can be applied to actual situations, or discusses the implications of theory for practice.

Synthesis: Integrates multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.

Evaluation: Assess the accuracy, reasonableness, or quality of ideas.

COMPETENCY QUIZZES
Unit quizzes (competencies) are scheduled throughout the semester to test understanding of the course material. Each quiz is timed and must be completed within that time frame (posted with each quiz). You may use your textbook along with additional resources, just as one would use them while in the practice setting. The use of resources, though, should be limited to allow for completion of the quizzes within the allotted time. The competency schedule is located on the Course Schedule/Calendar. There is no mid-term or final in this course.

CASE STUDY PROJECT
This project allows the student to find a case study or utilize an actual patient they have had contact with to analyze and discuss the patient’s pharmacological management. Focus will be made on analyzing the patient’s medications specific to the patient’s medical history. Attention will be discussed regarding if the patient’s pharmacotherapeutic regimen is safe, efficient, and evidence-based. The student will then design a patient centered education based on the patient’s current medications to include drug(s) action, potential side effects, adverse reactions, and when the patient/family should seek medical attention. Specific details about this assignment are found in BB under the respective link in the instructions and grading rubric.

BON PRESCRIPTIVE AUTHORITY ACTIVITY
The purpose of this activity is to get the student familiar with where to find information on APRN prescriptive authority in the state of Texas and have a basic understanding of the content. The student will answer a series of questions with discussion surrounding the regulation of prescriptive authority for the APRN in Texas.

GENERAL POLICIES RELATED TO THIS COURSE
All students are required to follow the policies and procedures presented in the following documents:

- ASU Graduate Catalog located on the ASU website https://www.angelo.edu/catalogs/
- University Graduate Nursing Handbook, located on the Nursing website http://www.angelo.edu/content/files/18423-graduate-student-handbook-fall-2014
- Preceptor and Student Orientation Handbook, located on the ASU Website http://www.angelo.edu/content/files/21361-msn-fnp-preceptor-student-orientation-handbook--

IMPORTANT UNIVERSITY DATES
See Academic Calendar at: http://www.angelo.edu/services/registrars_office/academic_calendar.php
STUDENT RESPONSIBILITY & ATTENDANCE
Full participation in the course is a professional expectation and required for successful and satisfactory completion of all course objectives. Online classroom attendance is evidenced by timely participation in the discussion assignments and other assigned activities. Failure to contribute in a timely fashion to any weekly discussion is considered an absence, could result in an evaluation of the student's ability to meet course objectives, and may result in failure of the course.

You are expected to check the course site at least 3 days per week to attend discussion forums and to check for announcements. The weeks begin on Monday and postings will be accepted until Saturday at midnight. Class participation is evaluated on the quantity and quality of student interaction with assigned activities. Students who anticipate an inability to meet a deadline or participate in a scheduled online activity should contact the instructor immediately. In the event that a student must miss class, he/she should contact the instructor prior to or as soon after the absence to coordinate assignments. It is recommended that the student study daily and spend a minimum of 6-9 hours per week working on a 3-credit hour course.

Students should check their email at least daily. ASU email addresses are REQUIRED. No other email addresses will be acceptable.

COMMUNICATION
Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday. This is instructor’s preferred method of contact via email.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through ASU email addresses. Please check your ASU email daily for announcements and policy changes. The ASU Help Desk (800-942-2911 or 325-942-2911) can help you get your ASU email on your cell phone to assist with this essential communication.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.

Use Good "Netiquette":
- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
  - It is extremely rude to forward someone else’s messages without their permission.
  - It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism).
Avoid strong or offensive language
Ask for clarification. Don’t sit in silence either misunderstanding or feeling offended. A simple way to clarify is “I did not understand your post”
Avoid sarcasm
Avoid characters like smiley faces ;) 😊 and instant messaging abbreviations (LOL, ROFL)

(The above "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

ASSESSMENT SUBMISSION

In this class, all “where to” submit assignments can be found in the weekly modules. Due dates of assignments can also be found in the weekly modules as well as on the course calendar. In this class, any designated assessments/assignments need to be submitted through the “Submit Assignments Here” link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assessment submission, email your Course Faculty and attach a copy of what you are trying to submit. This lets your faculty know you completed the assessment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assessment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

LATE WORK OR MISSED ASSESSMENTS POLICY

This course is set up on weekly modules. The week begins on Monday and ends on Saturday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard and the Weekly Modules. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date. The instructor also maintains the right of refusal to accept severely and/or continuously late assignments.

ACADEMIC HONESTY

Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their educational experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. All codes and policies are set forth in the Student Handbook of Angelo State University http://www.angelo.edu/student-handbook/.

PLAGIARISM

Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php.
PERSONS WITH DISABILITIES

“Disability Services is part of the Office of Student Affairs at Angelo State University. Angelo State’s Office of Student Affairs works to ensure that qualified students with disabilities have equal access to all institutional programs and services. The office advocates responsibly for the needs of students with disabilities and educates the campus community so that others can understand and support students with disabilities.”

The following includes contact information for Disability Services at ASU:

- ada@angelo.edu
- 325-942-2047
- Fax: 325-942-2211
- Houston Harte University Center, 112
- ASU Station #11047, San Angelo, TX 76909

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

ASU STUDENT COMPLAINT AND GRIEVANCE POLICY

Angelo State University complies with the Commission’s policy on Complaint Procedures against the Commission or Its Accredited Institutions. As summarized in Federal Requirement 4.5, Student complaints, ASU maintains a reasonable and well publicized set of policies and procedures for addressing complaints and appeals submitted by students. Policies governing various types of student grievances are published in the Student Handbook, which is available through the institutional website on the Student Life Page.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS

“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS CHANGES

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

WEB-LINKS:

- Board of Nursing for the State of Texas http://www.bne.state.tx.us/
- National Institute of Nursing Research (NINR)
  HTTPS://WWW.NIH.GOV/ABOUT-NIH/WHAT-WE-DO/NIH-ALMANAC/NATIONAL-INSTITUTE-NURSING-RESEARCH-NINR
- National Magnet Agenda
- Campaign for Action (The Future of Nursing) http://campaignforaction.org/
COURSE EVALUATION
Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:

1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

PRESCRIPTIVE AUTHORITY RUBRIC

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>NOVICE</th>
<th>DEVELOPING</th>
<th>COMPETENT</th>
<th>PROFICIENT</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0 points Does not identify a chapter number or title</td>
<td>2 points Identifies a chapter number and title but both are incorrect OR answers</td>
<td>4 points Identifies the correct chapter number but not the title or vice versa OR</td>
<td>10 points Identifies the correct chapter number and title for TX BON APRN</td>
<td>_______/10</td>
</tr>
<tr>
<td>Criteria</td>
<td>Excellent</td>
<td>Good</td>
<td>Poor</td>
<td>Unacceptable</td>
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<tr>
<td>2</td>
<td>0 points</td>
<td>3 points</td>
<td>5 points</td>
<td>10 points</td>
<td></td>
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<tr>
<td>3</td>
<td>0 points</td>
<td>5 points</td>
<td>10 points</td>
<td>20 points</td>
<td></td>
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<tr>
<td>4</td>
<td>0 points</td>
<td>3 points</td>
<td>5 points</td>
<td>10 points</td>
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<tr>
<td>5</td>
<td>0 points</td>
<td>3 points</td>
<td>5 points</td>
<td>10 points</td>
<td></td>
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<tr>
<td>6</td>
<td>0 points</td>
<td>10 points</td>
<td>20 points</td>
<td>30 points</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>0 points</td>
<td>2 points</td>
<td>5 points</td>
<td>10 points</td>
<td></td>
</tr>
</tbody>
</table>

**DISCUSSION BOARD RUBRIC (100 possible points per DB)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Poor</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.6 points each</td>
<td>13.3 points each</td>
<td>10 points each</td>
<td>0 points</td>
<td></td>
</tr>
<tr>
<td>Frequency</td>
<td>Participates 3 times throughout the week on 3 separate days. Cites references.</td>
<td>Participates 2 times: postings must be distributed throughout week.</td>
<td>Participates 1-2 times during the week on the same day.</td>
<td>Participates not at all, or posts after deadline</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Initial Assignment Posting</td>
<td>Posts well developed &amp; referenced assignment that fully addresses and develops all aspects of the task. First post by Tuesday 5pm</td>
<td>Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.</td>
<td>Posts adequate assignment with superficial thought and preparation; doesn’t address all aspects of the task.</td>
<td>Posts no assignment.</td>
</tr>
<tr>
<td>Follow-Up Postings</td>
<td>Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts.</td>
<td>Elaborates on an existing posting with further comment or observation.</td>
<td>Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.</td>
<td>Posts no follow-up responses to others.</td>
</tr>
<tr>
<td>Content Contribution</td>
<td>Post factually correct, reflective and substantive contribution; advances discussion.</td>
<td>Post information that is factually correct; task full development of concept or thought.</td>
<td>Repeats but does not add substantive information to the discussion.</td>
<td>Post information that is off-topic, incorrect, or irrelevant to discussion.</td>
</tr>
<tr>
<td>References &amp; Support</td>
<td>Uses &gt;3 separate resources/citations from professional and/or peer-reviewed literature to support comments.</td>
<td>Incorporates 1-2 separate resources/citations from professional and/or peer-reviewed literature to support comments.</td>
<td>Uses personal experience, but no references to readings or research.</td>
<td>Includes no references or supporting experiences</td>
</tr>
<tr>
<td>Clarity &amp; Mechanics</td>
<td>Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.</td>
<td>Contributes valuable information to discussion with minor clarity or mechanics errors.</td>
<td>Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.</td>
<td>Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.</td>
</tr>
<tr>
<td>Totals and comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRITERIA</td>
<td>NOVICE</td>
<td>DEVELOPING</td>
<td>COMPETENT</td>
<td>PROFICIENT</td>
</tr>
<tr>
<td>--------------------------</td>
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<td>-----------------------------------------------</td>
<td>------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Chief Complaint</td>
<td>0 points</td>
<td>1 point</td>
<td>3 points</td>
<td>5 points</td>
</tr>
<tr>
<td></td>
<td>Does not list a chief complaint</td>
<td>Presents history of present illness using &lt;5</td>
<td>Presents history of present illness using 6-7</td>
<td>List chief</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sentences</td>
<td>sentences</td>
<td>complaint</td>
</tr>
<tr>
<td>History of Present Illness</td>
<td>0 points</td>
<td>4 points</td>
<td>6 points</td>
<td>5 points</td>
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<tr>
<td></td>
<td>Does not present history of present illness</td>
<td>Presents past medical history to include 1-2</td>
<td>Presents past medical history to include 3-4</td>
<td>Appropriately</td>
</tr>
<tr>
<td></td>
<td></td>
<td>comorbidities/disease processes</td>
<td>comorbidities/disease processes</td>
<td>presents history</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>of present illness AND utilizes &gt;8 sentences</td>
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<tr>
<td>Past Medical History</td>
<td>0 points</td>
<td>3 points</td>
<td>5 points</td>
<td>10 points</td>
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<tr>
<td></td>
<td>Presents no past medical history</td>
<td>Presents past surgical history with 1 surgery</td>
<td>Presents past surgical history with 2 surgeries</td>
<td>Past medical history to include 5 or more comorbidities/disease processes</td>
</tr>
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<tr>
<td>Surgical History</td>
<td>0 points</td>
<td>5 points</td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presents no past surgical history</td>
<td>Presents past surgical history with 1 surgery</td>
<td>Presents past surgical history with 3 or more surgeries</td>
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<tr>
<td>Family/Social History</td>
<td>0 points</td>
<td>3 points</td>
<td>5 points</td>
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<tr>
<td></td>
<td>Presents no family or social history</td>
<td>Presents only a family history and no social history or vice versa</td>
<td>Presents both family and social history</td>
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<tr>
<td>Allergies</td>
<td>0 points</td>
<td>5 points</td>
<td>5 points</td>
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<td></td>
<td>Does not identify any drug allergies</td>
<td>Identifies medication allergies or KNDA</td>
<td>Identifies medication allergies or KNDA</td>
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<tr>
<td>Home Medications</td>
<td>0 points</td>
<td>1 point</td>
<td>5 points</td>
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<tr>
<td></td>
<td>Lists no current home medications</td>
<td>Lists home medications but does not list freq, dosage, or route</td>
<td>Lists 1-4 current home medications to include freq, dosage, &amp; route</td>
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<tr>
<td>Pharmacotherapeutics</td>
<td>0 points</td>
<td>10 points</td>
<td>20 points</td>
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<tr>
<td></td>
<td>Discusses 0 areas under pharmacotherapeutics discussion appropriately</td>
<td>Discusses 1 area under pharmacotherapeutics discussion appropriately AND/OR answers each section using &lt; 5 sentences</td>
<td>Discusses 2-3 areas under pharmacotherapeutics discussion appropriately AND/OR answers each section with only 6-9 sentences.</td>
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**Total Points:** 100
<table>
<thead>
<tr>
<th>WEEK &amp; DATE</th>
<th>TOPIC</th>
<th>READINGS, ASSIGNMENTS &amp; PARTICIPATION</th>
<th>DUE DATES</th>
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<tbody>
<tr>
<td>1 8/28/17-9/2/17</td>
<td>Pharm Foundation</td>
<td><strong>WEEKLY MODULE 1</strong>&lt;br&gt;Reading Assignment: CH 2 – Review of Basic Principles of Pharmacology&lt;br&gt;CH 7 – Cultural and Ethnic Influences in Pharmacotherapeutics CH 8 – An Introduction to Pharmacogenomics&lt;br&gt;Discussion Board Post&lt;br&gt;Self Introduction&lt;br&gt;Week 1 Discussion Board&lt;br&gt;Begin working on APRN prescriptive authority assignment due 9-16-17</td>
<td>9-2-17 2359 pm&lt;br&gt;First post by 8-29-17 Closes 9-2-17 2359</td>
</tr>
<tr>
<td>2 9/4-9/9</td>
<td>Pharm Foundation</td>
<td><strong>WEEKLY MODULE 2</strong>&lt;br&gt;Reading Assignment: CH 1 – The Role of the Nurse Practitioner as Prescriber</td>
<td>9-2-17 2359 pm&lt;br&gt;First post by 8-29-17 Closes 9-2-17 2359</td>
</tr>
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</table>
responsibility of the APRN
prescriber Advanced knowledge
Benefits of an APRN as
prescribers
Clinical judgement in
prescribing Collaboration with
other providers
Current issues and trends in
health care

Rational Drug Selection
The process of rational drug
prescribing Drug factors
influencing drug selection
Influences in rational
prescribing

Legal and Ethical Issues in
Prescribing
Federal drug law
Controlled substance misuse:
prescriber education
State law
Ethical aspects of prescribing

Adverse Drug Reactions
(ADRS)
Mechanistic classification Time
related ADRS
Dose related ADRS
Severity of ADRS
Common causes of ADRS
Risk factors
Detection and assessment
ADR reporting

Information Technology and
Pharm
The electronic health record
Clinical decision support
systems
Patient safety
Medication reconciliation
Patient privacy
Patient education
Quality improvement

Pharmacoeconomics
Pharmacoeconomic studies
Impact of generic drugs on
drug therapy
Applying pharmacoeconomics to
practice

CH 3 - Rational Drug
Selection
CH 4 – Legal and
Professional Issues in
Prescribing
CH 5 – Adverse Drug
Reactions
CH 11 – Information
Technology and
Pharmacotherapeutics
CH 12 –
Pharmacoeconomics

Competency 1

OPENS 09/08
CLOSES 09/09

3
9/11-9/16

Autonomic
Nervous System

Adrenergic agonists
Alpha 2 agonists: central
Adrenergic antagonists
Alpha 1 antagonists
Beta-adrenergic antagonists
Combined alpha and beta
adrenergic antagonists
Cholinergic agonists
Muscarinic agonists
Cholinesterase inhibitors

WEEKLY MODULE 3

Reading Assignment:
CH 14 – Drugs Affecting
the Autonomic Nervous
System

BON APRN prescriptive
authority assignment due

9-16-17 2359 pm

Opens 9-11
### Central Nervous System

- **Cholinergic blockers**

#### Weekly Module 4

- **4**
  - **9/18-9/23**
  - **WEEKLY MODULE 4**
  - **Reading Assignment:**
    - CH 15 – Drugs Affecting the Central Nervous System
    - CH 29 – Anxiety and Depression
    - CH 35 – Headaches

- **Competency 2**

- **Discussion Board**
  - **OPENS 09/22**
  - **Closes 09/23**
  - **First post by 9-19-17**
  - **Closes 9-23-17 2359**

### Infectious Diseases

- **Antibiotics**
  - **Antimicrobial Resistance**
  - **Antibiotics**
  - **Antivirus**
  - **Antifungals**
  - **Anthelmintics**
  - **Metronidazole, Nitazoxanide, & Tinidazole**
  - **UTI’s**

#### Weekly Module 5

- **5**
  - **9/25-9/30**
  - **WEEKLY MODULE 5**
  - **Reading Assignment:**
    - CH 24 – Drugs Used in Treating Infectious Diseases
    - CH 47 – Urinary Tract Infections

- **Discussion Board**
  - **First post by 9-26-17**
  - **Closes 9-30-17 2359**

### Immune & Inflammatory Processes

- **Immunizations**
  - **Attenuated vaccines**
    - **Influenza**
    - **MMR**
    - **MMRV**
    - **Polio**
    - **Rotavirus**
    - **Varicella Zoster**

  - **Inactivated vaccines**
    - **DTP**
    - **Hepatitis B**
    - **Hepatitis A**
    - **HPV**
    - **Influenza**
    - **Pneumococcal**
    - **Meningococcal**

- **Inflammatory Processes**
  - **Antigout and uricosuric agents**
  - **Corticosteroids**
  - **NSAIDS**
  - **Aspirin and nonacetylated salicylates**

- **Rheumatoid arthritis**
- **Adrenal Insufficiency**

#### Weekly Module 6

- **6**
  - **10/02-10/7**
  - **WEEKLY MODULE 6**
  - **Reading Assignment:**
    - CH 19 – Drugs Affecting the Immune System
    - *(pgs 447-465 stop at oral typhoid vaccine;)*
    - *(pg 471 start inactivated vaccines-473 stop at haemophilus B conjugate vaccine;)*
    - *(pg 474 start Hepatitis B Virus Vaccine – 482 stop at lyme disease vaccine;)*

  - **CH 25 – Drugs Used in Treating Inflammatory Processes**
<table>
<thead>
<tr>
<th>Week</th>
<th>Modules</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 7    | 10/9-10/14 | **Respiratory**  
|      |          | Bronchodilators  
|      |          | Respiratory inhalants  
|      |          | Allergy medications  
|      |          | Cough and cold medications  
|      |          | Asthma  
|      |          | COPD  
|      |          | Pneumonia  
|      |          | Upper respiratory infections  
|      |          | Viral URI Sinusitis  
|      |          | **WEEKLY MODULE 7**  
|      |          | **Reading Assignment:**  
|      |          | CH 17 – Drugs Affecting the Respiratory System  
|      |          | CH 30 – Asthma and Chronic Obstructive Pulmonary Disease  
|      |          | CH 42 – Pneumonia  
|      |          | CH 46 – Upper Respiratory Infections, Otitis Media, and Otitis Externa (read pages 1253-1259 up to Otitis media)  
|      |          | Complete MidTerm survey for 5 points (dates TBD)  
|      |          | Competency 3 |
| 8    | 10/16-10/21 | **Integumentary**  
|      |          | Topical anti-infectives  
|      |          | Agents to treat acne  
|      |          | Topical corticosteroids  
|      |          | Topical immunomodulators  
|      |          | Topical antipsoriasis agents  
|      |          | Topical antiseborrheic meds  
|      |          | Topical antihistamines and antipruritics  
|      |          | Moisturizers, emollients, and lubricants  
|      |          | Agents used in treatment of burns  
|      |          | Scabicides and pediculicides  
|      |          | Cauterizing and destructive agents  
|      |          | Keratolytics  
|      |          | Topical anesthetics  
|      |          | Dermatitis  
|      |          | Psoriasis  
|      |          | Acne  
|      |          | **WEEKLY MODULE 8**  
|      |          | **Reading Assignment:**  
|      |          | CH 23 – Drugs Affecting the Integumentary System – (647-686 stop at minoxidil)  
|      |          | CH 32 – Dermatological Conditions (957-987 stop at alopecia)  
|      |          | Complete MidTerm survey for 5 points (dates TBD)  
|      |          | Competency 4  
|      |          | **OPENS 10/20 CLOSES 10/21** |
| 9    | 10/23-10/28 | **Cardiovascular Renal**  
|      |          | ACE inhibitors  
|      |          | Angiotensin II receptor blockers  
|      |          | Direct renin inhibitors  
|      |          | Calcium channel blockers  
|      |          | Cardiac glycosides  
|      |          | Antiarrhythmics  
|      |          | Nitrates  
|      |          | Peripheral vasodilators  
|      |          | Antilipidemics  
|      |          | **WEEKLY MODULE 9**  
|      |          | **Reading Assignment:**  
|      |          | CH 16 – Drugs Affecting the Cardiovascular and Renal Systems  
|      |          | CH 28 – Chronic Stable Angina and Low-Risk Unstable Angina  
|      |          | Competency 4  
<p>|      |          | <strong>OPENS 10/20 CLOSES 10/21</strong> |</p>
<table>
<thead>
<tr>
<th>WEEKLY MODULE 10</th>
<th>WEEKLY MODULE 11</th>
<th>WEEKLY MODULE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diuretics</strong>&lt;br&gt; <strong>Angina</strong></td>
<td><strong>Cardiovascular Renal</strong>&lt;br&gt; <strong>Heart Failure</strong>&lt;br&gt; <strong>Lipids</strong>&lt;br&gt; <strong>Hypertension</strong></td>
<td><strong>Hematology</strong>&lt;br&gt; <strong>Hematopoietic System</strong>&lt;br&gt; Anticoagulants and antiplatelets&lt;br&gt; Hematopoietic growth factors&lt;br&gt; Iron preparations&lt;br&gt; Folic acid&lt;br&gt; Vitamin B12&lt;br&gt; Anemia</td>
</tr>
<tr>
<td><strong>WEEKLY MODULE 10</strong></td>
<td><strong>WEEKLY MODULE 11</strong></td>
<td><strong>WEEKLY MODULE 12</strong></td>
</tr>
<tr>
<td><strong>Reading Assignment:</strong>&lt;br&gt; CH 36 – Heart Failure&lt;br&gt; CH 39 – Hyperlipidemia&lt;br&gt; CH 40 – Hypertension</td>
<td><strong>Reading Assignment:</strong>&lt;br&gt; CH 18 – Drugs Affecting the Hematopoietic System&lt;br&gt; CH 27 – Anemia</td>
<td><strong>Reading Assignment:</strong>&lt;br&gt; CH 21 – Drugs Affecting the Endocrine System&lt;br&gt; (Start reading pg 556 at Endocrine pancreatic hormones (insulin) – pg 609 stop at aromatase inhibitors)&lt;br&gt; CH 33 – Diabetes Mellitus&lt;br&gt; CH 41 – Hyperthyroidism and Hypothyroidism</td>
</tr>
<tr>
<td><strong>Discussion Board</strong></td>
<td><strong>Competency 5</strong></td>
<td><strong>Discussion Board</strong></td>
</tr>
<tr>
<td><strong>First post by 10-31 Closes 11-4-17 2359</strong></td>
<td><strong>OPENS 11/10 CLOSES 11/11</strong></td>
<td><strong>First post by 11-14 Closes 11-18-17 2359</strong></td>
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<tr>
<td><strong>Reminder Case Study is due 12/02/2017 @11:59 pm</strong></td>
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</table>
**WEEKLY MODULE 13**

**Reading Assignment:**
- CH 22 – Drugs Affecting the Reproductive System (615–pg 642 stop at other drugs affecting the reproductive system; Read Drugs used for Erectile dysfunction 643-644)
- CH 31 – Contraception
- CH 38 - Hormone Replacement and Osteoporosis
- CH 44 – Sexually transmitted Diseases and Vaginitis

**WEEKLY MODULE 14**

**Competency 6**

**Reading Assignment:**
- CH 20 – Drugs Affecting the Gastrointestinal System
- CH 34 - Gastroesophageal Reflux and Peptic Ulcer Disease
- CH 26 – Drugs Used in Treating Eye and Ear Disorders
- CH 46 – Upper Respiratory Infections, Otitis Media, and Otitis Externa (Read 1259 otitis media – 1264)

**Case study DUE:** 12/02/2017 by 11:59 pm

Complete IDEA survey for 5 points (Dates TBD)

**WEEKLY MODULE 15**

**Reading Assignment:**
- CH 48 – Women as Patients
- CH 49 – Men as Patients
- CH 50 – Pediatric Patients
- CH 51 – Geriatric Patients
- CH 52 – Pain
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment 1</th>
<th>Assignment 2</th>
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<tr>
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<td>Course Wrap-up</td>
<td>WEEKLY MODULE 16</td>
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<tr>
<td>12/11-12/15</td>
<td>Finals</td>
<td>Semester ends</td>
<td>12-15-17</td>
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**END OF SYLLABUS**