

# NUR 6318

## PHARMACOTHERAPEUTICS

### SPRING 2021



**Instructor: BEVERLY GREENWALD, PhD, MSN, APRN, FNP-BC, FNP-C, CGRN, RN**

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**Office:** Online Faculty

**Office Hours:** Please arrange office hours by phone or email. I am available most times during the week or weekends.

## Course Information

### Course Description

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

### Course Credits

Three Semester Credit Hours (3-0-0)

Online Class: Meets completely online using Blackboard

### Prerequisite and Co-requisite Courses

None but must be of Graduate Status

### Prerequisite 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](http://www.angelo.edu/dept/nursing/student_resources/grad_info.php)

### MSN Program Outcomes

Upon completion of the program of study for the MSN, 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

<b>Student Learning Outcome</b> By completing all course requirements, students will be able to:	<b>Assignment(s) or activity(ies) validating outcome achievement:</b>	<b>Mapping to MSN Program Outcomes</b>	<b>Mapping to AACN Essentials</b>	<b>Mapping to NONPF Competencies</b>
Analyze the pharmacokinetics and pharmacodynamics of broad categories of pharmacologic agents.	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.	-I.1- Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -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.

<b>Student Learning Outcome</b> By completing all course requirements, students will be able to:	<b>Assignment(s) or activity(ies) validating outcome achievement:</b>	<b>Mapping to MSN Program Outcomes</b>	<b>Mapping to AACN Essentials</b>	<b>Mapping to NONPF Competencies</b>
Integrate knowledge of chemistry, physiology, and pathophysiology to the pharmacotherapeutics of drugs as they impact specific disease processes.	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.	-I.1- Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -I.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. -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.7- Use knowledge of illness and disease management to provide evidence-based care	-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.

<b>Student Learning Outcome</b> By completing all course requirements, students will be able to:	<b>Assignment(s) or activity(ies) validating outcome achievement:</b>	<b>Mapping to MSN Program Outcomes</b>	<b>Mapping to AACN Essentials</b>	<b>Mapping to NONPF Competencies</b>
			to populations, perform risk assessments, and design plans or programs of care.	
Assemble a comprehensive knowledge base of drug therapy into the holistic management of acute and chronic health problems of patients across the lifespan.	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. -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.	-1.1- Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. -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. -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.	-Scientific Foundations.1- Critically analyzes data and evidence for improving advanced nursing practice. -Practice Inquiry.2- Generates knowledge from clinical practice to improve practice and patient outcomes.

<b>Student Learning Outcome</b> By completing all course requirements, students will be able to:	<b>Assignment(s) or activity(ies) validating outcome achievement:</b>	<b>Mapping to MSN Program Outcomes</b>	<b>Mapping to AACN Essentials</b>	<b>Mapping to NONPF Competencies</b>
			-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.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.	
Evaluate the impact of biologic, psychosocial, and economic factors on	Reading Assignments Video Board Evidence-Based Clinical Practice Guidelines	-1- Integrate nursing and related sciences into the delivery of advanced nursing	-1.1- Integrate nursing and related sciences into the delivery of advanced nursing	-Scientific Foundations.1- Critically analyzes data and evidence for improving

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patient compliance to a pharmacological therapeutic regimen.		care to diverse populations. -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.	care to diverse populations. -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. -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,	advanced nursing practice. -Scientific Foundations.2- Integrates knowledge from the humanities and sciences within the context of nursing science.

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			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.	
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,	-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

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			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. -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.	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.
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	Reading Assignments Video Board Evidence-Based Clinical Practice Guidelines	-4- Integrate best research evidence to improve health outcomes. -9- Practice at the level of a Master's prepared nurse.	-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	-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



<b>Student Learning Outcome</b> By completing all course requirements, students will be able to:	<b>Assignment(s) or activity(ies) validating outcome achievement:</b>	<b>Mapping to MSN Program Outcomes</b>	<b>Mapping to AACN Essentials</b>	<b>Mapping to NONPF Competencies</b>
the patient/family should seek medical attention.			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.	to promote a culture of excellence. -Technology and Information Literacy. Translates technical and scientific health information appropriate for various users' needs. 2.a Assesses the patient's and caregiver's educational needs to provide effective, personalized health care.
Integrate safe, evidenced-base and therapeutic prescriptive practices by the	Reading Assignments Video Board Evidence-Based Clinical Practice Guidelines	-2- Apply organizational and systems leadership skills.	-IV.5- Apply practice guidelines to improve practice and the care environment.	-Scientific Foundations.1- Critically analyzes data and evidence for improving

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advanced practice nurse into case studies and coursework.	Prescriptive authority activity	-4- Integrate best research evidence to improve health outcomes. -9- Practice at the level of a Master's prepared nurse.	-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.	advanced nursing practice. -Leadership.6- Communicates practice knowledge effectively, both orally and in writing. -Quality.1- Uses best available evidence to continuously improve quality of clinical practice. -Quality.4- Applies skills in peer review to promote a culture of excellence. -Practice Inquiry.6- Analyzes clinical guidelines for individualized application into practice.

## 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 [ASU's Blackboard Learning Management System](#)

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. Attendance is *required* asynchronously (meaning any time of day) to engage in this course.

## Required Texts and Materials

Woo, T. M. & Robinson, M. V. (2020). *Pharmacotherapeutics for Advanced Practice Nurse Prescribers* (5th ed.). F.A. Davis Company.

## Recommended Texts and Materials

Lexicomp. (2018). *Drug information handbook for advanced practice nursing* (26<sup>th</sup> ed.).

Lexicomp. (Or an advanced drug resource for advanced practice nurses)

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

Tarrascon Pocket Pharmacopoeia (Apps available for iPhones/Androids and a pocket edition)  
Epocrates online or phone app

Medscape online or phone app

UpToDate app

## 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 OSX 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

Refer to Angelo State University's Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

## Topic Outline

\*Foundations for professional practice

\*Medications by Body System:

- autonomic nervous system
- central nervous system
- immune
- respiratory
- integumentary
- cardiovascular
- renal
- hematology
- endocrine
- reproductive
- gastrointestinal

-eye

-ear

\*Antimicrobials

\*Analgesics

\*Special populations

## **Time Zone**

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

## **Required Use of Masks/Facial Coverings by Students in Class at Angelo State University**

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

## **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 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 students 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.)

## Grading

### Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Points of Total Grade
Prescriptive Authority Exercise	15
Chapter Exercises	260
Student Self-Evaluation of Student Learning Outcomes	10
IDEA Evaluation	10
<b>Total</b>	<b>300</b>

### Grading System

Course grades will be dependent upon successfully completing all course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- D = 60.00-69.99 points
- F = 0-59.99 points (Grades are not rounded up)

## Teaching Strategies

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.

## Exercise and Activity Descriptions

### Discussion Boards:

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

There are ungraded Question Discussion Boards for each Exercise 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.

### Chapter Exercises:

Weekly chapter exercises help determine student understanding of the course material. Each exercise is open-book and the answer entry time is limited to 3 hours. Students may use the textbook and other resources, just as one would do while in the practice setting. The content for each exercise is located on the Course Schedule.

### Texas Board of Nursing Prescriptive Authority Exercise:

All students will complete the Texas Board of Nursing Prescriptive Authority Exercise. 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. The due date for this exercise is in the Course Schedule. Find the Word Document for this exercise in the Module for that due date.

### Evidence-Based Clinical Practice Guidelines:

Evidence-Based Clinical Practice Guidelines (PDFs) on *course topics* are posted on the course Modules. 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. The directions for this exercise are included in the EBCP Guideline Q DB. The due date for each guideline is listed in the Course Schedule. Find the PDF document for each exercise in the Module for that due date. All guidelines get submitted under the same EBP Guideline link under “Exercises.”

### Student Self-Evaluation of Student Learning Outcomes:

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. The due date for this assignment is listed in the Course Schedule. Find the Word document for this exercise in the Module for that due date, complete your work, and upload it under “Exercises” at the Self-Evaluation link. Be sure to include your “supporting statements” as the points are for the supporting statements, although numerical scores are also required.

### **Exercise Submission**

All Exercises MUST be submitted through the Exercises link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an Exercise submission, email me at Beverly.Greenwald@angelo.edu and *attach a copy* of what you are trying to submit. **Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue.** This process lets your faculty know you completed the Exercise on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your Exercise 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 Exercise Policy**

The course is set up on weekly modules. The week begins on Monday at 1 am CST and ends on Friday at 11 pm CST. Exercise due dates are shown on the Course Schedule. The Course Schedule is a standard part of our Course Syllabus Template so you can always find the Course Schedule in the syllabus. **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 Exercises are accepted past the original due date.

## **General Policies Related to This Course**

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)<sup>1</sup>
- [Angelo State University Catalog](#)<sup>2</sup>

### **Student Responsibility and Attendance**

This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. 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 as well as any 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.

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 discussions, assignments, and other assigned Exercises. 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 Friday at 11 pm.

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

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

## **Academic Integrity**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity](#).<sup>3</sup>

## **Accommodations for Students with Disabilities**

ASU 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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the [Student Disability Services website](#).<sup>4</sup> The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services



Office of Student Affairs  
325-942-2047  
[dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu)  
Houston Harte University Center, Room 112

## **Incomplete Grade Policy**

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. See ASU Operating Policy 10.11 [Grading Procedures](#)<sup>5</sup> for more information.

## **Plagiarism**

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)<sup>6</sup> in the Student Handbook. 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. 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. Resources to help you understand this policy better are available at the [ASU Writing Center](#).<sup>7</sup>

## **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. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)<sup>8</sup> for more information.

## **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.

## Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance. This is done in order to connect students with resources and options in addressing the allegations reported. As a student, are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Title IX Coordinator. You may do so by contacting:

Michelle Miller, J.D.

Title IX Coordinator

Mayer Administration Building, Room 210

325-942-2022

[michelle.miller@angelo.edu](mailto:michelle.miller@angelo.edu)

You may also file a report online 24/7 at [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form). If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic at 325-942-2171, Counseling Services at 325-942-2371 or the ASU Crisis Helpline at 325-486-6345. The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above. For more information about Title IX in general you may visit [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

## Course Schedule

Week/ Dates	Topic/Assignments/Activities/Assessments Due
<b>Week 1:</b> <b>Jan 25 –</b> <b>Jan 29</b>	<b>Topics:</b> <b>Foundations of Pharmacotherapeutics</b> Principles of Pharmacology How new drugs are developed Receptors Pharmacokinetics Pharmacogenomics Genetics Pharmacogenetics Genetic differences of drug metabolism P-Glycoprotein

Week/ Dates	Topic/Assignments/Activities/Assessments Due
	<p>Clinical implications</p> <p><b><u>Reading Assignment:</u></b>  Week 1 Module: see BB  CH 2 – Review of Basic Principles of Pharmacology  CH 6 – Pharmacogenetics</p> <p><b><u>Activity:</u></b>  Discussion Board Post: Self Introduction  View Videos Week 1</p> <p><b><u>Assessment:</u></b>  Chapter Exercise Week 1 due Jan 29, 11 pm</p> <p><b>Please note:</b>  Grades are due May 17 at noon. If your facility is reimbursing you for your tuition please inform them of the time your grade will be available.</p>
<p><b>Week 2:</b>  <b>Feb 1 –</b>  <b>Feb 5</b></p>	<p><b><u>Topics:</u></b>  <b>Foundations of Pharmacotherapeutics</b>  Role of the NP as Prescriber  Review of the RN in medication management  Role and 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</p>

Week/ Dates	Topic/Assignments/Activities/Assessments Due
	Patient privacy Patient education Quality improvement Pharmacoeconomics Pharmacoeconomic studies Impact of generic drugs on drug therapy Applying pharmacoeconomics to practice <b><u>Reading Assignment:</u></b> Week 2 Module: see BB CH 1 – The Role of the Nurse Practitioner as Prescriber CH 3 – Rational Drug Selection CH 4 – Legal and Professional Issues in Prescribing CH 5 – Adverse Drug Reactions CH 9 – Information Technology and Pharmacotherapeutics CH 10 – Pharmacoeconomics <b><u>Activity:</u></b> View Videos Week 2 <b><u>Assessment:</u></b> Chapter Exercise Week 2 due Feb 5, 11 pm
<b>Week 3: Feb 8 – Feb 12</b>	<b><u>Topics:</u></b> <b>Autonomic Nervous System</b> 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 Cholinergic blockers <b><u>Reading Assignment:</u></b> Week 3 Module: see BB CH 11 – Drugs Affecting the Autonomic Nervous System <b><u>Activities:</u></b> Texas Board of Nursing Prescriptive Authority Exercise View Videos Week 3 Challenge Yourself: Case Study CH 11 <b><u>Assessment:</u></b> Chapter Exercise Week 3, due Feb 12, 11 pm Texas Board of Nursing Prescriptive Authority Exercise, due Feb 12, 11 pm
<b>Week 4: Feb 15 – Feb 19</b>	<b><u>Topics:</u></b> <b>Central Nervous System</b> Anorexiant

Week/ Dates	Topic/Assignments/Activities/Assessments Due
	<p>Anticonvulsants  Antidepressants  Antipsychotics  Anxiolytics and hypnotics  Mood stabilizers  Muscle relaxants and antispasmodics  Anxiety  Depression  Headaches</p> <p><b><u>Reading Assignment:</u></b>  Week 4 Module: see BB  CH 12 – Drugs Affecting the Central Nervous System  CH 30 – Anxiety and Depression  CH 37 – Headaches</p> <p><b><u>Activities:</u></b>  View Videos Week 4  Challenge Yourself: Case Studies CHs 12, 30, &amp; 37</p> <p><b><u>Assessments:</u></b>  Chapter Exercise Week 4 due Feb 19, 11 pm  Bonus Points: Evidence-Based Clinical Practice Guidelines due Feb 19 at 11 pm:  Parkinsons Alzheimers</p>
<p><b>Week 5:  Feb 22 –  Feb 26</b></p>	<p><b><u>Topics:</u></b>  <b>Infectious Diseases Antibiotics</b>  Antimicrobial Resistance  Antibiotics  Antivirals  Antifungals  Anthelmintics  Metronidazole, Nitazoxanide, &amp; Tinidazole  UTI's</p> <p><b><u>Reading Assignment:</u></b>  Week 5 Module: see BB  CH 23 – Drugs Used to Treat Bacterial Infections  CH 24 – Drugs Used to Treat Viral, Fungal, and Protozoal Infections  CH 50 – Urinary Tract Infections</p> <p><b><u>Activities:</u></b>  View Videos Week 5  Challenge Yourself: Case Studies CHs 23, 24, &amp; 50</p> <p><b><u>Assessments:</u></b>  Chapter Exercise Week 5 due Feb 26, 11 pm  Bonus Points: Evidence-Based Clinical Practice Guideline due Feb 26 at 11 pm:  Strep pharyngitis</p>

Week/ Dates	Topic/Assignments/Activities/Assessments Due
<b>Week 6:</b> <b>Mar 1 –</b> <b>Mar 5</b>	<p><b><u>Topics:</u></b></p> <p><b>Immune &amp; Inflammatory Processes</b></p> <p>Immunizations</p> <p>Attenuated vaccines</p> <p>Influenza</p> <p>MMR</p> <p>MMRV</p> <p>Polio</p> <p>Rotavirus</p> <p>Varicella Zoster</p> <p>Inactivated vaccines</p> <p>DTP</p> <p>Hepatitis B</p> <p>Hepatitis A</p> <p>HPV</p> <p>Influenza</p> <p>Pneumococcal Meningococcal</p> <p>Inflammatory Processes</p> <p>Antigout and uricosuric agents</p> <p>Corticosteroids</p> <p>NSAIDS</p> <p>Aspirin and nonacetylated salicylates</p> <p>Rheumatoid arthritis</p> <p>Adrenal Insufficiency</p> <p><b><u>Reading Assignment:</u></b></p> <p>Week 6 Module: see BB</p> <p>CH 16 – Drugs Affecting the Immune System</p> <p>CH 25 – Drugs Used in Treating Inflammatory Processes</p> <p><b><u>Activities:</u></b></p> <p>View Videos Week 6</p> <p>Challenge Yourself: Case Studies CHs 16 &amp; 25</p> <p><b><u>Assessments:</u></b></p> <p>Chapter Exercise Week 6 due Mar 5 at 11 pm</p> <p>Bonus Points: Evidence-Based Clinical Practice Guidelines due Mar 5 at 11 pm:</p> <p>Vaccination Schedules: children and adult = 2 PDFs</p>
<b>Week 7:</b> <b>Mar 8 –</b> <b>Mar 12</b>	<p><b><u>Topics:</u></b></p> <p><b>Respiratory</b></p> <p>Bronchodilators</p> <p>Respiratory inhalants</p> <p>Allergy medications</p> <p>Cough and cold medications Asthma</p> <p>COPD</p>

Week/ Dates	Topic/Assignments/Activities/Assessments Due
	<p>Pneumonia  Upper respiratory infections  Viral  URI  Sinusitis  <b><u>Reading Assignment:</u></b>  Week 7 Module: see BB  CH 14 – Drugs Affecting the Respiratory System  CH 32 – Asthma and Chronic Obstructive Pulmonary Disease  CH 45 – Pneumonia  CH 46 – Smoking Cessation  CH 49 – Upper Respiratory Infections  <b><u>Activities:</u></b>  View Videos Week 7  Challenge Yourself: Case Studies CHs 14, 32, 45, 46, &amp; 49  <b><u>Assessment:</u></b>  Chapter Exercise Week 7 due Mar 12 11 pm  Bonus Points: Evidence-Based Clinical Practice Guidelines due Mar 12 11 pm:  Community Acquired Pneumonia  Chronic Obstructive Pulmonary Disease  Asthma  Acute Otitis Media</p>
<b>Week 8:  Mar 15 –  Mar 19</b>	<p><b><u>Topics:</u></b>  <b>Integumentary</b>  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  <b><u>Reading Assignment:</u></b>  Week 8 Module: see BB  CH 22 – Drugs Affecting the Integumentary System</p>

Week/ Dates	Topic/Assignments/Activities/Assessments Due
	<p>CH 34 – Dermatological</p> <p><b><u>Activities:</u></b> View Videos Week 8 Challenge Yourself: Case Studies CHs 22 &amp; 34</p> <p><b><u>Assessment:</u></b> Chapter Exercise Week 8 due Mar 19 11 pm</p>
<p><b>Week 9: Mar 22 – Mar 26</b></p>	<p><b><u>Topics:</u></b> <b>Cardiovascular</b> <b>Renal</b> ACE inhibitors Angiotensin II receptor blockers Direct renin inhibitors Calcium channel blockers Cardiac glycosides Antiarrhythmics Nitrates Peripheral vasodilators Antilipidemics Diuretics Angina</p> <p><b><u>Reading Assignment:</u></b> Week 9 Module: see BB CH 13 – Drugs Affecting the Cardiovascular and Renal Systems CH 29 – Angina</p> <p><b><u>Activities:</u></b> View Videos Week 9 Challenge Yourself: Case Studies CHs 13 &amp; 29</p> <p><b><u>Assessments:</u></b> Chapter Exercise Week 9 due Mar 26, 11 pm</p>
<p><b>Week 10: Mar 29 – Apr 2 (Apr 2 = Spring Holiday)</b></p>	<p><b><u>Topics:</u></b> <b>Cardiovascular Renal</b> Heart Failure Lipids Hypertension</p> <p><b><u>Reading Assignment:</u></b> Week 10 Module: see BB CH 38 – Heart Failure CH 41 – Hyperlipidemia CH 42 – Hypertension</p> <p><b><u>Activities:</u></b> View Videos Week 10 Challenge Yourself: Case Studies CHs 38, 41, &amp; 42</p> <p><b><u>Assessments:</u></b> Chapter Exercise Week 10 due Apr 2, 11 pm Bonus Points: Evidence-Based Clinical Practice Guidelines due Apr 2 at 11 pm:</p>



Week/ Dates	Topic/Assignments/Activities/Assessments Due
	Hypertension Heart Failure
<b>Week 11:</b> <b>Apr 5 –</b> <b>Apr 9</b>	<p><b><u>Topics:</u></b>  <b>Hematology</b>            Hematopoietic System            Anticoagulants and antiplatelets            Hematopoietic growth factors            Iron preparations            Folic acid            Vitamin B12            Anemia</p> <p><b><u>Reading Assignment:</u></b>            Week 11 Module: see BB            CH 15 – Drugs Affecting the Hematopoietic System            CH 28 – Anemia</p> <p><b><u>Activities:</u></b>            View Videos Week 11            Challenge Yourself: Case Studies CHs 15 &amp; 28</p> <p><b><u>Assessment:</u></b>            Chapter Exercise Week 11 due Apr 9, 11 pm</p>
<b>Week 12:</b> <b>Apr 12 –</b> <b>Apr 16</b>	<p><b><u>Topics:</u></b>  <b>Endocrine</b>            Endocrine pancreatic hormones (insulin)            Oral diabetic agents            Thyroid agents            Antithyroid agents            Diabetes Mellitus            Hyperthyroidism            Hypothyroidism</p> <p><b><u>Reading Assignment:</u></b>            Week 12 Module: see BB            CH 18 – Drugs Affecting the Endocrine System: Pancreatic Hormones and Antidiabetic Drugs            CH 19 – Drugs Affecting the Endocrine System: Pituitary, Thyroid, and Adrenal Drugs            CH 35 – Diabetes Mellitus            CH 43 – Hyperthyroidism and Hypothyroidism</p> <p><b><u>Activities:</u></b>            View Videos Week 12            Challenge Yourself: Case Studies CHs 18, 19, 35, &amp; 43</p> <p><b><u>Assessments:</u></b></p>

Week/ Dates	Topic/Assignments/Activities/Assessments Due
	Chapter Exercise Week 12 due Apr 16, 11 pm Bonus Points: Evidence-Based Clinical Practice Guidelines due Apr 16: Diabetes Obesity
<b>Week 13:</b> <b>Apr 19 –</b> <b>Apr 23</b>	<p><b><u>Topics:</u></b></p> <p><b>Reproductive</b>            Androgens and antiandrogens            Estrogens and antiestrogens            Progesterones and progesterone antagonists            Erectile Dysfunction Contraception            HRT            Osteoporosis            STD's            Vaginitis</p> <p><b><u>Reading Assignment:</u></b>            Week 13 Module: see BB            CH 20 – Drugs Affecting the Reproductive System            CH 33 – Contraception            CH 40 – Hormone Replacement and Osteoporosis            CH 21 – Drugs Affecting the Bones and Joints            CH 47 – Sexually transmitted Diseases and Vaginitis</p> <p><b><u>Activities:</u></b>            View Videos Week 13            Challenge Yourself: Case Studies CHs 20, 33, 40, 21, &amp; 47</p> <p><b><u>Assessments:</u></b>            Chapter Exercise Week 13 due Apr 23, 11 pm            Bonus Points: Evidence-Based Clinical Practice Guidelines due Apr 23 at 11 pm:                Polycystic Ovarian Syndrome                Prostatitis</p>
<b>Week 14:</b> <b>Apr 26 –</b> <b>Apr 30</b>	<p><b><u>Topics:</u></b></p> <p><b>Gastrointestinal</b>  <b>Eye &amp; Ear</b>            Gastrointestinal System Antacids            Antidiarrheals            Cytoprotective agents            Antiemetics            Emetics            Histamine 2 receptor antagonists Prokinetics            Proton pump inhibitors Laxatives            GERD            PUD            Eye &amp; Ear Disorders</p>

Week/ Dates	Topic/Assignments/Activities/Assessments Due
	<p>Ophthalmic anti-infectives            Antiglaucoma agents            Ocular antiallergic and anti-inflammatory agents            Ocular lubricants            Ophthalmic vasoconstrictors            Otic anti-infectives            Otic analgesics            Ceruminolytics            Otitis Media            Otitis Externa</p> <p><b><u>Reading Assignment:</u></b>            Week 14 Module: see BB            CH 17 – Drugs Affecting the Gastrointestinal System            CH 36 – Gastroesophageal Reflux and Peptic Ulcer Disease            CH 26 – Drugs Used in Treating Eye and Ear Disorders</p> <p><b><u>Activities:</u></b>            View Videos Week 14            Challenge Yourself: Case Studies CHs 17, 36, &amp; 26</p> <p><b><u>Assessments:</u></b>            Chapter Exercise Week 14 due Apr 30 at 11pm            Bonus Points: Evidence-Based Clinical Practice Guideline:            GERD            Student Self-Evaluation of Learning Outcomes due Apr 30 at 11 pm.</p>
<p><b>Week 15:</b>  <b>May 3 –</b>  <b>May 7</b>  <b><u>at 12 Noon</u></b></p>	<p><b><u>Topics:</u></b>  <b>Special Populations</b>  <b>Pain</b>            Women as Patients            Men as Patients            Pediatric Population            Geriatric Population            Polypharmacy            Health literacy            Acute Pain            Chronic Pain  <a href="https://qioprogram.org/sites/default/files/2019BeersCriteria_JAGS.pdf">https://qioprogram.org/sites/default/files/2019BeersCriteria_JAGS.pdf</a>  <a href="http://medstopper.com/">http://medstopper.com/</a>  <a href="https://www.medscape.com/slideshow/deprescribing-6009041?src=WNL_infoc_181205_MSCPEDIT_pcp&amp;uac=155132HV&amp;impID=1821316&amp;faf=1">https://www.medscape.com/slideshow/deprescribing-6009041?src=WNL_infoc_181205_MSCPEDIT_pcp&amp;uac=155132HV&amp;impID=1821316&amp;faf=1</a>            How to spot a “Dr. Shopper” video: <a href="https://www.nodakpharmacy.com/">https://www.nodakpharmacy.com/</a></p> <p><b><u>Reading Assignment:</u></b>            Week 15 Module: see BB</p>

Week/ Dates	Topic/Assignments/Activities/Assessments Due
	CH 51 – Women as Patients CH 52 – Men as Patients CH 53 – Pediatric Patients CH 54 – Transgendered Clients as Patients CH 55 – Geriatric Patients CH 44 – Pain Management: Acute and Chronic Pain <b>Activities:</b> View Videos Week 15 Challenge Yourself: Case Studies CHs 51, 52, 53, 54, 55, & 44 <b>Assessments:</b> IDEA Ratings of Instruction (10 points, released by university personnel, attest on IDEA DB that this survey was completed for 10 points. This post for 10 points is due by May 7 at <b>12 noon. Note this is a rare due time; most due times are 11 pm</b> ) Chapter Exercise Week 15 due <b>May 7 at 12 noon</b> <b>Please note:</b> Grades are due May 17 at noon. If your facility is reimbursing you for your tuition please inform them of the time your grade will be available.

## Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

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

### End of Syllabus

<sup>1</sup> <https://www.angelo.edu/student-handbook/>

<sup>2</sup> <https://www.angelo.edu/catalogs/>

<sup>3</sup> <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

<sup>4</sup> <https://www.angelo.edu/services/disability-services/>

<sup>5</sup> <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

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<sup>6</sup> <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

<sup>7</sup> [https://www.angelo.edu/dept/writing\\_center/academic\\_honesty.php](https://www.angelo.edu/dept/writing_center/academic_honesty.php)

<sup>8</sup> <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>