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 expectations of the Nursing Program. Computer access requirements are further delineated in the Graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Graduate Student Handbook should be reviewed before taking this course. The ASU Graduate Nursing Handbook found on the Nursing home page should be reviewed before taking this course.
http://www.angelo.edu/dept/nursing/student_resources/grad_info.php

COURSE DELIVERY
This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at 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 “Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu) Select “Test your Browser” 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
Beverly Greenwald, PhD, MSN, FNP-BC, FNP-C, CGRN, RN
Office: Online Faculty
Phone: (701) 261-4795
Fax: (325) 942-2236
Beverly.Greenwald@angelo.edu
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
Please arrange office hours by phone or email. I am available most times during the week or weekends.

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</td>
<td>Reading Assignments Video Board</td>
<td>-1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</td>
<td>-1.1- Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</td>
<td>-Scientific Foundations 1- Critically analyzes data and evidence for improving advanced nursing practice.</td>
</tr>
</tbody>
</table>
2. Integrate knowledge of chemistry, physiology, and pathophysiology to the pharmacotherapeutics of drugs as they impact specific disease processes.

<table>
<thead>
<tr>
<th>Reading Assignments</th>
<th>Evidence-Based Clinical Practice Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1- Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</td>
<td></td>
</tr>
<tr>
<td>-9- Practice at the level of a Master’s prepared nurse.</td>
<td></td>
</tr>
<tr>
<td>-V.5- Use information and communication technologies, resources, and principles of learning to teach patients and others.</td>
<td></td>
</tr>
<tr>
<td>-IX.4- Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.</td>
<td></td>
</tr>
</tbody>
</table>

3. Assemble a comprehensive knowledge base of drug therapy into the holistic management of acute and chronic health problems of patients across the lifespan.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>-1- Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</td>
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<tr>
<td>-8- Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.</td>
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</tr>
<tr>
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</tr>
<tr>
<td>-I.1- Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</td>
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</tr>
<tr>
<td>-I.5- Synthesize evidence for practice to determine appropriate application of interventions across diverse populations.</td>
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<tr>
<td>-V.5- Use information and communication technologies, resources, and principles of learning to teach patients and others.</td>
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<td></td>
</tr>
<tr>
<td>-IX.7- Use knowledge of illness and disease management to provide evidence-based care to populations, perform risk assessments, and design plans or programs of care.</td>
<td></td>
</tr>
</tbody>
</table>

- Scientific Foundations.1- Critically analyzes data and evidence for improving advanced nursing practice.
- Scientific Foundations.2- Integrates knowledge from the humanities and sciences within the context of nursing science.

- Practice Inquiry.2- Generates knowledge from clinical practice to improve practice and patient outcomes.
<table>
<thead>
<tr>
<th>4. Evaluate the impact of biologic, psychosocial, and economic factors on patient compliance to a pharmacological therapeutic regimen.</th>
<th>Reading Assignments</th>
<th>Video Board Evidence-Based Clinical Practice Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</td>
<td>1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</td>
<td></td>
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<td>- Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.</td>
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</table>

- Scientific Foundations.1- Critically analyzes data and evidence for improving advanced nursing practice.  
- Scientific Foundations.2- Integrates knowledge from the humanities and sciences within the context of nursing science.
| 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. | Reading Assignments Video Board Evidence-Based Clinical Practice Guidelines | -1- Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.  
-9- Practice at the level of a Master’s prepared nurse.  
-1.5- Synthesize evidence for practice to determine appropriate application of interventions across diverse populations.  
-V.5- Use information and communication technologies, resources, and principles of learning to teach patients and others.  
-I.X.4- Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.  
-I.X.7- Use knowledge of illness and disease management to provide evidence-based care to populations, perform risk assessments, and design plans or programs of care. |
| 6. | Design patient-centered education for prescribed pharmacologic | Reading Assignments Video Board | -4- Integrate best research evidence to improve health outcomes.  
-V.5- Use information and communication technologies, resources, and principles of learning to teach patients and others.  
-Scientific Foundations.1- Critically analyzes data and evidence for improving advanced nursing practice.|

-IX.4- Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.  
-I.X.6- Use epidemiological, social, and environmental data in drawing inferences regarding the health status of patient populations and interventions to promote and preserve health and healthy lifestyles.  
-I.X.9- Apply advanced knowledge of the effects of global environmental, individual and population characteristics to the design, implementation, and evaluation of care.

Reading Assignments Video Board Evidence-Based Clinical Practice Guidelines

-1- Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.  
-9- Practice at the level of a Master’s prepared nurse.  
-1.5- Synthesize evidence for practice to determine appropriate application of interventions across diverse populations.  
-V.5- Use information and communication technologies, resources, and principles of learning to teach patients and others.  
-I.X.4- Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.  
-I.X.7- Use knowledge of illness and disease management to provide evidence-based care to populations, perform risk assessments, and design plans or programs of care.

-4- Integrate best research evidence to improve health outcomes.  
-V.5- Use information and communication technologies, resources, and principles of learning to teach patients and others.  
-Scientific Foundations.1- Critically analyzes data and evidence for improving advanced nursing practice.
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.

-9- Practice at the level of a Master's prepared nurse.

-81.1- Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence based, culturally relevant clinical prevention interventions and strategies.

-81.3- Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations.

-IX.4- Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.

Reading Assignments
Video Board
Evidence-Based Clinical Practice Guidelines
Prescriptive authority activity (if applicable)

-2- Apply organizational and systems leadership skills.

-4- Integrate best research evidence to improve health outcomes.

-9- Practice at the level of a Master’s prepared nurse.

-IV.5- Apply practice guidelines to improve practice and the care environment.

-V.5- Use information and communication technologies, resources, and principles of learning to teach patients and others.

-IX.4- Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.

-Scientific Foundations.1- Critically analyzes data and evidence for improving advanced nursing practice.

-Leadership.6- Communicates practice knowledge effectively, both orally and in writing.

-Quality.4- Applies skills in peer review to promote a culture of excellence.

-Technology and Information Literacy. Translates technical and scientific health information appropriate for various users’ needs.

2a Assesses the patient’s and caregiver’s educational needs to provide effective, personalized health care.

REQUIRED TEXTS AND MATERIALS

There will be an APA Quiz and this manual (in print version) will need to be marked in advance of taking this quiz.


RESOURCES FOR YOUR CONSIDERATION


Tarrascon Pocket Pharmacopoeia (Apps available for iPhones/Androids and a pocket edition)

Epocrates online or phone app

Medscape online or phone app

UpToDate app

OTHER REQUIRED MATERIALS

To participate in one of ASU’s distance education programs, you need this technology:

• A computer capable of running Windows 7 or later, or Mac OS X 10.8 or later
• The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
• Microsoft Office Suite or a compatible Open Office Suite
• Adobe Acrobat Reader
• High Speed Internet Access
• Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
• 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

Medications by Body System (assigned Evidence-Based Clinical Practice Guideline):

- autonomic nervous system
- central nervous system (Parkinsons = 1 PDF, Alzheimers = 3 PDFs)
- immune (Vaccination Schedules: children and adult = 2 PDFs)
- respiratory (Community Acquired Pneumonia = 1 PDF, Chronic Obstructive Pulmonary Disease = 2 PDFs, Asthma = 2 PDFs)
- integumentary
- cardiovascular (Hypertension = 1 PDF + new definition of “hypertension,” Heart Failure = 2 PDFs)
- renal
- hematology
endocrine (Hypothyroidism = 1 PDF, Diabetes = 1 PDF, Obesity = 1 PDF)
reproductive (Polycystic Ovarian Syndrome = 2 PDFs, Prostatitis = 1 PDF)
gastrointestinal (Gastroesophageal Reflux Disease = 1 PDF)
eye
Antimicrobials (Strep pharyngitis = 1 PDF)
Analgesics (Opioids = 2 PDFs)
Special populations

**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. All course requirements must be completed to pass this course.

The following grading scale is in use for this course:

- **A = 90.00-100 percent**
- **B = 80.00-89.99 percent**
- **C = 70.00-79.99 percent**
- **F = <70 percent** (Grades are not rounded up)

**EVALUATION AND GRADES**
Graded activities and the weighted percentage of the overall course grade.
Note: All required activities must be completed to pass this course.

<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Due Dates</th>
<th>Date I need to start this assignment</th>
<th>Student Score / Points Possible</th>
<th>Weighted Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APA Quiz</strong></td>
<td><strong>January 20, 11 pm</strong></td>
<td>/45</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Video Boards (#7)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#1 = Weeks 1 &amp; 2 topics</td>
<td>#1 January 23, 11 pm</td>
<td>21 points Total</td>
<td>/3</td>
<td>5</td>
</tr>
<tr>
<td>#2 = Weeks 3 &amp; 4 topics</td>
<td>#2 February 6, 11 pm</td>
<td></td>
<td>/3</td>
<td></td>
</tr>
<tr>
<td>#3 = Weeks 5 &amp; 6 topics</td>
<td>#3 February 19, 11 pm</td>
<td></td>
<td>/3</td>
<td></td>
</tr>
<tr>
<td>#4 = Weeks 7 &amp; 8 topics</td>
<td>#4 March 6, 11 pm</td>
<td></td>
<td>/3</td>
<td></td>
</tr>
<tr>
<td>#5 = Weeks 9 &amp; 10 topics</td>
<td>#5 March 27, 11 pm</td>
<td></td>
<td>/3</td>
<td></td>
</tr>
<tr>
<td>#6 = Weeks 11 &amp; 12 topics</td>
<td>#6 April 10, 11 pm</td>
<td></td>
<td>/3</td>
<td></td>
</tr>
<tr>
<td>#7 = Weeks 13, 14, &amp; 15 topics</td>
<td>#7 May 1, 11 pm</td>
<td></td>
<td>/3</td>
<td></td>
</tr>
<tr>
<td><strong>Quizzes</strong></td>
<td></td>
<td></td>
<td>700 points Total</td>
<td>70</td>
</tr>
<tr>
<td>#1</td>
<td>#1 February 3, 11 pm</td>
<td></td>
<td>/100</td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td>#2 February 17, 11 pm</td>
<td></td>
<td>/100</td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td>#3 March 3, 11 pm</td>
<td></td>
<td>/100</td>
<td></td>
</tr>
<tr>
<td>#4</td>
<td>#4 March 24, 11 pm</td>
<td></td>
<td>/100</td>
<td></td>
</tr>
<tr>
<td>#5</td>
<td>#5 April 14, 11 pm</td>
<td></td>
<td>/100</td>
<td></td>
</tr>
<tr>
<td>#6</td>
<td>#6 May 5, 11 pm</td>
<td></td>
<td>/100</td>
<td></td>
</tr>
<tr>
<td>#7</td>
<td>#7 May 9, 12 noon</td>
<td></td>
<td>/100</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence-Based Clinical Practice Guidelines (#18, 6 points each, 108 points Total)</strong></td>
<td></td>
<td></td>
<td>108 points Total</td>
<td>20</td>
</tr>
<tr>
<td>#1: Parkinsons = 1 PDF, Alzheimers = 3 PDFs, Strep pharyngitis = 1 PDF</td>
<td>#1: February 10, 11 pm</td>
<td>#1: Parkinsons = /6</td>
<td>#2: Alzheimers = /6</td>
<td>#3: Strep pharyngitis = /6</td>
</tr>
<tr>
<td>#2: Parkinsons = 1 PDF, Alzheimers = 3 PDFs, Strep pharyngitis = 1 PDF</td>
<td>#2: February 10, 11 pm</td>
<td>#1: Parkinsons = /6</td>
<td>#2: Alzheimers = /6</td>
<td>#3: Strep pharyngitis = /6</td>
</tr>
<tr>
<td>#3: Parkinsons = 1 PDF, Alzheimers = 3 PDFs, Strep pharyngitis = 1 PDF</td>
<td>#3: February 17, 11 pm</td>
<td>#1: Parkinsons = /6</td>
<td>#2: Alzheimers = /6</td>
<td>#3: Strep pharyngitis = /6</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, Internet resources, and written assignments. Individual consultation with instructor periodically and as needed.
- 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 at the end of this syllabus and within the Modules on Black Board.

Discussion Boards (5%)

There is an “Introduction” Discussion Board in Week 1 that is not graded.

There are ungraded Question Discussion Boards for each assignment in this course. Please be sure to check these Question Discussion Boards before submitting your work. Other students may have asked questions that might be of significance to you.

There are 7 Video Boards in this course worth 3 points each (21 points total). See the Course Schedule regarding which weeks will have Video Boards and the content that each Video Board will cover. Students complete a Video Form which includes a link to a pharmacotherapeutic video from a reliable source such as Kahn Academy, a professional conference, Board of Nursing, a medical or nurse practitioner program in the UNITED STATES, or a similarly appropriate source. The Video Form is found on Module 2, the first week for which we will have a Video Board. Each student will create a new thread on the Video DB with an appropriate Subject line and paste the completed form into the text box. Only one Primary Video is required for each Video Board per student; additional videos are optional.

Family Nurse Practitioner students and any students who desire prescriptive authority will complete the Texas Board of Nursing Prescriptive Authority DB. This content does not apply to the MSN Nurse Educator students except those who hope to complete the Post Masters Certificate FNP program. Students interested in the PMC FNP program should complete this assignment. 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 students will answer a series of questions with discussion surrounding the regulation of prescriptive authority for the APRN in Texas. There are no points for this DB but this DB does contain content essential for the APRN seeking prescriptive authority in Texas.

<table>
<thead>
<tr>
<th>Texas Board of Nursing Prescriptive Authority DB Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Type</strong></td>
</tr>
<tr>
<td>FNP</td>
</tr>
<tr>
<td>NE</td>
</tr>
<tr>
<td>NE who desires PMC-FNP</td>
</tr>
<tr>
<td>Non-degree student taking for Texas BON requirement</td>
</tr>
</tbody>
</table>

APA Quiz (3%)

There is a quiz on the APA Manual and an APA Guide. This quiz is 45 points and includes true/false, multiple choice, and fill-in-the-blank questions. A score of less than 80% on this quiz will necessitate a Remedial Action Plan submission to resolve difficulties with proper APA format.

Quizzes (70%)

Quizzes are scheduled throughout the semester to determine student understanding of the course material. Each quiz is timed and must be completed within the time allotted (posted with each quiz). These quizzes are open book. Students may use the textbook and other resources, just as one would do while in the practice
setting. (Excessive use of resources would not allow for completion of the quizzes within the allotted time.)
The quiz schedule is located on the Course Schedule/Calendar.

Evidence-Based Clinical Practice Guidelines (20%)
Evidence-Based Clinical Practice Guidelines (PDFs) on eighteen course topics (some topics have more than one PDF) are posted on the course Modules and under the blue Assignments tab. An example is provided in Module 4/Week 4, the first week for which the PDFs are due. All PDFs are already posted and students can work ahead to help manage their time. Students are expected to prepare the pharmacotherapy treatment section of each of these guidelines for use in clinical practice as either an Advanced Practice Nurse Educator or Family Nurse Practitioner. Each student can use a marking system of his or her own preference that will enhance his or her utility of these important guidelines. All members of the interdisciplinary care team need to be familiar with these Evidence-Based Clinical Practice Guidelines. Nurse Educators need to educate undergraduate nurses to utilize these guidelines to ensure they make appropriate assessments and seek orders to address observed changes in the patients’ conditions.

Mid-term Formative Assessment and Summative Assessments (0.5% each):
Students will provide course feedback on each assignment, at mid-term (formative assessment), and at the end of the semester (summative assessment). Students will evaluate progress on the following course learning objectives:
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

The Instructional Design Personnel will let students know that the Midterm Survey is available. Students are expected to check the course Announcements a minimum of 3 times per week, regardless of whether there is a DB that week. University personnel will send an email when the Summative Assessment is available. Students are expected to check their ASU email daily. The course faculty does not deploy these surveys. Students will need to attest on the appropriate DB that they have completed these surveys to get these points.

Student Self-Evaluation of Student Learning Outcomes (1%):
The Student Learning Outcomes for this course are listed in a table, above, and they are linked to the MSN Program outcomes, AACN Essentials, and the NONPF Competencies. Upon completion of this course, students will perform a self-evaluation regarding his or her success at meeting these Student Learning Outcomes.

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/dept/nursing/student_resources/grad_info.php

IMPORTANT UNIVERSITY DATES, SPRING 2018
See Academic Calendar at: http://www.angelo.edu/services/registrars_office/academic_calendar.php
First Day of Class: January 16
Spring Break: March 12 – March 16
Spring Holiday: March 30
Spring Semester ends: May
Final Exams Week: **May 7 – May 11**
Commencement: **May 12**

**STUDENT RESPONSIBILITY & ATTENDANCE**

This class is asynchronous, meaning students do not have to be on-line at a certain time. There are readings which students must complete to be able to adequately participate in individual and group assessments. To complete this course successfully, students do have to participate in all course activities i.e. discussion boards, course projects, etc. **as well as submit and pass all assignments.** Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials and outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week, on average. **The course is set up so that students can work ahead which assists with time-management and timely completion of course objectives.**

Please note: students from other institutions, taking a one-time ASU course, are bound by ASU policies in this course.

**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 at 1 am and postings will be accepted until Saturday at 11 pm.

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.

*Written communication via Blackboard:* It is an expectation of this class that students use formal writing skills giving appropriate credit to the source of 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. Generally, words that are all capitalized are more difficult to read. **Excessive capitalizing may be viewed as SHOUTING! (Meaning that capitalizing does highlight a point without being deemed 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. **Quotes should be used sparingly, if at all. 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.**
• 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. Be sure to summarize, rather than copy information from the internet or an article.
• 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). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(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 assessments need to be submitted through the Assessments link in the Blackboard course site. This requirement is to allow grades to be entered on the Grade Center. Issues with technology arise from time to time. If a technology issue does occur regarding an assessment submission, email your instructor at Beverly.Greenwald@angelo.edu and attach a copy of what you are trying to submit. This approach lets me 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 (grades cannot be assigned until student work is submitted in the appropriate spot). This process will document the problem and establish a timeline. Be sure to keep a backup of all work. **Be sure to hit ‘save’ prior to submitting your work** so the completed assignment gets submitted.

**LATE WORK OR MISSED ASSESSMENTS POLICY**
The course is set up on weekly modules. The week begins on Monday at 1 am CST and ends on Saturday at 11 pm CST. Assignment due dates are shown on the schedule. **Late submissions are not accepted without prior approval of faculty.** Students must complete all work for this course to pass this course, even if the late submission is not accepted for a grade. Faculty reserve the right to deduct points if late assignments are accepted past the original due date.

**ACADEMIC HONESTY**
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The **Archer College of Health and Human Services** adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook [http://www.angelo.edu/student-handbook/community-policies/academic-integrity.php](http://www.angelo.edu/student-handbook/community-policies/academic-integrity.php). The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student.
accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

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/.

STUDENTS WITH DISABILITIES
1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

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.

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/WA

T-WE-DO/NIH-ALMANAC/NATIONAL-INSTITUTE-NURSING-RESEARCH-NINR
- Campaign for Action (The Future of Nursing) http://campaignforaction.org/
- MSN Graduate Student Resources http://www.angelo.edu/dept/nursing/student_resources/grad_info.php
- NONPF Competencies http://www.nonpf.org/?page=14

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
<table>
<thead>
<tr>
<th>WEEK &amp; DATE</th>
<th>TOPIC</th>
<th>READINGS, ASSIGNMENTS &amp; PARTICIPATION</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Jan 16 – Jan 20</td>
<td><strong>Pharm Foundation</strong>&lt;br&gt;Principles of Pharmacology&lt;br&gt;How new drugs are developed Receptors&lt;br&gt;Pharmacokinetics&lt;br&gt;Cultural and Ethnical Influence&lt;br&gt;US Demographics&lt;br&gt;Transcultural nursing care Standards of cultural competency&lt;br&gt;Health disparities&lt;br&gt;Ethnopharmacology&lt;br&gt;African Americans&lt;br&gt;American Indian/Alaska Native Groups&lt;br&gt;Asian Americans&lt;br&gt;Native Hawaiian/Pacific Islanders&lt;br&gt;Hispanic Americans&lt;br&gt;Non-Hispanic Whites&lt;br&gt;Pharmacogenomics&lt;br&gt;Genetics&lt;br&gt;Pharmacogenetics&lt;br&gt;Genetic differences of drug metabolism&lt;br&gt;P-Glycoprotein&lt;br&gt;Clinical implications</td>
<td>WEEKLY MODULE 1&lt;br&gt;Reading Assignment:&lt;br&gt;CH 2 – Review of Basic Principles of Pharmacology&lt;br&gt;CH 7 – Cultural and Ethnic Influences in Pharmacotherapeutics&lt;br&gt;CH 8 – An Introduction to Pharmacogenomics&lt;br&gt;Discussion Board Post: Self Introduction&lt;br&gt;APA Quiz</td>
<td>APA Quiz due Jan 20, 11 pm</td>
</tr>
<tr>
<td><strong>2</strong> Jan 22 – Jan 27</td>
<td><strong>Pharm Foundation</strong>&lt;br&gt;Role of the NP as Prescriber&lt;br&gt;Review of the RN in medication management&lt;br&gt;Role and responsibility of the APRN prescriber Advanced knowledge&lt;br&gt;Benefits of an APRN as prescribers&lt;br&gt;Clinical judgement in prescribing Collaboration with other providers&lt;br&gt;Current issues and trends in health care&lt;br&gt;Rational Drug Selection&lt;br&gt;The process of rational drug prescribing Drug factors influencing drug selection Influences in rational prescribing&lt;br&gt;Laws and Ethical Issues in Prescribing&lt;br&gt;Federal drug law&lt;br&gt;Controlled substance misuse: prescriber education&lt;br&gt;State law&lt;br&gt;Ethical aspects of prescribing&lt;br&gt;Adverse Drug Reactions (ADRs)&lt;br&gt;Mechanistic classification&lt;br&gt;Time related ADRS&lt;br&gt;Dose related ADRS&lt;br&gt;Severity of ADRS&lt;br&gt;Common causes of ADRS&lt;br&gt;Risk factors&lt;br&gt;Detection and assessment&lt;br&gt;ADR reporting&lt;br&gt;Information Technology and Pharm&lt;br&gt;The electronic health record Clinical decision support systems&lt;br&gt;Patient safety&lt;br&gt;Medication reconciliation&lt;br&gt;Patient privacy&lt;br&gt;Patient education&lt;br&gt;Quality improvement&lt;br&gt;Pharmacoeconomics&lt;br&gt;Pharmacoeconomic studies&lt;br&gt;Impact of generic drugs on drug therapy&lt;br&gt;Applying pharmacoeconomics to practice</td>
<td>WEEKLY MODULE 2&lt;br&gt;Reading Assignment:&lt;br&gt;CH 1 – The Role of the Nurse Practitioner as Prescriber&lt;br&gt;CH 3 – Rational Drug Selection&lt;br&gt;CH 4 – Legal and Professional Issues in Prescribing&lt;br&gt;CH 5 – Adverse Drug Reactions&lt;br&gt;CH 11 – Information Technology and Pharmacotherapeutics&lt;br&gt;CH 12 – Pharmacoeconomics&lt;br&gt;Quiz 1&lt;br&gt;Video Board #1- on Weeks 1 and 2 topics</td>
<td>Video Board #1- on Weeks 1 and 2 topics&lt;br&gt;Quiz 1&lt;br&gt;Opens Jan 29, 1 am&lt;br&gt;Closes Feb 3, 11 pm</td>
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<tr>
<td><strong>3</strong> Jan 29 – Feb 3</td>
<td><strong>Autonomic Nervous System</strong>&lt;br&gt;Adrenergic agonists&lt;br&gt;Alpha 2 agonists: central&lt;br&gt;Adrenergic antagonists&lt;br&gt;Alpha 1 antagonists</td>
<td>WEEKLY MODULE 3&lt;br&gt;Reading Assignment:&lt;br&gt;CH 14 – Drugs Affecting the Autonomic Nervous System</td>
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<tr>
<td>Week</td>
<td>Reading Assignment</td>
<td>Evidence-Based Clinical Practice Guidelines Due</td>
<td>Video Board #2- on Weeks 3 and 4 topics</td>
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<td>4</td>
<td><strong>Central Nervous System</strong>&lt;br&gt;Anorexiants&lt;br&gt;Anticonvulsants&lt;br&gt;Antidepressants&lt;br&gt;Antipsychotics&lt;br&gt;Anxiolytics and hypnotics&lt;br&gt;Mood stabilizers&lt;br&gt;Muscle relaxants and antispasmodics&lt;br&gt;Anxiety&lt;br&gt;Depression&lt;br&gt;Headaches&lt;br&gt;WEEKLY MODULE 4&lt;br&gt;Reading Assignment:&lt;br&gt;CH 15 – Drugs Affecting the Central Nervous System&lt;br&gt;CH 29 – Anxiety and Depression&lt;br&gt;CH 35 – Headaches&lt;br&gt;Evidence-Based Clinical Practice Guidelines Due Feb 10 at 11 pm: Parkinsons = 1 PDF, Alzheimers = 3 PDFs&lt;br&gt;Video Board #2- on Weeks 3 and 4 topics&lt;br&gt;Quiz 2</td>
<td>Texas Board of Nursing Prescriptive Authority DB (if applicable - for APRN students, not NE students)</td>
<td>WEEKLY MODULE 5&lt;br&gt;Reading Assignment:&lt;br&gt;CH 24 – Drugs Used in Treating Infectious Diseases&lt;br&gt;CH 47 – Urinary Tract Infections&lt;br&gt;Evidence-Based Clinical Practice Guidelines due Feb 17 at 11 pm: Strep pharyngitis = 1 PDF</td>
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<td>5</td>
<td><strong>Infectious Diseases Antibiotics</strong>&lt;br&gt;Antimicrobial Resistance&lt;br&gt;Antibiotics&lt;br&gt;Antivirals&lt;br&gt;Antifungals&lt;br&gt;Anthelmintics&lt;br&gt;Metronidazole, Nitazoxanide, &amp; Tinidazole&lt;br&gt;UTI’s&lt;br&gt;WEEKLY MODULE 5&lt;br&gt;Reading Assignment:&lt;br&gt;CH 24 – Drugs Used in Treating Infectious Diseases&lt;br&gt;CH 47 – Urinary Tract Infections&lt;br&gt;Evidence-Based Clinical Practice Guidelines due Feb 17 at 11 pm: Strep pharyngitis = 1 PDF</td>
<td>Texas Board of Nursing Prescriptive Authority DB</td>
<td>Evidence-Based Clinical Practice Guidelines due as listed</td>
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<td>6</td>
<td><strong>Immune &amp; Inflammatory Processes</strong>&lt;br&gt;Immunizations&lt;br&gt;Attenuated vaccines&lt;br&gt;Influenza&lt;br&gt;MMR&lt;br&gt;MMRV&lt;br&gt;Polio&lt;br&gt;Rotavirus&lt;br&gt;Varicella Zoster&lt;br&gt;Inactivated vaccines&lt;br&gt;DTP&lt;br&gt;Hepatitis B&lt;br&gt;Hepatitis A&lt;br&gt;HPV&lt;br&gt;Influenza&lt;br&gt;Pneumococcal Meningococcal&lt;br&gt;Inflammatory Processes&lt;br&gt;Antigout and uricosuric agents&lt;br&gt;Corticosteroids&lt;br&gt;NSAIDS&lt;br&gt;Aspirin and nonacetylated salicylates&lt;br&gt;Rheumatoid arthritis&lt;br&gt;Adrenal Insufficiency&lt;br&gt;WEEKLY MODULE 6&lt;br&gt;Reading Assignment:&lt;br&gt;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)&lt;br&gt;CH 25 – Drugs Used in Treating Inflammatory Processes&lt;br&gt;Evidence-Based Clinical Practice Guidelines due Feb 24 at 11 pm: Vaccination Schedules: children and adult = 2 PDFs&lt;br&gt;Video Board #3- on Weeks 5 and 6 topics&lt;br&gt;Quiz 3</td>
<td>Texas Board of Nursing Prescriptive Authority DB</td>
<td>Video Board #3- on Weeks 5 and 6 topics</td>
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<td>7</td>
<td><strong>Respiratory</strong>&lt;br&gt;Bronchodilators&lt;br&gt;Respiratory inhalants&lt;br&gt;Allergy medications&lt;br&gt;Cough and cold medications Asthma&lt;br&gt;COPD&lt;br&gt;Pneumonia&lt;br&gt;Upper respiratory infections&lt;br&gt;WEEKLY MODULE 7&lt;br&gt;Reading Assignment:&lt;br&gt;CH 17 – Drugs Affecting the Respiratory System&lt;br&gt;CH 30- Asthma and Chronic Obstructive Pulmonary Disease</td>
<td>Texas Board of Nursing Prescriptive Authority DB</td>
<td>Video Board #3- on Weeks 5 and 6 topics</td>
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<tr>
<td>Week</td>
<td>Assignment</td>
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<td>8</td>
<td><strong>Integumentary</strong>&lt;br&gt;Topical anti-infectives&lt;br&gt;Agents to treat acne&lt;br&gt;Topical corticosteroids&lt;br&gt;Topical immunomodulators&lt;br&gt;Topical antipsoriasis agents&lt;br&gt;Topical antiseborrheic meds&lt;br&gt;Topical antihistamines and antipruritics&lt;br&gt;Moisturizers, emollients, and lubricants&lt;br&gt;Agents used in treatment of burns&lt;br&gt;Scabicides and pediculicides&lt;br&gt;Cauterizing and destructive agents&lt;br&gt;Keratolytics&lt;br&gt;Topical anesthetics&lt;br&gt;Dermatitis&lt;br&gt;Psoriasis Acne</td>
<td>WEEKLY MODULE 8&lt;br&gt;Reading Assignment:&lt;br&gt;CH 23 – Drugs Affecting the Integumentary System – (647 - 686 stop at minoxidil)&lt;br&gt;CH 32 – Dermatological Conditions (957-987 stop at alopecia)&lt;br&gt;Video Board #4- on Weeks 7 and 8 topics&lt;br&gt;Quiz 4</td>
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<td>9</td>
<td><strong>Cardiovascular Renal</strong>&lt;br&gt;ACE inhibitors&lt;br&gt;Angiotensin II receptor blockers&lt;br&gt;Direct renin inhibitors&lt;br&gt;Calcium channel blockers&lt;br&gt;Cardiac glycosides&lt;br&gt;Antiarrhythmics&lt;br&gt;Nitrates&lt;br&gt;Peripheral vasodilators&lt;br&gt;Antilipidemics&lt;br&gt;Diuretics&lt;br&gt;Angina</td>
<td>WEEKLY MODULE 9&lt;br&gt;Reading Assignment:&lt;br&gt;CH 16 – Drugs Affecting the Cardiovascular and Renal Systems&lt;br&gt;CH 28 – Chronic Stable Angina and Low-Risk Unstable Angina&lt;br&gt;Get a jump on next week’s reading</td>
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<tr>
<td>10</td>
<td><strong>Cardiovascular Renal</strong>&lt;br&gt;Heart Failure&lt;br&gt;Lipids&lt;br&gt;Hypertension</td>
<td>WEEKLY MODULE 10&lt;br&gt;Reading Assignment:&lt;br&gt;CH 36 – Heart Failure&lt;br&gt;CH 39 – Hyperlipidemia&lt;br&gt;CH 40 – Hypertension&lt;br&gt;Video Board #5- on Weeks 9 and 10 topics&lt;br&gt;Evidence-Based Clinical Practice Guidelines due as listed</td>
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<td>11</td>
<td><strong>Hematology</strong>&lt;br&gt;Hematopoietic System&lt;br&gt;Anticoagulants and antiplatelets&lt;br&gt;Hematopoietic growth factors</td>
<td>WEEKLY MODULE 11&lt;br&gt;Reading Assignment:</td>
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<tr>
<td>Module</td>
<td>Date Range</td>
<td>Content</td>
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</table>
| 12     | Apr 9 – Apr 14 | **Endocrine**  
Endocrine pancreatic hormones (insulin)  
Oral diabetic agents  
Antithyroid agents  
Diabetes Mellitus  
Hyperthyroidism  
Hypothyroidism  

**WEEKLY MODULE 12**  
Reading Assignment:  
CH 21 – Drugs Affecting the Endocrine System (Start reading pg 556 at Endocrine pancreatic hormones (insulin) – pg 609 stop at aromatase inhibitors)  
CH 33 – Diabetes Mellitus  
CH 41 – Hyperthyroidism and Hypothyroidism  
Video Board #6- on Weeks 11 and 12 topics  
Evidence-Based Clinical Practice Guidelines due Apr 14 at 11 pm:  
Hypothyroidism = 1 PDF  
Diabetes = 1 PDF  
Obesity = 1 PDF  

| 13     | Apr 16 – Apr 21 | **Reproductive**  
Androgens and antiandrogens  
Estrogens and antiestrogens  
Progesterones and progesterone antagonists  
Erectile Dysfunction Contraception  
HRT  
Osteoporosis  
STD’s  
Vaginitis  

**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  
Evidence-Based Clinical Practice Guidelines due Apr 21 at 11 pm:  
Polycystic Ovarian Syndrome = 2 PDFs  
Prostatitis = 1 PDF  

| 14     | Apr 23 – Apr 28 | **Gastrointestinal**  
Eye & Ear  
Gastrointestinal System Antacids  
Antidiarrheals  
Cytoprotective agents  
Antiemetics  
Emetics  
Histamine 2 receptor antagonists  
Prokinetics  
Proton pump inhibitors  
Laxatives  
GERD  
PUD  

**WEEKLY MODULE 14**  
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)  
Evidence-Based Clinical Practice Guidelines due Apr 28 at 11 pm:  
Gastroesophageal Reflux Disease = 1 PDF  

**Quiz 5**  
Opens Apr 9, 1 am  
Closes Apr 14, 11 pm  

**Evidence-Based Clinical Practice Guidelines due as listed**
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Video Board #7- on Weeks 13, 14, and 15 topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Special Populations</td>
<td>WEEKLY MODULE 15</td>
<td>Evidence-Based Clinical Practice Guidelines due <strong>May 5</strong> at 11 pm: Evidence-Based Clinical Practice Guidelines due as listed</td>
</tr>
<tr>
<td></td>
<td><strong>Pain</strong></td>
<td>Reading Assignment: CH 48 – Women as Patients</td>
<td>Watch for IDEA Survey to post, attest completion on DB for 5 points</td>
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<td><strong>Women as Patients</strong></td>
<td>CH 49 – Men as Patients</td>
<td>Quiz 7</td>
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<td><strong>Men as Patients</strong></td>
<td>CH 50 – Pediatric Patients</td>
<td>Opens <strong>May 7</strong>, 1 am</td>
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<tr>
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<td><strong>Pediatric Population</strong></td>
<td>CH 51 – Geriatric Patients</td>
<td>Closes <strong>May 9</strong> at noon</td>
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<td><strong>Geriatric Population</strong></td>
<td>CH 52 – Pain Management: Acute and Chronic Pain</td>
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<td><strong>Polypharmacy</strong></td>
<td>Video Board #7- on Weeks 13, 14, and 15 topics</td>
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<td><strong>Health literacy</strong></td>
<td>Evidence-Based Clinical Practice Guidelines due <strong>May 5</strong> at 11 pm: Opioids = 2 PDFs</td>
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<td></td>
<td><strong>Acute Pain</strong></td>
<td>Complete IDEA survey for 5 points (dates TBD)</td>
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<td><strong>Chronic Pain</strong></td>
<td>Quiz 7</td>
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<td><strong>Opens April 30 at 1 am</strong></td>
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<td><strong>Closes May 5 at 11 pm</strong></td>
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**WEEKLY MODULE 16**

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Evidence-Based Clinical Practice Guidelines due as listed</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Course Wrap-up</td>
<td>WEEKLY MODULE 16</td>
<td>Watch for IDEA Survey to post, attest completion on DB for 5 points</td>
</tr>
<tr>
<td></td>
<td><strong>Semester ends</strong></td>
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<td>Quiz 7</td>
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<tr>
<td></td>
<td><strong>May 9 at noon</strong></td>
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<td>Opens <strong>May 7</strong>, 1 am</td>
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<td>Closes <strong>May 9 at noon</strong></td>
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**Course Wrap-up**

**Semester ends May 9 at noon**
Submit a completed Video Form for each Video Board, as listed on the Course Schedule (6 points each). Each student will create a new thread on the Video DB with an appropriate Subject line and paste the completed form into the text box. Only one Primary Video is required for each Video Board per student; additional videos are optional.

<table>
<thead>
<tr>
<th><strong>Primary Video from Kahn Academy, a medical or nurse practitioner program in the UNITED STATES, or similarly appropriate source.</strong></th>
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<tbody>
<tr>
<td>Topic (Chosen from topic list in schedule, since the last Video Board was open.)</td>
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<tr>
<td>Text Chapter (Chosen from assigned reading list in schedule since the last Video Board was open.)</td>
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<tr>
<td>Introduction (Introduce your video and describe how it relates to the current course content.)</td>
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<tr>
<td>Time (list the length of the video, in minutes. Choose Primary Videos that are less than 15 minutes long.)</td>
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<tr>
<td>Verification (Verify that no other student has already posted the same video.)</td>
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<tr>
<th><strong>Additional Video(s) = OPTIONAL! From Kahn Academy, a medical or nurse practitioner program in the UNITED STATES, or similarly appropriate source.</strong></th>
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<tbody>
<tr>
<td>Topic (Chosen from topic list in schedule, since the last Video Board was open.)</td>
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<tr>
<td>Text Chapter (Chosen from assigned reading list in schedule since the last Video Board was open.)</td>
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<tr>
<td>Introduction (Introduce your video and describe how it relates to the current course content.)</td>
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<tr>
<td>Time (list the length of the video, in minutes. These Additional Videos can be more than 15 minutes long.)</td>
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<tr>
<td>Verification (Verify that no other student has already posted the same video.)</td>
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</table>

**Example:** Primary Video- from Kahn Academy, a medical or nurse practitioner program in the UNITED STATES, or similarly appropriate source.

| Topic (Chosen from topic list in schedule, since the last Video Board was open.) | Week 1 and 2
Role of the NP as Prescriber |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Text Chapter (Chosen from assigned reading list in schedule since the last Video Board was open.)</td>
<td>CH 1 – The Role of the Nurse Practitioner as Prescriber</td>
</tr>
<tr>
<td>Introduction (Introduce your video and describe how it relates to the current course content.)</td>
<td>This video is of a practicing NP while she does her clinical assessment of the patient, develops her differential diagnosis, and utilizes her Evidence-Based Clinical Practice Guidelines to choose her first-line medications for the patient. She discusses the patient’s specifics that may alter her choice to follow the first-line recommendations. She demonstrates the use of the Electronic Health Record and electronic prescribing for Provider Order Entry of medications. The EHR filters for patient conditions/diagnoses, allergies, and drug-drug interactions are demonstrated.</td>
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<tr>
<td>Time (list the length of the video, in minutes. Choose Primary Videos that are less than 15 minutes long.)</td>
<td>11 minutes</td>
</tr>
<tr>
<td>Verification (Verify that no other student has already posted the same video.)</td>
<td>Yes, this is a new video to post.</td>
</tr>
<tr>
<td>Video Link</td>
<td><a href="https://www.youtube.nursepractitionerasprescriber">https://www.youtube.nursepractitionerasprescriber</a></td>
</tr>
</tbody>
</table>
Objective: Students will perform a self-evaluation regarding his or her success at meeting the Student Learning Outcomes listed for this course.

Directions:
Go to the blue ‘Assignments’ tab on the BlackBoard course.
Find the submission link for the Student Self-Evaluation of Student Learning Outcomes Assignment.
Save the document as “NameSelfEvaluation.docx” Example: “SmithSelfEvaluation.docx”
Enter your evaluation directly into your saved Word Document.
The evaluation is due May 5 at 11 pm.

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</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>
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<tr>
<td>1. Analyze the pharmacokinetics and pharmacodynamics of broad categories of pharmacologic agents.</td>
<td>Reading Assignments Video Board Evidence-Based Clinical Practice Guidelines</td>
<td>-1- Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</td>
<td>-I.1- Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</td>
<td>-Scientific Foundations.1- Critically analyzes data and evidence for improving advanced nursing practice.</td>
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<td>2. Integrate knowledge of chemistry, physiology, and pathophysiology to the pharmacotherapeutics of drugs as they impact specific disease processes.</td>
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<td>-Scientific Foundations.2- Integrates knowledge from the humanities and sciences within the context of nursing science.</td>
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<td>-8- Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.</td>
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<td>-VIII.1- Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence-based, culturally relevant clinical prevention interventions and strategies.</td>
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<td>-IX.6- Use epidemiological, social, and environmental data in drawing inferences regarding the health status of patient populations and interventions to promote and preserve health and healthy lifestyles.</td>
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<td>-IX.7- Use knowledge of illness and disease management to provide evidence-based care to populations, perform risk assessments, and design plans or programs of care.</td>
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<td>4.</td>
<td>Evaluate the impact of biologic, psychosocial, and economic factors on patient compliance to a pharmacological therapeutic regimen.</td>
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<td>-Scientific Foundations.2- Integrates knowledge from the humanities and social sciences to inform practice.</td>
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<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>
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| 1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.  
9. Practice at the level of a Master’s prepared nurse. |
| - Scientific Foundations.1- Critically analyzes data and evidence for improving advanced nursing practice.  
- Scientific Foundations.3- Translates research and other forms of knowledge to improve practice processes and outcomes.  
- Practice Inquiry.2- Generates knowledge from clinical practice to improve practice and patient outcomes.  
- Health Delivery System.3- Minimizes risk to patients and providers at the individual and systems level. |
| Relevant health promotion/disease prevention strategies.  
- Practice at the level of a Master’s prepared nurse. |
| Appropriate application of interventions across diverse populations.  
- V.5- Use information and communication technologies, resources, and principles of learning to teach patients and others.  
- VIII.1- Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence based, culturally relevant clinical prevention interventions and strategies.  
- IX.4- Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.  
- IX.6- Use epidemiological, social, and environmental data in drawing inferences regarding the health status of patient populations and interventions to promote and preserve health and healthy lifestyles.  
- IX.9- Apply advanced knowledge of the effects of global environmental, individual and population characteristics to the design, implementation, and evaluation of care. |
| Relevant health promotion/disease prevention strategies.  
- Practice at the level of a Master’s prepared nurse. |
| Appropriate application of interventions across diverse populations.  
- V.5- Use information and communication technologies, resources, and principles of learning to teach patients and others.  
- VIII.1- Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence based, culturally relevant clinical prevention interventions and strategies.  
- IX.4- Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.  
- IX.6- Use epidemiological, social, and environmental data in drawing inferences regarding the health status of patient populations and interventions to promote and preserve health and healthy lifestyles.  
- IX.9- Apply advanced knowledge of the effects of global environmental, individual and population characteristics to the design, implementation, and evaluation of care. |
Provide supporting statements and evidence regarding your ability to do each of the following Student Learning Outcomes.  
**Please note: this exercise is about the entire Pharmacotherapeutics course.**

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<tr>
<th><strong>STUDENT LEARNING OUTCOMES</strong></th>
<th><strong>Provide supporting statements and evidence regarding your ability to do each of the following Student Learning Outcomes.</strong></th>
<th><strong>Please note: this exercise is about the entire Pharmacotherapeutics course.</strong></th>
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| **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.** | **Reading Assignments Video Board Evidence-Based Clinical Practice Guidelines** | **-4- Integrate best research evidence to improve health outcomes.**  
-4-V.5- Use information and communication technologies, resources, and principles of learning to teach patients and others.  
-VII.3- Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence based, culturally relevant clinical prevention interventions and strategies.  
-VIII.3- Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations.  
-IX.4- Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.** |
| **7. Integrate safe, evidenced-base and therapeutic prescriptive practices by the advanced practice nurse into case studies and coursework.** | **Reading Assignments Video Board Evidence-Based Clinical Practice Guidelines Prescriptive authority activity (if applicable)** | **-2- Apply organizational and systems leadership skills.**  
-4- Integrate best research evidence to improve health outcomes.  
-9- Practice at the level of a Master’s prepared nurse.  
-IV.5- Apply practice guidelines to improve practice and the care environment.  
-V.5- Use information and communication technologies, resources, and principles of learning to teach patients and others.  
-IX.4- Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.** |
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<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity(ies) validating outcome achievement</th>
<th>Student's self-rating (on a scale of 1 – 10, 1 = no progress on SLO and 10 = excellent progress on SLO) supporting statements and evidence</th>
</tr>
</thead>
</table>
| By completing all course requirements, students will be able to: | 1. Analyze the pharmacokinetics and pharmacodynamics of broad categories of pharmacologic agents. | Self-rating: __/10  
Required: Supporting statements and evidence = *(please note: this exercise is about the *entire* Pharmacotherapeutics course):  
*(Please comment on the entire course for each Student Learning Outcome. Failure to do so will result in your document being returned, ungraded.)* |
|  | Reading Assignments  
Video Board  
Evidence-Based Clinical Practice Guidelines |  |
|  | 2. Integrate knowledge of chemistry, physiology, and pathophysiology to the pharmacotherapeutics of drugs as they impact specific disease processes. | Self-rating: __/10  
Required: Supporting statements and evidence = |
|  | Reading Assignments  
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Evidence-Based Clinical Practice Guidelines |  |
|  | 3. Assemble a comprehensive knowledge base of drug therapy into the holistic management of acute and chronic health problems of patients across the lifespan. | Self-rating: __/10  
Required: Supporting statements and evidence = |
|  | Reading Assignments  
Video Board  
Evidence-Based Clinical Practice Guidelines |  |
|  | 4. Evaluate the impact of biologic, psychosocial, and economic factors on patient compliance to a pharmacological therapeutic regimen. | Self-rating: __/10  
Required: Supporting statements and evidence = |
|  | Reading Assignments  
Video Board  
Evidence-Based Clinical Practice Guidelines |  |
|  | 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. | Self-rating: __/10  
Required: Supporting statements and evidence = |
|  | Reading Assignments  
Video Board  
Evidence-Based Clinical Practice Guidelines |  |
|  | 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 | Self-rating: __/10  
Required: Supporting statements and evidence = |
|  | Reading Assignments  
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7. Integrate safe, evidenced-base and therapeutic prescriptive practices by the advanced practice nurse into case studies and coursework.

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Self-rating: __/10
Required: Supporting statements and evidence =

Please add any comments you think would make this assignment more clear, easier to follow, or more effective for student learning. Thank you!