

SUL ROSS STATE UNIVERSITY

DEPARTMENT OF NURSING

NUR 3314 Nursing Pharmacology Summer Junior Year

SEMESTER HOURS: 3.0 Credits (Weeks 11) (Hybrid)

CLINICAL HOURS: 1 Credit

DIDACTIC CONTACT HOURS: 2.9 Clock Hours/Week

CLINICAL CONTACT HOURS: 5.8 Clock Hours/week TOTAL

CONTACT HOURS: 96

PREREQUISITES: Enrollment in SRSU Nursing Program

FACULTY INFORMATION:

Name: Dr. Tara Haskins

Clinical Faculty: Violita McDonald, MSN, RN

Contact Information:

Dr.Haskins Phone:

8177076217

Office Hours: virtual

Hours available via e-mail: will answer
emails within 24 hours.

Hours available on campus: none

Hours available via phone office/home/cell: 5:30-9pm for phone calls, texts during the day will
be answered

Dr. Haskins Phone number(s): 8177076217

University e-mail:

Mrs McDonald Phone number (s):4322900036

COURSE DESCRIPTION:

This online course with on-campus lab component is an introduction to pharmacology with emphasis on the actions, interactions, dosage, half-life, adverse effects, and nursing implications for medications in each drug classification. Emphasis on medications as a major treatment modality for all age groups will continue throughout the nursing education experience. In addition to learning key medications in each drug classification, topics will include the roles and responsibilities of the nurse in safe administration of medications, observation and documentation of desired and adverse effects from the medication, and

principles to be followed in patient teaching within a legal/ethical framework. Knowledge of how medication effectiveness may be altered by circadian rhythms; incompatibilities with other prescribed drugs, over the counter drugs, and alternative medications; conflict with nutritional intake; and poor compliance with drug intake will be acquired in classroom, skills lab, and external-lab clinical-learning activities. The unique factors for rural and frontier populations will be threaded throughout the course.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, each student will have an understanding of the role of nursing as it

relates to pharmacology. Students will have a foundation in the nursing management of medications using prototype examples for essential drug classifications required for safe nursing practice. This course serves as a basis for subsequent clinical nursing courses throughout the curriculum. Upon completion of learning activities in this course, students will be able to:

MEMBER OF THE PROFESSION

1. Describe the nurse's legal scope of practice when administering, documenting, and evaluating prescribed medications.
2. Identify standards and guidelines from professional organizations, the employing health- care institution, and the Texas Board of Nursing Regulations related to administration of pharmacological agents.
3. Compare and contrast appropriate means of administering pharmacologic agents to diverse cultural groups and age groups.
4. Compare the following terms related to drug therapy in the context of professional nursing practice: adverse drug event, adverse drug reaction, medication error, and medication reconciliation.
5. Discuss the value of lifelong learning and continued nursing education and participation in community and professional organizations with a focus on pharmacology.

PROVIDER OF PATIENT-CENTERED CARE

6. Discuss the relevance of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics to professional nursing practice as related to drug therapy for patients across the lifespan.
7. Demonstrate knowledge of basic pharmacology, including drug nomenclature, dosage ranges, administration routes, drug actions, half-life, drug excretion, and body system responses.

8. Identify guidelines for assessing patients receiving medications, including collection and analysis of subjective and objective data.
9. Calculate drug dosages based on age, weight, and other patient data.
10. Discuss patient indications, clinical symptoms, and treatments for drug withdrawal related to the most commonly abused agents such as opioids, alcohol, nicotine, and other stimulants.
11. Compare and contrast the mechanism of action, drug effects, indications, adverse effects, cautions, contraindications, incompatibilities, drug-to-drug interaction, drug-to-food interactions, expected dosage range, and routes of administration for common drugs delineated in each drug classification.
12. Discuss the challenges of medication compliance as it relates to rural and frontier regions to include health literacy, socioeconomic status, language barriers, ethnic/cultural factors, and geographical challenges.

PATIENT SAFETY ADVOCATE

13. Utilize knowledge of pharmacology to explain safe administration of medications.
14. Discuss the Six Rights of drug administration (right drug, right dose, right time, right route, right patient, and right documentation) and the related professional responsibility for safe medication practice.
15. Discuss ethical aspects of drug administration as they relate to drug therapy.
16. Discuss the various categories of controlled substances, the development of new drugs, use of investigational drugs, and the process for informed consent.
17. Describe possible consequences of medication errors on patients across the life-span, the patient's physiologic, psychological, and behavioral well-being, the impact of overall health care, and the nurse-patient relationship in a rural-border environment.
18. Discuss the importance of patient education related to the safe and efficient administration of drugs including prescription drugs, over-the-counter drugs, herbal preparation, and dietary supplements.

MEMBER OF THE HEALTH-CARE TEAM

19. Evaluate interpersonal communication skills needed to collaborate effectively with members of the health care team, patients, and their families.
20. Identify medication education utilized in health-care problems in collaboration with other health-care professionals such as physicians, pharmacists, and other health-care colleagues.

REQUIRED REFERENCES:

Note: All of the references are basic, relevant references for nursing and will be referred to in subsequent courses and may serve as references for reports or papers that you may be drafting. Reference to them now will provide a basic framework for you as you begin your nursing education.

Text-Books:

Adams, M., Holland, N., & Urban, C. (2017) Pharmacology for Nurses: A pathophysiologic approach plus MyNursingLab with Pearson e-text (6th ed.). Hoboken, NJ: Pearson. ISBN-13: 978-0135218334

Resources and Articles:

ATI (ND). Modules related to RN ATI Video Case Studies, Fundamentals, and Pharmacology for Nurses

Texas Board of Nursing (2019). Texas Board of Nursing Rules and Regulations relating to Nurse Education, Licensure and Practice Table of Contents. Austin: Texas Gov. PDF Available at: https://www.bon.texas.gov/laws_and_rules_rules_and_regulations.asp

Web Resources:

American Diabetes Association Standard of Medical Care in Diabetes-2019 Abridged for Primary Care Providers. <https://clinical.diabetesjournals.org/content/37/1/11>

American Heart Association Hypertension Guideline Resources.

<https://www.heart.org/en/health-topics/high-blood-pressure/high-blood-pressure-toolkit-resources>

JNC 8 Guidelines for the Management of Hypertension in Adults.

<http://thepafp.org/website/wp-content/uploads/2017/05/2014-JNC-8-Hypertension.pdf>

RHIhub (Rural Health Information Hub). <https://www.ruralhealthinfo.org/>

National Rural Health Association Policy Brief: Treating the Rural Opioid Epidemic.

https://www.ruralhealthweb.org/NRHA/media/Emerge_NRHA/Advocacy/Policy%20documents/Treating-the-Rural-Opioid-Epidemic_Feb-2017_NRHA-Policy-Paper.pdf

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:

LEARNING ACTIVITIES:

Class Participation

Students will engage in classroom and learning activities. Student dialogue will focus on the professional role of the nurse as it relates to pharmacological therapies. Lectures will provide a basis for study of the classifications and prototypes of drugs, important side effects, and black box warnings.

Older Adult Health Medication History Assessment Interview

Students will interview an older adult in their community regarding experiences with pharmacological treatments, social determinates influencing effective treatment, and their interactions with health-care team members. An interview guide will be provided as a starting point for the interview. Students will submit an interview summary and a short reflection on the experience.

ATI assignments

ATI is a learning platform for nursing students that has been effective in the application of nursing education content. ATI assignments will be made that are pertinent to the content of the course. Students will be required to complete the ATI assignments as assigned by the due dates with reasonable participation (time to complete) on a pass/fail basis.

Reflective Assignment

Reflective Practice is an important attribute of a professional nurse and is integrated across the program of study. In the final weeks of the course, students will synthesize content covered in the course and reflect on the role and responsibilities of the professional nurse while applying rural/frontier and cultural factors.

Examinations

Five (5) formative quizzes will be administered throughout the course. There will be two (2) unit examinations and a comprehensive final during this course to provide students the opportunity to demonstrate developing problem-solving and critical-reasoning skills.

Clinical Lab Experiences

Students will practice and demonstrate safe administration of medications in a simulation lab setting utilizing the 3 checks and 6 Medication Rights. Students will observe activities and processes of pharmacists within the community. Students will have the opportunity to apply problem-solving and critical-reasoning abilities when demonstrating the skill.

Case Study Discussion Forum

Students will participate in two (2) case study discussion forums. Each case will present a patient scenario requiring application and discussion of patient history and determinants of health as they relate to pharmacological therapies, culture factors, drug-drug interactions, lab findings,

collaboration with the health-care team, patient-centered care, safety, and patient and team communication strategies. Students will be expected to present their understanding and analysis of the case and subsequently engage in professional dialogue with other student group members.

ASSESSMENT OF STUDENT LEARNING:

Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in the class, knowledge and comprehension of reading assignments, and completion of course assignments. Criteria for each course activity and assignment, including grading rubrics, are delineated either in the syllabus or in the modules.

Summary of Measures for Evaluation:

Course Requirements	Percentage
Formative quizzes (5) each 2% of total grade	10%
ATI assignments	10%
Older Adult Health Medication History Written Assignment	10%
Case Study Discussion #1	2.5%
Case Study Discussion #2	2.5%
Reflection paper	5%
Exam 1	20%
Exam 2	20%
Clinical Lab Experiences	(Pass/Fail)
Comprehensive Final	20%
Total Points	100%

Calculation of Final Grade: The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation. Students must pass course quizzes with an average of 80% or higher in order to pass the course.

Grading Scale

A = 90 – 100;

B = 80 – 89;

C = 75 – 79;

D = 70 – 74;

F = 69 or below

POLICIES FOR EXAMS AND ASSIGNMENTS:

Online Assignments: This organizational overview, including content and unit objectives, will guide the student to a systematic approach to the content areas according to an overall curricula schema. Objectives for skills lab activities will be identified with an asterisk (*) after the number. Assignments must be completed by due dates to facilitate optimal learning. Checking for announcements on Blackboard (BB) on a daily basis will avoid gaps in the learning process as faculty members guide you through the learning process.

Online testing/Assessments: When assigned, examinations will be given via the use of Blackboard or faculty-proctored exams in the classroom. Instructions will be provided at the time of the examination.

Missed Examinations and Makeup Examinations: Faculty members must be informed immediately when a student is aware that an examination will be missed. Make-up should occur within a week of the scheduled examination as agreed on between faculty and student. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up exams can be arranged without penalty.

Late and Make-up Assignments: To achieve the designated points for an assignment, the assignment must be submitted at or before the scheduled date and time. Five points per calendar day will be deducted for late submission of assignments. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late and make-up assignment extensions can be arranged without penalty

NUR 3314 Nursing Pharmacology Course Schedule:
(This schedule is subject to change by faculty as needed.)

<p>Week 1 6/2/22 Class: Thur 5:30-8:30</p> <p>6/1/22 Lab: Wed</p>	<p>Topics & Objectives</p> <p>Orientation to the course and syllabus</p> <p>Textbooks</p> <p>Use of ATI as a learning tool</p> <p>1. Review course assignments and clinical activities.</p> <p>a. Review and initiate the process and expectations related to the Older Adult Interview.</p> <p>b. Review expectations/grading rubric for case study discussion forum.</p> <p>c. Explain scope and grading rubric of reflection assignment. Skills for clinical lab experience.</p> <p>d. Review dates, expectations, and syllabus schedules</p> <p>e. Course Overview, Purposes, Course Expectations and Online Clinical Assignment Submission Process</p>	<p>Class: Thursday</p> <p>Required Readings & References</p> <p>Class learning activities</p> <p>Assignments</p> <p>Review Course Syllabus and Course Calendar.</p> <p>Complete Syllabus review quiz.</p> <p>Ensure access to ATI, review the introductory videos for students and explore the resources.</p>	<p>Lab: Wednesday</p> <p>Lab Learning Activities, Assignments</p> <p>Introductions</p> <p>Lab : Orientation to include: Use of the lab Clinical sites and expectations Clinical dress expectations Lab calendar Overview of dosage calculations.</p>
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<p>Week 2 Class 6/9/22 TH 5:30-8:30</p> <p>Lab'6/8/22 W</p>	<p>Unit 1 Core Concepts in Pharmacology</p> <ol style="list-style-type: none"> 1. Review abbreviations and systems of measurement in pharmacology. 2. Describe the social, geographical, cultural and health-care delivery systems impacting medication therapies in rural/frontier regions. 3. Explain the collaborative nature of pharmacology and the impact on the nurse's role. 4. Discuss the basis or pharmacological versus therapeutic classifications. 5. Describe what is meant by a drug's mechanism of action. 6. Outline the differences in trade versus generic and prescription vs over the counter drugs. 7. Explain the purpose of learning pharmacology through prototype drugs. 8. Discuss decision making in drug therapy choices. 9. Discuss the role of the FDA in the drug approval process. 10. Identify the nurse's role in the drug approval process and safety practices. 	<p>Thursday</p> <p>Appendix A, Adams, Holland, & Urban Pharmacology for Nurses: A pathophysiological approach</p> <p>Chapter 1,2, 9 Adams, Holland & Urban Pharmacology for Nurses: A pathophysiological approach</p> <p>Learning activities:</p> <p>Lecture: Rural Nursing Theory and Concepts Lecture: Rural/Frontier & Cultural factors Lecture: Intro to Pharm</p> <p>Review ATI Program Modules for Pharmacology</p> <p>Online attendance for Rural/Frontier and Cultural factors in Medication Compliance lecture.</p>	<p>Wednesday</p> <p>Tentative: Interviews with older adults</p> <p>Drug calculation exam follow up</p> <p>Exploring drug reference information</p> <p>Ensure access to ATI platform is complete.</p>
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11. Explain the meaning of controlled substance and teratogenic risks.

12. Identify the five drug schedules and provide an example at each level.

13. Identify the five categories of teratogenic drug classifications.

<p>Week 3 Class 6/16/22 5:30-8:30</p> <p>Lab 6/15/22</p>	<p>Unit 1 Core Concepts in Pharmacology</p> <ol style="list-style-type: none"> 1. Describe the role and responsibilities of nurses in safe drug administration. 2. Identify and apply the 6 rights of drug administration. 3. Interpret drug labels and drug orders that have abbreviations. 4. Compare systems of measurement in pharmacology. 5. Explain the proper methods of administering enteral, topical, and parenteral drugs. 6. Compare the advantages and disadvantages of each route of drug administration. 7. Discuss the four components of pharmacokinetics. 8. Discuss factors affecting drug absorption. 9. Describe the role of plasma proteins in drug distribution. 	<p>Thursday</p> <p>Reading and prep for class:</p> <p>Pharmacology for Nurses: A pathophysiological approach, Chapters 3, 4, 5.</p> <p>ATI Modules: Unit 1 Pharmacology Made Easy 3.0 Module: Introduction to Pharmacology</p> <p>ATI Video Case Studies Medication Administration; Look Alike/Sound Alike; Adverse Reactions to Meds, Medication Interactions</p> <p>Learning activities:</p> <p>Online attendance for Pharmacology Core Concepts lecture.</p> <p>Using a drug/drug interaction checker</p> <p>Unit 1 Formative quiz/ abbreviations .</p> <p>Quiz opens: 6/16 2100 Quiz closes: 6/20 2100</p>	<p>Wednesday</p> <p>Lab Activities</p> <p>Dosage Calculation 3.0 Modules: Safe Dosage, Medication Administration, Oral Medications</p> <p>ATI Video Case Studies Medication Administration</p> <p>Review ATI active stack resource</p> <p>When practicing dosage calculation problems choose one method: Ratio/proportion, Desired over Have, or Dimensional analysis</p>
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	<p>10. Identify how drugs are excreted.</p> <p>11. Explain and apply drug onset, peak, and plasma half-life to pharmacotherapy.</p> <p>12. Explain therapeutic range, loading versus maintenance dosing.</p>		
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Week 4	Topics & Objectives	Class	Lab
<p>Week 4 Class 6/23/22 TH 5:30-8:30</p> <p>Lab 6/22/22 W</p>	<p>1. Discuss strategies that reduce medication error and incidents.</p> <p>6. Explain the role of medication reconciliation in patient safety.</p> <p>7. Identify strategies that promote collaborative patient relationships and improve patient compliance.</p> <p>8. Describe physiological differences that affect pharmacokinetics throughout the lifespan.</p>	<p>Thursday</p> <p>Required reading/prep for class</p> <p>Pharmacology for Nurses: A pathophysiological approach, Chapters 6,7,8,10,11.</p> <p>Student independent Review: Biological Poisoning threats</p> <p>ATI: Pharm Made Easy: Intro to Pharm</p> <p>ATI Video Case Studies Polypharmacy</p> <p>Class presentation and discussion: The Role of the Nurse and Medication safety</p> <p>Older Adult Pharmacology interview assignment due: 6/27 2100</p> <p>Formative Quiz 2 Opens 6/23 2100 Closes 6/27 2100</p>	<p>Wednesday</p> <p>Demonstration of administration of oral medications, eye drops, ear drops for adult and child, nose drops, topicals patches.</p> <p>Student practice</p> <p>Application of 6 Rights and 3 Checks</p> <p>Infection control in medication administration</p> <p>Reading and interpreting a drug order</p> <p>Patient safety in drug administration.</p> <p>Documentation of drug administration</p>

6/23	9. Identify factors that influence transfer of drugs from mother to infant. 10. Explain the role of complementary and alternative medicine in patient wellness. 11. Analyze the legislation process regulating herbal		
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	<p>and dietary supplements.</p> <p>12. Discuss the nurse's role in teaching patients about complementary and alternative therapies.</p> <p>13. Discuss the role of medications in emergency preparedness.</p> <p>14. Explain the threat, transmission, clinical manifestations, and treatment of anthrax exposure.</p> <p>16. List top substances causing human poison exposures.</p> <p>17. Describe specific antidotes used to treat common overdosed substances and to.</p>		
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Week 5	Unit 6 Respiratory System	Thursday	Wednesday
Class 6/30/22 TH 5:30-8:30	Unit 7 Gastrointestinal System	Required reading/class prep	CLINICAL LAB
Lab 6/29/21 W	<p>1. Apply the nursing process to care for patients receiving medications for allergic rhinitis, common cold, asthma, and COPD.</p> <p>2. Apply the nursing process to care for patients receiving medications for gastric ulcers, gastroesophageal reflux diseases, constipation, diarrhea, nausea/vomiting, pancreatitis.</p> <p>3. For each of the prototype drugs, explain their mechanism of action, effects in their respective system, and</p>	<p>Pharmacology for Nurses: A pathophysiological approach, Chapters 39, 40, 41, 42, 43.</p> <p>ATI Modules: Pharm Made Easy for GI and Respiratory drug classes</p> <p>Refer to Prototype drug list in the syllabus for objective 3.</p> <p>Learning Activities:</p> <p>Online attendance for Medications for the Respiratory and Gastrointestinal Systems lecture.</p> <p>Exam 1 Units 1,2,6,7</p> <p>opens: 7/1 2100 closes 7/5 2100</p>	<p>Pharmacy Clinicals:</p> <p>Student groups or pairs will be assigned to a local pharmacy or hospital pharmacy for observation.</p> <p>Clinical assignment schedule will be provided.</p>

<p>Week 6 Class 7/7/22 TH 5:30-8:30</p> <p>Lab 7/6/22 W</p>	<p>Unit 5 Immune System</p> <ol style="list-style-type: none"> 1. Apply the nursing process to care for patient receiving medications for inflammation, fever, immunosuppression, bacterial, fungal, protozoan, helminthic, viral, and cancer. 2. Review standard vaccination schedules for children. 3. Review recommendations for adult vaccinations: flu, pneumococcal, tetanus, and varicella. 4. For each of the prototype drugs, explain their mechanism of action, effects in their respective system, and important adverse effects including Black Box warnings. 	<p>Pharmacology for Nurses: A pathophysiological approach, Chapters 33, 34, 35, 36, 37, 38</p> <p>ATI Modules: Pharm Made Easy</p> <p>Refer to Prototype drug list in the syllabus for objective 4.</p> <p>Online attendance for Pharmacological Management of Inflammation, Fever, and Infections lecture.</p> <p>Independent review of voice over PowerPoint: Communicating the role of vaccinations to communities.</p> <p>Case Study Discussion #1 Opens: 7/6/21 1st post due: 7/8 Response post due: 7/9 Closes: 7/10</p> <p>Unit 5 Formative quiz Opens: 7/6 Closes: 7/9</p> <p>Make arrangements for your Student/Faculty check-in meeting via Zoom.</p>	<p>CLINICAL LAB</p> <p>Pharmacy Clinicals:</p> <p>Student groups or pairs will be assigned to a local pharmacy or hospital pharmacy for observation.</p> <p>Clinical assignment schedule will be provided</p>
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<p>Week 7 Class 7/14/22 TH 5:30-8:30</p> <p>Lab 7/13/22 W</p>	<p>Unit 8 Endocrine System</p> <p>1. Apply the nursing process to care for patient receiving medications for the following disorders: thyroid, pituitary, adrenal, type 1 and type 2 diabetes mellitus, contraception, menopause, erectile dysfunction, & benign prostatic hyperplasia.</p> <p>3. For each of the prototype drugs, explain their mechanism of action, effects in their respective system, and important adverse effects including Black Box warnings.</p>	<p>Pharmacology for Nurses: A pathophysiological approach, Chapters 44, 45, 46, 47</p> <p>ATI Modules: Pharm Made Easy</p> <p>American Diabetes Association recommendations</p>	<p>Debrief- Pharmacy clinical observations</p> <p>Dosage Calculation practice</p> <p>Review a medication administration documentation</p> <p>Review the correct methods for sublingual, buccal, topical, patch, eye drops, and ear drop administration</p> <p>Return demonstration of administration of oral medications, eye drops, ear drops for adult and child, nose drops, topicals patches.</p> <p>Application of 6 Rights and 3 Checks</p>
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<p>Weeks</p> <p>8 & 8&9</p> <p>Class</p> <p>7/21/22 & 7/28/21</p> <p>Th</p> <p>5:30-8:30</p> <p>Lab</p> <p>7/22/22</p> <p>7/29/22</p> <p>W</p>	<p>Unit 4 Cardiovascular and Urinary Systems</p> <p>1. Apply the nursing process to care for patient receiving medications for the following disorders: hyperlipidemia, renal failure, hypertension, electrolyte imbalance, heart failure, angina, acute coronary syndrome, shock, anaphylaxis, dysrhythmias, coagulation disorders, & anemia.</p> <p>3. For each of the prototype drugs, explain their mechanism of action, effects in their respective system, and important adverse effects including Black Box warnings.</p>	<p>Pharmacology for Nurses: A pathophysiological approach, Chapters 23, 24, 25, 26, 27, 28, 29, 30, 31, 32</p> <p>ATI Modules: Pharm Made Easy</p> <p>American Heart Association Hypertension Guideline Resources https://www.heart.org/en/health-topics/high-blood-pressure/high-blood-pressure-toolkit-resources</p> <p>JNC 8 Guidelines for the Management of Hypertension in Adults http://thepafp.org/website/wp-content/uploads/2017/05/2014-JNC-8-Hypertension.pdf</p> <p>Refer to Prototype drug list in the syllabus for objective 3.</p>	<p>Begin clinical skills check offs:</p> <p>Application of 6 Rights and 3 Checks;</p> <p>Administration of oral medications, eye drops, ear drops for adult and child, nose drops, topical patches.</p>
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Week	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
Week 10 Date 8/3/21	<p>Unit 3 Nervous System</p> <ol style="list-style-type: none"> Apply the nursing process to care for patient receiving medications for the following disorders: urinary retention, depression, anxiety, insomnia, seizures, bipolar disorder, ADHD, schizophrenia, pain, headaches, Alzheimer's, Parkinson's, muscle spasms, substance dependence. Categorize drugs used before, during, and after anesthesia. Compare and contrast symptoms and pharmacological treatment of alcohol, opioid, stimulant, and nicotine dependence. Apply evidence-based nursing practice for effective pain management. For each of the prototype drugs, explain their mechanism of action, effects in their respective system, and important adverse effects including Black Box warnings. 	<p>Pharmacology for Nurses: A pathophysiological approach, Chapters 12-22</p> <p>ATI Modules: Pharm Made Easy</p> <p>National Rural Health Association Policy Brief: Treating the Rural Opioid Epidemic</p> <p>Refer to Prototype drug list in the syllabus for objective 5.</p> <p>View and complete an AgriSafe Opioid and/or Naloxone webinar with posttest</p> <p>Opens: 8/3/21 1st post due 8/5/21 Response post Due: 8/6/21 Closes: 8/7/21 Online attendance for Safe Pharmacological Treatments for Behavioral Health Disorders lecture.</p> <p>Lecture: Evidence Based Practice for Pain Management</p> <p>Case Study Discussion Forum #2</p>	<p>Skills Check-off Make-Up and Debrief Counseling. Please set up a time with Mrs. McDonald.</p>

<p>Week 10 Date 8/3/21</p>	<p>Continue Nervous System Pharm Content</p> <ol style="list-style-type: none">1. In the lab, demonstrate Six Rights of drug administration (right drug, right dose, right time, right route, right patient and right documentation), three checks, and the related professional responsibility for safe medication practice and documentation.2. Demonstrate pain assessment, management, and critical reasoning in a simulation scenario with a patient requiring in interpreter.3. Demonstrate appropriate procedures for legal and safe controlled-substance disposal and documentation in simulation lab.4. Demonstrate safe and effective administration of eye drops, ear drops, and transdermal patch medications in simulation lab across the lifespan.5. Calculate drug dosages with medication order interpretation based on age, weight, and other patient data.	
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Week cont.	<p>Unit 9 Integumentary System, Eyes, & Ears</p> <p>1. Apply the nursing process to care for patient receiving medications for the following disorders: osteoporosis, osteomalacia, Paget's disease, lice/mite infestation, acne, psoriasis, minor burns, glaucoma, and ear infections.</p> <p>2. For each of the prototype drugs, explain their mechanism of action, effects in their respective system, and important adverse effects including Black Box warnings.</p>	<p>Pharmacology for Nurses: A pathophysiological approach, Chapters 48, 49, 50</p> <p>ATI Modules: Pharm Made Easy</p> <p>Refer to Prototype drug list in the syllabus for objective 3.</p> <p>Online attendance for Medication Case Presentations Due: 8/12/21</p>	<p>Online attendance for Medication Case Presentations:</p>
		<p>Osteoporosis, Acne, and Glaucoma lecture.</p> <p>Unit 3 & 9 Formative Quiz Opens: 8/10</p> <p>Closes 8/13 Reflection Assignment</p> <p>Final Exam: Opens 0800 Closes 1200 Comprehensive Final Exam (30% of questions will come from Units 3 & 9) Opens: Closes:</p> <p>Course and Instructor Evaluations: Opens: 8:00 a.m.</p>	

COURSE EXPECTATIONS:

Verbal and written responses to assignments incorporate evidence that the student has read appropriate assignments and is able to articulate information that reflects individual cognition and understanding of information. Most of the course learning activities will use reflective dialogue and integrative learning approaches to expand, clarify, find meaning, or extend students' understanding of course concepts, topics, and students' investigations into practice issues and reviews of literature.

The course is designed to provide opportunities for you to participate in case analysis, to demonstrate clinical reasoning, completion of e-learning assignments, and scholarly writing, to make professional presentations, and to engage in self-appraisal. APA format is used for written assignments.

Refer technical difficulties related to Blackboard Collaboration to IT resources as soon as possible.

Orientation to Course:

See schedule for dates and times for course orientation. The orientation provides students with instruction on how to address questions concerning the course and course requirements.

Faculty and Student Picture and Biography:

Faculty will submit a picture and summary of their educational and professional experiences that prepared them to teach in respective courses to be posted online.

During the first week of class, each student must submit to the faculty a snap-shot or picture of themselves with a brief personal and professional biography including educational and clinical experiences and any personal information that highlights why they are choosing to seek a BSN degree.

STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS:

Learning is a shared endeavor based upon respectful and collaborative relationships between students and faculty. The learning activities designed for this course were developed based upon the following:

1. As adult learners we are partners in learning.
2. Faculty members serve as a mentor, resource, guide, or coach and professional peer.
3. Our work and life experiences differ and serve to enrich our individual and mutual learning.

4. Each member of the class is committed to preparing for and successfully completing class learning activities.
5. Each member of the class will organize their time, learning goals, and activities to fully participate in the course and assignments.
6. Each member of the class can use computer technology and access resources via the Internet and other mobile technologies as needed for the course.

COMMUNICATIONS:

- Announcements – Check announcements each time you log onto the course.
- Course email – Check course email frequently for communications and make sure your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday-Friday.
- Use of technology: If you have any technical questions, problems, or concerns with Blackboard, do not spend more than 15 minutes on any technical problem. Seek help immediately.
- Contact the 24-7 Help Desk at: 1-888-837-2882 and/or techassist@sulross.edu.
- Responses to emails and course postings: Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross email and, if not available, mobile phone or texting between the hours of 9 AM and 6 PM if possible. Messages received on the weekends or holidays will be answered by the next working day.
- Assignments: Assignments will be reviewed and returned with feedback/grade within 4 days of submission.
- Writing and use of APA: All written assignments and discussion board postings will be submitted using the American Psychological Association (APA) Guidelines.
<http://owl.english.purdue.edu/owl/resource/560/01>

ATTENDANCE AND PARTICIPATION:

- Your attendance is expected at every class meeting.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read assigned readings prior to joining the class discussions.
- If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, email, or text as soon as possible and make arrangements to make up the assignments.

RULES OF NETIQUETTE:

The term “netiquette” refers to written and unwritten rules regarding appropriate communication on the Internet. It primarily applies to your interactions on the course Discussion Board, assignments both individual and group, and e-mail communications.

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Be courteous and respectful to students and faculty in the course.
 - a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view;
 - b. Be careful with the tone of what you are communicating, such as sarcasm and subtle humor; one person's joke may be another person's insult;
 - c. Do not use all caps in the message box (it is considered shouting);
 - d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
3. Be helpful and be sure to do your part in group work so that assignments can be completed.
4. Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when taking an online class.
 - a. Use a meaningful title in the Subject line. For e-mail, include course number.
 - b. Use the person's name you are writing to as a greeting in the first line of the message. This helps ensure that you are writing to the intended person (group).
 - c. Close the posting by writing your full name at the end of the message.
5. Emails and Discussion Boards are public, and the University archives all materials. Do not post anything too personal, as all students in the class and your instructor will see what you write.
 - a. Keep the messages you post to the Email and Discussion Board relevant to the course and assignment, and provide a rationale including references as appropriate to support your point-of-view.
 - b. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
 - c. When posting a response, make sure you identify the post to which you are responding.
 - d. If the topic you plan to address is covered in an existing thread, do not start a new thread.
 - e. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
 - f. Try not to lurk, meaning that you are just reading and not participating.
6. Quality of online communications/postings is important.
 - a. It is not acceptable to present work or ideas of others as your own. Use APA format when you quote directly from a source—using quotation marks and provide the original author's name, year, and page or location in the body of the narrative; when you paraphrase a source—using your own words to explain your understanding of another's ideas or work—provide author and year in the body of the narrative. At the end of the posting provide the complete reference using APA format.
 - b. If the posting is going to be long, use paragraphs.
 - c. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with the acronym.
 - d. Just as you would proofread a formal paper, before posting an email or discussion,
 - i. Read what you have written for content,
 - ii. Rethink what you have written for tone,

- and
- iii. Reread what you have written for organization and coherence,
 - iv. Revise what you have written for grammar, punctuation and mechanics.
 - v. Once you submit your work, discussion, or e-mail, you cannot change what you have written.
- 7. Don't send large files, since someone may have a relatively slow internet connection.
 - 8. Be sure to check for viruses when sending files.
 - 9. Be patient if you do not get an immediate response to your postings. If it is urgent, you can contact other students or faculty by e-mail, phone, or text.

MANDATORY UNIVERSITY STATEMENTS:

Academic Honesty Policy:

Academic Honesty Policy: The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University 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. Academic Dishonesty includes:

- 1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
- 2. Using, during a test, materials not authorized by the person giving the test.
- 3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
- 4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
- 5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
- 6. Bribing another person to obtain a non-administered test or information about a non-administered test.
- 7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
- 8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
- 9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
- 10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty, but must notify the student of his/her right to appeal to the Department Chair, the Associate Provost/Dean, and eventually to the Provost and Vice President for Academic Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case.

In the case of flagrant or repeated violations, the Vice President for Academic Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT:

Sul Ross State University is committed to compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Qualified students with disabilities needing academic or other accommodations to facilitate full participation in our programs, services and activities should contact the Accessibilities Coordinator, Ferguson Hall Room 112, Monday – Friday 8:00 a.m. – 5:00 p.m., 432-837-8203 at the Alpine campus. At the Uvalde Campus, Room C102, Monday – Friday 8:00 a.m.-5:00 p.m.

ONLINE COURSES:

Web courses (offered online) are not self-paced and require considerable work in order to meet requirements. Students should be prepared to devote approximately 12 hours per week to accomplish the work required for a 3-hour class (i.e. student should devote approximately the same study time for an online course as would be spent in a regular class with outside work requirements—a measure generally calculated at 3 hours outside work for each hour in class.) Students MUST have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m-5 p.m. University computer labs are not open on weekends and holidays.

DISTANCE EDUCATION STATEMENT:

Students enrolled in distance-education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit

online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance- education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSUwebsite.

GENERAL CAMPUS REGULATIONS AND CONDUCT:

All students are expected to conduct themselves in a manner consistent with the University's functions as an educational institution. It is also expected that all students who enroll at Sul Ross State University agree to assume the responsibilities of citizenship in the university community. Association in such a university community is purely voluntary, and any student may resign from it at any time when he/she considers the obligation of membership disproportionate to the benefits. All students are subject to University authority, and those students whose conduct is not within the policies of the University rules and regulations are subject to dismissal. Students are responsible for abiding by all published University rules and regulations. Failure to read publications will not excuse the student from the requirements and regulations described therein. The SRSU Student Handbook and other official University publications outline specific regulations and requirements.

NUR 3314 Nursing Pharmacology

Guidelines for Older Adult Health Medication History Assessment

Objectives: The student will

1. Identify an older adult in their community with a complex medication regimen.
2. Begin the interview using the suggested questions, while allowing for deviations as appropriate.
3. Write and submit a summary paper that demonstrates professional writing skills and personal reflection on the activity.

Activity: The student will select an interviewee, conduct the interview, and submit a paper consistent with the Professional Paper Grading Rubric, including the use of APA format.

Select Topic: Older Adult Health Medication History Assessment Interview Please note due date for the paper. (Week 2)

Interview Guide

1. Tell me about your overall health and health conditions.
2. What conditions are you currently being treated for with medications?
3. What prescription medication are you currently taking? (List name, dosage, and frequency of administration.)
4. What nonprescription/OTC medications are you taking? (List name, dosage, and frequency of administration.)

5. Have you ever experienced any side effects or unusual symptoms with any medications? (Describe.)
6. What do you know or what were you taught about these medications?
7. Do you use any herbal or homeopathic remedies? Any nutritional substances or vitamins?
8. Are you allergic to any medications? Any foods? Any environmental substances? For medication allergies, what specifically happens when you take it?
9. Are you being treated for pain? Where is the pain? Are you having any pain now? On a scale of 0-10 with 0 being none and 10 being the worst pain you have ever had, how would you rate this pain? If your pain is chronic, what level (number) of pain are you willing to tolerate?
10. What is your usual alcohol intake?
11. Do you smoke? If so, how much?
12. What is your usual caffeine intake?
13. Do you have any concerns regarding insurance or the ability to afford medications?
14. Do you have any religious or cultural beliefs or practices concerning medications or your health that health-care providers should know about?
15. When was the last time you saw your provider?
16. Are you having trouble sleeping? How is your mood? Are you experiencing any sadness or depression?
17. What is your normal diet?
18. Do you have any concerns about your medications?
19. What are your biggest challenges with regards to your medications?
20. Tell me about any strategies that you use to help you with taking your medications.

Paper:

Write a professional paper summarizing the information you gathered and your conclusions following the interview. Reflect on this activity and relate the activity to the professional role of the registered nurse. Include an introduction of your older adult and the setting where you completed the interview. The summary may be in the form of a questions/answer format. Use APA format with a cover sheet (page 1), double-spaced with 12-point font. Attach grading rubric to the paper.

Grading:

Refer to the Professional Paper Grading Rubric for the assignment and the paper to be submitted. Grade your paper prior to submission to determine that your paper addresses the requirements and expectations.

NUR 3314 Nursing Pharmacology
Guidelines for Older Adult Health Medication History Assessment Interview Paper

Student:

Date:

Paper title:

Total Possible points = 100

Student points and letter grade

/

Section			
Introduc-	Topic: Describe your subject, the setting	States and	Topic not
tion	for the interview, and the reason for	defines topic	described
	choosing this subject.		
15=_			
	Points 10-15	Points 1-9	Points 0
Body	Interview Content: Interview reflects	Responds to	Addresses
	response to all or more than the	15 or fewer	fewer than 5
50=_	recommended questions. Additional	questions.	questions
	questions are pertinent to the assignment		
	and contribute to patient centered care.		
	Points 40-50	Points 1-39	Points 0
Summary	Problems and Conclusions: Describe any	General	Does not
	problems or conclusions that you were able	comments	fully address
15=_	to bring forward as a result of the interview	about the	topic and
	(health literacy, transportation, etc.). Reflect	subject and	issues

	on this activity and relate this activity to the	some issues	
	role of the professional nurse.		
	Points 10-15	Points 1-9	Points 0
Format	Formatting: Adheres to APA format with	Partially	Fails to
	cover page, double-spaced in 12-point font.	adheres to	adhere to
20=	No errors in grammar or spelling.	format	format.
		guidelines,	Numerous
		some grammar	grammar/
		or spelling	spelling issues
		errors.	
	Points 15-20	Points 1-14	Points 0

Total Points Max 100 =

Comments and suggestions:

Faculty:

NUR 3314 Nursing Pharmacology Rubric for Reflective Paper

Student Name:	Date:
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Instructions: Using the model for reflection, the student will reflect on course learning and experiences in class and lab. Reflection should demonstrate nursing values and principles and illustrate how the activity impacts your understanding of professional nursing.

Criteria	Exemplary	Accomplished	Developing	Beginning
Retelling of Experience	<ul style="list-style-type: none"> · Detailed explanation of experience · Specific descriptors of observations during experience · Writing is highly organized with logical sequence 	<ul style="list-style-type: none"> · Clear explanation of experience · Objective observation of experience · Organization is clear and easy to follow 	<ul style="list-style-type: none"> · Somewhat clear explanation of experience · Somewhat objective observation of experience · Minimal organization 	<ul style="list-style-type: none"> · Vague explanation of experience · Non-objective observation of experience · Organization is not evident; confusing
Reflections of Personal Response	<ul style="list-style-type: none"> · Reflects well on own work · Provides many examples 	<ul style="list-style-type: none"> · Reflects on own work · Provides examples 	<ul style="list-style-type: none"> · Some reflection on own work · Provides few examples 	<ul style="list-style-type: none"> · Little reflection on own work · Provides no or few examples
Relevance to Classroom Concepts or Personal Experience	<ul style="list-style-type: none"> · Student relates what is heard in classroom to observations of classroom concepts and/or personal experiences 	<ul style="list-style-type: none"> · Student relates some of what is heard in classroom to concepts and/ or personal experiences 	<ul style="list-style-type: none"> · Makes minimal reference to what is heard in class or to personal experience 	<ul style="list-style-type: none"> · Makes no reference to what is heard in class or personal experiences
Analysis of Experience	<ul style="list-style-type: none"> · Makes many inferences · Comprehends deeper meanings · High level of critical thinking expressed 	<ul style="list-style-type: none"> · Makes inferences most of the time · Usually comprehends deeper meanings · Some critical thinking expressed 	<ul style="list-style-type: none"> · Some inferences are made · Comprehends surface level meaning · Minimal critical thinking expressed 	<ul style="list-style-type: none"> · Few or no inferences are made · No comprehension or reflection on assignment · Little or no evidence of critical thinking

Effort on Assign- mint	<ul style="list-style-type: none"> · Obvious, detailed effort on assignment · Communicates thought clearly with correct grammar and spelling. 	<ul style="list-style-type: none"> · Acceptable effort on all parts of the assignment · Few grammar/ spelling issues 	<ul style="list-style-type: none"> · Some effort on assignment · Struggled to convey components of the paper. 	<ul style="list-style-type: none"> · Little or no effort on assignment · Difficulty to follow thought due to communication, grammar and spelling.
Faculty Feedback				

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Instructions:

NUR 3314 Nursing Pharmacology
Case Study Discussion Forum Grading Rubric

1. Discuss a pharmacology case study addressing medication regime, drug-drug interactions, food interactions, safety, side effects, black box warnings, lab findings, culture, and social determinates of health (financial, environment, psychological, social and healthcare access).
2. Identify patient needs and make appropriate suggestions/strategies to meet those needs in terms of medicationtherapies.
3. Provide other group members constructive feedback after reviewing their discussion of the case.
4. Cite sources utilized for the basis of your discussion using APA format. Sources may be course recommendedreferences, national guidelines, journal articles or reputable health organization content (ex. American DiabetesAssociation)

+ 20	+10	+0	Total Points
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Initial post by due date		Initial post after due date	
Response x 1 by due date		No responses by due date	
Communicates clearly with substance of thought	Post shows limited substance	Post lacks contribution to discussion	
No spelling or grammatical errors	Few spelling or grammatical errors	Multiple spelling and/or grammatical errors	
Includes correct APA citation.	Citation with multiple errors.	No citation.	
		+0 if any of the above	Total Points Possible 100/100

Comments:

Faculty

NUR 3314 Nursing Pharmacology
Clinical Lab Experience Evaluation: Medication Administration- Oral Meds

<input type="checkbox"/> Documented procedure following legal guidelines**			
Total score: 100/100			

* An Unsatisfactory performance requires a student to remediate the skill with faculty before attempting skill for check off.

**Student cannot pass the skill if one or more of these components are missed.

Crosswalk of Course Objectives with TBON DEC's and AACN Essentials

Objectives	TX BON DEC's	AACN Essentials
Describe the nurse's legal scope of practice when administering, documenting, and evaluating prescribed medications	I-A 1-4; ,B 1, 2, 4	VIII-1, 2, 12 IX-3
Identify standards and guidelines from professional organizations, the employing health-care institution, and the Texas Board of Nursing Regulations related to administration of pharmacological agents.	I-B 1, 2, 4	III-6 IX-3
Compare and contrast appropriate means of administering pharmacologic agents to diverse culture and age groups.	I-B	II-8 VII-3, 7 IX-3, 8, 16

Compare the following terms related to drug therapy in the context of professional nursing practice: adverse drug event, adverse drug reaction, medication error, and medication reconciliation.	I-B	II- 7, 8 IV-1, 3 IX- 3, 9, 12
Discuss the value of lifelong learning and continued nursing education and participation in community and professional organizations with a focus on pharmacology.	I-D	VIII-13
Discuss the relevance of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics to professional nursing practice as related to drug therapy for patients across the lifespan.	II-A, B, C	IX-3, 8
Demonstrate knowledge of basic pharmacology, including drug nomenclature, dosage ranges, administration routes, drug actions, half- life, drug excretion, and body system responses.	II-A, C	IX-1, 2, 3, 12
Identify guidelines for assessing patients receiving medications, including collection and analysis of subjective and objective data.	II-B, C	IX-1, 3
Calculate drug dosages based on age, weight, and other patient data.	II-A, B III-B	IX-8, 12, 16
Discuss patient indications, clinical symptoms, and treatments for drug	II-B, C, D, E	IX-1, 3, 8, 9, 1, 12, 13

withdrawal related to the most commonly abused agents such as opioids, alcohol, nicotine, and other stimulants.		
Compare and contrast the mechanism of action, drug effects, indications, adverse effects, cautions, contraindications, incompatibilities, drug-to-drug interaction, drug-to-food interactions, expected dosage range, and routes of administration for common drugs delineated in each drug classification.	II-A, B III-B	IX-1, 2, 3, 12
Discuss the challenges of medication compliance as it relates to rural and frontier regions to include health literacy, socioeconomic status, language barriers, ethnic/cultural factors, and geographical challenges.	II-B, C, E	II-8 V-6, 8 VII-3, 12 VIII-9 IX-3, 5, 7
Utilize knowledge of pharmacology to explain safe administration of medications.	III-B	IX-3, 8, 9, 11, 12
Apply the Six Rights of drug administration (right drug, right dose, right time, right route, right patient, and right documentation) and the related professional responsibility for safe medication practice.	III-B	IX-3, 8, 9, 11, 12
Discuss ethical aspects of drug administration as they relate to drug therapy.	III-A, B	IV-8, 10 VI-6 VIII-1, 2, 3, 10, 11, 12

Discuss the various categories of controlled substances, the development of new drugs, the use of investigational drugs, and the process for informed consent.	III A, B	II-8 III-3 XI-3, 8 ,9
Describe possible consequences of medication errors on-for patients across the life-span, the patient's physiologic, psychological, and behavioral well-being, the impact of overall health care and the nurse-patient relationship in a rural- border environment.	III- B	II-7, 8 XI 3, 11, 12
Discuss the importance of patient education related to the safe and efficient administration of drugs, including prescription drugs, over-the-	III-B, C	IX-1, 3,5, 7, 10, 17

counter drugs, herbal preparations, and dietary supplements.		
Evaluate interpersonal communication skills needed to collaborate effectively with members of the health-care team, patients, and their families.	IV-A, B, D	II-5 VI 2, 4, 6 VII-6, 10 XI-4
Identify medication education utilized in health-care problems in collaboration with other health-care professionals such as physicians, pharmacists, and other health-care colleagues.	IV-A, B, C, D	XI-7, 10

